Youth Policy Institute Charter Schools (YPICS)

Regular Board Meeting

Date and Time

Thursday June 28, 2018 at 6:00 PM PDT

Location

Bert Corona Charter High School - 12513 Gain Street, Pacoima, CA 91331

Meeting Call In Number: (641) 715-3680, Access# 1004153.
Board Members calling in from 17112 Minnehaha Street, Granada Hills, CA 91344;
501 S. Bixel Street, Los Angeles, CA 90017; 25024 Highspring Avenue, Newhall, CA
91321; 1625 W. Olympic Blvd., Los Angeles, CA 90015; 17037 Chatsworth Street,
Granada Hills, California 91344.

Agenda

	Purpose	Presenter	Time
I. Opening Items			**6:00 PM**
Opening Items			
A. Record Attendance and Guests		Yesenia Zubia	1 m
B. Call the Meeting to Order		Mary Keipp	
C. Flag Salute			2 m
D. Additions/Corrections to Agenda		Mary Keipp	2 m
E. Approve May 21, 2018 Minutes	Approve Minutes	Mary Keipp	2 m
II. COMMUNICATIONS			**6:07 PM**
Academic Excellence			

	Purpose	Presenter	Time
A. Presentations from the Public	FYI	Mary Keipp	5 m

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

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 — 6:12 PM

	Purpose	Presenter	Time
A. Board Retreat on July 21, 2018	FYI	Yvette King-Berg	5 m

Board members will complete the Board Assessment on Board on Track during the meeting.

	Purpose	Presenter	Time
B. YPICS 2018 -2019 Board of Directors' Meeting Calendar	Discuss	Yvette King-Berg	5 m

This item is informational and no action is required.

	Purpose	Presenter	Time
C. Committee/ Council Reports	FYI		5 m

	Purpose	Presenter	Time

Each month council and committee meeting minutes are provided for the board to review. Board members will direct senior staff regarding any minutes or committee concerns that may arise.

1. Academic Committee Reports
2. Climate and Culture Committee Reports
    1. Student Leadership Council
3. Parent/ Committee Advocacy/ Engagement Reports
    1. School Site Council
    2. English Learner Advisory Committee
4. LCAP Advisory Committee Reports

		Purpose	Presenter	Time
D.	Director of Special Education's Report	FYI	Vashon Nutt	5 m
E.	Facilites Update	FYI	Ruben Duenas	5 m

This update is for all of the YPICS' schools.

		Purpose	Presenter	Time
F.	Bert Corona Executive Administrator Report	FYI	Ruben Duenas	5 m
G.	Monsenor Oscar Romero Executive Administrator Report	FYI	Kevin Myers	5 m
H.	Bert Corona Charter High School Executive Director's Report	FYI	Larry Simonsen	5 m
I.	Executive Director's Report	FYI	Yvette King-Berg	5 m

IV. CONSENT AGENDA ITEMS   6:57 PM

Audit

		Purpose
A.	Background	FYI

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.

		Purpose	Presenter	Time
B.	Consent Items	Vote	Yvette King-Berg	5 m

A.   Recommendation to approve 2018-2019 Homeless Education Policies for BCCS, BCCHS, and MORCS

	Purpose	Presenter	Time

B.   Recommendation to approve 2018-2019 Consolidated Application Certification of Assurances Statement, Protected Prayer Certifications, Statement and Application for Categorical Programs for BCCS, BCCHS, and MORCS

V. ITEMS SCHEDULED FOR ACTION   7:02 PM

		Purpose	Presenter	Time
A.	Recommendation to approve 2018-2019 LCAPs and ESSA Federal Addendums for BCCS, BCCHS, and MORCS	Vote	Yvette King-Berg	5 m

Recommendation to approve 2018-2019 Local Control Accountability Plans (LCAPs) and Every Student Succeeds Act (ESSA) Federal Addendums for BCCS, BCCHS, and MORCS.

It is recommended that the Board approve item.

		Purpose	Presenter	Time
B.	Recommendation to approve 2018-2019 budgets for YPI Charter Schools, BCCS, BCCHS, and MORCS.	Vote	Irina Castillo	10 m

It is recommended that the Board approve item.

		Purpose	Presenter	Time
C.	Recommendations to approve 2018-2019 EPA Expenditure Plans for BCCS, BCCHS, and MORCS	Vote	Yvette King-Berg	5 m

It is recommended that the Board approve Item.

		Purpose	Presenter	Time
D.	Recommendation to approve the Board of Directors for 2018-2019	Vote	Yvette King-Berg	5 m

It is recommended that the Board approve item.

		Purpose	Presenter	Time
E.	Recommendation to approve 2018-2019 final staff rosters, employee agreements, and leadership	Vote	Yvette King-Berg	5 m

Recommendation to approve 2018-2019 final Staff Rosters, YPICS employee agreements, and YPICS Leadership Team.

It is recommended that the Board approve item.

		Purpose	Presenter	Time
F.	Recommendation to approve policy limiting assistance with immigration enforcement	Vote	Yvette King-Berg	5 m

Recommendation to approve policy limiting assistance with immigration enforcement and ensuring that YPI Charter Schools remain safe and accessible to all CA residents regardless of immigration status.

It is recommended that the Board approve item.

VI. CLOSED SESSION   7:37 PM

	Purpose	Presenter	Time
A. Matters to be discussed are those permitted by Government Code Section 54956	Discuss	Mary Keipp	15 m

The Board of Directors will now be moving into closed session to discuss matters described in Section VI. Matters to be discussed are those permitted by Government Code Section 54956 (Litigation and Personnel)

A.   LITIGATION: (Government code 54956.9)
B.   PERSONNEL: Executive Director's Evaluation (Government code 5496. Executive)

VII. OPEN SESSION			**7:52 PM**
A. Items Scheduled for Action	Vote	Mary Keipp	5 m

VIII. Closing Items			**7:57 PM**
A. Adjourn Meeting	Vote		

IX. ANNOUNCEMENTS			**7:57 PM**
A. Closing Announcements	FYI	Yvette King-Berg	2 m

The next meeting will take place on August 13, 2018 at the YPICS Central Office.

Coversheet

Approve May 21, 2018 Minutes

Section: I. Opening Items
Item: E. Approve May 21, 2018 Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on May 21, 2018

Youth Policy Institute Charter Schools (YPICS)

Minutes

Board Meeting

Date and Time
Monday May 21, 2018 at 6:00 PM

Location
Monsenor Oscar Romero Charter School: 1157 S. Berendo Street, Los Angeles, CA 90006

Meeting Call In Number: (641) 715-3680, Access# 1004153.
Board Members calling in from 17112 Minnehaha Street, Granada Hills, CA 91344; 501 S. Bixel Street, Los Angeles, CA 90017; 25024 Highspring Avenue, Newhall, CA 91321; 1625 W. Olympic Blvd., Los Angeles, CA 90015; 17037 Chatsworth Street, Granada Hills, California 91344.

Trustees Present
C. Vaquerano, J. Lucente, M. Green (remote), M. Keipp, S. Mendoza (remote)

Trustees Absent
A. Reza

Trustees who arrived after the meeting opened
C. Vaquerano

Guests Present
Freddy Zepeda, I. Castillo, J. Castillo, K. Gamez, L. Simonsen, Y. King-Berg, Y. Zubia

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

M. Keipp called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday May 21, 2018 at 6:12 PM.

C. Flag Salute

D. Additions/Corrections to Agenda

President Mary Keipp made an addition and correction to the agenda.

• There will be a closed session

• The Board will address action items first, closed session next, and informational items thereafter

E. Approve April 23, 2018 Minutes

J. Lucente made a motion to approve minutes from the Regular Board Meeting on 04-23-18 Regular Board Meeting on 04-23-18.
M. Green seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Lucente   Aye
A. Reza   Absent
M. Green   Aye
S. Mendoza   Aye
C. Vaquerano Absent
M. Keipp   Aye

II. COMMUNICATIONS

A. Presentations from the Public

There are no presentations from the Public.

III. ITEMS SCHEDULED FOR INFORMATION

A. Board Retreat on July 21, 2018

The Board Retreat has been moved to July 21, 2018 from 8am - 3pm. The location is still to be determined.
President, Mary Keipp will send out invites in the next few days and the Board will complete a board assessment prior to the retreat.

B. 2018-2019 NWEA™ MAP® Assessments Contract

The schools would like to continue using NWEA Maps for student benchmark assessments. This item will be discussed further at the next board meeting.

C. 2018-2019 Illuminate Education, Inc. Contract

The schools would like to continue using Illuminate as the student information system. This item will be discussed at the next board meeting.

D. FY 18-19 Budget

The budgets are being worked on. The Governor released the May revise which looks better than the January release. The schools will continue to be conservative in the enrollment numbers. The Board has requested that the next two to three year budget projections not be in red. Irina will continue working with the schools on the budgets.

E. Committee/ Council Reports

Each month council and committee meeting minutes are provided for the board to review. Board members will direct senior staff regarding any minutes or committee concerns that may arise.

F.

Facilites Update

The facilities report is available via the schools' websites and on Board on Track.

G. Bert Corona Executive Administrator Report

Bert Corona's Executive Administrator's report is uploaded and available via the schools' websites and on Board on Track.

H. Monsenor Oscar Romero Executive Administrator Report

Bert Corona's Executive Administrator's report is uploaded and available via the schools' websites and on Board on Track.

I. Bert Corona Charter High School Executive Director's Report

Bert Corona's Executive Administrator's report is uploaded and available via the schools' websites and on Board on Track.

J. Executive Director's Report

The Executive Director's report is uploaded and available via the schools' websites and on Board on Track.

IV. CONSENT AGENDA ITEMS

A. Background

B. Consent Items

Consent item, Software and Instructional Materials, is being pulled off the May consent agenda and will be moved to the next meeting.
J. Lucente made a motion to approve the consent agenda.
M. Green seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

M. Keipp	Aye
A. Reza	Absent
C. Vaquerano	Absent
M. Green	Aye
J. Lucente	Aye
S. Mendoza	Aye

V. ITEMS SCHEDULED FOR ACTION

A. Recommendation to approve Cesar Lopez as a New YPICS Board member

J. Lucente made a motion to approve Cesar Lopez as a board member.
M. Green seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

M. Green	Aye
J. Lucente	Aye
C. Vaquerano	Absent
M. Keipp	Aye

Roll Call

A. Reza   Absent
S. Mendoza   Aye

B. Recommendation to approve the YPICS April 2018 Financials

J. Lucente made a motion to approve the YPICS April 2018 financials including the schools' check registers and financial ledgers as submitted.
S. Mendoza seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Mendoza   Aye
M. Keipp   Aye
J. Lucente   Aye
M. Green   Aye
A. Reza   Absent
C. Vaquerano   Absent

C. Recommendation to approve Master Services Agreement with Exed, Inc.

M. Green made a motion to approve the 2018-2019 Master Services contract with ExED.
J. Lucente seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

C. Vaquerano   Absent
M. Green   Aye
M. Keipp   Aye
S. Mendoza   Aye
J. Lucente   Aye
A. Reza   Absent

D. Recommendation to approve Board Resolution to Renew the BCCS Petition July 1, 2019-June 30, 2024

J. Lucente made a motion to approve the board resolution to renew the BCCS petition for July 01, 2019 - June 30, 2024.
S. Mendoza seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Lucente   Aye
S. Mendoza   Aye
A. Reza   Absent
M. Keipp   Aye
M. Green   Aye
C. Vaquerano   Absent

E. Recommendation to approve continued membership in the California Charter Schools Association

M. Green made a motion to approve the continued membership in the California Charter Schools Association.
J. Lucente seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

C. Vaquerano   Absent
M. Green   Aye

Roll Call

J. Lucente	Aye
S. Mendoza	Aye
A. Reza	Absent
M. Keipp	Aye

F. Recommendation to approve notice to LAUSD reserving the right of YPICS to leave LAUSD SELPA

J. Lucente made a motion to approve the notice to LAUSD reserving the right of YPICS to leave the LAUSD SELPA.
M. Green seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

C. Vaquerano	Absent
M. Green	Aye
J. Lucente	Aye
M. Keipp	Aye
A. Reza	Absent

G. Recommendation to approve the FERPA Compliant Directory Information Sharing Agreement

J. Lucente made a motion to approve the FERPA Compliant Directory Information Sharing Agreement.
M. Green seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Mendoza	Aye
M. Green	Aye
A. Reza	Absent
J. Lucente	Aye
C. Vaquerano	Absent
M. Keipp	Aye

H. Recommendation to Terminate Contracts with CharterLife

J. Lucente made a motion to approve the contract termination with CharterLife.
S. Mendoza seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

M. Green	Aye
A. Reza	Absent
J. Lucente	Aye
C. Vaquerano	Absent
M. Keipp	Aye
S. Mendoza	Aye

I. Recommendation to approve Warren Bender as the New Health Benefits Broker

S. Mendoza made a motion to approve Warren Bender as the new health benefits broker.
J. Lucente seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Mendoza	Aye
A. Reza	Absent

Roll Call

J. Lucente   Aye
M. Green   Aye
C. Vaquerano Absent
M. Keipp   Aye

J. Recommendation to Approve the Small Group CalChoice Health Plans and HRA Strategy

J. Lucente made a motion to approve the small group CalChoice plans and the proposed HRA strategy.
C. Vaquerano seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

C. Vaquerano Aye
S. Mendoza   Aye
M. Green   Aye
A. Reza   Absent
J. Lucente   Aye
M. Keipp   Aye
C. Vaquerano arrived.

VI. ANNOUNCEMENTS

A. Closing Annoucements

CLOSED SESSION (addition to the agenda)
    A. Matters to be discusses at 6:59PM
OPEN SESSION
    A. Reconvened to open session at 7:20PM
    B. No action was taken in closed session

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:54 PM.

Respectfully Submitted,
Y. Zubia

Coversheet

YPICS 2018 -2019 Board of Directors' Meeting Calendar

Section: III. ITEMS SCHEDULED FOR INFORMATION
Item: B. YPICS 2018 -2019 Board of Directors' Meeting Calendar
Purpose: Discuss
Submitted by:
Related Material: 20182019_YPICS_Board_Calendar.pdf

YPI CHARTER SCHOOLS

June 28, 2018

TO: YPI Charter Schools, Inc. Board of Directors

FROM: Yvette King-Berg Executive Director

SUBJECT: YPICS Board of Directors' Meetings for 2018-2019

BACKGROUND

The YPICS Board of Directors serve the YPI Charter Schools, on a strictly voluntary basis and their time and work on behalf of the schools are not compensated monetarily.

ANALYSIS

In an effort to better accommodate the schedules of the Board and ensure an "in person" quorum as often as possible, a tentative schedule for board meeting dates for the 2018-2019 school year are presented here:

YPI Charter Schools
Board of Directors
Board Meeting Dates 2018-2019

Date All board meetings are held on Monday and begin at 6:00 p. m	Location
August 13, 2018 (If Needed)	**YPICS Central Office** 10660 White Oak Avenue Granada Hills, CA 91344
September 24, 2018	**Bert Corona Charter School** 9400 Remick Avenue Pacoima, CA 91331
October 29, 2018	**Monsenor Oscar Romero Charter School** 1157 S. Berendo Street Los Angeles, CA 90006
December 3, 2018 *Finance Committee Meeting*	**YPICS Central Office** 10660 White Oak Avenue Granada Hills, CA 91344
December 10, 2018	**Bert Corona Charter High School (YPIVPCHS)** 12513 Gain Street Pacoima, CA 91331
February 11, 2019	**YPICS Central Office** 10660 White Oak Avenue Granada Hills, CA 91344
March 11, 2019 *Finance Committee*	**YPICS Central Office** 10660 White Oak Avenue Granada Hills, CA 91344
March 18, 2019	**YPICS Central Office** 10660 White Oak Avenue Granada Hills, CA 91344

April 22, 2019	**Bert Corona Charter School** 9400 Remick Avenue Pacoima, CA 91331
May 28, 2019	**Monsenor Oscar Romero Charter School** 1157 S. Berendo Street Los Angeles, CA 90006
June 4, 2019 Finance Committee	**YPICS Central Office** 10660 White Oak Avenue Granada Hills, CA 91344
June 17, 2019 **Thursday**	**Bert Corona Charter High School (YPIVPCHS)** 12513 Gain Street Pacoima, CA 91331

RECOMMENDATION

This is an information item only and no action is required.

YPICS Agenda – 6/28/18

Coversheet

Director of Special Education's Report

Section: III. ITEMS SCHEDULED FOR INFORMATION
Item: D. Director of Special Education's Report
Purpose: FYI
Submitted by:
Related Material:
School Board Directors Report 7-24-2018 (Director of Special Education).pdf

Monseñor Oscar Romero
Bert Corona Charter School
Bert Corona Charter High School

Report Agenda Item: Director's Report

Position: Director of Special Education

School Site: MORCS/BCCS/BCCHS

Purpose: For Board Information

Submitted by: Vashon Nutt

Background:

The special education department across the campuses is fully staffed. Currently we serve upwards of 150 students with varying levels of disability on the three campuses. Due to staffing issues (personal difficulties and positions vacancies), we had a good number of IEPs held beyond the compliance date. Currently all IEPs at Bert Corona Charter School are up to date and complaint. There is one IEP which still needs to be held at Bert Corona Charter School due to the need to explore alternative placement/program options. That meeting is currently recessed and scheduled to reconvene on June 29, 2018. Monseñor Oscar Romero Charter School is where we've experienced the most difficulty. Currently, all but three IEP have been held. I anticipate being 100% compliant by June 29, 2018.

Over the past year, we've dealt with two major parent concerns. One concern which was initially a special education issue turned into a civil rights complaint. I am happy to report what we were found compliant and had no corrective actions for either complaint. The second parent concern involved the parent not receiving translated IEP documents. While we have documentation to prove IEPs were translated, accompanying related service reports were not translated. Because of this complaint, we have improved our process for documenting translated IEPs and contracted with someone who is able to translate all IEP related reports.

Program Highlights

Charter Operated Programs of LAUSD Special Education Division hired a new director. Although change is difficult, this change has come with a lot of positives. There are more professional development options. Each school was assigned a specialist, and the STEP Grant reporting was streamlined.

YPI charter Schools continues to be heavily involved with Charter Operated Programs. I continue to. Serve on various committees and Ruben Duenas was lead in securing a Program Development Grant to bring PBIS to other Option 3 charter school within the network.

Special education is primarily site-based. Across the campuses, each grade level has an assigned administrator to work with sped teachers to schedule and hold IEPs.

Although students with IEPs underperform academically compared to their peers without disabilities, we have seen growth beyond what was expected. In ELA, the average RIT growth was 9.4. In math, the average growth was 5.3.

At each campus, the SPED department has partnered with the after-school program to provide students with IEPs academic enrichment over the summer. At the middle schools, students are receiving targeted intervention for ELA and Math, while the high school is offering credit recovery for students who need to make up credits toward receiving their diplomas.

Next Steps:

- Hiring! Due to growth and staff turnover, we will need to bring on several new special education teachers and related service providers on all three campuses.
- Schedule all IEPs over the summer
- Contract related services as needed
- Hold "Meet and Greet" with parent of students with IEPs.
- Provide all parents with a tentative IEP date.
- Consider alternative curriculum options for our most needy students
- Consider individual data when targeting strategies to promote growth on MAPs tests.
- Train and retrain staff to translate at IEP meetings
- Provide professional Development Series on Special Education to Gen. Ed. Teachers and Staff.
- Continue to develop new teachers through professional development.
- Develop plan to build social skills curriculum into SPED.
- Create SPED referral policy
- Develop a more thorough and consistent evaluation process for teachers and paraprofessionals.
- *Continue to support teachers in the area of behavior.*

Coversheet

Bert Corona Executive Administrator Report

Section: III. ITEMS SCHEDULED FOR INFORMATION
Item: F. Bert Corona Executive Administrator Report
Purpose: FYI
Submitted by:
Related Material: Executive Administrator's Report June 26, 2018.pdf

Bert Corona Charter School
Executive Administrator's Report
June 26, 2018

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.

Academics

NWEA Maps data in English Language Arts does not show significant gains when looking aggregate student data. Only 2% of the students moved into the mets or exceeds level from the initial benchmark test to the final benchmark test for ELA. The increase in meets and exceeds standards was from 21% to 23%. NWEA Maps data in Math also does not shows significant gains when looking at aggregate student data. 91% of the students did not meet the standard and 9% met or exceeded the standard on each assessment.

17-18 BCCS NWEA Map ELA Data

17-18 BCCS NWEA Map Math Data
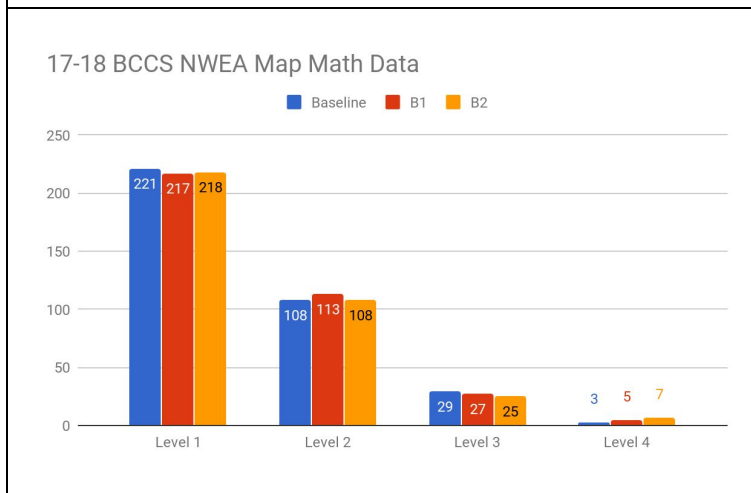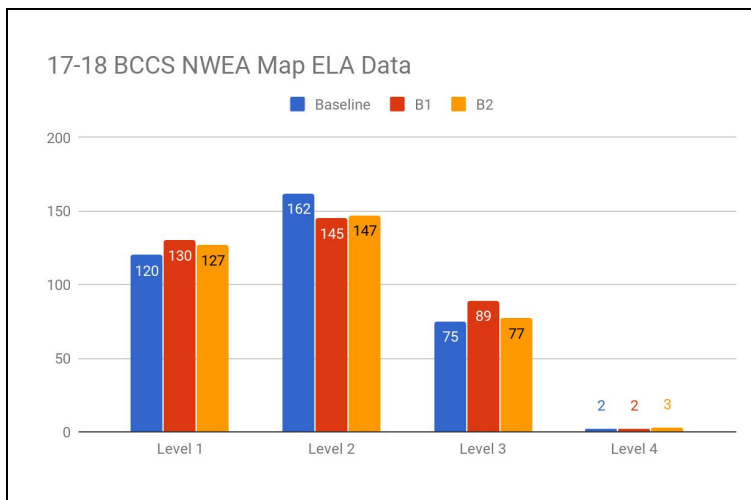
A deeper look at the RIT growth data shows a much different picture. Students and staff set a goal for individual goal for student growth at a minimum of 10 RIT points. 44% of the students had a RIT growth of 5 or more in ELA. 52% of the students had a RIT growth of 5 or more in math. 26% of the students had a RIT growth of 10 or more points in ELA. 34% of the students had a RIT growth of 10 or more points in Math. The national average RIT growth is 3.8 RIT points in ELA and 6.1 RIT points in math.
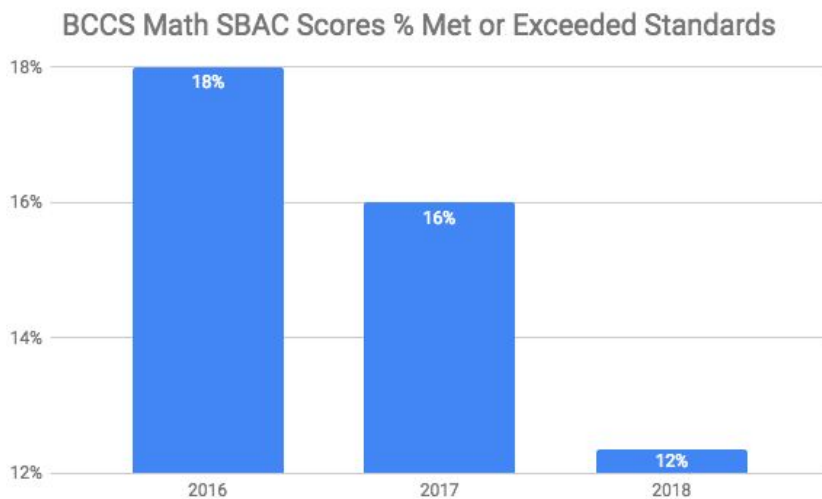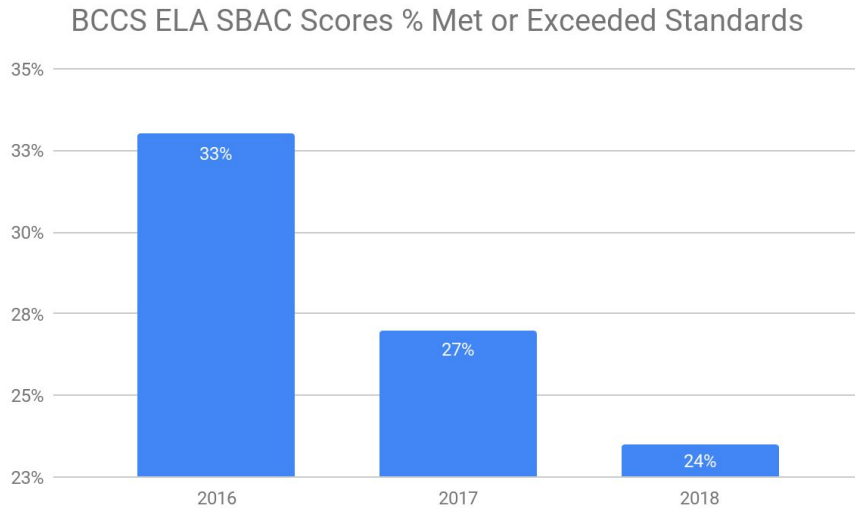
ELA RIT Growth from Baseline and B2
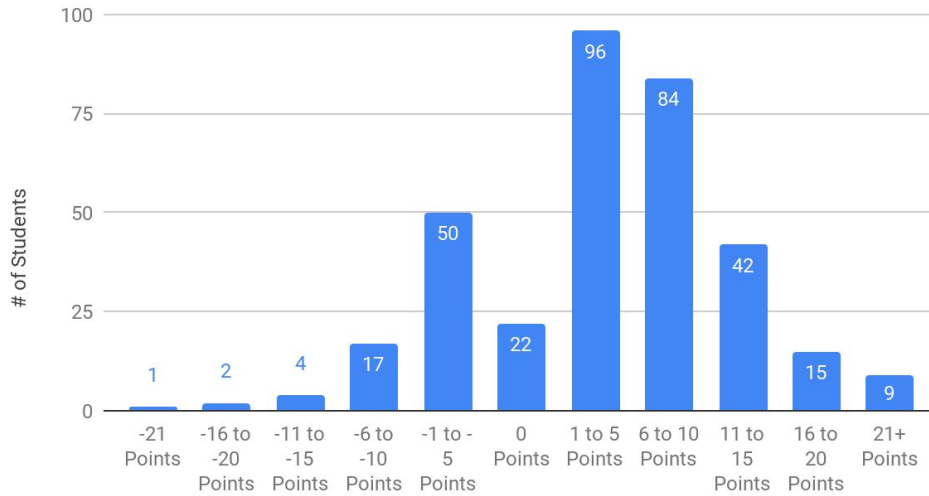
Math RIT Growth from Baseline and B2
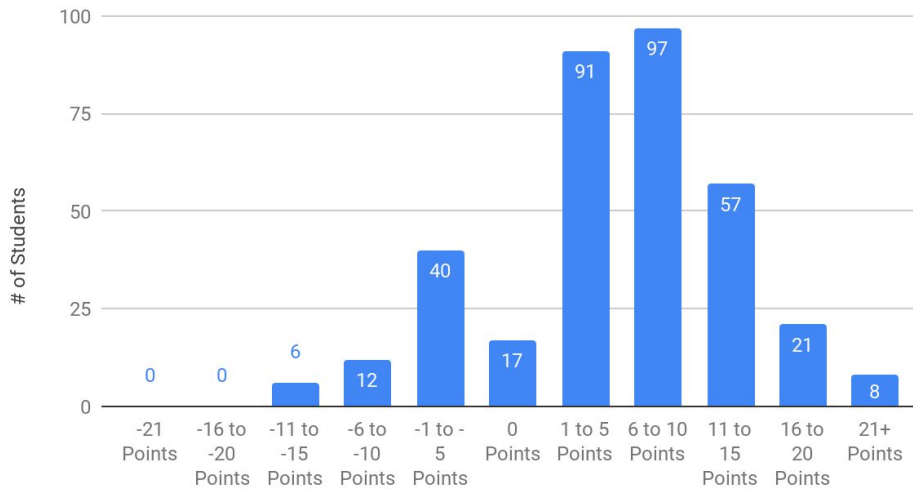
Initial SBAC scores show drop met or exceeds by 3% in ELA and 4% in Math.

BCCS ELA SBAC Scores % Met or Exceeded Standards

BCCS Math SBAC Scores % Met or Exceeded Standards

Operations

We are anticipating enrollment to grow by up to 19 students in the 18-19 school year. Based on applications and surveys of existing students, we are expecting approximately 100% of our currently enrolled students to return. We are budgeting at a lower enrollment rate to be conservative and to acknowledge that enrollment across all schools in Los Angeles are dropping.

Enrollment	17-18		18-19	
Grade Level	# of Student	Retention Rate	# of Student	Retention Rate
5th Grade	25		29	

6th Grade	119	89%	120	100%
7th Grade	120	99%	120	99.16%
8th Grade	106	95%	120	100%
Total	**370**		**389**	

Actual Daily Attendance for the Month _(ADA): 96.65%_

Cumulative for the Year: _96.55%_

Enrollment and Attendance: Enrollment at Bert Corona Charter School is 370 with ADA of 96.65%. The cumulative ADA for BCCS is 96.55%.

Culture and Climate

More students received major and minor referrals for the 16-17 to the 17-18 school year. Staff began to use the referral closer to fidelity this year that in the past year. In the overall assessment of PBIS implementation, staff scored BCCS at an 80% fidelity rating which is the national goal for Tier I implementation. 6th grade teachers made more referrals than any other grade. One 6th grade student who exhibited challenging behaviors had 50 minor ODRs and 54 Major ODRs despite supports put in place and collaboration with his parents. The 7th grade class had 132 less major ODR's this year and the 8th grade had 11 less major ODR's
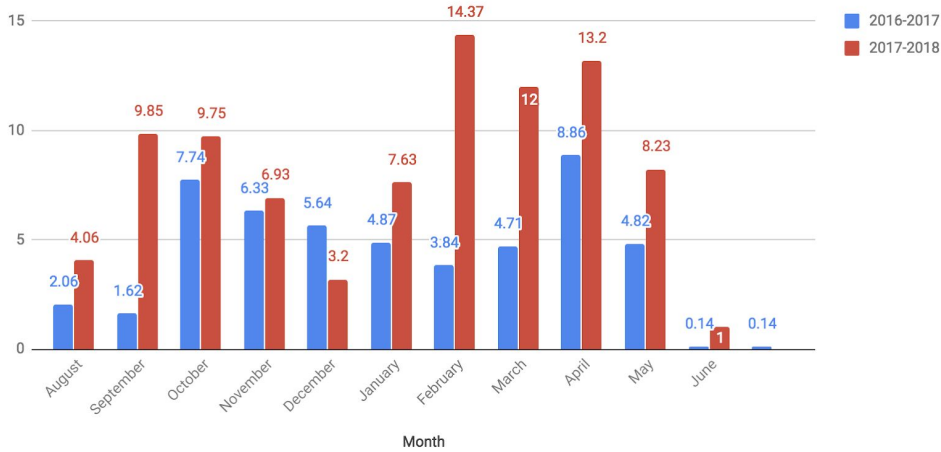
Average Referrals Per Month

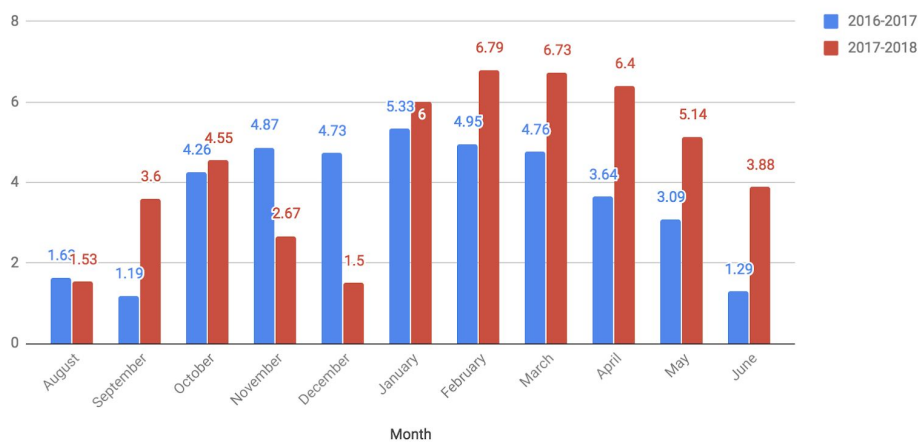|	Average Minor Referral/ Day/Month		Average Major Referral/Day/ Month			Minor Referrals		Major Referrals	
Month	16-17	17-18	16-17	17-18	Grade Level	16-17	17-18	16-17	17-18
August	2.06	4.06	1.63	1.53	**5th**	32	65	30	44
September	1.62	9.85	1.19	3.60	**6th**	151	599	68	358
October	7.74	9.75	4.26	4.55	**7th**	346	535	312	180
November	6.33	6.93	4.87	2.67	**8th**	318	424	250	239
December	5.64	3.20	4.73	1.5					
January	4.87	7.63	5.33	6.0					
February	3.84	14.37	4.95	6.79					

March	4.71	12.00	4.76	6.73
April	8.86	13.20	3.64	6.40
May	4.82	8.23	3.09	5.14
June	.14	1	1.29	3.88

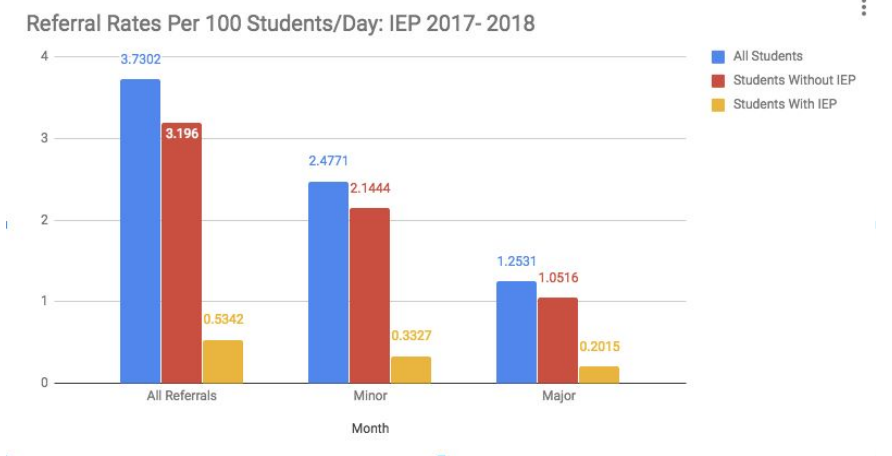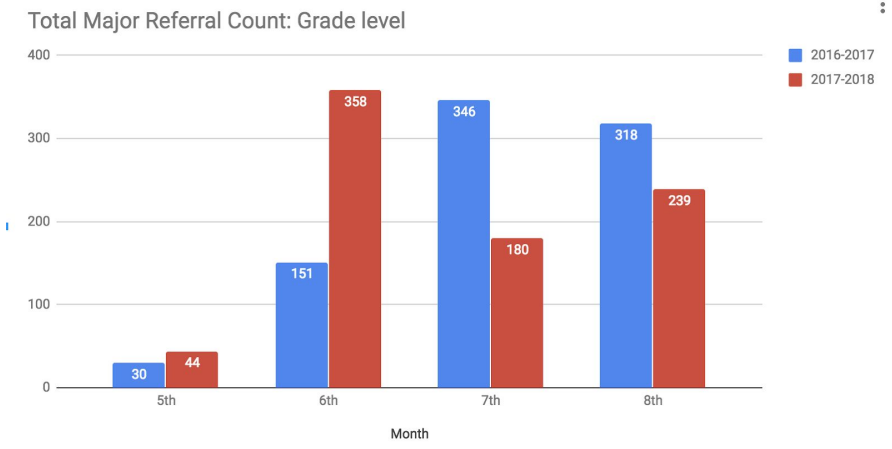### Average Minor Referrals: Day/Month

Average Major Referrals: Day/Month

Total Minor Referral Count: Grade level

Total Major Referral Count: Grade level
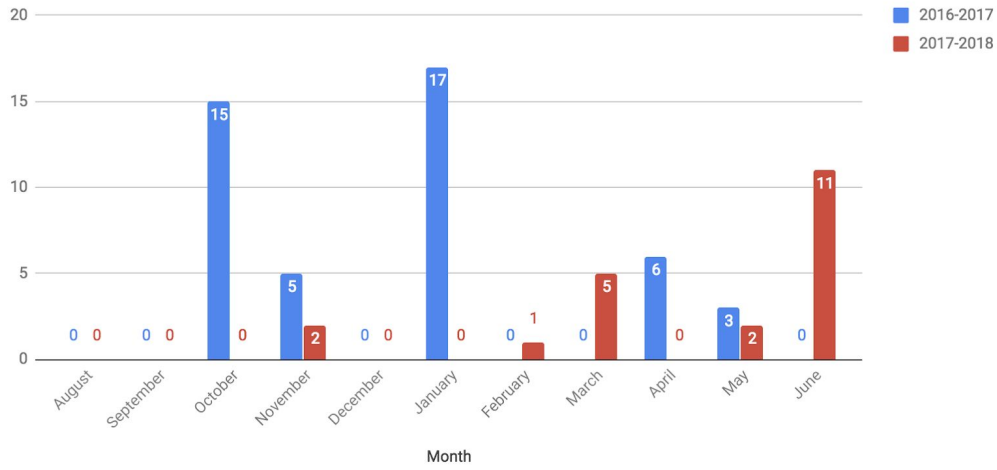

Referral Rates Per 100 Students/Day: IEP 2017- 2018
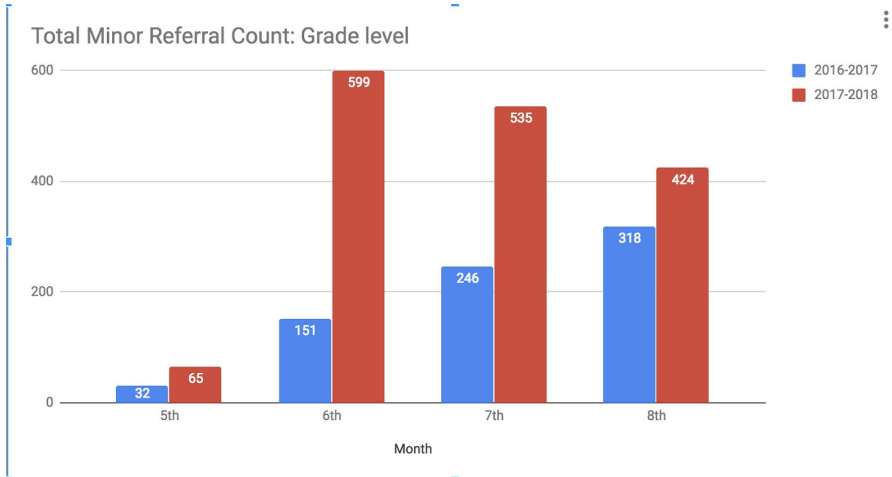
Suspension Data:
Fewer students were suspended Out of School in 2017-2018, versus in 2016-2017.

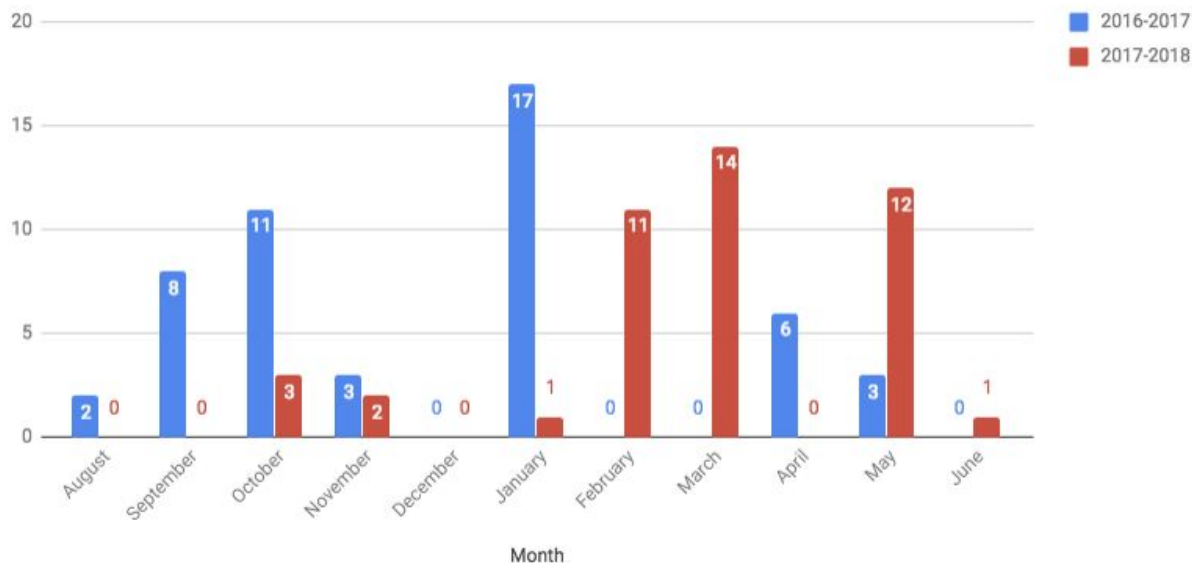Amount of Out of School Suspensions per month, in days.

Out of School Suspensions

Fewer students were suspended In School in 2017-2018, versus 2016-2017.

Amount of In School Suspensions per month, in days.

In School Suspensions

Lead Teacher Selection

BCCS has selected the following lead teachers for 2018-2019:

Alejandra Arce -	5th and 6th grade
Ashley Moran-	7th grade
Joshua Rubin-	8th grade
Alejandra Arce-	Schoolwide Lead Teacher Representative

Committee Selections

BCCS completed its committee, and committee lead selections of the 2018-2019 school year and selected 1 representative for each committee.

Daniel Centofanti-	School Culture and Climate Committee Lead
Alejandra Arce-	Academic Committee Lead
Tania Espinoza-	Parent Engagement Committee Lead.

YPI Summer Program:

The YPI Summer Program runs for 3 weeks and will include breakfast and lunch. The program will take place June 11th – June 29th and from July 30th to August 2 from 8:00 a.m. to 3:30 p.m. at BCCS. Students will participate in hands-on learning, science activities, outdoor games, art, and educational activities to prepare them for the 2018-2019 school year.

Upcoming Events:

6/29	Last Day Office Open - Closed 7/2 thru 7/9
6/11-29	YPI Summer Program (Session 1)
7/10	5th and 6th Grade Parent Orientation
7/11	7th Grade Parent Orientation
7/12	8th Grade Parent Orientation

7/18-19   NWEA Map Testing incoming 5th and 6th
7/23-27   New Teacher Training
7/30-8/2   Summer Bridge Program (5th and 6th grade only)
7/30-8/7   All staff summer PD
8/8   First Day of School – Welcome Back!
8/23   Back to School Knight

Coversheet

Monsenor Oscar Romero Executive Administrator Report

Section: III. ITEMS SCHEDULED FOR INFORMATION
Item: G. Monsenor Oscar Romero Executive Administrator Report
Purpose: FYI
Submitted by:
Related Material: 17-18 MORCS EA Board Report (June).pdf

MORCS Executive Administrator Report

June 2018

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.

<u>**Enrollment and Attendance:**</u>

2017-2018 Enrollment:

	2017-18 Currrent Enrollment
6th grade	116
7th grade	107
8th grade	116
Total	339

Attendance Rate: MORCS ended the school year with an attendance rate of 96.884%.

2018-2019 Enrollment:

2018-19						
Waitlist	New Student	Returning Student	Retained	Total	Class Size	Retention Rate
	129		2	131	32.75	
11	6	112	0	118	29.5	98%
	4	102	0	106	21.2	95%
	139	214	2	355		

<u>**CSD Oversight Results:**</u>
This year our annual oversight visit went very well. To prepare for our visit, we had specific plans in place to meet the recommendations from the CSD from the 16-17 school year, and we conducted an SPQR (School Performance Quality Review) in February to get feedback prior to the visit. Overall we scored a 3 in Governance, a 3 in student achievement, a 2 in Organization Management/Programs/Operations, and a 3 on fiscal.   In 2016 we received 2s in both student achievement and in organizational management, so we were pleased that we saw growth in student achievement this year:

<u>**2016-2017 Report Scores:**</u>

SUMMARY OF RATINGS (4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3	2	2	3

1

2017-2018 Report Scores:

| SUMMARY OF RATINGS			
(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3	3	2	3

Youth Truth Survey Results:

This year I really focused on rebuilding our team at MORCS. Last year was a difficult year, and one of my primary goals was to focus on our staff; I believe that if you support your team, they will be able to better support the kids. For the first time in 2016-17 we administered a staff and student survey through an organization called Youth Truth. When we administered the staff survey during the 17-18 school year, we were pleased to see growth in all categories. Below is a summary:
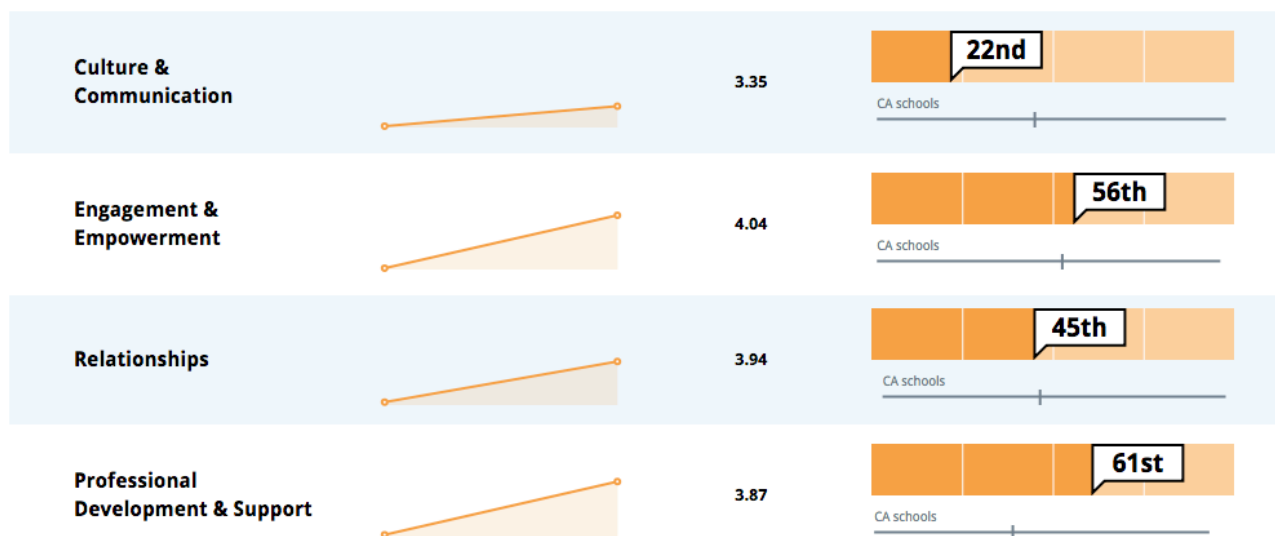
When I met with the representative from Youth Truth to discuss the results, she was very excited. She said schools never see growth in all categories; MORCS not only grew in all categories, but we also had several categories where we saw very strong growth. In particular, we were very excited about our growth in staff "Engagement and Empowerment." Our staff indicated that they feel like a part of the team and that their voice matters. Additionally, our staff indicated that professional development aligns with the goals and efforts of the school and they had a lot of meaningful PD this year.

2

Overall students reported strong growth and improvement for our school. Many categories showed growth, but two showed a drop: Academic Rigor and Relationships with Peers:
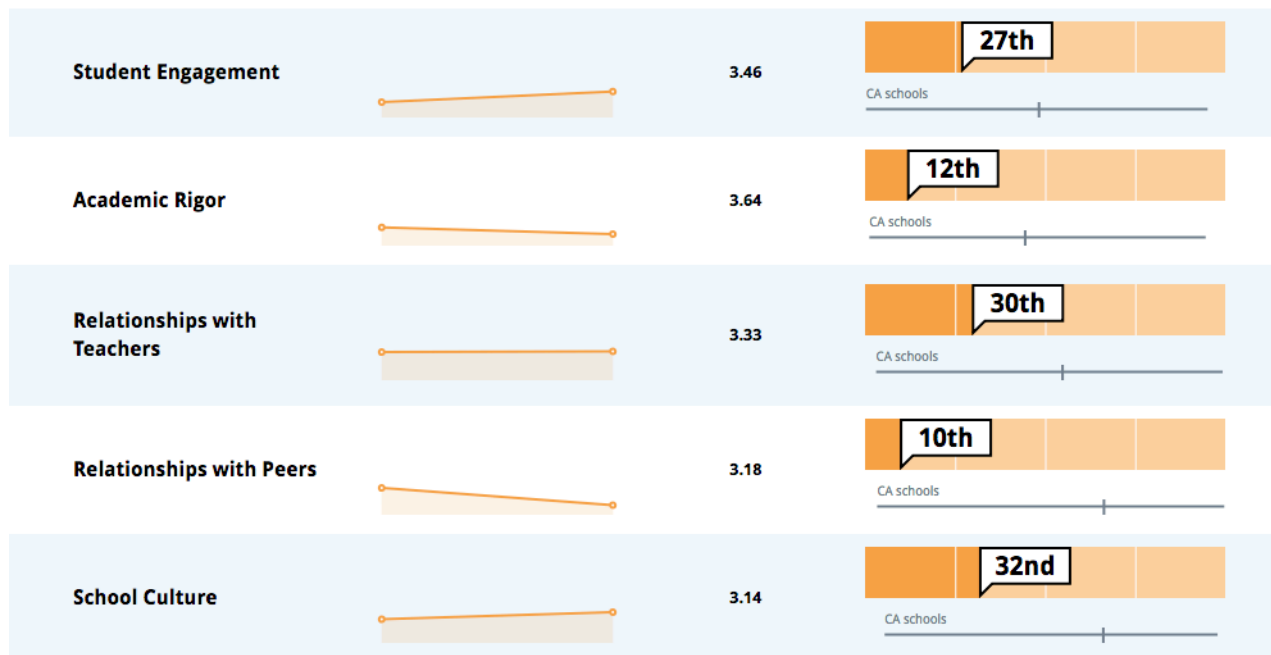
To address this, we are recommending that the team focus on aligning classroom practices and digging into standards based grading with our new academic/teacher coach. We will also be training our staff on restorative practices and bringing in more speakers about relationships with peers.

MAP Results:

We saw very strong growth on our MAPs test this year. We want to see growth from all of our students. To push their growth, we shared academic data and set goals in classrooms; we advertised that students who great 5 points in the first semester would receive a nacho party in December, and we would have the In N Out truck come in May for students who grew 10 points or more (these celebrations also included students who were already performing at met/exceeded, regardless of their growth). With these incentives, we were able to achieve the following growth by grade level:

Grade Level	Student Growth	Percentages
All	235 total students grew at least 10 points in MAP test	69.32%
6th	91 total students grew 10 points on MAP tests	78.45%
6th	33 students grew 10 points on both tests	36.26%
7th	68 total students grew at least 10 points in MAP tests	64.15%
7th	13 students grew 10 points on both tests	19.12%
8th	76 total students grew at least 10 points on MAP tests	65.52%
8th	22 students grew 10 points on both tesst	28.95%

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When you break the RIT growth down by semester, it is easy to see that our students were growing all year. In reading, we are especially proud of our growth for our ELs school wide (6.12 RIT points), as that was a targeted area of growth for us. We are also proud of our growth in 6th grade, especially for our ELs (10.79 points) and our students with special needs (13.73 points growth).

2017-2018 READING GROWTH							
SCHOOLWIDE ELA		**6TH GRADE ELA**		**7TH GRADE ELA**		**8TH GRADE ELA**	
Sem. 1 Growth	4.23	Sem. 1 Growth	3.91	Sem. 1 Growth	3.54	Sem. 1 Growth	2.69
Sem. 2 Growth	2.58	Sem. 2 Growth	3.50	Sem. 2 Growth	0.23	Sem. 2 Growth	2.50
Annual Growth	6.64	Annual Growth	7.48	Annual Growth	3.26	Annual Growth	5.08
SCHOOLWIDE ELA (SPED)		**6TH GRADE ELA (SPED)**		**7TH GRADE ELA (SPED)**		**8TH GRADE ELA (SPED)**	
Sem. 1 Growth	1.80	Sem. 1 Growth	8.36	Sem. 1 Growth	7.13	Sem. 1 Growth	3.07
Sem. 2 Growth	0.95	Sem. 2 Growth	5.36	Sem. 2 Growth	-0.07	Sem. 2 Growth	5.67
Annual Growth	2.56	Annual Growth	13.73	Annual Growth	4.73	Annual Growth	6.33
SCHOOLWIDE ELA (EL)		**6TH GRADE ELA (EL)**		**7TH GRADE ELA (EL)**		**8TH GRADE ELA (EL)**	
Sem. 1 Growth	3.88	Sem. 1 Growth	5.66	Sem. 1 Growth	4.97	Sem. 1 Growth	2.41
Sem. 2 Growth	2.43	Sem. 2 Growth	4.69	Sem. 2 Growth	-1.18	Sem. 2 Growth	3.07
Annual Growth	6.12	Annual Growth	10.79	Annual Growth	3.03	Annual Growth	5.34

We also saw growth from every group in math. In 6th grade our students averaged 8.57 points of growth. Even with a long-term sub, our 8th graders were able to grow 5.06 points on average on a test where they are only expected to group about 2 points for the course of the year.

2017-2018 MATH GROWTH							
SCHOOLWIDE MATH		**6TH GRADE MATH**		**7TH GRADE MATH**		**8TH GRADE MATH**	
Sem. 1 Growth	3.88	Sem. 1 Growth	5.39	Sem. 1 Growth	2.72	Sem. 1 Growth	3.40
Sem. 2 Growth	2.18	Sem. 2 Growth	3.21	Sem. 2 Growth	1.87	Sem. 2 Growth	1.42
Annual Growth	6.10	Annual Growth	8.57	Annual Growth	4.47	Annual Growth	5.06
SCHOOLWIDE MATH (SPED)		**6TH GRADE MATH (SPED)**		**7TH GRADE MATH (SPED)**		**8TH GRADE MATH (SPED)**	
Sem. 1 Growth	0.51	Sem. 1 Growth	0.54	Sem. 1 Growth	2.73	Sem. 1 Growth	3.27
Sem. 2 Growth	2.09	Sem. 2 Growth	2.20	Sem. 2 Growth	0.73	Sem. 2 Growth	2.53
Annual Growth	2.65	Annual Growth	2.78	Annual Growth	3.73	Annual Growth	5.67
SCHOOLWIDE MATH (EL)		**6TH GRADE MATH (EL)**		**7TH GRADE MATH (EL)**		**8TH GRADE MATH (EL)**	
Sem. 1 Growth	3.06	Sem. 1 Growth	3.06	Sem. 1 Growth	3.88	Sem. 1 Growth	3.21
Sem. 2 Growth	1.78	Sem. 2 Growth	1.78	Sem. 2 Growth	1.00	Sem. 2 Growth	0.86
Annual Growth	4.80	Annual Growth	4.80	Annual Growth	4.97	Annual Growth	4.00

CAASPP Preliminary Results:
Our preliminary CAASPP results are in. The scores were not what we hoped to see this year after our strong focus on best classroom practices and school culture. However, building a school culture and high expectations takes time, and I am excited to see what MORCS will do in the future as they continue the trend of improvement we saw this year. We also know that the missing results are from some of our higher performing students who completed their testing during the make up week, so we are still hoping to see the numbers go up. I am also eager to see results from our local schools (and Berendo) to do a comparative analysis of growth in the community.

Current (Preliminary) numbers:
ELA:
Overall: 21% met/exceeded
Sixth Grade: 22% met/exceeded
Seventh Grade: 18% met/exceeded
Eighth Grade: 23% met/exceeded

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Math:
Overall: 13.3% met/exceeded
Sixth Grade: 14% met/exceeded
Seventh Grade: 8% met/exceeded
Eighth Grade: 18% met/exceeded

Final CASA Projects:
Our CASA projects were very exciting this year. As usual, we had a final presentation night where kids shared about their projects and their learning through the projects this year. Our kids really got into using their voice and advocacy work this year:

6th Grade:
Our 6th graders focused on two different projects this year. Half of them research mental health and awareness. These students put on presentations for the parents and the community about the impact of mental health issues and what our school/community should be doing to help people who struggle with mental wellness. As an action for our school, they wanted to have a turquoise table outside at our new building. Across the country, these tables represent a place where people can come together for support or to resolve and issue. They build a picnic table with support from their teachers and painted it the appropriate color; they also added a bit of Puma flair by putting their paw prints on the table. The other half of our 6th graders focused on the environment. These students researched the impact of litter and trash on our oceans and our communities and they partnered with Heal the Bay to conduct a beach clean up day. Additionally, they purchased recycling bins for our courtyard and for each classroom to make sure the MORCS community is doing our part!

7th Grade:
Our seventh graders researched heroes in the community and then put on a play to honor these heroes and to convince everyone to stand up and make a difference in their own way.

8th Grade:
Our eighth graders got into groups of 3-5 and all chose different projects and topics on which they wanted to focus. Each group presented their research to their cohort, and then the cohort chose the top 2. These groups presented to the other cohorts and they all voted on which project they wanted to be the focus project for 8th grade. They chose a project called #LetUsPlay. These students had been discriminated against at a park and were told for no reason that they had to leave. These students used their CASA project as an opportunity to educate others about their rights in public areas so others wouldn't go through the same experience they did.

Summer Activities:
During the summer, we are providing summer school activities and trips. We are also providing make up time and credit recovery for 8th grade students who did not meet the requirements for culmination eligibility. For parents, we are partnering with School 2 Home to provide computer based training for our parents so they know how to access student information, communicate with the school, and research important information that pertains to their child's education.

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Coversheet

Bert Corona Charter High School Executive Director's Report

Section: III. ITEMS SCHEDULED FOR INFORMATION
Item: H. Bert Corona Charter High School Executive Director's Report
Purpose: FYI
Submitted by:
Related Material: BCCHS EA Report - June 25 2018.pdf

Bert Corona Charter High School
Executive Administrator Report

June 25, 2018
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.

Projected Enrollment 2018-2019
The current enrollment of Bert Corona High School is 202 as of
Friday, September 22nd:

9th Grade –   72
10th Grade – 92
11th Grade – 99
12th Grade – 50
Total -   316

This number is 119 over the year-end enrollment of 197 for FY 2017-2018 budget. The projected increase in enrollment is due partially to the absorption of students from PUC Nueva Esperanza High School, which will be closing this year, and from increased recruiting efforts at Bert Corona Charter Middle School.

Staffing
Staffing for the 2018-2019 school year is complete.
Additions to the returning team (slated for 100% return) are:
1 Spanish FT   1 School Coordinator of Culture and Climate
1 History FT   1 Director of Operations
1 English FT
1 SpEd FT

Student Academic Performance/Growth

Preliminary score reports are available for the CAASPP examination for Spring 2018. Here are the unofficial preliminary results for 11th graders from BCCHS:

Test: Smarter Summative ELA/Literacy Grade 11
Year: 2017-2018
Name: Bert Corona Charter High

Legend: Achievement Levels
■ %Standard Not Met ■ %Standard Nearly Met ■ %Standard Met ■ %Standard Exceeded

Average Scale Score and Percentage in Each Achievement Level
Smarter Summative ELA/Literacy Grade 11 Test for Students in Bert Corona Charter High

Breakdown by: All Comparison: ON

Name	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Bert Corona Charter High (01321260000000)	44	2580 ±13	20 34 34 11
Bert Corona Charter High (19647330132126)	44	2580 ±13	20 34 34 11

Based on data from the Smarter Summative, 2017-2018 administration.

Report Generated: 6/25/2018 4:12:54 PM PDT

California Technical Assistance Center
Phone: 1-800-955-2954

Test: Smarter Summative Mathematics Grade 11
Year: 2017-2018
Name: Bert Corona Charter High

Legend: Achievement Levels
■ %Standard Not Met ■ %Standard Nearly Met ■ %Standard Met ■ %Standard Exceeded

Average Scale Score and Percentage in Each Achievement Level
Smarter Summative Mathematics Grade 11 Test for Students in Bert Corona Charter High

Breakdown by: All Comparison: ON

Name	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Bert Corona Charter High (01321260000000)	45	2515 ±17	60 24 13 2
Bert Corona Charter High (19647330132126)	45	2515 ±17	60 24 13 2

Based on data from the Smarter Summative, 2017-2018 administration.

Report Generated: 6/25/2018 4:17:35 PM PDT

California Technical Assistance Center
Phone: 1-800-955-2954
Email: caltac@ets.org

Both sets of scores represent improvement over the 2016-2017 iteration of the CAASPP exam.

English scores rose as follows:	Met or Exceeded Standard -	2017: 27%	2018: 44%
	Nearly Met Standard-	2017: 27%	2018: 34%
	Total-	**2017: 54%**	**2018: 78%**
Math scores rose as follows:	Met or Exceeded Standard -	2017: 0%	2018: 14%
	Nearly Met Standard-	2017: 27%	2018: 24%
	Total-	**2017: 27%**	**2018: 38%**

Additional performance data may be found in shared folders here:
PSAT -
https://drive.google.com/drive/folders/16N3OzjwU9HHMvMkpNVQeovSwNQ0bKL W8?usp=sharing

MAPS Longitudinal-
https://drive.google.com/drive/folders/1rQLqcUdQEZJod4TAEywoaCIKGUhO2mkV? usp=sharing

Graduation Tracking
10 of 11 enrolled seniors matriculated with diplomas at the end of the 2017-2018 school year. That is a 92% graduation rate. The 1 senior who did not matriculate is returning in the fall to finish as a fifth-year senior. He has an Individualized Education Plan.

College and Career
24 students from Bert Corona Charter High School joined 25 students from Sylmar Biotech HS on a three-day trip to visit Berkley, UC Santa Cruz, San Jose State University, and University of San Francisco. The trip was sponsored by Gear-Up staff through YPI. Students were exposed to all facets of university life, and were particularly curious about the food. These experiences are invaluable as they provide safe and successful away-from-home starter experiences for parents to be able to wrap their heads and emotions around the idea of their children leaving home to go to a college, and having everything turn out all right. The chances of a child being able to then apply for colleges that are even just a few hours away from home becomes that much more feasible for students and their families to negotiate when the time comes. We are very grateful to YPI staff for their hard work and investment in this endeavor.

Parent POC (Points of Contact) - SAC, Parent Coffee
Parents from BCCHS recently gathered to discuss accreditation and college-going culture at the final Pan con Café meeting. The school is suffering from some level of misinformation regarding its status as a fully accredited, A through G institution. About a dozen parents spent time in the main office taking pictures of the WASC certificate, college acceptance letters, and "Goals and Dreams" wall of 9th through 11th graders, and asking numerous questions so as to have the most accurate information available to help combat the things that they have been hearing informally from acquaintances. These specific parents left highly encouraged and committed to helping BCCHS change the public perception that it is not a school for college-bound students.

Prop 39

LAUSD has offered two new classroom spaces to BCCHS for the 2018 – 2019 school year. This brings the total to 13 classroom spaces, but all are not equal. The two new rooms are very large, and two rooms will need to be split to accommodate all necessary courses. This is a result of the district assigning Prop 39 space based on an elementary school model, rather than considering the different needs of high schools.

Budget

The projected forecast for BCCHS is based on an enrollment that is 50+ students below current enrollment projections. This should allow everyone to keep their jobs in the event of a downturn in enrollment.

Salary savings from the resignation of one of the two RSP teachers, which took place in March, allowed the school to hire a second instructional aide to support students with IEP in both the Learning Lab setting and the Regular Ed classroom.

There were also enough cost savings from the current fiscal year to be able to apply end-of-year funds toward the purchase of required computer technology for the following fiscal year. BCCHS is a one to one laptop school, and needs to procure at least 75 machines to be ready for issuing these laptops to new students in August.

Coversheet

Executive Director's Report

Section: III. ITEMS SCHEDULED FOR INFORMATION
Item: I. Executive Director's Report
Purpose: FYI
Submitted by:
Related Material: ED Report June 2018 .pdf
                      BCCHS LEA PLan Reviewed No Change 20182019 (1).pdf
                      MORCS LEA PLan No Revision 062018.pdf
                      Into BCCS LEA 2013 No Revision 062018.doc

YPI CHARTR SCHOOLS
EXECUTIVE DIRECTOR'S REPORT

June 28, 2018

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.

State:

From School Services of California –

Top Legislative Issues for 2018—June 15, 2018

Two weeks ago, both houses met their "house of origin" deadline ahead of schedule, allowing legislators to head back to their districts on Thursday, May 31, 2018, as usual. Many bills fell short of mustering sufficient votes for passing this legislative process hurdle. Since this is the second year of the two-year legislative session, any bill that fails a deadline in 2018 will be considered dead, absent any rule waivers.

The policy process begins anew as bills move into their second house. This week, the Assembly Education Committee held its first hearing in over a month to consider bills that passed the Senate. Due to the higher volume of bills that passed out of the Assembly, the Senate Education Committee has heard and taken action on over 50 Assembly Bills the past two weeks.

Policy committees will need to ramp up their work in the next month to make their deadlines of passing fiscal bills before June 29, 2018, and non fiscal bills before July 6, 2018; after which the Legislature takes a month off for Summer Recess.

Accountability and Assessments:

Assembly Bill (AB) 1951 (O'Donnell, D-Long Beach)—**Pupil Assessments: Pathways to College Act.** As amended on May 25, 2018, the Pathways to College Act would authorize school districts, county offices of education (COEs), and charter schools to administer a nationally-recognized high school assessment that meets specified criteria in lieu of the 11th grade Smarter Balance Assessment Consortium (SBAC) assessments. The alternative assessment(s) would be required to align to the state academic content standards and be just as rigorous as the SBAC assessments. The bill would also require districts that administer the alternative assessment to meet federal requirements to accommodate English learners and students with exceptional needs. Districts that administer alternative assessments would be reimbursed the lesser of the cost to administer the alternative assessment or the cost to administer the SBAC.

Employees:

YPICS Agenda – 6/28/18

1

AB 2128 **(Kiley, R-Rocklin)—School Employees: Dismissal or Suspension: Hearings: Evidence.** This bill makes changes to current procedures for the dismissal and suspension of school employees by expanding the details that are exempt from the current four-year statute of limitations in these cases.

AB 2234 **(Jones-Sawyer, D-Los Angeles)—School Districts: Employees: Dismissal or Suspension Administrative Proceedings: Testimony of Minor Witnesses: Pupil Contact Information**. Institutes new protections for minors who serve as witnesses at dismissal hearings for certificated and classified employees; authorizes minor witnesses in certain cases to testify in a room outside the hearing room and be televised by two-way closed circuit television; requires witnesses with a cognitive impairment be protected from undue harassment or embarrassment; requires a support person to be appointed for a minor witness; and requires a court order or subpoena to obtain pupil contact information.

Facilities:

AB 2031 **(O'Donnell)—Public Contracts: School Facility Projects: Bidding Requirements.** As amended on May 25, 2018, AB 2031 would require public works projects of $1,000,000 or more and that are funded in whole or in part with state bond funds to prequalify prospective bidders using a questionnaire and financial statement that covers at least the information contained in the standard questionnaire and model guidelines published by the Department of Industrial Relations (DIR). The requirement to prequalify bidders is due to sunset on July 1, 2019. AB 2031 repeals the sunset date, make the requirement indefinite. AB 2031 also repeals the requirement for DIR to provide a report to the Legislature as to whether or not the prequalification requirements have resulted in a reduction of labor code violations.

Instruction:

AB 2186 **(Thurmond, D-Richmond)—Education Finance: Golden State Science, Technology, Engineering, and Mathematics (STEM) Teacher Grant Program.** As amended on May 25, 2018, this bill would, subject to an appropriation by the state, establish the Golden State Science, Technology, Engineering, and Mathematics (STEM) Teacher Grant Program. The Program would provide grants of $10,000 for potential teachers who commit to teaching in a STEM field. The bill would also require the administrator of the Program to annually report the status and progress of the Program to the Commission on Teacher Credentialing and to submit a final implementation report, within seven years of being selected as the administrator, that describes the outcomes and effectiveness of the program.

School Safety and Student Discipline:

AB 1747 **(Rodriguez, D-Pomona)—School Safety Plans.** This bill would require school site council to consult with a fire department and other first responder entities in the writing and development of a comprehensive school safety plan and would require the comprehensive school safety plan and any updates made to the plan be shared with the law enforcement agency, the fire department, and the other first responder entities. The bill would require a school district or a COE to conduct drills, not less than once per year, on its tactical responses to criminal incidents, as provided. The bill would require tactical responses to criminal incidents to include procedures related to individuals with guns on school campuses and at school-related functions.

The bill would also extend the comprehensive school safety plan requirements to the charter schools.

Senate Bill (SB) 1203 (Bates, R-Laguna Niguel)—School Safety: Active Threat Drills. This bill requires a comprehensive school safety plan, a charter petition, and every private school that provides educational services to pupils in Kindergarten or in any of grades 1 to 12, inclusive, and has an enrollment of 50 or more pupils or more than one classroom, to have procedures for conducting an active threat drill.

"Active threat" is defined as "a situation that presents an immediate and ongoing danger to the safety of pupils, faculty, staff, and visitors by a person using firearms or other types of weapons or displaying erratic behavior."

SSC Comment: This bill previously would have required schools to conduct an active threat drill at least once per school year.

State Budget, Education Finance, Local Control Funding Formula:

SB 840 (Mitchell, D-Los Angeles)—Budget Act of 2018. This is the main 2018-19 State Budget bill and includes all appropriations and some implementing language.

AB 1808 (Committee on Budget)—School Finance: Education Omnibus Trailer Bill. This is the early education and K-12 education trailer bill. It contains details on the Local Control Funding Formula, the one-time discretionary funding, and many other programmatic provisions.

AB 1825 (Committee on Budget)—Education Finance: Constitutional Minimum Funding Obligation: Local Control Funding Formula. This is the Budget trailer bill that contains the provisions of the new Proposition 98 certification process. Under this new process, the Department of Finance would publish a final calculation of the prior-year minimum guarantee (inclusive of its calculation factors) with the May Revision, triggering a public comment period. There would be an additional legislative review period prior to the final Proposition 98 certification, and if there are no challenges, the certification would become final. Any funding provided above the minimum guarantee could be used as credit toward future minimum guarantee obligations, and any amount owed would be paid over a specified period.

Student Health and Nutrition:

AB 3192 (O'Donnell)—LEA Medi-Cal Billing Option: Audit Guide. Existing law provides for the Medi-Cal program, which is administered by the Department of Health Care Services (DHCS), under which qualified low-income individuals receive health care services. The Medi-Cal program is, in part, governed by, and funded pursuant to, federal Medicaid Program provisions. Existing law also provides that specified services provided by a local educational agency (LEA) are covered Medi-Cal benefits and are reimbursable on a fee-for-service basis under the LEA Medi-Cal billing option.

As amended on May 30, 2018, this bill would require DHCS, in consultation with the LEA Ad Hoc Workgroup and the California Department of Education, to prepare and complete a fiscal and compliance audit guide of the LEA Medi-Cal billing option (LEA Billing Program), for distribution by June 30, 2019. The bill would also require DHCS to provide specific written notice prior to adopting a revision to the audit guide and would further require the department to only conduct an audit of a Medi-Cal billing option claim according to the audit guide and any revisions that are in effect at the time the service was provided.

Increasing Academic Performance Leads to Greater Economic Growth

Improvements in academic test scores are linked to a nation's economic growth rates, according to Eric Hanushek, a senior fellow at Stanford University's Hoover Institution. While it is widely accepted that people with a better education tend to earn more over their lifetimes, few understand the overall effects of an educated society on the country's economy.

In a commentary in *Education Week*, Hanushek noted that there was a positive association between nations' scores on international math and science tests and their economic growth rates. He also found that improvements in student academic achievement could be traced to exit exams, higher relative teacher salaries, and more choice and competition among schools.

As an example of the strength of the association between test scores and national economic output, Hanushek points to Canada, which has consistently outperformed the U.S. on international academic assessments.

On the 2015 Program for International Student Assessment's (PISA) math tests for 15-year-olds, [Canada ranked 9th, while the United States ranked 39th](). Hanushek concludes that based on historic patterns, if the U.S. were to close the gap between U.S. students' and Canada's students' PISA scores by half, this improvement would lead to long-run annual economic growth rates that are almost 0.5 percentage points higher. An increase of this magnitude would raise the average U.S. gross domestic product 7% across the 21st century, an improvement that would be more than 10 times larger than the economic losses from the 2008 recession.

Hanushek concludes that the economic costs of not paying attention to the message of stagnating schools are huge. The disappointing performance of U.S. students on international academic assessments not only translates into significantly lower economic outcomes for our children, but it also signals a loss of U.S. international prestige and influence. He asks, "Why risk losing our country's top leadership position in the world economy and the futures of our next generations in one fell swoop?"

**Reclassified English Learners Outperform English-Only Students on the
English Language Arts Assessment**

Students who were English learners (ELs) and subsequently reclassified as English proficient outperform students who speak English only on the English Language Arts (ELA) assessment and are generally equally successful in passing the math assessment.

In May 2018, the Public Policy Institute of California (PPIC) reported that based on the most recent results from the Smarter Balanced Assessment, former ELs who have been reclassified as proficient in English—otherwise referred to as Reclassified Fluent English Proficient (RFEP)—outperform students whose only language is English on the ELA assessment at a rate of 58% to 54%, respectively. Students who are currently ELs, however, met the ELA standard at a rate of 12%.

With regard to math, the PPIC study indicates that RFEP students met the standards at a rate of 41% compared to English-only students who met the standards at a rate of 43%. EL students met the standards at a rate of 12%.

The author of the PPIC report, however, cautions that these results may be misleading. It is unclear from the research to date whether reclassification causes improved outcomes for EL students or whether the process acts as a screen to identify high-performing students.

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The report also notes that EL students make up about 21% of the student enrollment in California's public schools and that Spanish is by far the most common language spoken by EL students (83%), followed by Vietnamese (2%), and Mandarin (1.6%). Arabic, Filipino, and Cantonese each make up about 1% of the languages spoken.

The PPIC report notes that recent changes in reclassification criteria have made the process of reclassification more complicated. The State Board of Education recommends that districts base their reclassification decisions on four basic criteria: (1) English proficiency, as measured by the California English Language Development Test; (2) basic skills in English, per the ELA assessment; (3) teacher recommendations; and (4) parent consultation. While the California Department of Education allows local educational agencies (LEAs) some flexibility in choosing assessment and classification thresholds, the federal Every Student Succeeds Act requires states to standardize reclassification policies across LEAs.

The report concludes by suggesting that state policy makers should: (1) refine reclassification policies to make them consistent across LEAs; (2) make the English Language Proficiency Assessment for California the primary reclassification tool; and (3) consider creating different reclassification criteria for high school and elementary school EL students.

LCFF COLA for 2018-19 Set to Be 3.7%

The Budget trailer bill, Assembly Bill 1808, was released on June 12, 2018. The bill sets the cost-of-living adjustment (COLA) for the 2018-19 Local Control Funding Formula (LCFF) base rates at 3.7%, slightly higher than what had been estimated previously.

When funding was proposed for the LCFF beyond that required to fully fund the targets in the 2018-19 May Revision, we adopted the terminology of an "augmented COLA," as it exceeded the statutory COLA of 2.71%. Interestingly, the trailer bill language that was just released calls the 3.7% a "statutory" COLA for the purpose of calculating the LCFF target funding levels for 2018-19 when other programs receiving the statutory COLA are receiving 2.71%.

With the higher COLA, school districts and charter schools will see an average increase from the prior year of about 6.86%, or $653.79 per unit of average daily attendance (ADA) in LCFF funding. Actual per-ADA funding will vary among local agencies given each agency's unique funding characteristics and student demographics.

District:

Kelly Gonez, LAUSD Board of Education member who represents Board District 6, continues to actively support the YPI Charter schools and visited BCCHS on January 18th, and BCCS on May 29th. Even after her election, she has continued to support and recognize our parents, and during her first year in office has made a very positive impact on the northeast San Fernando Valley. We wish her well as she and husband Manny prepare to welcome a baby boy on July 3rd.

Los Angeles Daily News - OPINION:

"LAUSD's Fiscal Crisis Can't Be Blamed on Charter Schools or Declining Enrollment"

Lisa Snell, June 14, 2018

Los Angeles Unified School District has lost 245,000 students over the last 15 years. Officials frequently claim charter schools are taking students and causing LAUSD's budget crisis in the process. But a new report shows the district's spending, including its hiring of more administrators as enrollment drops, is to blame.

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A new Reason Foundation study finds only 35 percent of LAUSD's enrollment decline over the past 15 years is due to students going to charter schools. In fact, as the district continues to lose students — losing 55,000 since 2013 — a smaller percentage of the loss can be attributed to charter school students. Only 13 percent of the district's enrollment loss for 2017-18 stemmed from students choosing charters.

In the last five years, LAUSD's K-12 student enrollment dropped by nearly 10 percent and the number of teachers decreased by more than 5 percent. According to the California Department of Education, LAUSD's per-student revenue went up 33 percent between FY 2012 and FY 2016 so LAUSD should have had more revenue to spend on fewer students.

But, even as it was losing students, the number of total LAUSD employees grew by 5 percent over the last five years, primarily thanks to a nearly 16 percent increase in administrators.

Additionally, the costs of the district's employee benefits have increased 44 percent since 2014. And its spending on outside consulting services rose by 110 percent since 2014. As a result of these decisions, LAUSD's long-term debt liability, which was $8 billion in 2007, tripled to $25 billion by 2017.

Just as troubling, the new Reason study finds that just four years from now, in 2022, the district's spending on pensions, health care, and special education programs will be eating up over 57 percent LAUSD's main operational funding before a single dollar is spent on a regular school program.

A growing number of families across Southern California rightly view charter schools as a high-quality option. They should not be scapegoated for LAUSD's financial troubles because they sought-out high-performing schools for their children. Los Angeles' public charter school students are outperforming students in LAUSD's traditional schools. For example, on the National Assessment of Educational Progress, also known as the Nation's Report Card, 8th-grade students in public charter schools outscored LAUSD students in traditional public schools by 26 points in reading and 28 points in math.

Southern California charter schools are also putting their students on a significantly better path to pursue college. Whereas less than half of LAUSD's traditional public-school students in the class of 2015 had passed their A–G requirements — the courses needed to enroll in University of California and California State University system schools — 85 percent of Los Angeles charter students completed these courses. Just 13 percent of LAUSD students were accepted to the UC system in 2013 compared to the 20 percent of Los Angeles charter students who earned admission to UC schools.

It makes sense for parents and students to choose charter schools that are outperforming LAUSD in almost every measure, and it won't be surprising if more and more parents select charter schools in years to come. Additionally, the state's Department of Finance projects that over the next decade Los Angeles County will lose another 119,000 K-12 students, more than any other county in California.

LAUSD is going to have to stop blaming its fiscal situation on charter schools and start addressing the root causes of its own financial woes: spending more than it takes in, in large part due to long-term pension and health care costs, and its insistence on increasing staffing levels even though there are fewer students to serve.

LAUSD is going to have to right-size itself — closing some schools and reducing administrative positions to align with falling enrollment. The fiscal crisis will also force it to implement reforms that reduce long-

term pension and health care costs. Ultimately, the district will have to prioritize and focus on its core mission: educating kids, not providing jobs and retirement income to administrators.

Lisa Snell is director of education policy at Reason Foundation and co-author of the new study "A 2018 Evaluation of LAUSD's Fiscal Outlook."

YPICS:

2018-2019 Focus
The YPICS Leadership Team focused on three areas this school year, increasing academic achievement outcomes for students, creating school culture and climate to increase positive school experiences for students and adults, and increasing teacher retention. EAs will report on the increases in academic achievement in their reports. They will also highlight the areas of growth in culture and climate based on the Youth Truth Surveys.

YPICS LEA Plans
Each school community reviewed their LEA Plans and no changes were made. LEA Addendums will be reviewed, added, and submitted to the CDE by the August 15th deadline.

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

(CDE use only)	
Application #	

No Child Left Behind Act of 2001
<u>SINGLE SCHOOL DISTRICT PLAN</u>

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   Reviewed for 2018-2019   No Change

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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Background

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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

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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.

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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.

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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 Retention[2] and School and Library Improvement Block Grant programs[3] 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

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[1] *EC* Section 64001(a), (d)
[2] *EC* Section 41507
[3] *EC* Section 41572

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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

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[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 under-performing 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

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<u>Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement</u>

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 <u>every</u> 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

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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.

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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

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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)
X	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
X	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	Individuals with Disabilities Education Act (IDEA), Special Education		English Language Acquisition Program
	21st 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):

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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		$30,068	$30,068	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		$1,718	$1,718	100%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient		To be determined		
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, B Charter Schools Grants		$393,539	$393,539	100%
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education		To be determined		
IDEA, Special Education				
21st Century Community Learning Centers				
Other (describe)				
TOTAL		$425,325	$425,325	

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:

o 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.

o 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	*Pacing Plan: Teachers with 4+ years of teaching experience*
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	*Pacing Plan: Teachers with 3 or fewer years of teaching experience*
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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- Internalization and prioritization of the Common Core State Standards
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- 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
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- 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.

<u>Scope and Sequence</u>

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.

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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 sitehttp://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

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

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

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?   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 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?   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 Conmigo), 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?   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? 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 Learns 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:

- **A**mplify rather than Simplify
  - Peruse the text, test or graphics for multiple meaning words and figurative language
  - Frontload new vocabulary
  - Reiterate sophisticated terms
- **B**uild Background
  - Assess prior knowledge
  - Anticipate and bridge the gaps
  - Use Cognates
- **C**heck 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?
- **D**eliver Content through Comprehensible Input
  - Utilize assessment information to differentiate
  - Use multiple clues such as gestures, visuals, hands-on, demos and repetition
- **E**ngage students and educate their parents

- o Structure interactive vs. passive learning
- o Connect to students' culture and experience
- o 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.

Student groups and grade levels to participate in this goal: All students' grades 6th through 8th that are identified as English Learners.	Anticipated annual performance growth for each group: An increase in Proficient and Advance rates for these students.
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 growthaccording to the state formula. This statistical data includes sub-group reports on meeting Yearly Progress.	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.

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

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:
  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.
  b. Literature strategies using independent level reading materials will be an integral part of the language arts program at **Bert Corona Charter High School.**
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.
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.
e. Use of Thinking Maps, and effective instructional strategies for English Learners.
	Directors, Administrators, Coordinators, and teachers
	
	Directors, Administrators/ Language Arts Teachers
	
	All Teachers
	
	Directors, Administrators, Coordinators, All teachers
		1. Leveled reading classroom libraries
		2. Software
		3. Programs
		4. Coordinator
			$10,000	General Fund Title I Other

Use of standards-aligned instructional materials and				

| strategies:

• 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. | Directors, Administrators, Coordinators, and teachers

Directors, Administrators, English Language Arts teachers
Directors, Administrators/ All teachers | Additional books and teaching resources

Novels and teaching guides

1. Program
2. Libraries
3. Quizzes | $1,500

$3,000

$10,000 | General Fund
Title I
Other |
| 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.
. | Language Arts teachers

After-school program tutors

All teachers | Lending library

Tutor's salary

Classroom libraries for social studies, science and math. | $1,500

$2,000 | General Fund
Title I
Other |

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
Increased access to technology: - 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.	Executive Director, Directors, Administrators, Coordinators, all teachers and staff	- Reading - Computers - Server - Support software - Training for each program	$5,000	General Fund Title I Other

• 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.	Directors, Administrators, Coordinators, and teachers Language arts teachers Directors, Administrators, Coordinators, and teachers (ongoing) Directors, Administrators, Coordinators, and teachers (ongoing) Language Arts teachers	Summer training EL training Quarter (SFA) professional development by literacy consultant	$3,500 $2,700 $8,000 $2,100	General Fund Title I Other

Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): • 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.	Directors, Administrators, Coordinators, and teachers, parents	Information provided on school schedule	$10,000	General Fund Title I Other
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.	Directors, Administrators, summer bridge teachers	Summer session salaries	$3,500	General Fund Title I Other

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.	Directors, Administrators, Coordinators, and teachers	Five days of data analysis	$3,500	General Fund Title I Other
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. • 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.	After school tutors Teachers (begin Summer 2015)	Teacher's summer stipend	$3,500	General Fund Title I Other
Any additional services tied to student academic needs: Services include supplemental service for all students in ELA, Mathematics and ELD.				

Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): • 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.	Directors, Administrators, Coordinators, and teachers, parents	Provide Workshops Hold Parent Informational Conferences Ongoing communications through Newsletters, Bulletins, Illuminte/PowerSchool and conferences (Individual, group, etc.)	15% of Title I funding	General Fund Title I Title III Other
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.	Directors, Administrators, summer bridge teachers	Summer session salaries		General Fund Title I Title III Other

8. Monitoring program effectiveness: • 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 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 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.	Directors, Administrators, Coordinators, and teachers staff	Five days of data analysis Setting of benchmarks, timelines Development of protocols for assessments	$3,500	General Fund Title I Title III Other
• 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.	After school tutors	Tutor's salary		General Fund Title I Title III Other

Any additional services tied to student academic needs: • 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	Directors, Administrators, Coordinators, Teachers All Staff	Teacher stipends for before school and after school student support, extra duty to review data and develop and implement effective strategies. Monitoring of student results, moving students forward. 21st Century Tutor	$8,000 Grant Allocation	General Fund Title I Title III Other

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

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.

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
All students' grades 9th through 12th that are identified as English Learners.	An increase in Proficient and Advance rates for these students.

Means of evaluating progress toward this goal:	Data to be collected to measure academic gains:
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. Our students' scores on the Smarter Balanced (Interim NWEA	**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.

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.	

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

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)	
Student groups and grade levels to participate in this goal: All **Bert Corona Charter High School's** students will participate.	Anticipated annual performance growth for each group: • An increase in Proficient and Advance rates for these students. Establishing a baseline during this first year.
Means of evaluating progress toward this goal: NWEA MAPs results and SMARTER Balanced results.	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: • 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.** • 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
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.	Principal Teachers All Administrators All Staff	Computers Printers Cables, wiring Software Tables	$150,000	General Fund LCAP/LCFF Title I Other
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: • 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.	Principal Teachers All Administrators All Staff	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. Preparation for the California High School Exit Examination (CAHSEE).	$45,000	General Fund LCAP/LCFF Title I Other

• 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

<u>Performance Goal 2:</u> 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.

Student groups and grade levels to participate in this goal: All students' grades 6th through 8th that are identified as English Learners.	Anticipated annual performance growth for each group: An increase in Proficient and Advance rates for these students.
Means of evaluating progress toward this goal: (NWEA MAPs will be used while state testing is suspended) • **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.	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: • 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	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.	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: • 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. 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: AMAO's / Measurable Goals table (see below) d. Holding quarterly meetings with parents to discuss each student's progress toward English language proficiency. ELAC/PAC provides leadership for our EL students.

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-
   Participation Rate
   Percentage Proficient or Above
	Monitor tor and assist t at EL meet academic targets in English Language Arts of 56.0%, and 56.4% in Mathematics (Increasing yearly)

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.
R e q u i r e d A c t i v i t i e s	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.	• **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.
	2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). • The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and • Academic achievement in the core academic subjects	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.

Required Activities	3. Provide high quality professional development for classroom teachers, Directors, Administrators, and other school or community-based personnel. 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.	Description of how the LEA is meeting or plans to meet this requirement. 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. Our designated ELD coordinator will attend seminars, conferences and training sessions in order to keep current with the research on EL students.
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: **Bert Corona Charter High 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: • 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.
	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No Yes	If yes, describe: • 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	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.	Yes or No	Description of how the LEA is meeting or plans to meet this requirement. If yes, describe: 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.

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.	Yes or No Yes	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.
10. Other activities consistent with Title III.	Yes or No No	If yes, describe:

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	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;	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.

Required Activity	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.	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.
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.		CELDT is administered, and testing for placement within the 30 days after the beginning of the school year.
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.		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.

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
• 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.	• More time to reflect and provide supplemental services. • Continued support with effective instructional strategies. • Continued support in effective Mathematics strategies for ELs.

<u>**Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.**</u>

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 requirements for highly qualified teachers. In addition, regular planning and professional development time allow teachers the opportunity to continue to improve their practice.**

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
All **Bert Corona Charter High School** student population 9th through 12th grade will be taught by highly qualified teachers. Teachers will be credentials in the core subject areas they are assigned in.	• 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
Means of evaluating progress toward this goal: • **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	Data to be collected to measure academic gains: METHODES TO MEASURE STUDENT OUTCOMES **Bert Corona Charter High School will** use the following methods to assess student progress and fulfillment of instructional objectives: • **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

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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

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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
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: • 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. • Teaches 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	Directors, Administrators, Coordinators Teachers (ongoing) Annual process	Professional Development Teacher Stipends Materials and Supplies	$10,500	General Fund Title I Title III Other

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been mastered, by which students, data-driven instruction.				
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 • 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	Directors, Administrators Teachers	Consultant Teacher Trainings	$2,500 $2,500	General Fund Title I Title III Other
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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:	Directors, Administrators, Coordinators, and teachers, parents	Academic Consultant Teacher Workshops	$3,000 $3,000	General Fund Title I Title III Other

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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. 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. 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.	(Ongoing)	Teacher Materials	$2,000	
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	Directors, Administrators, ELL coordinator. Literacy consultant	Categorical programs Teacher Stipend	$6,000	General Fund Title I Title III Other

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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.	(Ongoing)			
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.	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
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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-	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

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		staff training for each program		
mail). Creating a clearly defined task to ensure that students gain appropriate experience from working in the electronic text (e.g., automated library catalog). Teaching students to open existing files, save files, and create new files in the word-processing program they will use most frequently. Teaching the basics of navigation, text manipulation, and editing within the word processor, including use of: • 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. 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 (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.				

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.): 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. 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 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. Ongoing collaboration with all stakeholders.	Directors, Administrators, Coordinators, and teachers, parents	Provide Workshops Hold an Annual Conference Title I Hold Parent Informational Conferences Ongoing communications through Newsletters, Bulletins, Illuminaate/ Powerschool and conferences (Individual, group, etc.)	$3,500	General Fund Title I Title III Other
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: **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. The administration and the teachers will evaluate the	Executive Director Directors, Administrators Teachers ongoing Students Parents Staffs Board members	Five days of data analysis Setting of benchmarks, timelines Development of protocols for assessments	$8,000	General Fund Title I Title III Other

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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.

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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: • Student-centered curriculum with clearly articulated learning objectives	After school tutors Teachers	Tutor's salary Teacher's summer stipend	$3,500 $6,000	General Fund Title I Title III Other

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• 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 The following is a sample of the kinds of standardized reports available to the school community for analysis: **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. 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. 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. 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. Telephone and web/internet communication tool used to provide parents with up-to-date information about their students'				

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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.

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.	Directors, Administrators, Academic Consultant Teachers	Consultant BTSA	TBA $20,000	Title II Other

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

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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
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.

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

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			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)	Students will have better attendance rate than all neighboring traditional public High School . Student engagement in their academic achievement, goal setting, support from teachers, administrators, and staff. Use schoolwide goals to ensure students are focused on academic achievement. Reading Comprehension Writing across the curriculum Mathematics-Algebra I; Algebra Readiness Parents supported through workshops, trainings and	All students	All Staff Monitoring from Administrative Staff Advisory/ Advisement held to support students on a daily basis. Before and After school learning support	Average Daily Attendance (ADA) computed monthly using state ADA form. New CALPADS Provide students with a curriculum that is meaningful; a safe supportive environment; parental involvement in student attendance. (Student, Teacher, Parent Compact) Offer students opportunities to engage in their goal setting,	General Fund Title I Other funds

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	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.		Parent Coordinator schedules trainings, parent support

Professional development from Consultants, in school experts, coaching and teacher support. | 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 | |
| 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 |

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(Advanced Placement)	Advanced and Proficient. Professional Development offered to teachers, administrators, staff and parents. 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.		Teachers continue to support Advisory designated students. Collaboration across content areas to support students. Administrative Staff to support recording of Attendance, grades, assisting in creating a clean, safe and rigorous learning environment.	the coming years. Ensure that student have access to a rigorous curriculum aligned to California Standards, A-G requirements; as well as on going assessments. 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	

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				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. Instructional Strategies to include: (Narrative) Covert Strategies • Recall • Imagine • Observe • Consider Overt Strategies Restate in Journal/Notes Cooperative Groups Response Boards Graphic Organizers Pair-Share Brainstorm Other Activities: Inquiry Activities, Current Events, Written/Oral Presentations,	

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				Peer Teaching, Short/Long-term projects, Guest Speakers, Essential Questions, Summarization instructional strategies to include:	

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	
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.	Description of how the LEA is meeting or plans to meet this requirement: • 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:
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.	• 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
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.	• 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:
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: 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. Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. Proven strategies that address the needs of historically under-served students, low achieving students, and those at risk of not meeting state standards. Instruction by highly qualified teachers and strategies to attract and keep such teachers. High quality and ongoing professional development for teachers, Directors, Administrators, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. Strategies to increase parental involvement. Assistance to preschool children in transitioning from early childhood programs to elementary school programs. Timely and effective additional assistance to students who	Application for Schoolwide Program was submitted: • 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.

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experience difficulty mastering state standards.	
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.	Not applicable

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:
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	Not applicable schoolwide (87% will be on Free/Reduced Lunch)

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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.	
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.	**Bert Corona Charter High School** will work closely to ensure services to students identified as homeless are served
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.	**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.

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:
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: Assistance in developing, revising, and implementing the school plan. Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. 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. Assistance in analyzing and revising the school budget so the school's resources are used effectively.	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. The LEA Plan also serves as the organizer for an individual school's improvement process. This plan was developed with a deep understanding o[f] the root causes of student academic challenges. In addition, identification an[d] 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: • 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, **Bert Corona Charter High School's** Leadershi[p] 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.

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.

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 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.

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:
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.	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.

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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.

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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.

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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:

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- 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.

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- 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 <u>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))</u> 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 <u>does</u> 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.

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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:

    o Allows a teacher to communicate effectively with all students in the class.
    o Allows all students in the class to learn.
    o Has consequences that are fair, and developmentally appropriate.
    o Considers the student and the circumstances of the situation.
    o Is enforced accordingly.

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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.

<u>New</u> 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;

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(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

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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.

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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.

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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/

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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

Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
		Intended program outcomes and target grade levels. See research for proven effectiveness					
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

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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			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 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

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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

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Program	Grades						Category
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

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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

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

(CDE use only)
Application #

No Child Left Behind Act of 2001
<u>SINGLE SCHOOL DISTRICT PLAN</u>

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 2013 - July 2018 (To be updated annual)

Date of Local Governing Board Approval: 12/5/2013 (Revisions) 4/2014, 7/2015 (Revision) , (No Revision) 6/2016, 06/2017, 06/2018

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

Eugene Straub, President

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

Table of Contents

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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:

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- 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 partners with LAUSD as a Supplemental Educational Services provider, as an After School Education and Safety provider, as a 21st Century after school provider all held at multiple LAUSD sites and charter schools. Also as a lead partner in LAUSD's Gear Up grant serving Sepulveda Middle School and Monroe High School. YPI also partners with LAUSD in the Los Angeles Promise Neighborhood; as well as, in other programs discussed below.

In September 2010, YPI received one of only 21 Promise Neighborhoods grants in the nation awarded by the U.S. Department of Education. Promise Neighborhoods is President Obama's signature poverty initiative, modeled on the Harlem Children's Zone. The YPI Los Angeles Promise Neighborhood (LAPN) is targeting the communities of Pacoima and Hollywood. LAPN led by YPI works with more than 50 public and private partners (including LAUSD, the City and County of Los Angeles, UCLA, the Los Angeles Area Chamber of Commerce and many others) to saturate the targeted neighborhood with services to build youth academic achievement and alleviate poverty.

YPI is the Lead Agency for one Full-Service Community Schools (FSCS) program serving the Pico Union /Westlake district of Los Angeles (including **Monseñor Oscar Romero Charter School**, while YPI's Bert Corona Charter School leads the other FSCS in the San Fernando Valley. YPI has received international recognition for its FSCS programs, with researchers visiting from as far away as Japan to learn not only about YPI's programming and outcomes but also to understand how its strategic partnerships are shaped to produce maximum results. The

Belmont FSCS program in Pico Union and the San Fernando Valley FSCS Program both offer model wrap-around services, including 15 different academic, enrichment, fitness/nutrition, parent involvement, family literacy and leadership services for full service community schools. Each school works with parents, community residents, teachers, and school staff to transform the school sites into hubs of learning for the entire neighborhood offering academic and support services through an extended school day (7:00am-8:00pm) and a coordinated menu of existing and new services to meet the needs of students and families.

YPI's Bert Corona Charter School is the Lead Agency for the Carol M. White Physical Education Program, which increases the physical activity levels and healthy food intake of 5,500 students at nine schools (including **Monseñor Oscar Romero Charter School)**. The percentage of students engaged in 60 minutes of daily physical activity increased by 104% on average at all schools in 2010-11 compared to the prior year. In addition, the percentage of students meeting the USDA dietary recommendations of three or more servings of vegetables and two or more servings of fruit per day also increased by 107%. In comparison to the previous school year, students improved in all parts of the Fitness gram test score measuring physical fitness in six main categories.

Since 2001, YPI has managed the groundbreaking Family Technology Project, enabling more than 1,100 Los Angeles families to earn complete home computer systems at no cost after completing computer literacy classes. Separately, YPI is a CDE contractor for adult education classes such as English as a Second Language (ESL) and General Education Diploma (GED). YPI is training 400 clients for Health Careers through a U.S. Department of Labor funded job training grant operating through 2013. More than 800 clients have received job training through YPI programs, including Health Careers and the YPI Hollywood Family Source Center, in the past two years. The YPI Summer Youth Employment Program provided work experience to 568 low-income youth at 85 work sites in summer 2010 and to an additional 143 youth in 2011. YPI is also opening 80 public computer centers that provide expanded broadband access for low income residents (including families at multiple LAUSD schools) through a $5.6 million grant from the U.S. Department of Commerce through 2013.

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* 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**:

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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**.

Introduction 2014-15 School Year

Monseñor Oscar Romero Charter School (MORCS) is continuously working toward excellence and improvement from the moment that the charter is approved through the next renewal cycle. The mission and vision of the school is clearly stated in the charter petition. Ultimately, we prepare citizen-scholars to become California's future leaders and innovators who will serve their communities. This coordinated vision was developed collaboratively with our board members, administrators, parents, teachers, and students.   Our LCAP mirrors our charter petition and it provides a pathway to our future. **MORCS** looks at the needs of students with a parents' eyes. As parents, we have hopes and dreams for our children. Our school is focused on supporting families to help their children succeed in life by ensuring access to a high quality rigorous education and by providing a positive school culture and environment in a public school setting. Children are the focus of our families, and therefore are the primary focus of our school. Families are the building block of a community. By lifting families, we can build strong communities. Our charter petition plan provides an easy transition to the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP).

The involvement of all stakeholders has been a tiered process that provides the opportunity for all; teachers, administrators, Board Members, parents, community members and others to closely review data and discuss the school's priorities as it related to all facets of an educational process. The *Monseñor* **Oscar Romero Charter School** reviews all internal data on an ongoing basis, benchmarks, Success For All, ALEKS, Achieve 3000, Adaptive Curriculum assessments, Teachers assessments, grades and also the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) at the state and federal level.

Annual Update:

The involvement of all stakeholders has been a tiered process that provides the opportunity for all; teachers, administrators, Board Members, parents, community members and others to closely review data and discuss the school's priorities as it related to all facets of an educational process. The *Monseñor* **Oscar Romero Charter School** reviews all internal data on an ongoing basis, benchmarks, Success For All, Teachers assessments, grades and also both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) at the state and federal level from past years and currently due to suspended State and federal for another year the use of assessments noted below.

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August 2014 – June 2015

Presentations were made reminding all stakeholders of the LCAP process, their opportunities to provide input, and the progress made towards the LCAP goals. Stakeholder engagement was included, obtained, or provided at the following meetings throughout the year:

- **Board of Directors Meetings held:**
  - 3/23/2015
  - 1/12/2015
  - 12/08/2014
  - 10/27/2014
  - 9/8/2014
  - 8/25/2014
- **Coffee with the Directors (Advisory & Consultation)**:
  - 8/19/14
  - 9/30/14
  - 10/14/14
  - 11/11/14
  - 2/13/15
  - 3/10/15
  - 4/9/15
  - 5/14/15
- **Padres Comprometidos**
  - 9/30/14
  - 10/17/14
  - 10/22/14
  - 10/28/14
- **Parent Engagement, Academic, and Safety Committees Meetings:**
  - 10/17/14
  - 12/9/14
  - 2/5/15
  - 3/5/15
  - 4/14/15
  - 4/21/15
- **Parent Advisory Committee Meetings**:
  - 10/17/14
  - 12/9/14
  - 1/20/15
  - 2/24/15
  - 3/27/15

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Additionally:

- A survey, collaboratively developed by parents, staff and students was translated and provided to each parent during the fall parent conferences (9/23-9/27/14)

  Administrative staff analyzed the raw data and provided a summary of the results; which were included in the feedback to teachers during the October Youth Policy Institute Charter Schools (YPICS) Professional Development day. This data along with March Benchmark data was provided to parents during the Spring Open House.

- The Student Leadership Team and CASA Student Leaders conducted a Spring Student Survey.. Data collected from this survey was provided to the Youth Advisory Board and included in the event planning for the Youth Leadership Summit; which was held at UCLA on May 26, 2015.
- Small focus groups were held with school leaders, parents, teachers, and students throughout the year to collect comments/advise about the LCAP process and implementation.

  All feedback was collected, synthesized, and organized to inform MORC's draft LCAP.

Data reviewed included but is 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)
- Course Grades
- Attendance Reports

DRAFT LCAP for Public Comment (May 2015): The draft LCAP will be 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 2015): The draft LCAP will be 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.

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Transmission to County Office of Education (June 30, 2015): After Board adoption, the adopted LCAP will be transmitted to the Los Angeles County Office of Education for final review and approval.

API

Reading/ELA MAPs Data						Math MAPs Data					
School	**Class**	**Subgroup**	**B0 API**	**B2 API**	**Growth**	**School**	**Class**	**Subgroup**	**B0 API**	**B2 API**	**Growth**
MORCS	2017	General (All)	606	712	106	MORCS	2017	General (All)	650	750	100
MORCS	2016	General (All)	614	682	68	MORCS	2016	General (All)	641	701	60
MORCS	2015	General (All)	686	786	100	MORCS	2015	General (All)	635	747	112
MORCS	2017	EL	356	546	190	MORCS	2017	EL	470	567	97
MORCS	2016	EL	379	483	104	MORCS	2016	EL	429	545	116
MORCS	2015	EL	470	612	142	MORCS	2015	EL	482	503	21
MORCS	2017	SPED	422	418	-4	MORCS	2017	SPED	430	499	69
MORCS	2016	SPED	292	345	53	MORCS	2016	SPED	372	417	45
MORCS	2015	SPED	464	441	-23	MORCS	2015	SPED	311	366	55

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API Summary

7/8 Reading Count	7/8 Math Count
18	8
66	79
68	52
42	60
20	15
7/8 API:	729
Overall MORCS API:	728
Overall Math API:	732
Overall ELA API:	726

English Learners

Number of English Learners for Monsenor Oscar Romer
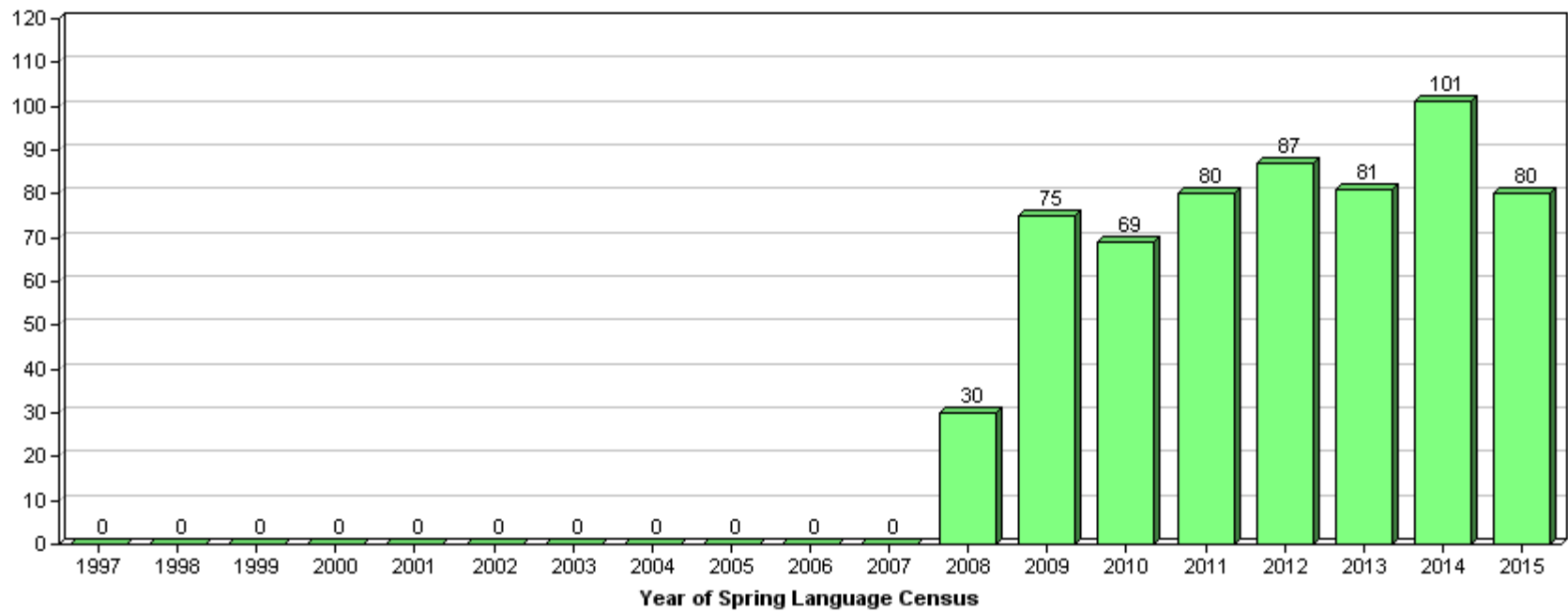
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Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

SELF ASSESSMENT

Monseñor Oscar Romero Charter School is deeply committed to providing for students at all levels to clearly determine what is needed a continuous self-assessment and reflection must take place. *The school has initiated the process for the* Cambridge Education Charter Program Quality Review, a rigorous external evaluation and self-assessment process. **Monseñor Oscar Romero Charter School** conducts a schoolwide review of the school's operations and facilities, reviews all internal educational/curriculum/student benchmarks through various mechanisms, e.g. Member Center –Success for All (SFA), Zoom, and Data Director capturing student data to drive instruction. In addition, all staff members review the California state annual assessment STAR/CST and SMARTER Balance for each content area. Adopting and integrating the newly SMARTER Balance assessment. The development of a Personalized Education Plan (PEP) for each student along with schoolwide goals to increase student academic achievement at every level is addressed yearly. PEP will be evidence by the following:

- SFA Reading Placement
- ALEKS personalized math courses
- Student reflections
- Achieve3000
- Data notebooks where students their assessment data and set individual growth goals.

This year the focus is not only on isolating student academic achievement; but focusing on the whole child by developing individual school leaders. In other words, all students, teachers, administrators, staff members, parents and community are provided leadership development to encourage and promote active engagement in the school's overall mission. Everyone in the school and its community are active leaders in their own growth and in support of **Monseñor Oscar Romero Charter School**' vision and mission.

Academic Growth

All data is disaggregated to show how sub-groups; e.g. LEP, non-LEP, mobility, gender, etc. perform. The school Administrator, staff, and teachers will be held accountable to the Board for meeting the school outcome goals. **Monseñor Oscar Romero Charter School** will pursue the following outcome goals:

LAUSD Benchmarks School Response:

<u>Benchmark 1</u>:

- *CST Mathematics data for 2010-2011 indicates that 22% of **Monseñor Oscar Romero's** students scored proficient/advanced while the Median of Resident Schools indicates that 38% of students scored proficient/advanced. Therefore **Monseñor Oscar Romero Charter School** will meet or exceed the Resident Schools Median of students scoring proficient/advanced in mathematics based on CST scores for 2012-2013 school year.*

<u>Monseñor Oscar Romero Charter School Response:</u>

Mathematics data for 2012-2013 show that 42.95% of **Monseñor Oscar Romero Charter School** students scored proficient/advanced almost doubling the scores from the 2010-2011 school year. Percentage Proficient-Annual Measurable Objectives (AMOs) reflect Mathematics AMO's were met. **Monseñor Oscar Romero Charter School has met and exceeded the** Resident Schools Median of 40.79% a difference of 2.2. %. **Monseñor Oscar Romero Charter School** has the greatest 2 year growth of all comparison schools as indicated in the Tables below.

Table 1.1 Mathematics Local Schools Proficiency Percentages Comparison

Year	Frederick Douglass	Oak Kim Academy	Sun Valley	Muir	Gage	Clinton	Twain	Nimitz	Adams	Belvedere	Olive Vista	Liechty	Castro	Northridge	Skirball	MORCS	Virgil	Berendo	Starr King	Para Los Niños
2013	16.5%	24.6%	25.9%	26.8%	31.6%	33.7%	34.8%	35.5%	36.0%	36.2%	36.6%	37.2%	40.6%	41.9%	42.4%	**42.9%**	43.1%	47.8%	61.1%	63.4%

Year	Frederick Douglass	Oak Kim Academy	Muir	Clinton	Sun Valley	Gage	Belvedere	Twain	Liechty	Nimitz	Olive Vista	MORCS	Skirball	Virgil	Castro	Berendo	Northridge	Para Los Niños	Starr King	Adams
2012	19.0%	24.7%	24.7%	25.4%	27.7%	29.7%	33.3%	33.4%	33.8%	35.2%	35.8%	**37.2%**	37.8%	39.6%	43.0%	45.2%	46.5%	52.8%	54.6%	41.8%

Year	Muir	Oak Kim Academy	Clinton	Frederick Douglass	MORCS	Sun Valley	Olive Vista	Twain	Gage	Liechty	Nimitz	Skirball	Belvedere	Adams	Virgil	Castro	Northridge	Berendo	Starr King	Para Los Niños
2011	18.2%	18.4%	20.3%	21.1%	**22.6%**	27.6%	28.4%	28.6%	29.7%	30.5%	31.1%	31.1%	31.8%	33.9%	37.3%	40.0%	40.1%	41.8%	49.1%	N/A

Year	Para Los Niños	Clinton	Muir	MORCS	Oak Kim Academy	Nimitz	Olive Vista	Liechty	Belvedere	Twain	Adams	Gage	Sun Valley	Frederick Douglass	Northridge	Castro	Virgil	Berendo	Skirball	Starr King
2010	NA	13.7%	18.2%	**22.6%**	23.9%	27.9%	28.1%	28.4%	29.3%	29.7%	30.9%	31.4%	31.7%	32.6%	33.4%	36.3%	38.0%	38.7%	39.8%	40.1%

Table 1.2 Mathematics Local Schools Growth Comparison

GROWTH	Frederick Douglass	Sun Valley	Para Los Niños	Castro	Northridge	Gage	Adams	Belvedere	Nimitz	Virgil	Berendo	Oak Kim Academy	Twain	Liechty	Olive Vista	Muir	Skirball	Starr King	Clinton	MORCS
Increase from 2011 - 2013 (LAUSD Target Year - 2011)	-4.6%	-1.7%	0.0%	0.6%	1.8%	1.9%	2.1%	4.4%	4.4%	5.8%	6.0%	6.2%	6.2%	6.7%	8.2%	8.6%	11.3%	12.0%	13.4%	20.3% - LARGEST 2-Year Growth

GROWTH	Frederick Douglass	Sun Valley	Para Los Niños	Gage	Oak Kim Academy	Skirball	Castro	Adams	Twain	Virgil	Belvedere	Nimitz	Northridge	Olive Vista	Muir	Liechty	Berendo	Clinton	MORCS	Starr King
Increase from 2010 - 2013	-16.1%	-5.8%	0.0%	0.2%	0.7%	2.6%	4.3%	5.1%	5.1%	5.1%	6.9%	7.6%	8.5%	8.5%	8.6%	8.8%	9.1%	20.0%	20.3%	21.0%

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Benchmark 2

- *CST Mathematics data for 2010-2011 indicates that 44% of Monseñor Oscar Romero's students scored Below Basic and Far Below Basic while the Resident Schools Median of Students scoring Below Basic and Far Below Basic was 36%. Therefore, Monseñor Oscar Romero will have a lower percentage of students scoring Below Basic and Far Below Basic in Mathematics than the Resident School Median based on CST scores for the 2012-2013 school year.*

Monseñor Oscar Romero Charter School Response:

Students scoring Below Basic and Far Below Basic **decreased to 31%** based on the CST scores for 2013. Monseñor Oscar Romero has a lower percentage of students scoring Below Basic and Far Below Basic in Mathematics than the LAUSD Schools Median based on CST scores for the 2012-2013 school year **Monseñor Oscar Romero Charter School** reflects a 4% overall decrease. Therefore **Monseñor Oscar Romero Charter School** Below Basic and Far Below Basic reflect fewer students in these areas and an increase of students in Basic and above.

Table 2.1 Mathematics Below Basic and Far Below Basic Comparisons

Monseñor Oscar Romero Charter School Math Comparisons

Mathematics			
2012 - 2013	**Monseñor Oscar Romero Charter School Below Basic and Far Below Basic**	**LAUSD Below Basic and Far Below Basic**	**Difference**
	%	**%**	**%**
6th Grade General Math	23%	28%	-5%
7th Grade General Math	23%	31%	-8%
8th Grade General Math	54%	50%	4%
8th Grade Algebra 1	6%	33%	-27%
TOTAL	**29%**	**33%**	**Better by 4%**
2011 - 2012	**MORCS Below Basic and Far Below Basic**	**LAUSD Below Basic and Far Below Basic**	**Difference**
	%	**%**	**%**

6th Grade General Math	26%	28%	-2%
7th Grade General Math	36%	32%	4%
8th Grade General Math	34%	44%	-10%
8th Grade Algebra 1	0%	41%	-41%
TOTAL	**30%**	**34%**	**Better by 4%**

Benchmark 3

- *CST Mathematics data in the area of Algebra for the 2010-2011 indicates 20% of* ***Monseñor Oscar Romero*** *students scored proficient/advanced.* ***Monseñor Oscar Romero*** *will increase the percentage of students scoring proficient/advanced in Algebra to at least 40% based on CST scores for the 2012-2013 school year.*

-

Monseñor Oscar Romero Charter School Response

Monseñor Oscar Romero Charter School students scored 69% Proficient and Advance on the 2013 Algebra CST.   The school **met** the **District's Goal**.

Table 3.1 Algebra CST

Result Type	6	7	8	9	10	11	EOC
Students Tested			31				31
% of Enrollment			29.8 %				
Students with Scores			31				31
Mean Scale Score			385.4				385.4
% Advanced			23 %				23 %
% Proficient			45 %				45 %
% Basic			26 %				26 %
% Below Basic			3 %				3 %
% Far Below Basic			3 %				3 %

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Benchmark 4

- *As part of its annual review, **Monseñor Oscar Romero Charter School** will provide a written in depth analysis of its CST Proficiency rates in math for each of its subgroups. If AYP proficiency is unmet for any subgroup, **Monseñor Oscar Romero Charter School** will also provide rationale for performance and a strategic plan (with timelines and individuals responsible) for increasing performance levels. This analysis will be submitted at least one week prior to the scheduled annual review for Division analysis.*

Monseñor Oscar Romero Charter School Response:

- o **Monseñor Oscar Romero Charter School** students scored 42.95% proficient/advanced on the 2013 Mathematics CST **school wide** and **met** the **AYP goal** for the year.
- o The **Hispanic** students scored 42.3% proficient/advanced on the 2013 Mathematics CST and **met** the **AYP goal** for the year.
- o **Socioeconomically disadvantage** students scored 42.6% proficient/advanced and **met** the **AYP goal** for the year.
- o **EL** students scored 14.5% proficient/advanced on the 2013 Mathematics CST and **did not meet** the **AYP goal** for the year based on the current data. In review of the **Monseñor Oscar Romero Charter School** data the English Learner subgroup has some glitches in the Spring 2013 calculation for English Learners. Reviewing the **Monseñor Oscar Romero Charter School** EL data from one year to the next inadequately states the academic growth of ELs at the school. A review of the data over time especially 2007-2012 shows that **Monseñor Oscar Romero Charter School** has had solid consistent average increases per year. This EL increase mirrors closely the School-wide and Hispanic Academic Achievement gains in Mathematics reflected in the Spring 2013 CST results. The anomaly of the data results presented on the 2012-2013 CST results clearly indicates an inconsistent decrease overall in API scores. To address this inconsistency a formal meeting was held on October 16, 2013 with members of the CDE Academic Accountability Unit via phone. A remedy was prescribed. On November 1, 2013 the CDE Academic Accountability Unit pulled corrected EL information which will more accurately identify which **Monseñor Oscar Romero** students should have been included in the EL sub group. The updated data will not be publically available via the CDE website until mid-January. We anticipate that this update will show increase academic achievement outcomes for our ELs. The later will more accurately align to our Hispanic sub-group Mathematics score of 42.3% proficient/Advanced.

Benchmark 5:

- *Prior to its next renewal (using the most recent data in the year of renewal, **Monseñor Oscar Romero Charter School** will have a reclassification rate that meets or exceeds the District's rate.*

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Monseñor Oscar Romero Charter School <u>Response:</u>

The LAUSD 2013 Reclassification rate is 14%. **Monseñor Oscar Romero's** 2013 reclassification rate is 24%.

The school **met** the **District's goal**

In review of **Monseñor Oscar Romero Charter School** data the English Learner subgroup has some anomalies in the Spring 2013 calculation for English Learners. Reviewing the **Monseñor Oscar Romero Charter School** EL data from one year to the next inadequately states the academic growth of ELs at the school. A review of the data over time especially 2007-2012 shows that **Monseñor Oscar Romero Charter School** has had solid consistent average increases per year. This EL increase mirrors closely the School-wide Academic Achievement gains reflected in the Spring 2013 CST results. The anomaly of the data results presented on the 2012-2013 CST results clearly indicates an inconsistent decrease of -147 points.

To address this inconsistency a formal meeting was held on October 16, 2013 with members of the CDE Academic Accountability Unit via phone. A remedy was prescribed. On November 1, 2013 the CDE Academic Accountability Unit pulled corrected EL information which will more accurately identify which **Monseñor Oscar Romero Charter School** students should have been included in the EL sub group. The updated data will not be publically available via the CDE website until mid-January. We anticipate that this update will show increase academic achievement outcomes for our ELs. The later will more accurately align to our Hispanic sub-group increases for 2012-2013. **Most importantly, this change in data will reflect that Monseñor Oscar Romero Charter School will have increased ALL academic achievement for all groups of pupils served by the charter as required by *Education Code* 47607**.

Specifically to address English Learners all teachers have been provided with training in working with English Learners through California Association of Bilingual Education CABE's program. CABE, widely known and respected as the premier provider of cutting edge information on instruction and <u>practice</u> 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 <u>Certification</u> 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:

- **A**mplify rather than Simplify
  - o Peruse the text, test or graphics for multiple meaning words and figurative language

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- o Frontload new vocabulary
- o Reiterate sophisticated terms
- o Blended Learning with small group instruction and individualized online learning
- o Inquiry-based lessons and questioning.
- o Inquiry by Design (instructional materials and inquiry-based strategies
- o Use of sentence frames and discussion starters
- **B**uild Background
  - o Assess prior knowledge
  - o Anticipate and bridge the gaps
  - o Use Cognates
- **C**heck for Understanding
  - o Know levels of language proficiency and use them to check to assess understanding
  - o Craft ways for students to demonstrate their knowledge and practice language
  - o Include metacognitive, strategies thinking about how they learn (e.g. How did you figure that out? What strategies did you use?
  - o Think-Pair-Share and other strategies for discussion
- **D**eliver Content through Comprehensible Input
  - o Utilize assessment information to differentiate
  - o Use multiple clues such as gestures, visuals, hands-on, demos and repetition
- **E**ngage students and educate their parents
  - o Structure interactive vs. passive learning
  - o Connect to students' culture and experience
  - o 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.

Monseñor Oscar Romero Charter School is closely monitoring English Learners through internal controls where every teacher has access to English Learners and their success program. A sample of this is below: (Student names have been omitted due to confidentiality)

Student	Grade Level	CELDT Overall Oct. 2011	CELDT Overall Oct. 2012	EL Level	Explanation of Level
1	7	2	2	EL2- Early Intermediate	Limited comprehension (student is still translating to primary language to process)
2	7	3	3	EL3- Intermediate	Quality comprehension in both oral and written language; still some deficiency in analysis and inference-making.
3	7	3	3	EL3- Intermediate	Quality comprehension in both oral and written language; still some deficiency in analysis and inference-making.
4	7	2	3	EL3- Intermediate	Quality comprehension in both oral and written language; still some deficiency in analysis and inference-making.
5	7	3	3	EL3- Intermediate	Quality comprehension in both oral and written language; still some deficiency in analysis and inference-making.
6	7	4	4	EL4- Early Advanced	Excellent comprehension- few grammatical errors, still a few issues with figurative language

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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

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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
X	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	Individuals with Disabilities Education Act (IDEA), Special Education		English Language Acquisition Program
	21st 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):

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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	$ 118,118	$ 118,118	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		1,844	1,844	100%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient		9,462	9,462	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				
21st Century Community Learning Centers				
Other (describe)				
TOTAL	0	$ 129,424	$ 129,424	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.

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Monseñor Oscar Romero Charter School Charter Specific Area of Concentration		
Specific Needs	**Schedule of Improvements**	**Identified Support**
Need for ELD Program	• 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.	• 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	• 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.	• 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**	• 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	• 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	• Full implementation means that the annual district instructional/assessment pacing guides are in daily use in	• California State Standards

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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.	• 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.

Development of Instructional Materials **Assessment Driven Instruction** **Analysis and use of data**	• 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.	• 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

Development of Intensive Materials	• 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
		Use Three Tier Model:
		Tier I.
		Tier I Instruction requires:
		• At least 90 minute un-interrupted literacy block, adapt to all instruction.
		• Intensity:
		    o Academic engagement of all students
		    o Explicit, systematic instruction
		    o Multiple opportunities to respond to instruction
		    o Immediate corrective feedback
		    o Scaffold practice of new skills
		
		Tier II Targeted or Strategic Instructional/Intervention

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	reenter the basic core program may need an additional period of strategic support. • 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.	Instruction and/or intervention that goes beyond quality Tier I instruction • 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 How do you know when a student needs Tier II? • 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 Tier III/Intensive Intervention Intensive instruction – more intense, explicit and systematic than Tier II • 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
Coaching/ Monitoring/Expert Support	• 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). Targeted professional development and support may include: • Development, use, and monitoring of classroom observation protocols to include: o Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide.	• 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

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		o The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. o 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. o Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback. o Participation in Modules 2 and 3 of the Administrator Training Program. o Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. .	• Use of Robert Manzano's iObservation Protocols to provide teachers weekly instructional feedback.
Improvement of Instructional Program		• 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	Tier I – • 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

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	the various EPC objectives.	
Assessments/ Monitoring	• 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),	• 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.

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	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 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.	
Professional Development/ Protocols	• 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,	Professional Development • 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**

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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.

Some practicum activities might include:

- 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

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. The school will adopted an instructional model that focuses on the following strategies:

- 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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intervention.
- 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.

Mathematics
- 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.

Some practicum activities might include:
Use of the SBE adopted grade four through seven intensive intervention instructional materials along with the basic core program.

Partnerships for Professional Development
- 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

	Intervention. • 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.	and implementation. • 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. Refer to Professional Development Schedule
SMART Goal setting	Setting SMART goals in every classroom.	• Evidence on lesson plans and information boards.
PD ELD	As Per Schedule.	

PD English Learners	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) and all available English proficiency measures. 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. 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. 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).	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: • 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. 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: 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.

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

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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

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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.

- Voyager Journeys (vocabulary development program)- new version of is an interactive, web-based reading component to help all students, which includes English Learners to boost their vocabulary and comprehension skills. Research has shown that vocabulary deficiencies are a primary cause of academic failure.

- **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.

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- 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

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Monseñor Oscar Romero Charter School
iObservation Certification Process
AKA iObservation Implementation Plan 2014 – 2015

Content Specific	*Pacing Plan: Teachers with 4+ years of teaching experience*
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	*Pacing Plan: Teachers with 3 or fewer years of teaching experience*
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 (see data summary in Appendix G).
- The school increased its API score by 54 points in 2010-2011 to 725.
- Demonstrating continued growth on the Adequate Yearly Progress measure, **Monseñor Oscar Romero Charter School** has moved students across bands, from below basic and basic into proficiency. The proficiency rate for English Language Arts was met; however the proficiency rate was not met in Mathematics.

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:

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Outcome Goal	Status	Goal Met
Monseñor Oscar Romero Charter School will rank 4 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	Ranked 4	**X**
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.	Ranked 4	**X**
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.	Met target 2 of 3 years (See Appendix E)	**X**
Monseñor Oscar Romero Charter School's academic performance will be equal to or better than the academic performance of the LAUSD schools Monseñor Oscar Romero Charter School students would otherwise attend	Outperformed comparable schools. (See Appendix E)	**X**
Monseñor Oscar Romero Charter School's academic performance will be equal to or better than the academic performance of the LAUSD schools in the area containing similar pupil populations	Outperformed comparable schools. (See Appendix E)	**X**

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 uses the following LAUSD criteria for reclassifying English Language Learners:

A. The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
B. The student scores Basic or above on the ELA section of the CST.
C. The student is judged successful in a mainstream English program based on a grade of C
   or better in English or ESL 3/4.
   a. Note: Grade-level English 2.5 credit classes and intervention courses are excluded from the reclassification criteria.

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.

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 to Achieve the 2012 AYP 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

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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.

Circle Map		Tree Map
Bubble Map		Double Bubble Map
Flow Map		Multi-Flow Map
Brace Map		Bridge Map
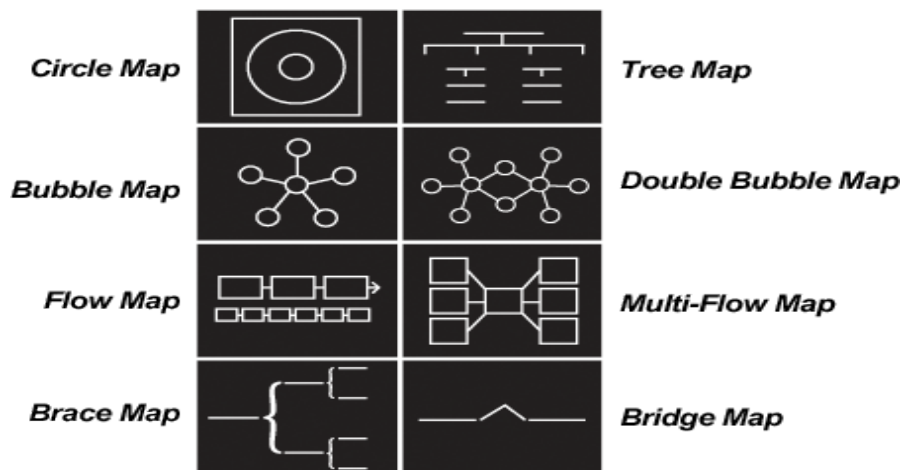
Using Data to Guide Intervention

Students are assessed on a quarterly basis to monitor academic progress. Teachers use Data Director to put together their assessments using the data bank provided by Data Director. All questions are in CST format and are specifically designed to meet the California Content Standards. 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 CST/STAR 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.
  * Voyager Journeys (vocabulary development program)- new version of is an interactive, web-based reading component to help all students, which includes English Learners to boost their vocabulary and comprehension skills. Research has shown that vocabulary deficiencies are a primary cause of academic failure.
  * **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

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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 sub-group. (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

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- 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 STAR/ SMARTER Balance 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 2011-2012 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 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 **Monseñor Oscar Romero Charter School** Advisory has developed and fosters students' habits of mind to attain academic achievement, Standard Schoolwide Instruction Strategies

The new 2014-2015 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)

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- 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 2014-2015, the integration of effective instructional strategies were emphasized.

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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

YPI Partnership for Professional Development

Many of the **Monseñor Oscar Romero Charter School** Professional Development components have been made possible via our partnership with NCLR.   For 2014-2015, the new **Monseñor Oscar Romero Charter School** Directors and school leadership has 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 2014-2015 **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 Vocabulary builders, 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

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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
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.

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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 STAR/CST now SMARTER Balance data.
- STAR/CST 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 school data by using the California Department of Education website.
- Each Advisory instructor reviews the STAR/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-- 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.

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- 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 Adequate Yearly Progress.
- 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 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 STAR /SMARTER Balance (CST, CAT6, SABE) and all other mandated accountability programs (CELDT, 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, 3rded., 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 use the Zoom!/Data Director tools. 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

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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**. The use of Zoom!/Data Director 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/Benchmarks/Data Director 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 2014:

- 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.

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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.

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.

Student groups and grade levels to participate in this goal: All students' grades 6th through 8th that are identified as English Learners.	Anticipated annual performance growth for each group: An increase in Proficient and Advance rates for these students.
Means of evaluating progress toward this goal: **Monseñor Oscar Romero Charter School** Data Dashboard: Two page snap-shot of school performance. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and STAR/CST data. STAR/CST and 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 STAR/CST/SMARTER Balance school data by using the California Department of Education website. Each Advisory instructor reviews 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) 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.	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: PowerSchool - 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 **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,

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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. API, the Academic Performance Index, is determined by the state. Our students' scores on the STAR/SMARTER Balance 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.	behavior information and other individual student information. Benchmarks, teachers' assessments and other identified results.

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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

1.   Alignment of instruction with content standards:
 	
Monseñor Oscar Romero Charter School will take the following steps to align instruction with the content standards for reading:
 	
  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.
 	
  b. Literature strategies using independent level reading materials will be an integral part of the language arts program at **Monseñor Oscar Romero Charter School.**
 	
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.
 	
d. A school-wide reading plan will be implemented that incorporates background building, specific reading strategies, and post-reading applications of
	Directors, Administrators, Coordinators, and teachers
	
	Directors, Administrators/ Language Arts Teachers
	
	All Teachers
		1. Leveled reading classroom libraries
		2. Software
		3. Programs
		4. Coordinator
			$10,000	General Fund
				
				Title I
				
				Other

understanding for every reading presented to students in their content area classes. e. Use of Thinking Maps, and effective instructional strategies for English Learners.	Directors, Administrators, Coordinators, All teachers			
Use of standards-aligned instructional materials and strategies: 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. **Monseñor Oscar Romero 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.	Directors, Administrators, Coordinators, and teachers (already adopted) Directors, Administrators, English Language Arts teachers Directors, Administrators/All teachers	Additional books and teaching resources Novels and teaching guides 1. Program 2. Libraries 3. Quizzes	$1,500 $3,000 $10,000	General Fund Title I Other

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.	Language Arts teachers After-school program tutors (already in place) All teachers	Lending library Tutor's salary (21st Century Grant) Classroom libraries for social studies, science and math.	$1,500 21st Century Grant) $2,000	General Fund Title I Other

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
Increased access to technology: The computer lab will be available to students during lunch and after-school for access to the Reading program. (Computer have been ordered) 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, ZOOM) Information related to attendance and student performance will be used (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 POWERSCHOOL.	Executive Director, Directors, Administrators, Coordinators, all teachers and staff	1.Reading 2. Computers 3. Server 4. Support software 5. Training for each program	$5,000	General Fund Title I Other

Staff development and professional collaboration aligned with standards-based instructional materials: 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. Every student is enrolled in a reading elective during their first period of the day. 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. 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. 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.	Directors, Administrators, Coordinators, and teachers	Summer training	$3,500	General Fund Title I Other
	Language arts teachers	ELL training	$2,700	
	Directors, Administrators, Coordinators, and teachers (ongoing)			
	Directors, Administrators, Coordinators, and teachers (ongoing)	Quarter (SFA) professional development by literacy consultant	$8,000	
	Language Arts teachers		$2,100	

Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): 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. 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 **Monseñor Oscar Romero Charter 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.	Directors, Administrators, Coordinators, and teachers, parents	Information provided on school schedule	$10,000	General Fund Title I Other

Auxiliary services for students and parents (including transition into high school): **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. 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.	Directors, Administrators , summer bridge teachers	Summer session salaries	$3,500	General Fund Title I Other
Monitoring program effectiveness: 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.	Directors, Administrators , Coordinators, and teachers	Five days of data analysis	$3,500	General Fund Title I Other

Targeting services and programs to lowest-performing student groups: All students scoring far below basic and below basic on the STAR 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.	After school tutors Teachers (begin Summer 2010)	Tutor's salary (21st Century Grant) Teacher's summer stipend	(21st Century Grant) $3,500	General Fund Title I Other
Any additional services tied to student academic needs: Services include supplemental service for all students in ELA, Mathematics and ELD.				

Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
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.	Directors, Administrators, Coordinators, and teachers, parents	Provide Workshops	15% of Title I funding	General Fund
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.		Hold Parent Informational Conferences		Title I
All students are assigned a faculty advisor through **Monseñor Oscar Romero Charter School** 's Advisement model/Advisory		Ongoing communications through Newsletters, Bulletins, POWERSCHOOL and conferences (Individual, group, etc.)		Title III Other
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.				

7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): **Monseñor Oscar Romero Charter School** will provide a week summer bridge program for incoming students.	Directors, Administrators, summer bridge teachers	Summer session salaries		General Fund Title I Title III Other
8. Monitoring program effectiveness: 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 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.	Directors, Administrators, Coordinators, and teachers staff	Five days of data analysis Setting of benchmarks, timelines Development of protocols for assessments	$3,500	General Fund Title I Title III Other

Targeting services and programs to lowest-performing student groups:

All students scoring far below basic and below basic on the STAR/CST or the new SMARTER Balancenlanguage arts test will receive extra help through an after-school reading intervention program. | After school tutors | Tutor's salary | 21st Century Grant | General Fund Title I Title III Other |

Any additional services tied to student academic needs: Homogenous flexible groupings are used to group students for differentiated reading instruction. Data from the STAR test, 4Sight, Study Island, are 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 **Monseñor Oscar Romero Charter School** 's expected student population to ensure academic success. **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	Directors, Administrators, Coordinators, Teachers All Staff	Teacher stipends for before school and after school student support, extra duty to review data and develop and implement effective strategies. Monitoring of student results, moving students forward. 21st Century Tutor	$8,000 Grant Allocation	General Fund Title I Title III Other

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

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.	
Student groups and grade levels to participate in this goal: All students' grades 6th through 8th that are identified as English Learners.	Anticipated annual performance growth for each group: An increase in Proficient and Advance rates for these students.
Means of evaluating progress toward this goal: • **Monseñor Oscar Romero Charter School** Data Dashboard: Two page snap-shot of school performance. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and STAR/CST data. • STAR/CST 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 STAR/CST 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. 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 Adequate Yearly Progress.	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: • 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.

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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.	
Student groups and grade levels to participate in this goal: All students' grades 6th through 8th that are identified as English Learners.	Anticipated annual performance growth for each group: An increase in Proficient and Advance rates for these students.
Means of evaluating progress toward this goal: • **Monseñor Oscar Romero Charter School** Data Dashboard: Two page snap-shot of school performance. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and STAR/CST data. • STAR/CST 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 STAR/CST 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.	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: • 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.

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• 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 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.

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	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.	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: • 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. 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:	

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-
   Participation Rate
   Percentage Proficient or Above
	Monitor tor and assist t at EL meet academic targets in English Language Arts of 56.0%, and 56.4% in Mathematics (Increasing yearly)

d. Holding quarterly meetings with parents to discuss each student's progress toward English language proficiency. ELAC/PAC provides leadership for our EL students.

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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.
R e q u i r e d A c t i v i t i e s	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.	**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: 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.
	2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . • The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and • Academic achievement in the core academic subjects	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.

Required Activities	3. Provide high quality professional development for classroom teachers, Directors, Administrators, and other school or community-based personnel. 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.	Description of how the LEA is meeting or plans to meet this requirement. 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. Our designated ELD coordinator will attend seminars, conferences and training sessions in order to keep current with the research on EL students.	
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 STAR 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: - 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	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.	Yes or No	Description of how the LEA is meeting or plans to meet this requirement. 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) 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.
	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.	Yes or No Yes	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.
	10. Other activities consistent with Title III.	Yes or No No	If yes, describe:

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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	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;	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.

Required Activity	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.	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.
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.		CELDT is administered, and testing for placement within the 30 days after the beginning of the school year.
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.		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 STAR tests.

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
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.	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.

SCHOOL GOAL # 3
(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) • **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.**

Student groups and grade levels to participate in this goal: All **Monseñor Oscar Romero Charter School** student population 6th through 8th grade will be taught by highly qualified teachers.	Anticipated annual performance growth for each group: • 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
Means of evaluating progress toward this goal: • **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	Data to be collected to measure academic gains: METHODES TO MEASURE STUDENT OUTCOMES **Monseñor Oscar Romero Charter School** uses the following methods to assess student progress and fulfillment of instructional objectives: • **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,

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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

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	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 California Standardized Testing and Reporting (STAR) 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
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: • 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.	Directors, Administrators, Coordinators Teachers (ongoing) Annual process	Professional Development Teacher Stipends Materials and Supplies	$10,500	General Fund Title I Title III Other

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• Teaches 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.				
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 • 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	Directors, Administrators Teachers (ongoing)	Consultant Teacher Trainings	$2,500 $2,500	General Fund Title I Title III Other

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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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: 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 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. 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	Directors, Administrators, Coordinators, and teachers, parents (Ongoing)	Academic Consultant Teacher Workshops Teacher Materials	$3,000 $3,000 $2,000	General Fund Title I Title III Other

materials, review it, and master it. 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.				
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 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.	Directors, Administrators, ELL coordinator. Literacy consultant (Ongoing)	Categorical programs Teacher Stipend	$6,000	General Fund Title I Title III Other
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	Directors, Administrators, Coordinators, and teachers, literacy consultant, math consultant	Literacy consultant Math consultant Teacher In-service	$5,000 $5,000 $2,500	General Fund Title I Title III Other

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consultant.		Conference fees		
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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-mail). Creating a clearly defined task to ensure that students gain appropriate experience from working in the electronic text (e.g., automated library catalog). Teaching students to open existing files, save files, and create new files in the word-processing program they will use most frequently. Teaching the basics of navigation, text manipulation, and editing within the word processor, including use of: • The control key to change the location of the cursor, highlight text, or access menus, commands, and	Directors, Administrators, Coordinators, and teachers, parents, students, staff On-going	Computers Stations Computer Programs Reading Math Server Support software Teacher and staff training for each program	$7,000	General Fund Title I Title III Other

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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. 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, 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.				
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.): During parent conferences, parents are informed of their son or daughter's reading level and academic progress in language arts. The	Directors, Administrators, Coordinators, and teachers, parents	Provide Workshops Hold an Annual Conference Title I	$3,500	General Fund Title I Title III Other

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 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. 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. Ongoing collaboration with all stakeholders.		Hold Parent Informational Conferences Ongoing communications through Newsletters, Bulletins, POWERSCHOOL and conferences (Individual, group, etc.)		
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: **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. 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	Executive Director Directors, Administrators Teachers ongoing Students Parents Staffs Board members	Five days of data analysis Setting of benchmarks, timelines Development of protocols for assessments	$8,000	General Fund Title I Title III Other

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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.

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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 STAR/CST(Smarter Balanced) language arts test will receive extra help through an after-school reading intervention program.	After school tutors Teachers	Tutor's salary Teacher's summer stipend	$3,500 $6,000	General Fund Title I Title III Other

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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:

- 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

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: Beginning in 2010-2011, in combination of prior years of data. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and CST data.

STAR (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 CST (SMARTER Balanced) school data by using the California Department of Education website, Dataquest.

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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. API, the Academic Performance Index, is determined by the state. Our students' scores on the STAR (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. 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. 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. 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.				

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How the LEA will use funds under this subpart to meet the requirements of Section 1119: **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 **Monseñor Oscar Romero Charter School** provides local test preparation support for teachers.	Directors, Administrators, Academic Consultant Teachers	Consultant BTSA	TBA	Title II Other

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

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
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.

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)	**Monseñor Oscar Romero Charter School** graduates will be college and career ready. Although **Monseñor Oscar Romero Charter School** is a middle school, it will address and encourage students to be college bound. An ongoing support system that includes Advisory Highly Qualified teacher that can offer ongoing support	All students	All Staff July 2010 Teachers and Administration setting Calendar and Goals July-August	College preparation through all courses, advising/Advisory, field trips to local colleges, and assistance with completing applications. A strong and engaging curriculum to provide for student academic achievement. Pacing Plans, Lesson Plans, etc. Teacher support from	General Fund/ Supplemental Funds

	Before and After school support Sports and Team Activities Other Science activities Student, Teacher Parent Compact Ongoing meetings with Parents Ongoing Parent Workshops and trainings. Cambridge Review team meetings with all stakeholders, including parents and students.		Summer Intervention for students July September School Starts Teacher PD held every Wednesday From 2:30 – 4:30 Designated PD Dates and focus Cambridge Review Home groups/Focus Groups	SFA and other consulting services Student grades and SMARTER BALANCED scores at proficiency and advance. Team participating in 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)	Students will have better attendance rate than all neighboring traditional	All students	All Staff	Average Daily Attendance (ADA) computed monthly using	General Fund Title I

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public Middle Schools. Student engagement in their academic achievement, goal setting, support from teachers, administrators, and staff. Use schoolwide goals to ensure students are focused on academic achievement. Reading Comprehension Writing across the curriculum Mathematics-Algebra I; Algebra Readiness Meeting API and AYP Parents supported through workshops, trainings and 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,		Monitoring from Administrative Staff Advisory/ Advisement held to support students on a daily basis. Before and After school learning support Parent Coordinator schedules trainings, parent support Professional	state ADA form. New CALPADS Provide students with a curriculum that is meaningful; a safe supportive environment; parental involvement in student attendance. (Student, Teacher, Parent Compact) Offer students opportunities to engage in their goal setting, 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	Other funds

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	newsletters, recognition, etc. Student focused environment- academic rigor, note taking, conversations on what is being taught and the student's view. Administer and assist students when result are less than 380 (350 is passing AYP recognizes 380) 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.		development from Consultants, in school experts, coaching and teacher support.	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	
5.3 (Advanced Placement)	Academic Rigor across subject areas to increase students at Advanced and Proficient. Professional Development offered to teachers, administrators, staff and parents.	All students	All staff Teachers continue to support Advisory designated students.	AP classes were offered and will be offered in the coming years. Ensure that student have access to a rigorous curriculum aligned to California Standards, A-G requirements; as well as	General Fund

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	Through the student project students			on going assessments.
	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.		Collaboration across content areas to support students.	
			Administrative Staff to support recording of Attendance, grades, assisting in creating a clean, safe and rigorous learning environment.	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 and cooperation of the entire charter school community.

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| | | | | Differentiated instruction allows students multiple pathways to absorb information and learning, supporting both low- and high-performing students.

Instructional Strategies to include: (Narrative)

Covert Strategies

  • Recall
  • Imagine
  • Observe
  • Consider
Overt Strategies

Restate in Journal/Notes

Cooperative Groups

Response Boards

Graphic Organizers

Pair-Share | |
|---|---|---|---|---|---|

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				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	
	Description of how the LEA is meeting or plans to meet this requirement:
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.	Income Eligibility Survey data is used as the poverty index to determine eligibility for Free and Reduced School Lunches. Free and Reduced Lunch Applications
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	Student Services Survey Student Advising sessions Parent Communication

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wide or by grade span.	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:
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: 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. Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. Proven strategies that address the needs of historically under-served	Application for Schoolwide Program was submitted: 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. **Monseñor Oscar Romero Charter School** uses a block schedule that provides students with extensive

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students, low achieving students, and those at risk of not meeting state standards. Instruction by highly qualified teachers and strategies to attract and keep such teachers. High quality and ongoing professional development for teachers, Directors, Administrators, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. Strategies to increase parental involvement. Assistance to preschool children in transitioning from early childhood programs to elementary school programs. Timely and effective additional assistance to students who experience difficulty mastering state standards.	direct instruction, pre teaching, re teaching and checking for understanding. **Monseñor Oscar Romero Charter 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.
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.	Not applicable

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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.	

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:
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	Not applicable

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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.	
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.	**Monseñor Oscar Romero Charter School** will work closely to ensure services to students identified as homeless are served
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.	**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.

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:
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: Assistance in developing, revising, and implementing the school plan. Analyzing data to identify and address problems in instruction, parental	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

involvement, professional development and other areas. 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. Assistance in analyzing and revising the school budget so the school's resources are used effectively.	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.

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:

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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 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 **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.

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:
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	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.

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.	

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.

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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.

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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.

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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.

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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.

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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

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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

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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: _____.

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Attested:

_____   _____

Typed name of school Directors, Administrators   Signature of school Directors,
Administrators   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.

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.

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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/

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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

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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,

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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,

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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							

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Name	Intended program outcomes and target setting. See research for proven effectiveness						
	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

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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

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	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
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 2013 - July 2018 (To be updated annually)

Date of Local Governing Board Approval: 12/5/2013(Updated for PI) Revised 4/2013, 7/25/2014, 6/2015, no revision 6/2016, 11/2017, 6/2018)

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

Eugene Straub, President
Board President

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

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Bert Corona Charter Schools LEA Plan Revised 6/2015   **Page 1**

Contents

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 Initative. **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

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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 Princípios 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

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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**

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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 develops 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**

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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.

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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.

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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 Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:
  - stronger accountability for results;

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- 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.

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2014-2015 School Year

Annual Update:
The involvement of all stakeholders has been a tiered process that provides the opportunity for all; teachers, administrators, Board Members, parents, community members and others to closely review data and discuss the school's priorities as it related to all facets of an educational process. The *Bert Corona Charter School* reviews all internal data on an ongoing basis, benchmarks, Success For All, Teachers assessments, grades and also both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) at the state and federal level from pass years and currently due to suspended State and federal for another year the use of assessments noted below.

August 2014 – June 2015
Presentations were made reminding all stakeholders of the LCAP process, their opportunities to provide input, and the progress made towards the LCAP goals. Stakeholder engagement was included, obtained, or provided at the following meetings throughout the year:
- Board of Directors Meetings held:
  - 3/23/2015
  - 1/12/2015
  - 12/08/2014
  - 10/27/2014
  - 9/8/2014
  - 8/25/2014
- **Coffee with the Directors (Advisory & Consultation)**:
  - 8/19/14
  - 9/30/14
  - 10/14/14
  - 11/11/14
  - 2/13/15
  - 3/10/15
  - 4/9/15
  - 5/14/15
- **Padres Comprometidos**
  - 9/30/14
  - 10/17/14
  - 10/22/14
  - 10/28/14
- **Parent Engagement, Academic, and Safety Committees Meetings:**
  - 10/17/14
  - 12/9/14
  - 2/5/15
  - 3/5/15
  - 4/14/15

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- o 4/21/15
- **Parent Advisory Committee Meetings**:
  - o 10/17/14
  - o 12/9/14
  - o 1/20/15
  - o 2/24/15
  - o 3/27/15

Additionally:

- A survey, collaboratively developed by parents, staff and students was translated and provided to each parent during the fall parent conferences (9/23-9/27/14)
  Administrative staff analyzed the data and provided a summary of the results; which were included in the feedback to teachers during the October Youth Policy Institute Charter Schools (YPICS) Professional Development day. This data along with March Benchmark data was provided to parents during the Spring Open House.
- The Student Leadership Team and CASA Student Leaders conducted a Spring Student Survey. Data collected from this survey was provided to the Youth Advisory Board and included in the event planning for the Youth Leadership Summit; which was held at UCLA on May 26, 2015.
- Small focus groups were held with school leaders, parents, teachers, and students throughout the year to collect comments/advise about the LCAP process and implementation.
  All feedback was collected, synthesized, and organized to inform BCCS' draft LCAP.

Data reviewed included but is 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)
- Course Grades
- Attendance Reports

DRAFT LCAP for Public Comment (May 2015): The draft LCAP will be 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.

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First Reading and Adoption (June 2015): The draft LCAP will be 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, 2015): After Board adoption, the adopted LCAP will be transmitted to the Los Angeles County Office of Education for final review and approval.

API Data using NWEA MAPs 2014-2015

6th Grade Math			6th Grade Reading		
	Count	Percent		Count	Percent
Advanced	3	2%	Advanced	9	8%
Proficient	24	20%	Proficient	28	24%
Basic	54	44%	Basic	59	51%
Below Basic	33	27%	Below Basic	14	12%
Far Below	9	7%	Far Below	6	5%
Students Tested	123		Students Tested	116	
API Score	680		API Score	744	

7th Grade Math			7th Grade Reading		
	Count	Percent		Count	Percent
Advanced	9	7%	Advanced	15	12%
Proficient	49	40%	Proficient	29	24%
Basic	31	25%	Basic	53	43%
Below Basic	28	23%	Below Basic	17	14%
Far Below	6	5%	Far Below	9	7%
Students Tested	123		Students Tested	123	
API Score	761		API Score	753	

8th Grade Math			8th Grade Reading		
	Count	Percent		Count	Percent
Advanced	5	4%	Advanced	3	2%
Proficient	27	22%	Proficient	30	24%
Basic	44	36%	Basic	58	47%
Below Basic	43	35%	Below Basic	25	20%
Far Below	4	3%	Far Below	7	6%
Students Tested	123		Students Tested	123	
API Score	704		API Score	720	

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API Summary

English Learner DATA					
READING/ELA			**MATH**		
Overall ELL			Overall ELL		
	Count	Percent		Count	Percent
Advanced	1	2%	Advanced	0	0%
Proficient	1	2%	Proficient	6	10%
Basic	26	47%	Basic	14	24%
Below Basic	16	29%	Below Basic	30	51%
Far Below	11	20%	Far Below	9	15%
Students Tested	55		Students Tested	59	
API Score	584		API Score	573	
6th ELL			6th ELL		
	Count	Percent		Count	Percent
Advanced	1	4%	Advanced	0	0%
Proficient	1	4%	Proficient	3	10%
Basic	17	61%	Basic	9	29%
Below Basic	6	21%	Below Basic	14	45%
Far Below	3	11%	Far Below	5	16%
Students Tested	28		Students Tested	31	
API Score	649		API Score	574	
7th ELL			7th ELL		
	Count	Percent		Count	Percent
Advanced	0	0%	Advanced	0	0%
Proficient	0	0%	Proficient	3	19%
Basic	6	40%	Basic	3	19%
Below Basic	4	27%	Below Basic	6	38%
Far Below	5	33%	Far Below	4	25%
Students Tested	15		Students Tested	16	
API Score	519		API Score	572	
8th ELL			8th ELL		
	Count	Percent		Count	Percent
Advanced	0	0%	Advanced	0	0%
Proficient	0	0%	Proficient	0	0%
Basic	3	25%	Basic	2	17%

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Below Basic	6	50%		Below Basic	10	83%	
Far Below	3	25%		Far Below	0	0%	
Students Tested	12			Students Tested	12		
API Score	514			API Score	572		

SPED DATA						

READING/ELA				MATH		
Overall SPED				Overall SPED		
	Count	Percent			Count	Percent
Advanced	1	2%		Advanced	0	0%
Proficient	2	4%		Proficient	6	12%
Basic	19	35%		Basic	4	8%
Below Basic	17	31%		Below Basic	27	52%
Far Below	15	28%		Far Below	15	29%
Students Tested	54			Students Tested	52	
API Score	478			API Score	439	

6th SPED				6th SPED		
	Count	Percent			Count	Percent
Advanced	0	0%		Advanced	0	0%
Proficient	0	0%		Proficient	2	10%
Basic	8	42%		Basic	2	10%
Below Basic	5	26%		Below Basic	9	45%
Far Below	6	32%		Far Below	7	35%
Students Tested	19			Students Tested	20	
API Score	445			API Score	408	

7th SPED				7th SPED		
	Count	Percent			Count	Percent
Advanced	1	5%		Advanced	0	0%
Proficient	1	5%		Proficient	4	21%
Basic	5	26%		Basic	1	5%
Below Basic	5	26%		Below Basic	9	47%
Far Below	7	37%		Far Below	5	26%
Students Tested	19			Students Tested	19	
API Score	462			API Score	485	

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8th SPED	Count	Percent
Advanced	0	0%
Proficient	1	6%
Basic	6	38%
Below Basic	7	44%
Far Below	2	13%
Students Tested	16	
API Score	535	

8th SPED	Count	Percent
Advanced	0	0%
Proficient	0	0%
Basic	3	20%
Below Basic	9	60%
Far Below	3	20%
Students Tested	15	
API Score	454	

	B0 ELA	B1 ELA	B2 ELA	
6	606	724	712	106
7	614	579	701	87
8	686	732	786	100

	B0 ELA	B1 ELA	B2 ELA	
6	618	685	744	126
7	681	689	753	72
8	672	668	720	48

BCCS			
	B0 Math	B1 Math	B2 Math	Annual Growth
---	---	---	---	---
6	583	616	680	97
7	666	716	761	95
8	641	687	704	63
	B0 ELA	B1 ELA	B2 ELA	
6	618	685	744	126
7	681	689	753	72
8	672	668	720	48

English Learners

Number of English Learners for Bert Corona Charter

Year of Spring Language Census

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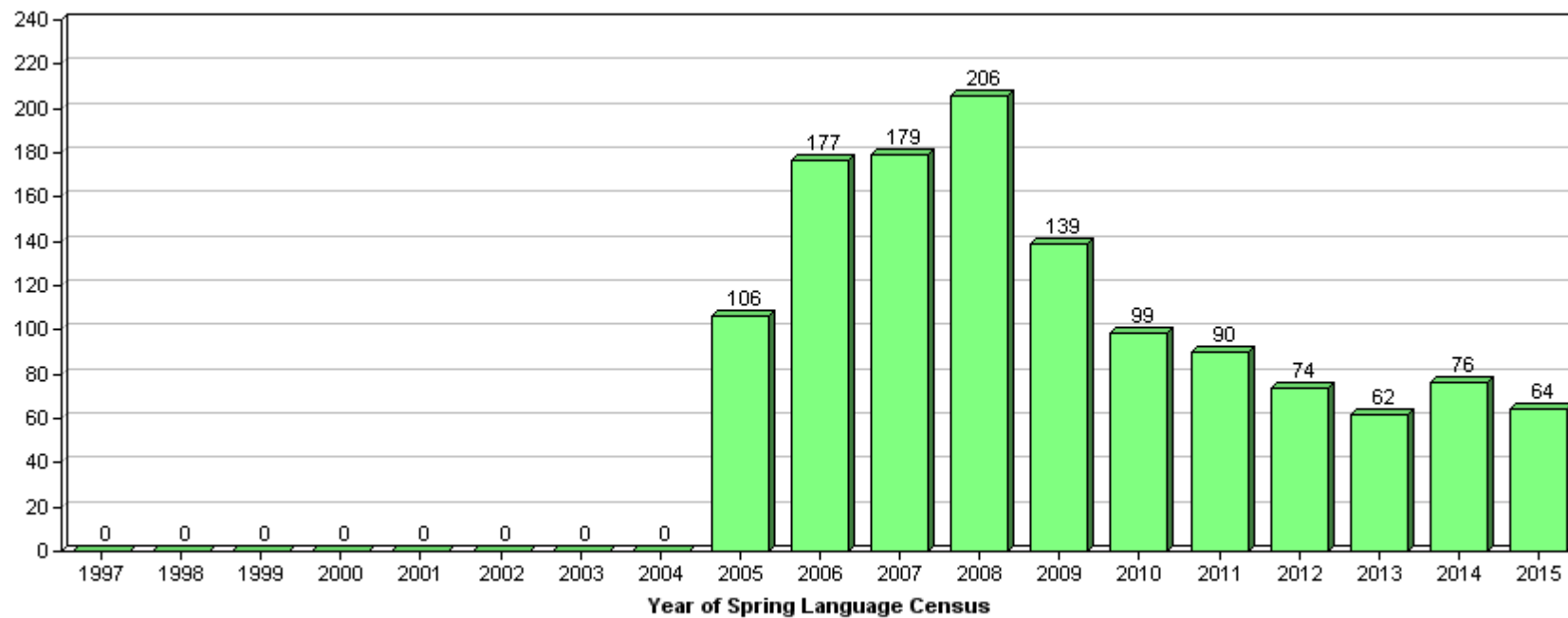
The Table below provides a three-year representation of API for Bert Corona Charter School.

Three Year API

Groups	Number of Students Included in 2011 Growth API	2011 Growth API	Number of Students Included in 2012 Growth API	2012 Growth API	Number of Students Included in 2013 Growth API	2013 Growth API	Non-Weighted 3-Year Average API*	Weighted 3-Year Average API*
Schoolwide	352	681	355	687	361	734	701	701
Black or African American	1		3		3			
American Indian or Alaska Native	0		1		1			
Asian	0		0		1			
Filipino	1		0		2			
Hispanic or Latino	343	682	346	688	345	730	700	700
Native Hawaiian or Pacific Islander	0		0		0			
White	4		4		7			
Two or More Races	0		0		2			
Socioeconomically Disadvantaged	319	676	331	681	308	733	697	696
English Learners	234	666	222	685	183	681	677	677
Students with Disabilities	35	509	43	515	53	616	547	554

Retrieved from cde.ca.gov Dataquest

Our population of school-wide students grew from 352 to 361 a total of 9 student increase a non-weighted API growth for 2013 is 734 and the Weighted 3-Year Average is a 701 API. .Particularly in our subgroups Hispanic or Latino from 343 to 345 and 345 with API scores from 682, 688 to 730 respectively. As described later in this response our Socioeconomically Disadvantaged subgroup shows a growth in API from 676, 681 to 733 a 57 point increase. Our English Learner subgroups show our student numbers decreasing from 234, 222 and 183 a decrease of 51 points in API subgroup, which in this case indicates progression and redesignation. Our Students with Disabilities increased from student populations 35, 43 and 53 an overall increase of 18 students. Student with Disabilities show a steady increase in API from 509. 515 to 616 an increases of performance in the 3-years of 113.

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The API Chart below indicated the following:

The 2012-2013 API score of 734 reflects a gain of +43 growth points from the 2011-2012 school year.

The 2011-2012 API score realized a score of 687 or a +7 point growth from the 2010-2011 school year. The 2010-2011 score of 680 reflects a +30 point growth. For the 2009-2010 school year there is a 650 score from 647 (3 point gain). In 2007-08 a +48 point growth was realized from 647. In 2006-2007 a negative --18 was realized. In the 2005-2006 a gain of +45 point from 617 was realized. Consistent growth has been realized through the API process that began in the 2004-2005 school year. The average API growth for the last five years is 18 points throughout this period. From 2005-2013 BCCS realized a 162 API increase. This was the third highest achievement gains from the local middle schools in the area.

Data Summary: Bert Corona Charter School

Over the last year, we have seen significant growth in our school. On the 2013 CST, our overall API score increased by +43 points as it grew from a 691 to a 734. Our subgroups grew as well, showing growth on all benchmarks and on the CST. Overall, our students with special needs population grew +93 points! While the report on English Learners (ELs) indicates a drop in API, we believe there is a mistake in the reporting as on our 2012 CST report we had 302 ELs and on our 2013 CST report reflected only 63. According to our internal benchmark testing, our students increased from 7% reading on grade level at the beginning of the year to 76% of students being on grade level by the end of the year!

Table 1.2: BERT CORONA CHARTER SCHOOL API GROWTH						
Year of Operations	**Year**	**Base**	**Target**	**Growth**	**API**	**MET API**
9 (2011-2012)	2012-13	691	5	+43	734	Yes
8 (20102012)	2011-12	680	6	+11	691	Yes
7 (2009-2010)	2010-11	665	8	+15	680	Yes
6 (2008-2009)	2009-10	650	8	+15	665	Yes
5 (2007-2008)	2008-09	647	8	+3	650	No
4 (2006-2007)	2007-08	599	10	+48	647	Yes
3 (2005-2006)	2006-07	617	9	-18	599	No
2 (2004-2005)	2005-06	572	11	+45	617	Yes
1 (2003-2004)	2004-05	-	-	-	572	Base

The data tables from CDE Dataquest indicate that 12 of 17 AYP Criteria were met. Participation Rate indicates that both English Language Arts and Mathematics were met. Percentage Proficient-Annual Measurable Objectives (AMOs) reflect that English Language Arts was not met. Mathematics AMO's were met with Safe Harbor.

In review of the BCCS data the English Learner subgroup has some glitches in the Spring 2013 calculation for English Learners. Reviewing the BCCS EL data from one year to the next inadequately states the academic growth of ELs at the school. A review of the data over time especially 2007-2012 shows that BCCS has had solid consistent average increases of 19 points per year. Overall the gain from 2007-2012 reflects a gain of 114 points. This EL increase mirrors closely the School-wide Academic Achievement gains reflected in the Spring 2013 CST results. The anomaly of the data results presented on the 2012-2013 CST results clearly indicates an inconsistent decrease of -127 points. To address this inconsistency a formal meeting was held on October 16, 2013 with members of the CDE Academic Accountability Unit via phone. A remedy was prescribed. On November 1, 2013 the CDE Academic Accountability Unit pulled corrected EL information which will more accurately identify which Bert Corona Charter School students should have been included in the EL sub group. The updated data will not be publically available via the CDE website until mid-January 2014. We anticipate that this update will show increase academic achievement outcomes for our ELs. The later will more accurately align to our Hispanic sub-group increases of 38 points from 2012-2013. **Most importantly, this change in data will reflect that Bert Corona will have increased ALL academic achievement for all groups of pupils served by the charter as demanded by** *Education Code* **47607**. The table 2 indicates and supports these assertions.

Tables 1.3 EL Reclassification Cohort Data by Year

2013/2014	
EL Students	72
RFEP Students	18
Percent Reclassified	25.00%

2012/2013	
EL Students	83
RFEP Students	16
Percent Reclassified	19.27%

2011/2012	
EL Students	107
RFEP Students	31
Percent Reclassified	26.72%

Table 1.3 indicates the percentages of English Learners and English Learners reclassified by cohorts. **Bert Corona Charter School** follows the same requirements as LAUSD to reclassify

English Learners. Over the past three academic years, *Bert Corona Charter School* has been successful at reclassifying English Learners at a rate higher than district average of 12.65%. In 2011-12, **Bert Corona Charter School** reclassified 26.72 % of EL students. In 2012-13, 19.27% of the EL students were reclassified. In 2013-14, 25% of the EL students at **Bert Corona Charter School** have meet the requirements to reclassify

Specifically to address English Learners all teachers have been provided with training in working with English Learners through California Association of Bilingual Education CABE's program, iObservation, and the use of Common Core State Standards and a key component in Common Core English Language Development. Training has been provided in Common Core State Standards in English Language Arts, English Language Development, History and NEXT Generation for Science. All component of learning are connected to transition, understanding and application of the new Common Core State Standards, and assessment tools of Smarter Balanced/CAASPP.

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:

- **A**mplify rather than Simplify
  - Peruse the text, test or graphics for multiple meaning words and figurative language
  - Frontload new vocabulary

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- o   Reiterate sophisticated terms
- **B**uild Background
    - o   Assess prior knowledge
    - o   Anticipate and bridge the gaps
    - o   Use Cognates
- **C**heck for Understanding
    - o   Know levels of language proficiency and use them to check to assess understanding
    - o   Craft ways for students to demonstrate their knowledge and practice language
    - o   Include metacognitive, strategies thinking about how they learn (e.g. How did you figure that out? What strategies did you use?
- **D**eliver Content through Comprehensible Input
    - o   Utilize assessment information to differentiate

    - o   Use multiple clues such as gestures, visuals, hands-on, demos and repetition

- **E**ngage students and educate their parents
    - o   Structure interactive vs. passive learning

    - o   Connect to students' culture and experience

    - o   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.

Cde.ca.gov Dataquest

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Tables 1.4: API Growth and Subgroups

							School Wide API Growth

Years	Year	Base	Target	Growth	API	Met API
9	2012-13	691	5	43	734	**Yes**
8	2011-12	680	6	11	691	**Yes**
7	2010-11	665	8	15	**680**	**Yes**
6	2009-10	**650**	8	15	665	**Yes**
5	2008-09	647	8	3	650	**No**
4	2007-08	599	10	48	647	**Yes**
3	2006-07	617	9	-18	599	**No**
2	2005-06	572	11	45	617	**Yes**
1	2004-05	-	-	-	572	

EL API Growth

Years	Year	Base	Target	Growth	API	Met API
9	2012-13	689	6	-127	562	**No**
8	2011-12	666	7	23	689	**Yes**
7	2010-11	656	8	10	**666**	**Yes**
6	2009-10	**646**	8	10	656	**Yes**
5	2008-09	628	9	18	646	**Yes**
4	2007-08	575	11	53	628	**Yes**

Hispanic API Growth

Years	Year	Base	Target	Growth	API	Met API
9	2012-13	692	5	38	730	**Yes**
8	2011-12	681	6	11	692	**Yes**
7	2010-11	667	8	14.5	**681**	**Yes**
6	2009-10	**652**	8	14.5	667	**Yes**
5	2008-09	647	8	5	652	**No**
4	2007-08	595	10	52	647	**Yes**

Socioeconically Disadvantaged API Growth

Years	Year	Base	Target	Growth	API	Met API
9	2012-13	685	6	48	733	**Yes**
8	2011-12	675	6	10	685	**Yes**
7	2010-11	660	8	15.5	**675**	**Yes**
6	2009-10	**644**	8	15.5	660	**Yes**
5	2008-09	638	8	6	644	**No**
4	2007-08	591	10	45	638	**Yes**

Special Education API Growth

Years	Year	Base	Target	Growth	API	Met API
9	2012-13	521	5	93	614	**Yes**
8	2011-12	509	6	12	521	**Yes**
7	2010-11	NA	NA	NA	NA	**NA**
6	2009-10	NA	NA	NA	NA	**NA**
5	2008-09	NA	NA	NA	NA	**NA**
4	2007-08	NA	NA	NA	NA	**NA**

Internal data and school monitoring reflects the following:

AYP

School benchmark assessment data is monitored in Math and English Language Arts.

Math data reflects an increase of students achieving a score of Advanced and Proficient. At Benchmark 0, 3% of the student school-wide achieved a score of Advanced and Proficient. At Benchmark 3, more than 30% scored Advanced and Proficient. At Benchmark 0, 64% of the students FBB or BB. At Benchmark 3, only 26 % scored FBB or BB.

ELA data reflects an increase of students achieving a score of Advanced and Proficient. At Benchmark 0, 20% of the student school-wide achieved a score of Advanced and Proficient. At Benchmark 3, more than 33% scored Advanced and Proficient. At Benchmark 0, 27% of the students FBB or BB. At Benchmark 0, only 14 % scored FBB or BB.

Schoolwide Math Benchmarks

2012-2013 Proficiency	Schoolwide Math Benchmarks				
	Baseline	B1	B2	B3	B4
Advanced	0%	0%	1%	3%	
Proficient	3%	8%	12%	28%	
Basic	33%	42%	36%	43%	
Below Basic	44%	37%	40%	25%	
Far Below Basic	20%	13%	11%	1%	
Students Included	*329*	*351*	*363*	*351*	
API Score	**553**	**613**	**626**	**736**	
Students Qualifying for Safe Harbor	**10**	**28**	**47**	**107**	
Safe Harbor Goal	**159**	**159**	**159**	**159**	**159**

<u>School-wide ELAELA Benchmarks</u>

2012-2013 Proficiency	Schoolwide ELA Benchmarks				
	Baseline	B1	B2	B3	B4
Advanced	0%	0%	1%	1%	
Proficient	20%	20%	34%	33%	
Basic	54%	52%	48%	53%	
Below Basic	19%	21%	11%	12%	
Far Below Basic	6%	6%	6%	1%	
Students Included	358	351	333	341	
API Score	**704**	**702**	**749**	**765**	
Students qualifying for Safe Harbor	74	74	120	114	
Safe Harbor Goal	189	189	189	189	189

Academic Performance Index (API) - Additional Indicator for AYP

2012 Base API	2013 Growth API	2012-13 Growth	Met 2013 API Criteria	Alternative Method
691	734	43	Yes	

2013 API Criteria for meeting federal AYP: A minimum "2013 Growth API" score of 770 OR "2012-13 Growth" of at least one point.

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Table _1.7: API State Ranking and Similar Schools Ranking

LAUSD Schools	Met Schoolwide. Growth Target	Met all Subgroup Growth Targets	API Score 2012-2013	API State Ranking* (2012-2013)	API State Ranking (2011-2012)	Met API State Ranking	Similar Schools Rank* (2012-2013)	Similar Schools Rank (2011-2012)	Met Similar Schools Rank
Bert Corona Charter School	Yes	No*	734	1	1	No	1	1	No

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

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- 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 incorporates 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

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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.

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- 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 CST we only had 30 students in algebra and 90 students in 8th grade math.
- 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.
- Teachers now loop with their students, as promised in the petition, from one grade level to another and as they do at Oscar Romero from 6ᵗʰ grade to 7ᵗʰ. Action research from Romero indicated academic gains are greater when the teacher moves with the student. This allows for teachers to core subjects (ELA/Social Science and Math/Science) in grades 6 and 7. Students benefit by having fewer teachers as they are adjusting to a secondary structure. Teachers have a greater opportunity to personally get to know their students better. Finally, one struggling teacher does not greatly impact an entire subject for an entire grade. And, if the teacher student dynamic just is not working it allows the school administrative team to make adjustments so that all are working together at optimum levels.
- 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.

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 CABE; and Math Instruction, Guillermo Mendieta and Inquiry by Design.

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- 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 CABE at Bert Corona.

Moving forward all of the systems and instructional changes that have taken four years to implement will remain in place at all three schools. The students moving forward to the high school are far more prepared today. Several of Bert Corona graduates are currently attending private elite high schools in Los Angeles such as Campbell Hall, Harvard Westlake, and Chaminade due to the Hype Program that is provided for our gifted students. We look forward to completing the task of preparing ALL of our students for secondary and post secondary success!

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2013-2014 Bert Corona Charter School Self-Study

Is your school an academic success?
Yes, Bert Corona Charter School has met their API targets and has continued to increase student academic achievement.

Is your school effectively raising student achievement?
Yes, through effective management and instructional delivery.

What data or evidence suggests this?

- 4sight Benchmarks every 10 weeks, assess overall progress in Math, ELA (& Social Studies). B3 is the first time that every Benchmark score at BCCS was +700. We observed academic achievement/growth in comparison to last year's performance on the same test.
- We continue to strive toward our goal of 800. BCCS has prioritized our interventions setting goals and monitoring progress on a daily basis.
- CELDT: BCCS Reclassification of English Learners in 2012-2013 is 19.3% where LAUSD average is 14.4%. 2011-2012 Reclassification was 26.72%.
- BCCS' student reading ability has increased by 3-4+ years. Twenty-eight percent of 6th graders were at grade or above and have increase reading ability to 76%. Seventh graders reflect 37% of BCCS were at grade or above and have increased reading ability to 77%. Eighth graders reflect 37% at grade or above and have increased reading to 81%. An overall 35% reflect at grade level and increased to 78% an overall growth of 43%
- Twelve 8th grade students have mastered every Middle School Social Studies Study Island test (Total of 22 tests) at 80% mastery.

Please include your analysis of pertinent SPF, AGT, API, AYP, CST, CAHSEE, and CELDT data.

As per Education Code Section 47604.5 (c) item (b):

(b) Commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever date occurs later, a charter school shaI meet at least one of the following criteria before receiving a charter renewal pursuant to paragraph (1) of subdivision (a):

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for aI groups of pupils served by the charter school.

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Table 1.1 Bert Corona Charter School Academic Performance Growth Index

Year of Operations	Year	Base	Target	Growth	API	Aggregate & Average Growth								Average Growth Rate 20
						8 year	7 year	6 year	5 Year	4 Year	3 Year	2 Year	1 Year	
10	2014-2015													Suspended API
9	2012-13	691	5	43	734								43	
8	2011-12	680	6	11	691							54	43	
7	2010-11	665*	8	15	681				87	82	69		43	
6	2009-10	652	8	13	*		117	135				Note		
5	2008-09	647	8	5	652	162						23		
4	2007-08	599	10	48	647					21				
3	2006-07	617	9	-18	599						17			
2	2005-06	572	11	45	617			23						
1	2004-05	-	-	-	572		17							

[cde.ca.gov](cde.ca.gov) *** indicates no data for the 2009-2010 school year. Individual student test scores were not invalided and use of API calculator was used.**

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The API Chart above indicated the following:

The 2012-2013 API score of 734 reflects a gain of +43 growth points from the 2011-2012 school year. The 2011-2012 API score realized a score of 691 or a +11 point growth from the 2010-2011 school year. The 20102011 score of 680 reflects a +15 point growth. For the 2009-2010 school year there was a 650 score from 647 (3 point gain). In 2007-08 a +48 point growth was realized from 599. In 2006-2007 a negative 18 was realized. In the 2005-2006 a gain of +45 points from 572 was realized. Consistent growth has been realized through the API process that began in the 2004-2005 school year. The average API growth for the last five years is 17.4 points. The average API growth for the history of the school is 20 points. From 2005-2013 **Bert Corona Charter School** realized a 162 API increase. This was the third highest achievement gain of all charter and traditional middle schools in the service area.

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Table 1.2: Bert Corona Charter School API Growth in Comparison to Neighboring Schools

School Yrs	Year	Sun Valley	Vista	San Fernando	SFiAM	Maclay	Sepulveda	Pacoima	BCCS	Madison	Olive Vista	Van Nuys	Byrd	Triumph	Lakeview	Community	Valor
	(+/-) 2013	-67	-50	-36	-28	-19	-3	0	BCCS	4	5	8	12	104	109	134	145
	(+/-) 2012	-18	8	18	NA	7	60	35		52	42	60	55	137	164	176	194
	(+/-) 2011	-20	-32	-6	NA	-20	37	36		39	-10	41	30	142	187	157	168
9	2013	667	684	698	706	715	731	734	734	738	739	742	746	838	843	868	879
8	2012	673	699	709	NA	698	751	726	691	743	733	751	746	828	855	867	885
7	2011	660	648	674	NA	660	717	716	680	719	670	721	710	822	867	837	848
6	2010	643	596	629	NA	637	709	696	B	704	656	706	694	774	851	740	835
5	2009	623	609	622	NA	610	698	649	650	699	639	687	671	663	827	695	N/A
4	2008	611	610	627	NA	591	693	660	647	671	629	670	676	618	801	717	N/A
3	2007	604	575	597	NA	588	658	643	599	651	628	649	651	N/A	733	729	N/A
2	2006	608	554	577	NA	589	655	652	617	649	624	653	670	N/A	754	660	N/A
1	2005	616	533	583	NA	577	633	625	572	645	611	638	647	N/A	708	664	N/A

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red- schools that have an API lower than Bert Corona in that school year blue- schools that have an API higher than Bert Corona in that school year

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Table 1.3 Bert Corona Charter School API Growth 2005-2013

	Growth 2005-13				AVE				1 Yr Growth	
1	Triumph	220		1	Triumph	44		1	BCCS	43
2	Community	204		2	Community	26		2	Maclay	17
3	BCCS	162		3	BCCS	20		3	Triumph	10
4	Vista	151		4	Vista	19		4	Pacoima	8
5	Maclay	138		5	Lakeview	17		5	Olive Vista	6
6	Lakeview	135		6	Maclay	17		6	Community	1
7	Olive Vista	128		7	Olive Vista	16		7	Byrd	0
8	San Fernando	115		8	Valor	15		8	Madison	-5
9	Pacoima	109		9	Pacoima	14		9	Valor	-6
10	Van Nuys	104		10	San Fernando	14		10	Sun Valley	-6
11	Byrd	99		11	Van Nuys	13		11	Van Nuys	-9
12	Sepulveda	98		12	Byrd	12		12	San Fernando	-11
13	Madison	93		13	Madison	12		13	Lakeview	-12
14	Sun Valley	51		14	Sepulveda	12		14	Vista	-15
15	Valor	44		15	Sun Valley	6		15	Sepulveda	-20

Of the 16 schools that our students could otherwise attend, Bert Corona Charter School is the:

● 3rd highest performing school based on API Growth from 2007-2013
● 3rd highest average growth of 20 API points per year
● Highest in one year growth of 43 API points for 2013

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Tables 1.4: API Growth and Subgroups

School Wide API Growth						
Years	Year	Base	Target	Growth	API	Met API
9	2012-13	691	5	43	734	Yes
8	2011-12	680	6	11	691	Yes
7	2010-11	B	8	15*	680	2 yr 30 pt growth
6	2009-10	650	8	15*	B	2 yr 30 pt growth
5	2008-09	647	8	3	650	No
4	2007-08	599	10	48	647	Yes
3	2006-07	617	9	-18	599	No
2	2005-06	572	11	45	617	Yes
1	2004-05	-	-	-	572	

* 15 pts is 1/2 of 30 growth points for 2 yrs
B Indicates new Baseline

ELL API Growth						
Years	Year	Base	Target	Growth	API	Met API
9	2012-13	689	6	-8	681	No
8	2011-12	666	7	23	689	Yes
7	2010-11	B	8	10*	666	2 yr 20 pt growth
6	2009-10	646	8	10*	B	2 yr 20 pt growth
5	2008-09	628	9	18	646	Yes
4	2007-08	575	11	53	628	Yes

* 10 pts is half of 20 growth points over 2 yrs
B indicates new Baseline

Hispanic API Growth						
Years	Year	Base	Target	Growth	API	Met API
9	2012-13	692	5	38	730	Yes
8	2011-12	681	6	11	692	Yes
7	2010-11	B	8	14.5*	681	2 yr 29 pt growth
6	2009-10	652	8	14.5*	B	2 yr 29 pt growth
5	2008-09	647	8	5	652	No
4	2007-08	595	10	52	647	Yes

* 14.5 pts is half of 29 growth points over 2 yrs
B Indicates new Baseline

Socio-economically Disadvantaged API Growth						
Years	Year	Base	Target	Growth	API	Met API
9	2012-13	685	6	48	733	Yes
8	2011-12	675	6	10	685	Yes
7	2010-11	B	8	15.5*	675	2 yr 31 pt growth
6	2009-10	644	8	15.5*	B	2 yr 31 pt growth
5	2008-09	638	8	6	644	No
4	2007-08	591	10	45	638	Yes

* 15.5 pts is half of 31 growth points over 2 yrs
B Indicates new Baseline

Special Education API Growth						
Years	Year	Base	Target	Growth	API	Met API
9	2012-13	521	5	95	616	Yes
8	2011-12	509	6	12	521	Yes
7	2010-11	NA	NA	NA	NA	NA
6	2009-10	NA	NA	NA	NA	NA
5	2008-09	NA	NA	NA	NA	NA
4	2007-08	NA	NA	NA	NA	NA

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Over the last year, we have seen significant growth in our school. On the 2013 CST, our overall API score increased by **+43 points** as it grew from a 691 to a 734. Bert Corona students achieved the [4th] largest API gain for middle schools in LAUSD. Our subgroups grew as well, showing growth on all benchmarks and on the CST. Our socioeconomically disadvantaged students achieved a **48 point** API increase and our Latino students earned a **38 point** API increase. We want to highlight our special education program.

Table 1.5 Special Education API Growth

Special Education API Growth						
Year of Operations	Year	Base	Target	Growth	API	Met API
9	2012-13	521	5	95	616	**Yes**
8	2011-12	509	6	12	521	**Yes**
7	2010-11	NA	NA	NA	509	**NA**
6	2009-10	NA	NA	NA	NA	**NA**
5	2008-09	NA	NA	NA	NA	**NA**
4	2007-08	NA	NA	NA	NA	**NA**

As indicated in Table 1.5 above our students with special needs population grew **+95 points. Bert Corona Charter School** has the second highest API gain of all charter and traditional middle schools in our service area. The overwhelming growth with the special needs population was expected given Bert Corona's Leadership in the development and oversight of the LAUSD Charter Operated Program (COP) Option 3. The **Bert Corona Charter School** Executive Director participates on the COP Option 3 Executive Council, The Chief Operations Officer participates on the COP Option 3 Coordinating Council, and the Director of Special Education provides Special Education Training for both the COP Option 3 Schools and the traditional schools within the LAUSD SELPA. **Bert Corona** Leadership has assisted LAUSD and the families of special needs students by developing and encouraging other charter schools to develop additional new programs that serve more students who are moderate to severe on the spectrum. **Bert Corona Charter School** has successfully served students with Autism for five years. As a result, YPICS petitioned the COP Option 3 to fund a program for students with Autism at Monseñor Oscar Romero, which began operations in the 2012-2013 school year.

SPED Program Overview

Bert Corona Charter School primarily uses a traditional Resource Program model. Students participate in the general education setting with their non-disabled peers for most, if not all, of their school day. Through the use of the push-in model, special education teacher(s) will collaborate, co-teach, and consult with general education teachers as needed to provide appropriate student supports

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as outlined in their respective IEPs. Collaborative, co-teaching, and consultation service delivery methods will require special education and general education teachers to plan, deliver, and assess the effectiveness of service delivery along with accommodations and/or modifications.

Students with higher, more moderate needs receive direct support from the special education teachers and paraprofessionals via a pull-out model that will address student needs as necessary per their IEP.

We also provide a continuum of service and support options to students with moderate to severe disabilities as well. Although we do not have a traditional special day class, students have the opportunity to participate in a pull-out structure in the special education setting, along with accommodations and modifications in the general education setting, which will meet their academic, behavioral, and social needs.

Services and supports such as counseling, ERMHS, Speech therapy, adapted P.E., Hard of Hearing, and Occupational Therapy are provided to all students in accordance with their IEPs. Our Charter school utilizes one full-time equivalent Marriage Family Therapists (MFTs) intern, and a social worker intern to meet the emotional needs of all students, not just those with disabilities.

Table 1.6 EL API Data

Year of Operations	Year	Base	Target	Growth	API	MET API
9	2012-13	689	6	-8	681	No
8	2011-12	666	7	23	689	Yes
7	2010-11	B	8	10*	666	2 YR 20 PT GROWTH
6	2009-10	646	8	10*	B	
5	2008-09	628	9	18	646	Yes
4	2007-08	575	11	53	628	Yes

*10 pts is half of 20 growth points over 2 years
B Indicates new Baseline
Use of API calculator and individual score for each student

Bert Corona Charter School's English Learner API Score has outpaced traditional middle schools in the Northeast San Fernando Valley for three (3) consecutive years. (Data available from the CDE)

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2012- 2013 English Learner API Score

2011-12 English Learner API Score

2010-11 English Learner API Score

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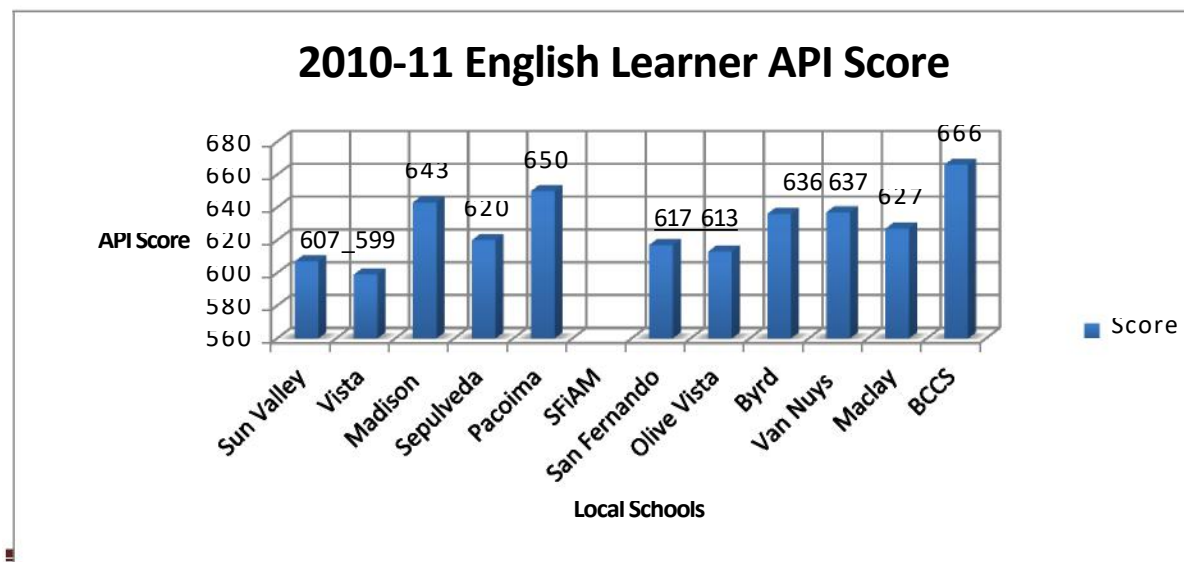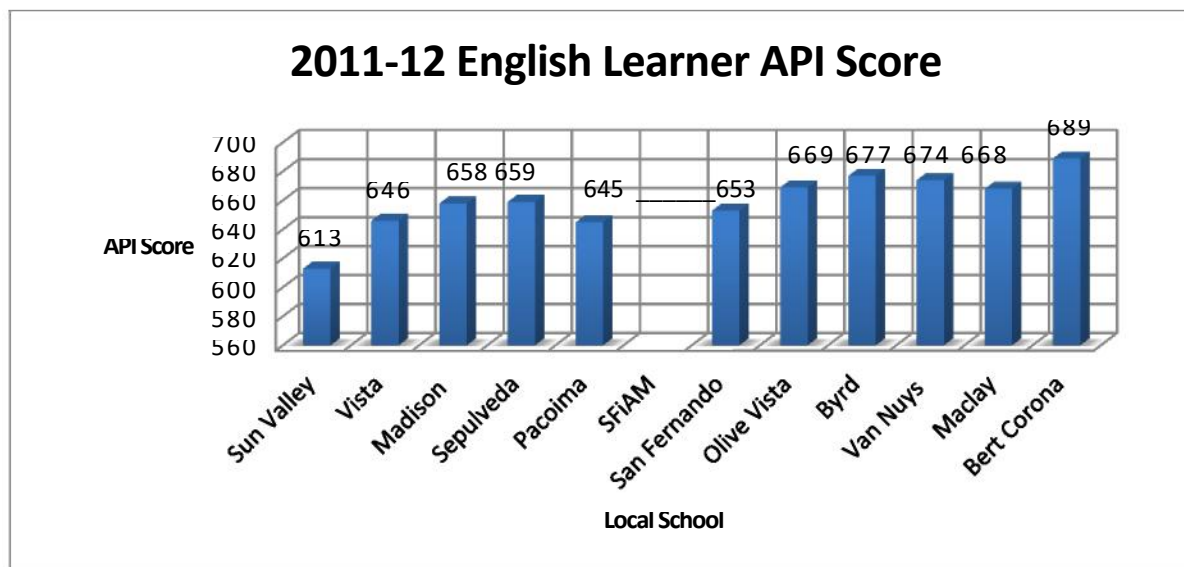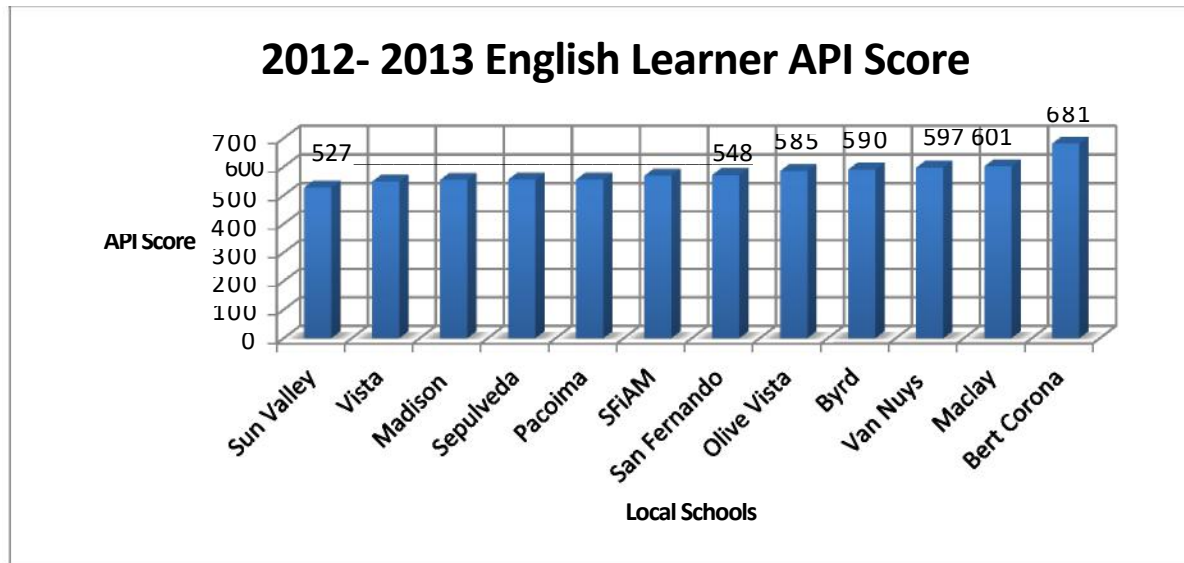
The data from 2007-2012 realizes that **Bert Corona Charter School** has had solid average increases of **15 points per year**. Overall the gain from 2007-2012 reflects a **gain of 106 points**. This EL increase mirrors closely the School-wide Academic Achievement gains reflected in the Spring 2013 CST results.

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Table 1.7.1 Bert Corona Charter School English Learners and Neighboring Schools

Year	Sun Valley	Vista	Madison	Sepulveda	Pacoima	SFIAM	San Fernando	Olive Vista	Byrd	Van Nuys	Maclay	Bert Corona Charter School		Lakeview	Valor	Triumph	Community
(+/-2013)	##	##	##	##	##	##	##	-96	-91	-84	-80			##	##	##	##
(+/-2012)	-76	-43	-31	-30	-44	NA	-36	-20	-12	-15	-21			##	96	97	##
2013	527	548	**554**	**555**	**555**	568	571	**585**	590	597	601	681		795	796	806	841
2012	613	646	658	659	645	NA	653	669	677	674	668	689		796	785	786	836
2011	607	599	643	620	650	NA	617	613	636	637	627	**666**		816	784	783	803
2010	606	**550**	630	625	624	NA	588	602	633	639	607	No Score		796	760	725	704
2009	602	577	609	629	597	NA	599	617	626	630	588	646		811	NA	621	673
2008	584	580	628	627	616	NA	607	605	644	627	584	628		NA	NA	621	701
2007	**575**	**551**	619	591	602	NA	578	606	610	615	573	**575**		NA	NA	612	710
Growth 07-13	-48	-3	-65	-36	-47	NA	-7	-21	-20	-18	28	106		-16	36	194	131
Average 07-13	-7	0	-9	-5	-7	NA	-1	-3	-3	-3	4	15		-4	12	32	22
1 Yr Growth	-86	-98	-104	-104	-90	NA	-82	-84	-87	-77	-67	-8		-1	11	20	5

New school no data available

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Table 1.7.2 BERT CORONA CHARTER SCHOOL English Learners Subgroup Growth

	Growth 2007-13			AVERAGE 2007-12			1 Year Growth (12-13)	
1	Triumph	194	1	Triumph	32	1	Triumph	20
2	Community	131	2	Community	22	2	Valor	11
3	**BCCS**	**106**	3	**BCCS**	**15**	3	Community	5
4	Valor	36	4	Valor	12	4	Lakeview	-1
5	Maclay	28	5	Maclay	4	5	**BCCS**	**-8**
6	Vista	-3	6	Vista	0	6	Maclay	-67
7	San Fernando	-7	7	San Fernando	-1	7	Van Nuys	-77
8	Lakeview	-16	8	Olive Vista	-3	8	San Fernando	-82
9	Van Nuys	-18	9	Byrd	-3	9	Olive Vista	-84
10	Byrd	-20	10	Van Nuys	-3	10	Sun Valley	-86
11	Olive Vista	-21	11	Lakeview	-4	11	Byrd	-87
12	Sepulveda	-36	12	Sepulveda	-5	12	Pacoima	-90
13	Pacoima	-47	13	Sun Valley	-7	13	Vista	-98
14	Sun Valley	-48	14	Pacoima	-7	14	Madison	##
15	Madison	-65	15	Madison	-9	15	Sepulveda	##

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The charts above indicate **Bert Corona Charter School** API Growth in comparison to the sixteen (16) neighboring schools that our students could otherwise attend, **Bert Corona Charter School** data reflects the following:

- 3rd highest performing school based on EL API Score (Top 5 schools are charter schools), 31% Top 3
- 3ʳd highest average growth in EL API Score from 2007 to 2013 (Top 3 are charter schools), 19% Top 5
- 5th highest in one year growth for 2013 (Top 5 are charter schools), 31% Top 3ᵣ

Table 1.8 Bert Corona Charter School English Learner Proficient and Advance

Proficient and Advance	13	12	11	10
#	182	222	233	No Score *
EL-ELA #	44.0	79.0	72	75.0
EL-ELA	24.2	35.6	30.9	31.8
SW ELA	51.0	46.0	47.0	36.9
EL-Math #	46	47	43	55
EL-Math	25.3	21.2	19	23
SW Math	43.1	37.5	22.3	21

Table 1.8 clearly presents that English Learners are being Reclassified and during the 3 year period or period of monitoring they are Proficient and Above during this redesignation. The measure of success with EL students has historically been determined by increased API results for ELs, or by the increased numbers of students who have been reclassified. However, the acknowledgement of success needs to happen when schools have successfully moved students into proficient and above for 3 years so that they are no longer identified as ELs according to the CDE guidelines. Therefore, **Bert Corona Charter School** presents 24% of EL students scored proficient and above. When you look at the decrease in the percentage of proficient ELs from 2012 to 2013, at first glance it appears as if there was a loss in academic gains. However, the reverse is true. Additionally, we need to celebrate the 37 former ELs, who are no longer LTELs, who scored proficient and advance for a third year. When the later students are included with the EL numbers, it more accurately reflects the **Bert Corona Charter School** Hispanic overall growth score of 38 points. Overall when we look at the EL achievement data against the neighboring schools **Bert Corona Charter School** is performing in the top 5th to top 3rd in the region.

Tables 1.9 EL Reclassification Cohort Data by Year 2013/2014	
EL Students	72
RFEP Students	18
Percent Reclassified	25.00%

2012/2013	
EL Students	83
RFEP Students	16
Percent Reclassified	19.27%

2011/2012	
EL Students	107
RFEP Students	31
Percent Reclassified	26.72%

Table 1.9 indicates the percentages of English Learners and English Learners reclassified by cohorts. **Bert Corona Charter School** follows the same requirements as LAUSD to reclassify English Learners. Over the past three academic years, **Bert Corona Charter School** has been successful at reclassifying English Learners at a rate higher than district average of 12.65% . In 2011-12, **Bert Corona Charter School** reclassified 26.72 % of EL students. In 2012-13, 19.27% of the EL students were reclassified. In 2013-14, 25% of the EL students at **Bert Corona Charter School** have meet the requirements to reclassify.

Table 1.10 EL Reclassification Data by Cohort or Class

Class of 2013	
Current EL Students	40
RFEP at Bert Corona	17
Percent Reclassified	29.8%
Class of 2014	
Current EL Students	18
RFEP at Bert Corona	23
Percent Reclassified	56.00%

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Bert Corona Charter School also monitors EL student reclassification by grade level or cohort. EL students who attend **Bert Corona Charter School** from 6th grade to 8th grade (all three years of middle school) are tracked/monitored. This data shows the success of our EL program and the support EL students receive. 57 EL students from the graduating Class of 2013 attended **Bert Corona Charter School** for all three years. Of these 57 students, 17 reclassified while at **Bert Corona Charter School** for a reclassification rate of 29.8%. Forty-one 41 EL students from the graduating Class of 2014 attended **Bert Corona Charter School** for all three years. Of these 41 students, 23 reclassified while at **Bert Corona Charter School** for a reclassification rate of 56%.

The growth that **Bert Corona Charter School** ELs has experienced is due to the strategies that **Bert Corona Charter School** has specifically applied to address English Learners, all teachers have been provided with training in working with English Learners through California Association of Bilingual Education CABE's program. Additionally **Bert Corona Charter School** has received professional development on best practices for English Language Development. The EL Expert includes Elizabeth Jimenez of Gema's Consulting. 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:

- Elizabeth Jimenez is the CABE Trainer <u>Certification</u> 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
- Inquiry By Design -Inquiry by Design is a dynamic approach to English language arts instruction that's built on the premise that no one gets smarter in isolation. Not students. Not teachers. We partner with school districts across the country to provide smart, engaging, and rigorous curriculum materials along with dynamic, continual professional development.

Our curriculum materials provide opportunities for students to:

- Read, write and discuss interesting and engaging literary and informational texts
- Write in a range of genres including text-based explanations and arguments
- Get smarter about the real reading, writing, and discussion work that distinguishes the best English classes

Inquiry By Design (IBD) brings to our school exactly the rigorous academic work demanded by the Common Core State Standards (CCSS) in English Language Arts and Literacy. These standards underscore the need for more close reading, deep thinking, textual analysis, text-based writing, and student collaboration. IBD supports our teachers and students to make these shifts mandated by CCSS.

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Strategies include the following:

Amplify rather than Simplify
- Peruse the text, test or graphics for multiple meaning words and figurative language
- Front Load 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.

Studies shows that seventy-five percent (75%) of English language learners feel that vocabulary is the key to understanding English. In addition to the content specific / technical words there are four other categories of words that may be unknown or misunderstood by ELLs:

- New usages of familiar words
- Synonyms
- Idioms and
- Just plain new words

Our students are supported in this learning process by our teachers who also incorporate technology (Blended Learning) and have access to language development through Success For All. Throughout the year, teachers participate in school-based analysis regarding student performance, and specific training days are dedicated to review of EL performance. During these meetings, teachers analyze where specific groups of students (RFEP, EL1, EL2, etc.) are performing, and learn how to better support these groups of students. Additionally, teachers discuss with the Director of Academics which specific strategies are most effective for supporting these subgroups of students.

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Another key success factor is our focus on strengthening our school climate and culture. As **Bert Corona Charter School** to develop and implement our school wide positive behavioral interventions and supports plan called Caught Being a Leader our discipline data continues to decrease and our average daily attendance continues to grow.

Suspension

As a result of participating in the COP Option 3, **Bert Corona Charter School** has placed an intentional effort toward decreasing suspensions so that ALL students would have more time on task in the classroom. Out of school suspensions have decreased dramatically from 2010-11 to 2013-14. In 2010-11, **Bert Corona Charter School** had 82 suspensions for a total of 217 days. In 2012-13, **Bert Corona Charter School** had 4 suspensions for a total of 23 days. As of March 20, 2014, **Bert Corona Charter School** only has 2 out of school suspensions, for a total of 5 days.

Table 1.11 Year to Year Discipline Data

Year to Year Discipline Data					
Year	ISS	OSS	Days OSS	Expulsion	
2013-2014	60	2	5	0	as of 3/20/14
2012-2013	91	4	23	0	
2011-2012	*	45	121	2	
2010-2011	*	82	217	7	
2009-2010	*	58	174	*	
2008-2009	*	80	143	*	
* Not					

Attendance

Students need to be in the classroom in order to learn. As such, attendance is of the utmost importance at Bert Corona Charter School. In addition to our Director of School Culture and Climate auditing attendance regularly and meeting with parents when student attendance slips, we also have a teacher and staff committee dedicated to ensuring high attendance rates for all students. Many teachers and staff have pulled resources to support students and families who struggle to get to school on time or at all. For example, we have an annual interactive, game show assembly where participants are targeted if they have demonstrated a pattern of absenteeism. At the start of each year, we have an attendance assembly where students with perfect attendance are given the opportunity to "pie" the administrator or teacher of their choice (meaning they get to throw a pie tin filled with whipped cream at the staff member). Finally, student success teams meet frequently with parents to discuss strategies for ensuring that students and families can improve attendance, and structures are put in place at the school to support both parents and students.

Parent Participation

Parent involvement and engagement are highly valued at **Bert Corona Charter School**. Parents are welcome to visit the school daily, and their voice is greatly appreciated. We seek to provide parents with the opportunities and training to ensure that they can be strong advocates not only for their own children, but for the community as a whole. At Bert Corona, parents have opportunities to engage in training that

will help them better understand academic data, will help them support their children socially and emotionally, and will help them attain the technological skills necessary to support their kids in 21st century learning. At **Bert Corona Charter School**, parents are seen as partners in education and in community improvement.

Adequate Yearly Progress (AYP)

The data tables from CDE Dataquest indicate that 12 of 17 AYP Criteria were met. Participation Rate indicates that both English Language Arts and Mathematics were met. Percentage Proficient-Annual Measurable Objectives (AMOs) reflect that English Language Arts was not met. Mathematics Annual Measurable Objectives (AMO) were met with Safe Harbor

Table 1.12 Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria?					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2013 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2013 AYP Criteria	Alternative Method
Schoolwide	363	361	99	Yes		363	361	99	Yes	
Black or African American	3	3	100	--		3	3	100	--	
American Indian or Alaska Native	1	1	100	--		1	1	100	--	
Asian	1	1	100	--		1	1	100	--	
Filipino	2	2	100	--		2	2	100	--	
Hispanic or Latino	347	345	99	Yes		347	346	100	Yes	
Native Hawaiian or Pacific Islander	0	0		--		0	0		--	
White	7	7	100	--		7	7	100	--	
Two or More Races	2	2	100	--		2	1	50	--	
Socioeconomically Disadvantaged	309	307	99	Yes		309	308	100	Yes	
English Learners	63	62	99	Yes	ER	63	62	99	Yes	ER
Students with Disabilities	52	51	99	--		52	50	97	--	

Table 1.13 *Percent Proficient - Annual Measurable Objectives (AMOs)*

GROUPS	English-Language Arts Target 89.2 % Met all percent proficient rate criteria? No					Mathematics Target 89.5 % Met all percent proficient rate				
	Valid Score	Number At or Above Proficie	Percent At or Above Proficie	Met 2013 AYP Criteri	Alternative Method	Valid Score	Number At or Above Proficie	Percent At or Above Proficie	Met 2013 AYP Criteri	Alternative Method
Schoolwide	359	133	37.0	No		359	121	33.7	Yes	SH
Black or African American	3		--	--		3		--	--	
American Indian or Alaska	1		--	--		1		--	--	
Asian	1		--	--		1		--	--	
Filipino	2		--	--		2		--	--	
Hispanic or Latino	343	124	36.2	No		344	116	33.7	Yes	SH
Native Hawaiian or Pacific	0		--	--		0		--	--	
White	7		--	--		7		--	--	
Two or More Races	2		--	--		1		--	--	
Socioeconomically	306	117	38.2	No		307	105	34.2	Yes	SH
English Learners	60	10	16.7	No		60	9	15.0	No	
Students with Disabilities	51	19	37.3	--		50	13	26.0	--	

Table 1.14 Academic Performance Index (API) - Additional Indicator for AYP

2012 Base API	2013 Growth API	2012-13 Growth	Met 2013 API Criteria	Alternative Method
691	734	+43	Yes	

2013 API Criteria for meeting federal AYP: A minimum "2013 Growth API" score of 770 OR "2012-13 Growth" of at least one point.

Goal 2 and Goal 3:

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

Although our Special Education Specialized Programs (SPED) populations has had gains of 95 API points we will

continue 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.
- Individualized instruction in ELA/ELD using Achieve3000 program.
- Language support in math and science using the online Adaptive Curriculum program.
- Before and After Saturday school language support for ELs and new RFEPs.
- Summer School intervention support
- 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 population
- 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
- Achieve3000 online Level Set assessments
- 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

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- Implement instructional activities that are aligned to standards and reflect research-based best practices.

Teachers incorporate instructional strategies detailed in *The Art and Science of Teaching* and *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 accessible 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 summatively assessing for student mastery of all concepts and common core state 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.

The **BERT CORONA CHARTER SCHOOL OUTCOMES TO ACHIEVE STATE PRIORITIES** has provided details on how each state priority will be addressed to provide our students educational opportunities. **Bert Corona Charter School** offers a culturally and economically diverse school population in an urban environment by implementing a Common Core State Standards based curriculum. The research based teaching strategies focus on project-based learning and integrated instruction.

The LAUSD Charter School Division Oversight visits reports reflect positive gains and processes at **Bert Corona Charter School**. The data supports that there is continuous and consistent growth in API and academic achievement results have increased for all subgroups. The implementation of the new Common Core State Standards and testing practices will provide a clearer picture of growth and the use of measurably successful practices by the Charter School which results in the educational development of the

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School's pupils. The **Bert Corona Charter School** serves and provides the much needed continued support to ALL students in the area.

Student Population To Be Served

Bert Corona Charter School serves grades 6 through 8th . Among the values that are core to the school's theory

of action includes strong student-teacher relationships. One of the strategies that will be utilized to accomplish this goal is through the idea of "looping". Teachers move with their cohort of students from one grade-level to another. Currently, the school will be able to implement this theory of action in 7th and 8th grades.

Student educational interests are targeted to areas of Service Learning/Project-based and technology integration (in all core subjects, including Mathematics and Science). Our Service Learning/Project-based and technology integration program will use a blended instructional model using teacher direct instruction, independent learning, and technology enhance learning. This learning model is used to support hands-on, real-world relevant integrated curriculum to support our students as they join our workforce and continue to prepare for the 21st century, thus preparing students for college and career-readiness.

This educational approach includes the following**:**

- **Safety-**Creating an environment where students have a safe environment. A safe environment that is not only safe physically, but an environment where the student feels safe to learn.

- **Access to Instructional** Curriculum that meets the challenges of College Readiness which integrates Common Core Standards.

- **All students** are supported by credential teachers.

- **Technology**- this includes assisted learning and enhanced learning opportunities with a technology component. Students will have access to technology at home to support their academic achievement and access to research, Google documents, and other technical access.

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

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Table 1.15 - Bert Corona Charter School Enrollment Roll-out

GRADE	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
6	125	125	125	125	125
7	125	125	125	125	125
8	125	125	125	125	125
Total	375	375	375	375	375

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.

Table 1.16 Surrounding Schools Demographic and Performance Data

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA												
LAUSD Schools	# of Students 2012-2013	% Students Eligible for Free/	% of Special Ed. Students	% of English Learners	% Hispanic	% African American	% Filipino	2013 Growth API	2013 API Statewide Rank	2013 API Similar Schools Rank	Met Schoolwide Growth	Met Subgroup Growth Targets?
Maclay MS	812	67%	12%	25%	95%	4%	0	716	1	7	Yes	No
Pacoima MS	1,537	86%	9%	44%	94%	1%	1%	733	2	3	Yes	Yes
San Fernando	957	67%	16%	25%	96%	1%	0	697	2	6	No	No
Charter Schools												
Fenton Charter	944	99%	12%	24%	24%	6%	2%	808	5	10	Yes	No
Bert Corona	364	81%	14%	18%*	18%	1%	1%	734	1	1	Yes	No *

	ELA Prof-Adv	ELA FBB-BB	Math Prof-Adv	Math FBB-BB	Alg 1 Prof-Adv	Alg 1 FBB-BB	SPF Points Total	Ranking
B0	20.79%	25.28%	2.37%	65.76%	7%	59.26%		
SPF Points	1	1	1	1	1	1	6	Focus
B1	21.08%	27.35%	6.79%	51.23%	22.22%	37.04%		
SPF Points	1	1	1	1	1	1	6	Focus
B2	33.89%	17.37%	10.98%	52.13%	37.93%	31.04%		
SPF Points	1	3	1	1	1	2	9	Watch
B3	33.43%	13.79%	29.72%	26.32%	39.00%	25.00%		
SPF Points	1	3	1	3	1	2	11	Watch
B4								
SPF Points							13-19	Service & Support

API

The API Chart below indicated the following:

The 2011-2012 API score realized a score of 687 or a 7 point growth from the 2010-2011 school year. The 2010-2011 score of 680 reflects a 30 point growth. For the 2009-2010 school year there is a 650 score from 647 (3 point gain). In 2007-08 a 48 point growth was realized from 647. In 2006-2007 a negative -18 was realized. In the 2005-2006 gain of 45 point from 617 was realized. Consistent growth has been realized through the API Process, that began in 2004-2005 school year. The average API growth for the last five years is 18 points.

BCCS API Growth

Year of Operations	Year	Base	Target	Growth	API	Aggregate & Average Growth							5 Yr Average Growth Rate
						7 year	6 Year	5 Year	4 Year	3 Year	2 Year	1 Year	18
5	2011-12	680	6	7	687						37	7	
4	2010-11	650	7	30	680				40	37		7	
3	2009-10	650	8	0	650		70	88			19		
2	2008-09	647	8	3	650	115				12			
1	2007-08	599	10	48	647				10				
	2006-07	617	9	-18	599			18					
	2005-06	572	11	45	617		12						

2004-05	-	-	-	572	16

AYP

School benchmark assessment data is monitored in Math and English Language Arts.

Math data reflects an increase of students achieving a score of Advanced and Proficient. At Benchmark 0, 3% of the student school-wide achieved a score of Advanced and Proficient. At Benchmark 3, more than 30% scored Advanced and Proficient. At Benchmark 0, 64% of the students FBB or BB. At Benchmark 0, only 26 % scored FBB or BB.

ELA data reflects an increase of students achieving a score of Advanced and Proficient. At Benchmark 0, 20% of the student school-wide achieved a score of Advanced and Proficient. At Benchmark 3, more than 33% scored Advanced and Proficient. At Benchmark 0, 27% of the students FBB or BB. At Benchmark 0, only 14 % scored FBB or BB.

2012-2013 Proficiency	Schoolwide Math Benchmarks				
	Baseline	B1	B2	B3	B4
Advanced	0%	0%	1%	3%	
Proficient	3%	8%	12%	28%	
Basic	33%	42%	36%	43%	
Below Basic	44%	37%	40%	25%	
Far Below Basic	20%	13%	11%	1%	
Students Included	*329*	*351*	*363*	*351*	
API Score	**553**	**613**	**626**	**736**	
Students Qualifying for Safe Harbor	**10**	**28**	**47**	**107**	
Safe Harbor Goal	**159**	**159**	**159**	**159**	**159**

2012-2013 Proficiency	Schoolwide ELA Benchmarks				
	Baseline	B1	B2	B3	B4
Advanced	0%	0%	1%	1%	
Proficient	20%	20%	34%	33%	
Basic	54%	52%	48%	53%	
Below Basic	19%	21%	11%	12%	
Far Below Basic	6%	6%	6%	1%	
Students Included	358	351	333	341	
API Score	**704**	**702**	**749**	**765**	
Students qualifying for Safe Harbor	74	74	120	114	
Safe Harbor Goal	189	189	189	189	189

CST

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. EOC stands for end-of-course.

An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment					132	120	112				

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested					124	109	107				
% of Enrollment					93.9 %	90.8 %	95.5 %				
Students with Scores					124	109	107				
Mean Scale Score					339.1	331.2	337.1				
% Advanced					15 %	14 %	15 %				
% Proficient					25 %	20 %	23 %				
% Basic					39 %	35 %	38 %				
% Below Basic					17 %	17 %	15 %				
% Far Below Basic					5 %	14 %	8 %				

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested					126	112					
% of Enrollment					95.5 %	93.3 %					
Students with Scores					126	112					
Mean Scale Score					329.2	311.5					
% Advanced					10 %	6 %					
% Proficient					20 %	13 %					
% Basic					34 %	34 %					
% Below Basic					30 %	34 %					
% Far Below Basic					6 %	13 %					

CST General Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							27				27
% of Enrollment							24.1 %				
Students with Scores							27				27
Mean Scale Score							272.1				272.1
% Advanced							0 %				0 %
% Proficient							7 %				7 %
% Basic							4 %				4 %
% Below Basic							59 %				59 %
% Far Below Basic							30 %				30 %

CST Algebra I

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							85				85
% of Enrollment							75.9 %				
Students with Scores							85				85
Mean Scale Score							317.7				317.7
% Advanced							2 %				2 %
% Proficient							18 %				18 %
% Basic							35 %				35 %
% Below Basic							39 %				39 %
% Far Below Basic							6 %				6 %

CST History - Social Science Grade 8

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							112				
% of Enrollment							100.0 %				
Students with Scores							112				
Mean Scale Score							327.4				
% Advanced							13 %				
% Proficient							17 %				
% Basic							36 %				
% Below Basic							21 %				
% Far Below Basic							14 %				

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC

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Students Tested						107				
% of Enrollment						95.5 %				
Students with Scores						107				
Mean Scale Score						327.0				
% Advanced						17 %				
% Proficient						18 %				
% Basic						24 %				
% Below Basic						27 %				
% Far Below Basic						14 %				

2011-12 Bert Corona Charter School CST Score Summary

English Language Arts												
Grade	**Advanced**		**Proficient**		**Basic**		**Below Basic**		**Far Below**		**# Stud**	**API Est.**
	#	%	#	%	#	%	#	%	#	%		
6	19	15%	32	24%	49	37%	25	19%	6	5%	131	744
7	16	13%	24	20%	38	32%	25	21%	17	14%	120	691
8	18	16%	25	22%	41	37%	17	15%	11	10%	112	741
Total	53	15%	81	22%	128	35%	67	18%	34	9%	363	
2011-12	134		37%		128	35%	101		28%			
2010-11	117		33%		131	37%	103		29%			
2009-10	126		35%		143	40%	86		24%			

Mathematics												
Grade	**Advanced**		**Proficient**		**Basic**		**Below Basic**		**Far Below**		**# Stud**	**API Est.**
	#	%	#	%	#	%	#	%	#	%		
GM6	13	10%	28	21%	44	34%	39	30%	7	5%	131	699
GM7	8	7%	15	13%	38	32%	42	35%	17	14%	120	630
GM8	0	0%	2	7%	1	4%	16	59%	8	30%	27	407/574
GM Total	21	8%	45	16%	83	30%	97	35%	32	12%	278	
ALG	2	2%	15	18%	30	35%	33	39%	5	6%	85	668/574
2011-12	83		23%		113	31%	167		46%		363	
2010-11	67		19%		99	28%	185		53%			
2009-10	90		25%		107	30%	158		45%			

History												
Grade	**Advanced**		**Proficient**		**Basic**		**Below Basic**		**Far Below**		**# Stud**	**API Est.**
	#	%	#	%	#	%	#	%	#	%		
8	14	13%	19	17%	40	36%	23	21%	16	14%	112	688
2011-12	33		29%		40	36%	39		35%			

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2010-11	38		33%		44	38%		34		29%		
2009-10	28		24%		52	44%		38		32%		

Science												
Grade	**Advanced**		**Proficient**		**Basic**		**Below Basic**		**Far Below**		**# Stud**	**API Est.**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**		
8	18	16%	21	19%	27	24%	29	26%	17	15%	112	686
2011-12	39		35%		27	24%		46		41%		
2010-11	47		41%		32	28%		37		32%		
2009-10	38		32%		38	32%		42		36%		

2011-12	**6th grade**	726	**7th grade**	666	**8th grade**	678	**Schoolwide**		690	
2010-11	**6th grade**	679	**7th grade**	675	**8th grade**	700	**Schoolwide**		680	
2009-10	**6th grade**	734	**7th grade**	718	**8th grade**	580	**Schoolwide**		664	

GM8	4	7%	14	24%	21	36%	16	27%	4	7%	59	519/604
GM8	0	0%	2	7%	1	4%	16	59%	8	30%	27	

ALG	2	2%	15	18%	30	35%	33	39%	5	6%	85	
ALG	2	11%	14	74%	3	16%	0	0%	0	0%	19	888/604

Are all student subgroups, including (EL) English Learners and special education students, showing progress? How do you know?

CELDT:
BCCS Reclassification of English Learners in 2012-2013 is 19.3% where LAUSD average is 14.4%. 2011-2012 Reclassification was 26.72%.

2012-2013 Reclassification Data

2012/2013	
EL Students	83
RFEP Students	16
Percent Redesignated	19.27%

6th Grade	
EL Students	29
RFEP Students	9
Percent Reclassified	31%

Class of 2015	
Current EL Students	29
RFEP at Bert Corona	9
Percent Reclassified	31%

7th Grade	
EL Students	25
RFEP Students	2
Percent Reclassified	8%

Class of 2014	
Current EL Students	41
RFEP at Bert Corona	19
Percent Reclassified	46.34%

8th Grade	
EL Students	29
RFEP Students	5
Percent Reclassified	17%

Class of 2013	
Current EL Students	40
RFEP at Bert Corona	17
Percent Reclassified	42.50%

A focus on priorities that includes the following:

<u>Instructional Priorities</u>
- Data Driven Culture
- Math Collaboration, Coherence, Calibration
- Gradual Release of Instruction
- Supporting Sub Groups (ELL/SPED)

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- Socially, Culturally Relevant and Responsive Instruction

School Culture
- Positive Behavior Support
- Alternatives to Suspension
- Understanding Student Data

Parent and Community Engagement
- Carol E. White Physical Education Grant
- Full-Service Community Schools Grant-Promise Neighborhoods.

Individual Education Program
The special needs student population has increased at BCCS. BCCS' IEP services program has added an Autism program which has made available additional staffing for students with special needs. The chart below reflects the improvement in Homework and Testing.
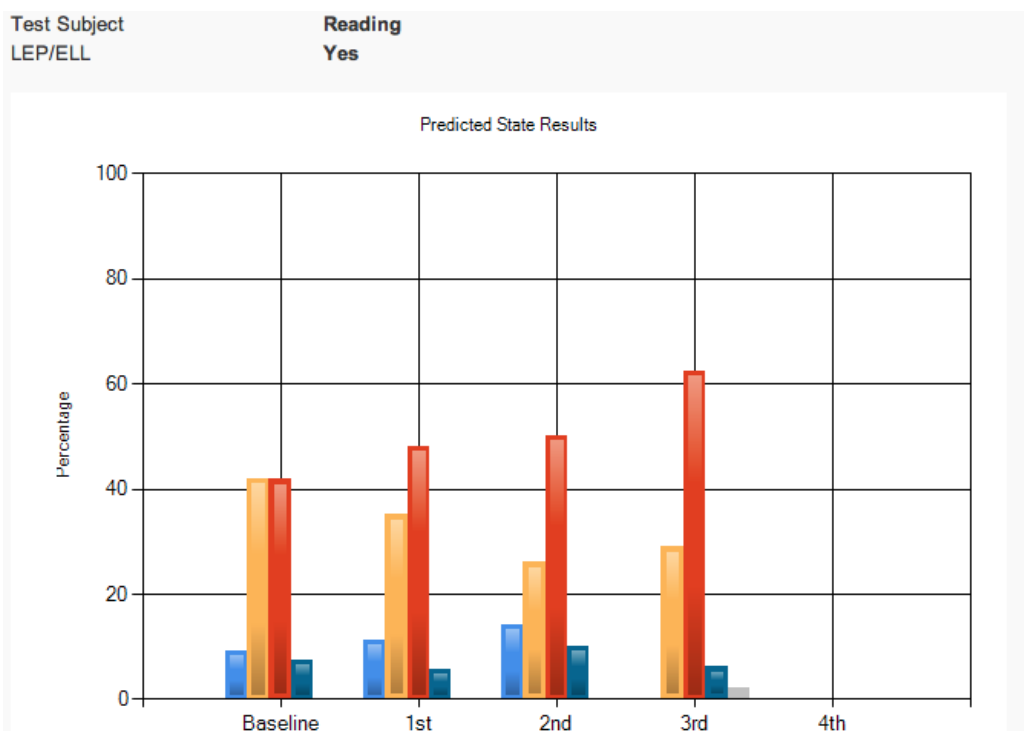
Is your school implementing a rigorous, standards-based, and data-driven instructional program?
Yes, BCCS is implementing a rigorous, standards-based, and data-driven instructional program.

Do teachers collect and evaluate performance data? What does this look like?
- Teachers collect data from the following sources:
    1. Study Island, online assessment program
    2. ALEKS, online math support program
    3. Adaptive Curriculum, online Common Core State Standards program

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4. 4Sight, quarterly benchmark exam created by the Success for All Foundation
5. Teacher-created assessments
6. Member Center, online data tracking and analysis tool

- Teachers meet with their teams and with the Director of Instruction to discuss data on a regular basis. Decisions about instruction and classroom supports are made using data.
- Professional Development meetings to review and analyze data and to make instructional decisions based on data are held every Monday, and designated PD dates.

- *What specific programmatic changes have you made or are you considering making based on your most recent data analysis?*
  - Universal PASS in 6th grade
  - More students enrolled in Math 8 instead of Algebra (data driven decision)
  - Elimination of 8th grade Elective in favor of Universal PASS for 8th Grade
  - Math tutoring before and after school
  - 8th grade Social Studies Re-Teach & Differentiation through Gamification
  - Strategic decisions around SFA placements
  - Addition of new Advanced SFA class for students reading at a high school/college level (we've never had enough students to fill a class like this before).
  - ELA had a strategic goal to infuse a love of reading and embed more independent reading during class time.
  - Saturday School & Saturday Tutoring
  - BOSS class
  - Parent Academic Meetings on Tuesdays for more parent support
  - Program Changes for FBB/BB students, versus Program Changes for Basic/Bubble students.

How does the school demonstrate that it holds high expectations for all students?

- Professional development includes focus on areas such as: special education, Success for All, instructional planning, data analysis, Study Island, meeting the needs of subgroups, and technology and data driven instruction
- The school has implemented various instructional strategies to identify and meet student needs as evidenced by, data analysis meetings, establishment of hotlists identifying by name students who need assistance, monitoring of student and group data at each benchmark, and public posting of data results among staff in Google docs.
- To differentiate instruction and meet student academic levels school is implementing SFA leveled reading, has incorporated the ALEKS program and the Adaptive Curriculum program in Math, has added an 8th Grade Math course to provide pre-algebra mastery skills for 8th grade students who need more support prior to taking the Algebra 1 High School Course in 8th grade, 10 week Hotlist identifying specific students, targeting students on the cusp of moving to the next level band, and before and afterschool tutoring, and Saturday Classes for identified students,
- Monitoring student progress toward proficiency targets is implemented through

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benchmark assessments and analysis of that data, Study Island for all content areas, and staff self-reflection about data and student progress, in addition to lessons that include student reflection. This also includes department reflections on missing concepts at 8th grade that 6th and 7th grade teachers can build on.

- Accountability for student improvement occurs through grade level and department meetings, meetings with administration, posting of data along with discussion with administrative and ongoing revisiting of goals and progress toward them with admin, and monitoring of staff's implementation of identified instructional strategies.
- Administration has also utilized a system of meeting with teachers for reflection on data and connecting data to opportunities to participate in Instructional Rounds, discuss implementation of strategies that were most effective.
- Instructional strategies of focus include development of student use of academic vocabulary, EL strategies, targeted reading strategies, test taking strategies, ·
- Design of school's pacing plans allows for reteaching time and revisiting of areas in which students are weak ·
- The school actively identifies students who may have exceptional needs, assesses them promptly, and develops IEP's as necessary in a timely manner, and maintains records in Welligent.
- Classroom data (4Sight)
- Grades
- Benchmark data
- Rigorous lesson plans
- Consistent classroom observations
- Classroom data from reading classes (SFA)

What are your school's best instructional practices?
- Collaborative team planning
- Data-driven instruction
- Project-based learning
- Service learning
- SFA
- Differentiation and support for ELs
- Computer Assisted Learning
- Technology integration
- Teacher Development includes coaching (Value + for teachers)
- Materials and Supplies
- *How do teachers assess student progress and learning? In addition to standardized assessments (i.e. CST, CAHSEE, etc.), do teachers use a variety of assessments to measure growth?*
  - 4Sight quarterly assessments (a quarterly assessment created by the Success for All Foundation.
  - Formative assessments created by the teachers
  - Formative assessments on Study Island (online standards based assessments)

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- Gates-MacGinitie assessment for reading (not school-wide but used by our ELA teachers). This test is created by Riverside Publishing and is used to assess student reading levels in vocabulary and reading comprehension.
- Data from the CST.

- *How do you ensure that all students have (or will have) access to all A-G courses requirements?*

  Not required-however addressed through the instructional program and computer assisted learning.

How effective is your charter organization's leadership and management?

- *How effective is the school-site leadership?*

  - It is effective as it has a significant relationships with community organizations that lead to enhanced resources for students as evidenced by NCLR Grant for service Learning, Carol White Physical Education Grant, a new partnership with Kaiser Permanent, AmeriCorps tutors, parent/community volunteers and Youth Policy Institute Resources.

  - Partnerships with the additional community agencies provides wrap around services to students and families, for example, afterschool programs, sports programs, access to health services, tutoring, parent programs, and a parent center.

- *What are strengths? What areas need development?*

  <u>Strengths</u>
  o Hardworking, dedicated, and responsive team leaders.
  o Focus in designated areas refer to chart School Wide Priorities
  o Collaboration, communication and sensitive to parent and student needs.
  o Broad range of expertise and experiences with strong networks.

  <u>Need Development</u>
  o Continue to improve internal lines of communication, especially the change in leadership structure.
  o Continue to improve school-wide academic outcomes.

- *How responsive is your organization's management to school-site needs?*
  - Admin and staff consistently use data to drive instructional and operational decisions
  - Use surveys and reviews of staff, parents, and students, to collect data to better meet the needs of the school community.
  - Leadership is aware of data weekly, as teacher's input weekly assessments into trackers and grades into PowerSchool. This helps leadership to have a clear view of the classrooms and the learning that is taking place.
  - Data is evaluated bi-weekly and quarterly by the Director of Instruction and shared with other administrators along with board members.
  - Data is shared freely between admin, staff, teachers, students, and parents (with frequent discussions).

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- *Describe the staff evaluation process.*
  - All staff members are provided with feedback twice a year and each receive a final evaluation between the end of March and the end of April during a fiscal year. Teachers are provided with at least bi-weekly feedback from the Director of Instruction, but often receive feedback in the form of "Two Stars and a Wish" from other administrators as well. Each quarter, teachers have a quarterly data meeting with the Director of Instruction and new goals are set for the each quarter.

- *Does your organization's professional development program effectively support the development of teachers and administrators?*
  - Has differentiated professional development for new and continuing teacher, including PD Leaders who are consultant experts along with teacher leaders
  - Each month the leadership Team from both schools is provided with 4 hours of PD where topics such as strategic planning, goal setting, and leadership training are provided

Do you effectively involve parents and the community?
- *Do parents play an active role at school? What is being done to increase their role?*
  - Parents do play an active role in our school, as there are parent leaders for committees and they actively plan events and have a voice in decision-making. We continue to provide data driven workshops to collaborate about leadership skills; as well as, building knowledge about supporting their students at home academically. We also provide numerous opportunities to parents by inviting them to conferences to explore other topics of their interest.
- *What is their role in governance?*
  - The role they have in governance is they attend Board meetings and have an opportunity to express the experience with their Students in the school. Administration also hosts "Café con los Directores" to give parents an opportunity to ask questions or make suggestions about changes they would like in the campus.
- *How does the school ensure that parents remain informed about student academic performance?*
  - We inform parents by sending report cards every 5 weeks. We provide data driven workshops called Parent Academic Success Workshops, Parent Advisory and Café con los Directores in these parent meetings depending on the day we have final assessments we inform parents about their student data as well as supporting parents to understanding reports on data. For struggling students we provide academic contract meetings, and provide additional resources as well as a plan to support the struggling students. Administration facilitates these meetings.

Has the school been successful in aligning its program to the mission and vision?
- *What are your most notable achievements?*
  - Believe that ALL students have the right and ability to be college and career prepared and serve as active citizens in their community.

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- There is a strategic plan at both the organizational level and school site level, which is highly focused on improving student achievement school-wide. This has resulted in a school cultural shift in which all activities of the school, whether for students, parents, or staff, are tied to improving academic achievement outcomes.
- Identifies English Learners in a timely manner and reclassifies at rate larger than District Averages and consistent with State and reporting policies.
- Provide differentiated professional development for new and continuing teacher, including PD Leaders who are consultant experts along with teacher leaders
- Has a number of significant relationships with community organizations that lead to enhanced resources for students as evidenced by NCLR Grant for service Learning, Carol White Physical Education Grant, a new partnership with Kaiser Permanent, AmeriCorps tutors, parent/community volunteers and Youth Policy Institute Resources.
- Partnerships with the additional community agencies provides wrap around services to students and families, for example, afterschool programs, sports programs, access to health services, tutoring, parent programs, and a parent center.
- Parent involvement activities are specifically connected to academics with academic related information presented at the beginning of parent involvement activities.
- Hiring passionate, enthusiastic teachers and leaders
- Student Incentive programs are in place to continue to encourage and foster high levels of student engagement
- Technology Integration is highly valued and available for teachers, students, and parents.
- Project-based Learning is important to the school and gradually implemented from first year teachers who implement projects on a small level to year 2 and above teachers who have more project-based integrated lessons. Projects are highly encouraged at all levels of instruction at the school.
- Service learning is core to character and leadership development both are highly valued at **Bert Corona Charter School** .
- Special Education Program focuses on an inclusive model and provides additional individualized support when necessary.
- School-wide Positive Behavior Support Plan in place
- Eco-friendly campus (energy efficient lighting)
- High levels of Parent engagement and support

What are the most significant challenges and needs for your school?
- Closing the academic achievement gap in middle school when students arrive with gaps of 5+ years.
- Based on CST Results, Math has been one of the most challenging areas for our students, however, the math team has worked to focus on collaboration, coherence, and calibration for the school-wide implementation of math strategies and we have already realized the impact of this effort in math.

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- The focus of the special education team has shifted from primarily supporting students to complete the primary classwork assignments to a more balanced approach, which includes more differentiated direct instruction using both Adaptive Curriculum for Science and Math along with ALEKS.
- Although, all students are making progress in ELA ELs as a subgroup were not growing as quickly as other students, therefore, the school has been more intentional about monitoring their data separately, the school has provided PD which focus on short term and long term ELs. Additionally, strategies were revisited this year to see how instructional strategies and computer assisted learning to address the need of EL students.

2011-2012 Review

In developing the Plan **Bert Corona Charter School** reviewed its demographics, test results, performance, and resources. Following all the recommended steps of:

- ⇧ Step One: Analyzing Student Performance, Analyzing Current Educational Practices, Professional Development, Staffing, and Parent Involvement.
- ⇧ Step Two: Seeking input from staff, advisory committees, and community members.
- ⇧ Step Three: Developing and revising performance goals
- ⇧ Step Four: Revise improvement strategies an expenditures
- ⇧ Step Five: Local governing board approval
- ⇧ Step Six: **Bert Corona Charter School** implementation

Step One:
Analyzing Student Performance, Analyzing Current Educational Practices, Professional Development, Staffing, and Parent Involvement

The **Bert Corona Charter School**   for the school year 2010-2011, has a new base of 681 in Academia Performance Index (API) and below is the Adequate Yearly Progress (AYP). **Bert Corona Charter School** has certified to the California Department of Education that an irregularity in testing procedure occurred during the Spring 2010 testing. Therefore, a 2010 Base API will not be reported for **Bert Corona Charter School**.

Met AYP Criteria:	**English-Language Arts**	**Mathematics**
Participation Rate	Yes	Yes
Percent Proficient	No	No
Academic Performance Index (API) - Additional Indicator for AYP		No
Graduation Rate		N/A

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English-Language Arts - Percent At or Above Proficient
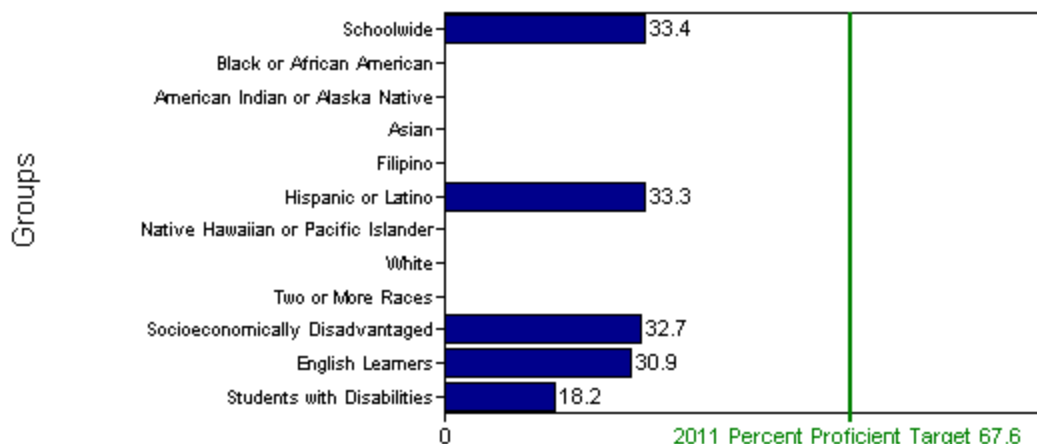
The targeted growth for English Language Arts is 67.6%. **Bert Corona Charter School** schoolwide reflects the following: 33.4%, Hispanic/Latino population scored 33.3%, Socioeconomically Disadvantaged 32.7, English Learners 30.9% and Students with Disabilities 18.2%. Percent at or above Proficient was not met.

Mathematics - Percent At or Above Proficient
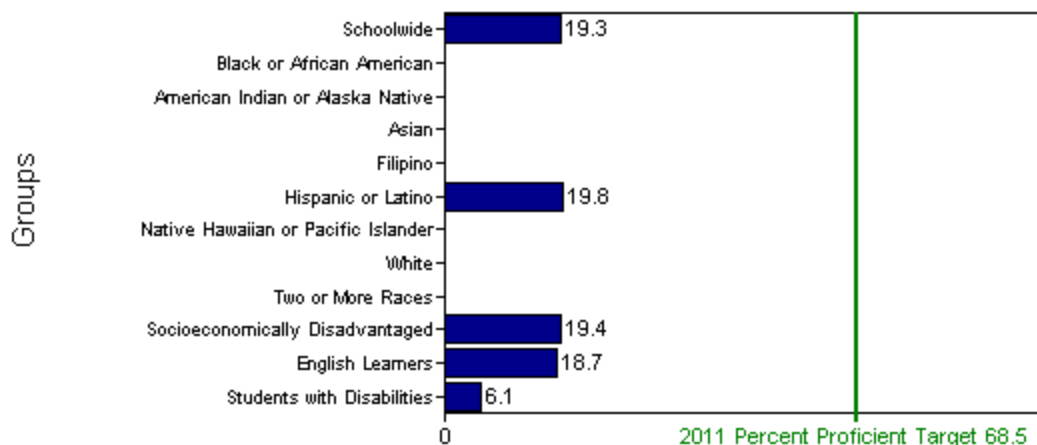
The targeted growth for Mathematics is 68.5%. **Bert Corona Charter School** schoolwide is 19.3%, Hispanic/Latino population scored 19.8%, Socioeconomically Disadvantaged 19.4, English Learners 18.7% and Students with Disabilities 6.1%. Percent at or above Proficient was not met.

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

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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
X	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	Individuals with Disabilities Education Act (IDEA), Special Education		English Language Acquisition Program
	21st 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.

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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	$ 130,010	$ 130,010	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		$1,998	$1,998	100%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient		$7,689	$7,689	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				
21st Century Community Learning Centers				
Other (describe)				
TOTAL	0	$ 139,797	$ 139,797	100%

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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		
Highly Qualified Teacher **BTSA Program**	• 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	• 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 and Lesson Plans	• 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.	• 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.

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Development of Instructional Materials **Assessment Driven Instruction** **Analysis and use of data**	• 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.	• 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

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Development of Intensive Materials	- 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. - 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.	Use Three Tier Model: Tier I. Tier I Instruction requires: - At least 90 minute un-interrupted literacy block, adapt to all instruction. - Intensity: - Academic engagement of all students - Explicit, systematic instruction - Multiple opportunities to respond to instruction - Immediate corrective feedback - Scaffold practice of new skills Tier II Targeted or Strategic Instructional/Intervention Instruction and/or intervention that goes beyond quality Tier I instruction - 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 How do you know when a student needs Tier II? - 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 Tier III/Intensive Intervention Intensive instruction – more intense, explicit and systematic than Tier II - 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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Coaching/ Monitoring/ Expert Support	• 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). Targeted professional development and support may include: • 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	• 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.

Bert Corona Charter Schools ~~LEA Plan~~ *Program Revised 6/2015* — in learning academic content standards.
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Improvement of Instructional Program	• 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.	<u>Tier I –</u> • 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

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Assessments/ Monitoring	- 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.	- 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.

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Professional Development/ Protocols	Some practicum activities might include: • 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. 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.	Professional Development • 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 2012-2013 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. 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. The school will adopted an instructional model that focuses on the following strategies: • 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.	• Evidence on lesson plans and information boards.
PD ELD	As Per Schedule.	

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PD English Learners	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) and all available English proficiency measures. 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. 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. 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).	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: • 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. 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. MORC receives Title III funds that are included in a block grant. 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: 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.

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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 2014 AYP 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, 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.

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Circle Map		Tree Map
Bubble Map		Double Bubble Map
Flow Map		Multi-Flow Map
Brace Map		Bridge Map
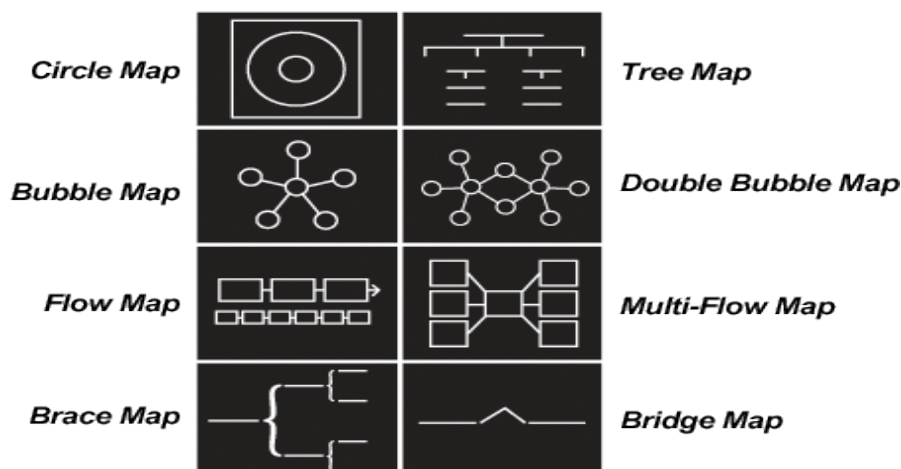
Using Data to Guide Intervention

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 Data Director. All questions are in CST 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 CST/STAR 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.

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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.

- Voyager Journeys (vocabulary development program)- new version of *VocabJourney*®, an interactive, web-based reading component to help all students, which includes English Learners to boost their vocabulary and comprehension skills. Research has shown that vocabulary deficiencies are a primary cause of academic failure.

- 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

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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:

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- 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?

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- 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,

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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. For 2011-2012, the integration of effective instructional strategies were emphasized.

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 NCLB
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

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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, 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

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

- **Bert Corona Charter School** Data Dashboard: Two page snap-shot of school performance. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and SMARTER Balance
- SMARTER Balance 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 BALANCE school data by using the California Department of Education website.
- Each Advisory instructor reviews the STAR 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-- 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 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 Adequate Yearly Progress.
- 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 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 STAR (CST, CAT6, SABE) and all other mandated accountability programs (CELDT, 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

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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, 3rded., 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 Zoom!/Data Director tools. 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**. The use of Zoom!/Data Director 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.

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.

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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?

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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.	
Student groups and grade levels to participate in this goal: All students' grades 6th through 8th that are identified as English Learners.	Anticipated annual performance growth for each group: An increase in Proficient and Advance rates for these students.
Means of evaluating progress toward this goal: **Bert Corona Charter School** Data Dashboard: Two page snap-shot of school performance. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and SMARTER BALANCE data. SMARTER BALANCETest 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 BALANCEschool 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 **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-- 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 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 Adequate Yearly Progress.	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 - 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.

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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

1.   Alignment of instruction with content standards:
 	
Bert Corona Charter School will take the following steps to align instruction with the content standards for reading:
 	
  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.
  b. Literature strategies using independent level reading materials will be an integral part of the language arts program at **Bert Corona Charter School**.
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.
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.
e. Use of Thinking Maps, and effective instructional strategies for English Learners.
	Directors, Administrators, Coordinators, and teachers
	
	Directors, Administrators/ Language Arts Teachers
	
	All Teachers
	
	Directors, Administrators, Coordinators, All teachers
		1. Leveled reading classroom libraries
		
		2. Software
		
		3. Programs
		
		4. Coordinator
			$10,000	General Fund
				
				Title I
				
				Block Grant
				
				Other

Use of standards-aligned instructional materials and strategies: 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.	Directors, Administrators, Coordinators, and teachers (already adopted) Directors, Administrators, English Language Arts teachers Directors, Administrators/ All teachers	Additional books and teaching resources Novels and teaching guides 1. Program 2. Libraries 3. Quizzes	$1,500 $3,000 $10,000	General Fund Title I Block Grant Other
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.	Language Arts teachers After-school program tutors (already in place) All teachers	Lending library Tutor's salary (21st Century Grant) Classroom libraries for social studies, science and math.	$1,500 21st Century Grant) $2,000	General Fund Title I Block Grant Other

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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
Increased access to technology: The computer lab will be available to students during lunch and after-school for access to the Reading program. (Computer have been ordered) 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, ZOOM) Information related to attendance and student performance will be used (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 POWERSCHOOL.	Executive Director, Directors, Administrators, Coordinators, all teachers and staff	1.Reading 2. Computers 3. Server 4. Support software 5. Training for each program	$5,000	General Fund Title I Block Grant Other

Staff development and professional collaboration aligned with standards-based instructional materials: 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. Every student is enrolled in a reading elective during their first period of the day. 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. 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. 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.	Directors, Administrators, Coordinators, and teachers Language arts teachers Directors, Administrators, Coordinators, and teachers (ongoing) Directors, Administrators, Coordinators, and teachers (ongoing) Language Arts teachers	Summer training ELL training Quarter (SFA) professional development by literacy consultant	$3,500 $2,700 $8,000 $2,100	General Fund Title I Block Grant Other

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Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): 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. 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 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.	Directors, Administrators, Coordinators, and teachers, parents	Information provided on school schedule	$10,000	General Fund Title I Block Grant Other
Auxiliary services for students and parents (including transition into high school): **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. 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.	Directors, Administrators, summer bridge teachers	Summer session salaries	$3,500	General Fund Title I Block Grant Other

Monitoring program effectiveness: 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.	Directors, Administrators , Coordinators, and teachers	Five days of data analysis	$3,500	General Fund Title I Block Grant Other
Targeting services and programs to lowest-performing student groups: All students scoring far below basic and below basic on the STAR 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.	After school tutors Teachers (begin Summer 2010)	Tutor's salary (21st Century Grant) Teacher's summer stipend	(21st Century Grant) $3,500	General Fund Title I Block Grant Other
Any additional services tied to student academic needs: Services include supplemental service for all students in ELA, Mathematics and ELD.				

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Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): 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. 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 are assigned a faculty advisor through **Bert Corona Charter School**'s Advisement model/Advisory 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.	Directors, Administrators, Coordinators, and teachers, parents	Provide Workshops Hold Parent Informational Conferences Ongoing communications through Newsletters, Bulletins, POWERSCHOOL and conferences (Individual, group, etc.)	15% of Title I funding	General Fund Title I Title III Block Grant Other
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): **Bert Corona Charter School** will provide a week summer bridge program for incoming students.	Directors, Administrators, summer bridge teachers	Summer session salaries		General Fund Title I Title III Block Grant Other

8. Monitoring program effectiveness: 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 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.	Directors, Administrators, Coordinators, and teachers staff	Five days of data analysis Setting of benchmarks, timelines Development of protocols for assessments	$3,500	General Fund Title I Title III Block Grant Other
Targeting services and programs to lowest-performing student groups: 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.	After school tutors	Tutor's salary	21st Century Grant	General Fund Title I Title III Block Grant Other

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Any additional services tied to student academic needs: Homogenous flexible groupings are used to group students for differentiated reading instruction. Data from the STAR test, 4Sight, Study Island, are 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 School**'s expected student population to ensure academic success. **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	Directors, Administrators, Coordinators, Teachers All Staff	Teacher stipends for before school and after school student support, extra duty to review data and develop and implement effective strategies. Monitoring of student results, moving students forward. 21st Century Tutor	$8,000 Grant Allocation	General Fund Title I Title III Block Grant Other

Performance Goal 1B:

All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2013-2014.

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.

Student groups and grade levels to participate in this goal: All students' grades 6th through 8th that are identified as English Learners.	Anticipated annual performance growth for each group: An increase in Proficient and Advance rates for these students.
Means of evaluating progress toward this goal: • **Bert Corona Charter School** Data Dashboard: Two page snap-shot of school performance. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and SMARTER BALANCE 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 BALANCE 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 **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-- 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 STAR and additional demographic statistical	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 - 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.

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<table>
<tr><td>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.</td><td></td></tr>
</table>

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.

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
All students' grades 6th through 8th that are identified as English Learners.	An increase in Proficient and Advance rates for these students.

Means of evaluating progress toward this goal:	Data to be collected to measure academic gains:
Bert Corona Charter School Data Dashboard: Two page snap-shot of school performance. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and SMARTER BALANCE data. - SMARTER BALANCE 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 BALANCE 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 **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-- 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.	**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.

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- 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 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.

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.

<table>
<tr><td rowspan="2" style="writing-mode: vertical">Required Activities</td><td>

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.

</td><td>

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:

- 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.

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:

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 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- ☐Participation Rate ☐Percentage Proficient or Above	**Bert Corona Charter School**

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)

</td></tr>
</table>

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	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.	**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: 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.
	2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . • The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and • Academic achievement in the core academic subjects	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.

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Required Activities	3. Provide high quality professional development for classroom teachers, Directors, Administrators, and other school or community-based personnel. 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.	Description of how the LEA is meeting or plans to meet this requirement. 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. Our designated ELD coordinator will attend seminars, conferences and training sessions in order to keep current with the research on EL students.	
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.	

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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: **Bert Corona 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 STAR 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: • 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	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.	Yes or No	Description of how the LEA is meeting or plans to meet this requirement. If yes, describe: 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.

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	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.	Yes or No Yes	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.
	10. Other activities consistent with Title III.	Yes or No No	If yes, describe:

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.

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Required Activity	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;	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.
Required Activity	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.	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.

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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.	CELDT is administered, and testing for placement within the 30 days after the beginning of the school year.
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.	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 STAR tests.

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
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.	More time to reflect and provide supplemental services. Continued support with effective instructional strategies. Continued support in effective Mathematics strategies for ELs.

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

SCHOOL GOAL # _3_ (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) • 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.

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
All **Bert Corona Charter School** student population 6th through 8th grade will be taught by highly qualified teachers.	• 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
Means of evaluating progress toward this goal: • **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** 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 our hope that	Data to be collected to measure academic gains: MÉTHODES TO MEASURE STUDENT OUTCOMES **Bert Corona Charter School** uses the following methods to assess student progress and fulfillment of instructional objectives: • **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

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

- **Bert Corona Charter School**'s academic performance on the CST 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 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.

- **Bert Corona 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 **Bert Corona 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.

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 Balance 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
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: • 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	Directors, Administrators, Coordinators Teachers (ongoing) Annual process	Professional Development Teacher Stipends Materials and Supplies	$10,500	General Fund Title I Title III Block Grant Other

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that have been introduced in the weekly in-services. • Teaches 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.				
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 • 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	Directors, Administrators Teachers (ongoing)	Consultant Teacher Trainings	$2,500 $2,500	General Fund Title I Title III Block Grant Other

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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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: 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 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. 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	Directors, Administrators, Coordinators, and teachers, parents (Ongoing)	Academic Consultant Teacher Workshops Teacher Materials	$3,000 $3,000 $2,000	General Fund Title I Title III Block Grant Other

materials, review it, and master it. 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.				
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 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. 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.	Directors, Administrators, ELL coordinator. Literacy consultant (Ongoing)	Categorical programs Teacher Stipend	$6,000	General Fund Title I Title III Block Grant Other
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 **Bert Corona Charter School** teachers and the	Directors, Administrators, Coordinators, and teachers, literacy consultant, math consultant	Literacy consultant Math consultant Teacher In-service	$5,000 $5,000 $2,500	General Fund Title I Title III Block Grant Other

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literacy and math consultant.		Conference fees		
Please provide a description of:	**Persons Involved/ Timeline**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
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-mail).

 Creating a clearly defined task to ensure that students gain appropriate experience from working in the electronic text (e.g., automated library catalog).

 Teaching students to open existing files, save files, and create new files in the word-processing program they will use most frequently.

 Teaching the basics of navigation, text manipulation, and editing within the word processor, including use of:
• 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; | Directors, Administrators, Coordinators, and teachers, parents, students, staff

On-going | Computers Stations

Computer Programs

Reading

Math

Server

Support software

Teacher and staff training for each program | $7,000 | General Fund

Title I

Title III

Block Grant

Other |

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• common commands on the keyboard and • copy, cut, and paste command functions for text manipulation and editing. 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, 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.				
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.): 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. 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 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.	Directors, Administrators, Coordinators, and teachers, parents	Provide Workshops Hold an Annual Conference Title I Hold Parent Informational Conferences Ongoing communications through Newsletters, Bulletins,	$3,500	General Fund Title I Title III Block Grant Other

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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. Ongoing collaboration with all stakeholders.		POWERSCHOOL and conferences (Individual, group, etc.)		
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: **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. 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. 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	Executive Director Directors, Administrators Teachers ongoing Students Parents Staffs Board members	Five days of data analysis Setting of benchmarks, timelines Development of protocols for assessments	$8,000	General Fund Title I Title III Block Grant Other
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

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How the LEA will provide training to enable teachers to:	After school tutors	Tutor's salary	$3,500	General Fund
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;	Teachers			Title I
				Title III
				Block Grant
Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;		Teacher's summer stipend	$6,000	Other
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 BALANCE 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: • 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				

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• authentic 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: Beginning in 2010-2011, in combination of prior years of data. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and CST data. STAR 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 CST school data by using the California Department of Education website, Dataquest. 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. 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 Adequate Yearly Progress. 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. 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				

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upcoming activities. The purpose of the **Bert Corona 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.				
How the LEA will use funds under this subpart to meet the requirements of Section 1119: **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 **Bert Corona Charter School** provides local test preparation support for teachers.	Directors, Administrators, Academic Consultant Teachers	Consultant BTSA	TBA	Title II Other

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

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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
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.

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)	**Bert Corona Charter School** graduates will be college and career ready. Although **Bert Corona Charter School** is a middle school, it will address and encourage students to be college bound. An ongoing support system that includes Advisory Highly Qualified teacher that can offer ongoing support	All students	All Staff July 2010 Teachers and Administration setting Calendar and Goals July-August	College preparation through all courses, advising/Advisory, field trips to local colleges, and assistance with completing applications. A strong and engaging curriculum to provide for student academic achievement. Pacing Plans, Lesson Plans, etc. Teacher support from SFA and other consulting	General Fund/ Supplemental Funds

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	Before and After school support Sports and Team Activities Other Science activities Student, Teacher Parent Compact Ongoing meetings with Parents Ongoing Parent Workshops and trainings. Cambridge Review team meetings with all stakeholders, including parents and students.		Summer Intervention for students July September School Starts Teacher PD held every Wednesday From 2:30 – 4:30 Designated PD Dates and focus Cambridge Review Home groups/Focus Groups	services Student grades and CST scores at proficiency and advance. Team participating in 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)	Students will have better attendance rate than all neighboring traditional public Middle Schools. Student engagement in their academic achievement, goal setting, support	All students	All Staff Monitoring from Administrative	Average Daily Attendance (ADA) computed monthly using state ADA form. New CALPADS	General Fund Title I Other funds

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	from teachers, administrators, and staff. Use schoolwide goals to ensure students are focused on academic achievement. Reading Comprehension Writing across the curriculum Mathematics-Algebra I; Algebra Readiness Meeting API and AYP Parents supported through workshops, trainings and 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		Staff Advisory/ Advisement held to support students on a daily basis. Before and After school learning support Parent Coordinator schedules trainings, parent support Professional development from Consultants, in school experts, coaching and	Provide students with a curriculum that is meaningful; a safe supportive environment; parental involvement in student attendance. (Student, Teacher, Parent Compact) Offer students opportunities to engage in their goal setting, 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,	

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	and the student's view. Administer and assist students when result are less than 380 (350 is passing AYP recognizes 380) 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.		teacher support.	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	
5.3 (Advanced Placement)	Academic Rigor across subject areas to increase students at Advanced and Proficient. Professional Development offered to teachers, administrators, staff and parents. Through the student project students Due to the student population and its major need **Bert Corona Charter School** will engage its community to participate in the partnership of	All students	All staff Teachers continue to support Advisory designated students. Collaboration across content areas to support students.	Ensure that student have access to a rigorous curriculum aligned to California Standards, ongoing assessments. Research-based Practices: Curriculum and instructional strategies founded on proven practices. Authentic assessments are used to judge student achievement beyond traditional evaluation	General Fund

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	recruitment and retention.			instruments.
			Administrative Staff to support recording of Attendance, grades, assisting in creating a clean, safe and rigorous learning environment.	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. Instructional Strategies to include: (Narrative) Covert Strategies • Recall • Imagine • Observe • Consider Overt Strategies • Restate in Journal/Notes • Cooperative Groups • Response Boards

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			- 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:
• 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.	Income Eligibility Survey data is used as the poverty index to determine eligibility for Free and Reduced School Lunches. Free and Reduced Lunch Applications
• 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.	Student Services Survey Student Advising sessions Parent Communication 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:
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: 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. Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. Proven strategies that address the needs of historically under-served students, low achieving students, and those at risk of not meeting state standards. Instruction by highly qualified teachers and strategies to attract and keep	Application for Schoolwide Program was submitted: 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 School** uses a block schedule that provides students with extensive direct instruction, pre teaching, re teaching and checking for understanding.

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such teachers. High quality and ongoing professional development for teachers, Directors, Administrators, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. Strategies to increase parental involvement. Assistance to preschool children in transitioning from early childhood programs to elementary school programs. Timely and effective additional assistance to students who experience difficulty mastering state standards.	**Bert Corona Charter 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.
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.	Not applicable

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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:
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 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.	Not applicable
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.	**Bert Corona Charter School** will work closely to ensure services to students identified as homeless are served
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.	**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

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	instructional support is offered.

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:
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: Assistance in developing, revising, and implementing the school plan. Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. 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. Assistance in analyzing and revising the school budget so the school's resources are used effectively.	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. The SPSA also serves as the organizer for an individual school's improvement proces This plan was developed with a deep understanding of the root causes of student academic challenges. In addition, identification and implementation of research-base 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

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	• 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.

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,

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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

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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:
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.	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.

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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.

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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.

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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.

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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.

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- 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 <u>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))</u> 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:
    o 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
    o is enforcing the operation of such technology protection measure during any use of such computers by minors; and
    o 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.
    o Any LEA that <u>does</u> 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.

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▪ **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.

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- 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:

    o Allows a teacher to communicate effectively with all students in the class.
    o Allows all students in the class to learn.
    o Has consequences that are fair, and developmentally appropriate.
    o Considers the student and the circumstances of the situation.
    o 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;

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- 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.

Bert Corona Charter Schools LEA Plan Revised 7/2014   **Page 157**

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.

Bert Corona Charter Schools LEA Plan Revised 6/2015   **Page 159**

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.

Bert Corona Charter Schools LEA Plan Revised 6/2015   **Page 160**

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

Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
		Intended program outcomes and target grade levels. See research for proven effectiveness					
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,

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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

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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

Bert Corona Charter Schools LEA Plan Revised 6/2015   **Page 166**

Program	Grade/Audience						Code
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

Bert Corona Charter Schools LEA Plan Revised 6/2015   **Page 167**

Coversheet

Consent Items

Section: IV. CONSENT AGENDA ITEMS
Item: B. Consent Items
Purpose: Vote
Submitted by:
Related Material:
Board Brief YPICS Recommendation to Approve 2018-2019 Homeless Education Policies for BCC S BCCHS MORCS.pdf
ConApp Spring 2017-18_Monsenor_Oscar_Draft.pdf
BCCHS Homeless Education Policy 2018-2019.pdf
ConApp Spring 2017-18_Certified_BCCS.pdf
MORCS Homeless Education Policy 2018-2019.pdf
ConApp Spring 2017-18_Bert Corona High_Draft.pdf
BCCS Homeless Education Policy 2018-2019.pdf
Board Brief YPICS Recommendation to Approve 2018-2019 Con App Certification of Aussurance S tatement, Protected Prayer Certification Statement, and Application for Categorical Programs.pdf

YPI CHARTER SCHOOLS

June 28, 2018

TO: YPI Charter Schools
             Board of Directors

FROM: Yvette King-Berg
             Executive Director

SUBJECT: Recommendation to approve 2018-2019 Homeless Education Policies
             for BCCS, BCCHS, and MORCS

BACKGROUND

While the Elementary and Secondary Education Act (ESEA) of 1965 has been reauthorized as the *Every Student Succeeds Act* (ESSA) and signed into law by President Barack Obama on December 10, 2015, most of the provisions of the ESSA continue to be finalized. The Local Educational Agency (LEA) Plan has been supplemented with an Addendum to the LCAP at the state level, which describes how federal funds are to be expended in support of goals expressed in the LCAP.

ANALYSIS

Title I, Part A, ESEA sections 722(g)(1)(I), 722(g)(1)(J)(i), 722(g)(1)(C), 722(g)(3)(E), and 722(g)(1)(J)(iii), defines the regulations of the Homeless Education Policy for schools participating in the federal *Every Student Succeeds Act*.

Each year, the policies for each school must be approved by the Board of Directors.

RECOMMENDATION

It is recommended that the Board of Directors approve the 2018-2019 Homeless Education Policies for BCCS, BCCHS, and MORCS.

Attachments: *2018-2019 Homeless Education Policies for BCCS, BCCHS, and MORCS*

YPICS Agenda – 6/28/18

California Department of Education

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Consolidated Application

Status: Draft
Saved by: ExED Data Management
Date: 6/25/2018 9:05 PM

2017-18 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2017 through June 30, 2018.

CDE Program Contact:

Melissa Flatt, Teacher and Leader Policy Office, mflatt@cde.ca.gov, 916-324-5689

2017-18 Title II, Part A entitlement	$16,872

Professional Development Expenditures

Professional development for teachers	$13,372
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	$3,500
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred out of Title II, Part A	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	$16,872
2017-18 Unspent funds	$0

Report Date:6/25/2018

R02

Page 1 of 3

California Department of Education   **Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Draft
Saved by: ExED Data Management
Date: 6/25/2018 9:08 PM

2017-18 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 U.S.C. 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the ESEA. This collection includes monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless

b) Includes a dispute resolution process

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Karina
Homeless liaison last name	Gamez
Homeless liaison title	Coordinator of Operations
Homeless liaison e-mail address (format: abc@xyz.zyx)	kgamez@romerocharter.org
Homeless liaison telephone number (format: 999-999-9999)	213-413-9600
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.05

Homeless Liaison Training Information

Report Date:6/25/2018   R02   Page 2 of 3

California Department of Education

Consolidated Application

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Draft
Saved by: ExED Data Management
Date: 6/25/2018 9:08 PM

2017-18 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 U.S.C. 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the ESEA. This collection includes monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	No
Attendance officers and registrars	No
Teachers and instructional assistants	No
School counselors	No

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	06/29/2017
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2017-18 Title I, Part A entitlement	$155,494
2017-18 Title I, Part A direct or indirect services to homeless children reservation	$100
Amount of 2017-18 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	$0
Homeless services provided (Maximum 500 characters)	No services were requested
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	No services were requested

California Department of Education   **Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2018 9:14 PM

2018-19 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at http://www.cde.ca.gov/fg/aa/co/ca18asstoc.asp.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative Signature Date	06/28/2018

California Department of Education	**Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Draft
Saved by: ExED Data Management
Date: 6/25/2018 9:09 PM

2018-19 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative Title	Executive Director
Authorized Representative Signature Date	06/28/2018
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

California Department of Education   **Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

2018-19 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

Pursuant to Section 1112 (Title 20, United States Code, Section 6312) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), a local educational agency (LEA) may receive a subgrant from the State only if the LEA has on file with the State a plan approved by the State educational agency.

Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve as the ESSA LEA Plan.

In order to apply for funds, the LEA must certify that the completed Addendum will be approved by the local governing board or governing body of the LEA and submitted to the California Department of Education (CDE), and that the LEA will work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017–18 – 2019–20 LCAP Note: For districts, the date should be the day your county office of education (COE) approved your 2017-18 - 2019-20 LCAP. For COEs, it should be the date the California Department of Education (CDE) approved your 2017-18 - 2019-20 LCAP.	
Charter Schools Enter the adoption date of the charter school LCAP	06/28/2018
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Title	Executive Director

California Department of Education	**Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Draft
Saved by: ExED Data Management
Date: 6/25/2018 9:11 PM

2018-19 Application for Funding

CDE Program Contact:
Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/28/2018

District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student Support)	Yes

R02

California Department of Education

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Consolidated Application

Status: Draft
Saved by: ExED Data Management
Date: 6/25/2018 9:11 PM

2018-19 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESSA Sec. 1112(b) SACS 4127	

Report Date:6/25/2018

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California Department of Education

Consolidated Application

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Draft
Saved by: ExED Data Management
Date: 6/25/2018 9:14 PM

2018-19 Title III English Learner Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2018-19 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Entitlement Calculation

Estimated English learner per student allocation	$99.05
Estimated English learner student count	97
Estimated English learner entitlement amount	$9,608

Note: $10,000 minimum program eligibility criteria

If the LEA's estimated entitlement amount is less than $10,000 it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the CDE Title III EL Consortium Details Web page at http://www.cde.ca.gov/sp/el/t3/elconsortium.asp.

Budget

Professional development activities	$3,000
Program and other authorized activities	$6,608
English Proficiency and Academic Achievement	$0
Parent, family, and community engagement	$0
Direct administration costs (Amount cannot exceed 2% of the estimated entitlement)	$0
Indirect costs (LEAs can apply approved indirect cost rate to the portion of subgrant that is not reserved for direct administration costs)	$0
Total budget	$9,608

California Department of Education

Consolidated Application

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Draft
Saved by: ExED Data Management
Date: 6/25/2018 9:14 PM

2018-19 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at http://www.cde.ca.gov/fg/ac/sa/.

2018-19 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Report Date:6/25/2018

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California Department of Education

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Consolidated Application

Status: Draft
Saved by: ExED Data Management
Date: 6/25/2018 9:02 PM

2016-17 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2016 through June 30, 2018.

CDE Program Contact:

Melissa Flatt, Teacher and Leader Policy Office, mflatt@cde.ca.gov, 916-324-5689

2016-17 Title II, Part A entitlement	$1,653

Professional Development Expenditures

Professional development for teachers	$1,653
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

Exams and Test Preparation Expenditures

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

Recruitment, Training, and Retaining Expenditures

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	$1,653
2016-17 Unspent Funds	$0

Report Date:6/25/2018

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California Department of Education   **Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

2016-17 Title III Immigrant YTD Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2016 through June 30, 2018.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Approved Immigrant Sub-grantee Activities

(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-
(1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include-
(A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
(B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
(D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;
(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2016-17 Title III immigrant entitlement	$778
Object Code - Activity	
1000-1999 Certificated personnel salaries	$0
2000-2999 Classified personnel salaries	$0
3000-3999 Employee benefits	$0
4000-4999 Books and supplies	$778
5000-5999 Services and other operating expenditures	$0
Administrative and indirect costs	$0
Total year-to-date expenditures	$778
2016-17 Unspent funds	$0

Report Date:6/25/2018   Page 2 of 2

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YPI CHARTER SCHOOLS

Bert Corona Charter High School

Homeless Education Policy

Bert Corona Charter High School has designated Yolanda Fuentes as the liaison for homeless children and youths. She may be reached at msfuentes@coronacharter.org or (818) 472-9138.

Bert Corona Charter High School agrees to implement the following policy ensure that all children and youth who are homeless receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding.

Bert Corona Charter High School will ensure that children and youth who are homeless are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of children and youth identified as homeless will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from Bert Corona Charter High School, as well as other places where children, youth, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies. This policy is also available at (insert charter school URL)

Definitions

Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

Board Approved: June 28, 2018   1

- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

A child or youth will be considered to be homeless for as long as he or she is in a living situation described above.

Unaccompanied youth means a youth not in the physical custody of a parent or guardian, who meets the definition of homeless as defined above. The more general term youth also includes unaccompanied youth.

Enroll and *enrollment* means attending school and participating fully in all school activities.
Immediate means without delay.

Parent means a person having legal or physical custody of a child or youth.

Local liaison is the staff person designated by Bert Corona Charter High School as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

Identification

Children and youth who qualify as homeless in Bert Corona Charter High School will be identified. Data will be collected on the number of children and youth experiencing homelessness in Bert Corona Charter High School; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays or interruptions in their education.

School Selection

Each child and youth enrolled at Bert Corona Charter High School identified as homeless has the right to remain enrolled. Services that are required to be provided, including transportation to and from the Bert Corona Charter High School and services under federal and other programs, will not be considered in determining feasibility.

Enrollment

Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (Bert Corona Charter High School must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)

Board Approved: June 28, 2018   2

- Proof of guardianship
- Birth certificate
- Unpaid school fees
- Lack of clothing that conforms to dress code
- Any factor related to the student's living situation

Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison.

Services

Children and youth experiencing homelessness will be provided services comparable to services offered to other students in Bert Corona Charter High School including:

- Transportation
- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- Free meals - On the day a child or youth identified as homeless enrolls in school, Bert Corona Charter High School must submit the student's name to its food service program coordinator for immediate eligibility.

When applying any standing policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused.

Disputes

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness will be admitted immediately to Bert Corona Charter High School pending final resolution of the dispute. The student will also have the rights of a student who is homeless to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

Bert Corona Charter High School will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at Bert Corona Charter High School and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth identified as homeless. The parent, unaccompanied youth, or school district may appeal the Bert Corona Charter High School's decision as provided in Bert Corona Charter High School 's formal dispute resolution process.

Board Approved: June 28, 2018   3

Training

The local liaison will conduct training regarding Title X requirements and sensitivity/awareness activities for all staff of Bert Corona Charter High School.

Coordination

The local liaison will coordinate with and seek support from the local district and county coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training through those agencies. Both public and private agencies will be encouraged to support the local liaison and Bert Corona Charter High School in implementing this policy.

Board Approved: June 28, 2018   4

California Department of Education	**Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Draft
Saved by: ExED Data Management
Date: 5/31/2018 11:07 AM

2017-18 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2017 through June 30, 2018.

CDE Program Contact:

Melissa Flatt, Teacher and Leader Policy Office, mflatt@cde.ca.gov, 916-324-5689

2017-18 Title II, Part A entitlement	$16,962

Professional Development Expenditures

Professional development for teachers	$13,462
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	$3,500
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred out of Title II, Part A	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	$16,962
2017-18 Unspent funds	$0

Report Date:6/24/2018

R02

Page 1 of 4

California Department of Education   **Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Draft
Saved by: ExED Data Management
Date: 5/31/2018 11:14 AM

2017-18 Title III English Learner YTD Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2017 through June 30, 2018.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized English Learners Sub-grantee Activities

Required

Section 3115 (c)(1) To increase the English proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.
Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

(1) Upgrading program objectives and effective instruction strategies.
(2) Improving the instruction program for English learners by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.

(3) Providing tutorials and academic or vocational education for English learners and intensified instruction.
(4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
(5) Improving the English language proficiency and academic achievement of English learners.
(6) Providing community participation programs, family literacy services and parent outreach and training activities to English learners and their families.
(7) Improving the instruction of English learners, which may include English learners with disabilities. Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.

2017-18 Title III English learner entitlement	$24,317
Transferred-in amount	$0
2017-18 Total allocation	$24,317
Object Code - Activity	
1000-1999 Certificated personnel salaries	$6,000
2000-2999 Classified personnel salaries	$0
3000-3999 Employee benefits	$0
4000-4999 Books and supplies	$874
5000-5999 Services and other operating expenditures	$17,443
Direct administration costs (Amount cannot exceed 2% of the entitlement)	$0
Indirect costs	$0
Total year-to-date expenditures	$24,317
2017-18 Unspent funds	$0

California Department of Education   **Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Draft
Saved by: ExED Data Management
Date: 5/31/2018 10:56 AM

2017-18 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 U.S.C. 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the ESEA. This collection includes monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless

b) Includes a dispute resolution process

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Diana
Homeless liaison last name	Gamez
Homeless liaison title	Director of Operations
Homeless liaison e-mail address (format: abc@xyz.zyx)	dgamez@coronacharter.org
Homeless liaison telephone number (format: 999-999-9999)	818-834-5805
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.05

Homeless Liaison Training Information

Report Date:6/24/2018

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California Department of Education　　　　　　　　**Consolidated Application**

Bert Corona Charter (19 64733 0106872)

2017-18 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 U.S.C. 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the ESEA. This collection includes monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	No
Attendance officers and registrars	No
Teachers and instructional assistants	No
School counselors	No

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	06/29/2017
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2017-18 Title I, Part A entitlement	$146,906
2017-18 Title I, Part A direct or indirect services to homeless children reservation	$99
Amount of 2017-18 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	$0
Homeless services provided (Maximum 500 characters)	No services were requested
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	No services were requested

California Department of Education   **Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Certified
Saved by: ExED Data Management
Date: 6/24/2018 2:38 PM

2018-19 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at http://www.cde.ca.gov/fg/aa/co/ca18asstoc.asp.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative Signature Date	06/28/2018

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education   **Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Draft
Saved by: ExED Data Management
Date: 5/31/2018 9:03 AM

2018-19 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

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The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative Title	Executive Director
Authorized Representative Signature Date	06/28/2018
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

R02

California Department of Education   **Consolidated Application**

Bert Corona Charter (19 64733 0106872)

2018-19 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

Pursuant to Section 1112 (Title 20, United States Code, Section 6312) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), a local educational agency (LEA) may receive a subgrant from the State only if the LEA has on file with the State a plan approved by the State educational agency.

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In order to apply for funds, the LEA must certify that the completed Addendum will be approved by the local governing board or governing body of the LEA and submitted to the California Department of Education (CDE), and that the LEA will work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017–18 – 2019–20 LCAP Note: For districts, the date should be the day your county office of education (COE) approved your 2017-18 - 2019-20 LCAP. For COEs, it should be the date the California Department of Education (CDE) approved your 2017-18 - 2019-20 LCAP.	
Charter Schools Enter the adoption date of the charter school LCAP	05/31/2018
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Title	Executive Director

R02

California Department of Education   **Consolidated Application**

Bert Corona Charter (19 64733 0106872)

2018-19 Application for Funding

CDE Program Contact:
Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/28/2018

District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student Support)	Yes

Report Date:6/24/2018   Page 4 of 7

R02

California Department of Education   **Consolidated Application**

Bert Corona Charter (19 64733 0106872)

2018-19 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESSA Sec. 1112(b) SACS 4127	

Report Date:6/24/2018   Page 5 of 7

R02

California Department of Education　　　　　　**Consolidated Application**

Bert Corona Charter (19 64733 0106872)

2018-19 Title III English Learner Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2018-19 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Entitlement Calculation

Estimated English learner per student allocation	$99.05
Estimated English learner student count	87
Estimated English learner entitlement amount	$8,617

Note: $10,000 minimum program eligibility criteria

If the LEA's estimated entitlement amount is less than $10,000 it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the CDE Title III EL Consortium Details Web page at http://www.cde.ca.gov/sp/el/t3/elconsortium.asp.

Budget

Professional development activities	$3,000
Program and other authorized activities	$5,617
English Proficiency and Academic Achievement	$0
Parent, family, and community engagement	$0
Direct administration costs (Amount cannot exceed 2% of the estimated entitlement)	$0
Indirect costs (LEAs can apply approved indirect cost rate to the portion of subgrant that is not reserved for direct administration costs)	$0
Total budget	$8,617

Report Date:6/24/2018　　R02　　Page 6 of 7

California Department of Education   **Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Draft
Saved by: ExED Data Management
Date: 5/31/2018 9:09 AM

2018-19 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at http://www.cde.ca.gov/fg/ac/sa/.

2018-19 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

California Department of Education

Bert Corona Charter (19 64733 0106872)

2016-17 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2016 through June 30, 2018.

CDE Program Contact:

Melissa Flatt, Teacher and Leader Policy Office, mflatt@cde.ca.gov, 916-324-5689

2016-17 Title II, Part A entitlement	$1,665

Professional Development Expenditures

Professional development for teachers	$1,665
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

Exams and Test Preparation Expenditures

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

Recruitment, Training, and Retaining Expenditures

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	$1,665
2016-17 Unspent Funds	$0

Report Date:6/24/2018

R02

Page 1 of 2

California Department of Education

Bert Corona Charter (19 64733 0106872)

Consolidated Application

2016-17 Title III English Learner YTD Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2016 through June 30, 2018.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized English Learners Sub-grantee Activities

Required
Section 3115 (c)(1) To increase the English proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.
Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

(1) Upgrading program objectives and effective instruction strategies.
(2) Improving the instruction program for English learners by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
(3) Providing tutorials and academic or vocational education for English learners and intensified instruction.
(4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
(5) Improving the English language proficiency and academic achievement of English learners.
(6) Providing community participation programs, family literacy services and parent outreach and training activities to English learners and their families.

2016-17 Title III English learner entitlement	$21,427
Object Code - Activity	
1000-1999 Certificated personnel salaries	$15,905
2000-2999 Classified personnel salaries	$0
3000-3999 Employee benefits	$5,522
4000-4999 Books and supplies	$0
5000-5999 Services and other operating expenditures	$0
Administrative and indirect costs	$0
Total year-to-date expenditures	$21,427
2016-17 Unspent funds	$0

Report Date:6/24/2018

R02

Page 2 of 2

YPI CHARTER SCHOOLS

Monsenor Oscar Romero Charter School

Homeless Education Policy

Monseñor Oscar Romero Charter School has designated Kevin Myers as the liaison for homeless children and youths. He may be reached at mrmyers@romerocharter.org or (213) 413-9600.

Monseñor Oscar Romero Charter School agrees to implement the following policy ensure that all children and youth who are homeless receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding.

Monseñor Oscar Romero Charter School will ensure that children and youth who are homeless are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of children and youth identified as homeless will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from Monseñor Oscar Romero Charter School, as well as other places where children, youth, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies. This policy is also available at (insert charter school URL)

Definitions

Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

Board Approved: June 28, 2018   1

- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

A child or youth will be considered to be homeless for as long as he or she is in a living situation described above.

Unaccompanied youth means a youth not in the physical custody of a parent or guardian, who meets the definition of homeless as defined above. The more general term youth also includes unaccompanied youth.

Enroll and *enrollment* means attending school and participating fully in all school activities.
Immediate means without delay.

Parent means a person having legal or physical custody of a child or youth.

Local liaison is the staff person designated by Monseñor Oscar Romero Charter School as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

Identification

Children and youth who qualify as homeless in Monseñor Oscar Romero Charter School will be identified. Data will be collected on the number of children and youth experiencing homelessness in Monseñor Oscar Romero Charter School; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays or interruptions in their education.

School Selection

Each child and youth enrolled at Monseñor Oscar Romero Charter School identified as homeless has the right to remain enrolled. Services that are required to be provided, including transportation to and from the Monseñor Oscar Romero Charter School and services under federal and other programs, will not be considered in determining feasibility.

Enrollment

Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (Monseñor Oscar Romero Charter School must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)

Board Approved: June 28, 2018   2

- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)
- Proof of guardianship
- Birth certificate
- Unpaid school fees
- Lack of clothing that conforms to dress code
- Any factor related to the student's living situation

Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison.

Services

Children and youth experiencing homelessness will be provided services comparable to services offered to other students in Monseñor Oscar Romero Charter School including:

- Transportation
- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- Free meals - On the day a child or youth identified as homeless enrolls in school, Monseñor Oscar Romero Charter School must submit the student's name to its food service program coordinator for immediate eligibility.

When applying any standing policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused.

Disputes

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness will be admitted immediately to Monseñor Oscar Romero Charter School pending final resolution of the dispute. The student will also have the rights of a student who is homeless to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

Monseñor Oscar Romero Charter School will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at Monseñor Oscar Romero Charter School and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are

Board Approved: June 28, 2018   3

repeatedly delaying or denying the enrollment of children and youth identified as homeless. The parent, unaccompanied youth, or school district may appeal the Monseñor Oscar Romero Charter School's decision as provided in Monseñor Oscar Romero Charter School 's formal dispute resolution process.

Training

The local liaison will conduct training regarding Title X requirements and sensitivity/awareness activities for all staff of Monseñor Oscar Romero Charter School.

Coordination

The local liaison will coordinate with and seek support from the local district and county coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training through those agencies. Both public and private agencies will be encouraged to support the local liaison and Monseñor Oscar Romero Charter School in implementing this policy.

Board Approved: June 28, 2018   4

California Department of Education

Bert Corona Charter High (19 64733 0132126)

Consolidated Application

Status: Draft
Saved by: ExED Data Management
Date: 6/25/2018 8:58 PM

2017-18 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2017 through June 30, 2018.

CDE Program Contact:

Melissa Flatt, Teacher and Leader Policy Office, mflatt@cde.ca.gov, 916-324-5689

2017-18 Title II, Part A entitlement	$10,012

Professional Development Expenditures

Professional development for teachers	$10,012
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred out of Title II, Part A	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	$10,012
2017-18 Unspent funds	$0

Report Date:6/25/2018

R02

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California Department of Education

Consolidated Application

Bert Corona Charter High (19 64733 0132126)

2017-18 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 U.S.C. 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the ESEA. This collection includes monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless

b) Includes a dispute resolution process

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Larry
Homeless liaison last name	Simonsen
Homeless liaison title	Director of Instruction
Homeless liaison e-mail address (format: abc@xyz.zyx)	mrsimonsen@coronacharter.org
Homeless liaison telephone number (format: 999-999-9999)	818-834-5805
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.05

Homeless Liaison Training Information

California Department of Education

Consolidated Application

Bert Corona Charter High (19 64733 0132126)

Status: Draft
Saved by: ExED Data Management
Date: 5/31/2018 12:17 PM

2017-18 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 U.S.C. 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the ESEA. This collection includes monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	No
Attendance officers and registrars	No
Teachers and instructional assistants	No
School counselors	No

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	06/29/2017
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2017-18 Title I, Part A entitlement	$82,328
2017-18 Title I, Part A direct or indirect services to homeless children reservation	$100
Amount of 2017-18 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	$0
Homeless services provided (Maximum 500 characters)	No services were requested
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	No services were requested

Report Date:6/25/2018

R02

Page 3 of 3

California Department of Education   **Consolidated Application**

Bert Corona Charter High (19 64733 0132126)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2018 8:58 PM

2018-19 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at http://www.cde.ca.gov/fg/aa/co/ca18asstoc.asp.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative Signature Date	06/28/2018

California Department of Education   **Consolidated Application**

Bert Corona Charter High (19 64733 0132126)

Status: Draft
Saved by: ExED Data Management
Date: 5/31/2018 12:19 PM

2018-19 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Larry Simonsen
Authorized Representative Title	Director of Instruction
Authorized Representative Signature Date	06/28/2018
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

California Department of Education   **Consolidated Application**

Bert Corona Charter High (19 64733 0132126)

Status: Draft
Saved by: ExED Data Management
Date: 6/25/2018 8:58 PM

2018-19 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

Pursuant to Section 1112 (Title 20, United States Code, Section 6312) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), a local educational agency (LEA) may receive a subgrant from the State only if the LEA has on file with the State a plan approved by the State educational agency.

Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve as the ESSA LEA Plan.

In order to apply for funds, the LEA must certify that the completed Addendum will be approved by the local governing board or governing body of the LEA and submitted to the California Department of Education (CDE), and that the LEA will work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017–18 – 2019–20 LCAP Note: For districts, the date should be the day your county office of education (COE) approved your 2017-18 - 2019-20 LCAP. For COEs, it should be the date the California Department of Education (CDE) approved your 2017-18 - 2019-20 LCAP.	
Charter Schools Enter the adoption date of the charter school LCAP	06/28/2018
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Title	Executive Director

R02

California Department of Education

Consolidated Application

Bert Corona Charter High (19 64733 0132126)

Status: Draft
Saved by: ExED Data Management
Date: 5/31/2018 11:39 AM

2018-19 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/28/2018

District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student Support)	Yes

Report Date:6/25/2018

R02

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California Department of Education   **Consolidated Application**

Bert Corona Charter High (19 64733 0132126)

2018-19 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESSA Sec. 1112(b) SACS 4127	

Report Date:6/25/2018   Page 5 of 7

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California Department of Education   **Consolidated Application**

Bert Corona Charter High (19 64733 0132126)

Status: Draft
Saved by: ExED Data Management
Date: 5/31/2018 12:20 PM

2018-19 Title III English Learner Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2018-19 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Entitlement Calculation

Estimated English learner per student allocation	$99.05
Estimated English learner student count	41
Estimated English learner entitlement amount	$4,061

Note: $10,000 minimum program eligibility criteria

If the LEA's estimated entitlement amount is less than $10,000 it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the CDE Title III EL Consortium Details Web page at http://www.cde.ca.gov/sp/el/t3/elconsortium.asp.

Budget

Professional development activities	$4,061
Program and other authorized activities	$0
English Proficiency and Academic Achievement	$0
Parent, family, and community engagement	$0
Direct administration costs (Amount cannot exceed 2% of the estimated entitlement)	$0
Indirect costs (LEAs can apply approved indirect cost rate to the portion of subgrant that is not reserved for direct administration costs)	$0
Total budget	$4,061

Report Date:6/25/2018

R02

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California Department of Education   **Consolidated Application**

Bert Corona Charter High (19 64733 0132126)

Status: Draft
Saved by: ExED Data Management
Date: 5/31/2018 11:25 AM

2018-19 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at http://www.cde.ca.gov/fg/ac/sa/.

2018-19 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

California Department of Education

Bert Corona Charter High (19 64733 0132126)

Consolidated Application

Status: Draft
Saved by: ExED Data Management
Date: 5/31/2018 11:24 AM

2016-17 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2016 through June 30, 2018.

CDE Program Contact:

Melissa Flatt, Teacher and Leader Policy Office, mflatt@cde.ca.gov, 916-324-5689

2016-17 Title II, Part A entitlement	$634

Professional Development Expenditures

Professional development for teachers	$634
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

Exams and Test Preparation Expenditures

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

Recruitment, Training, and Retaining Expenditures

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	$634
2016-17 Unspent Funds	$0

Report Date:6/25/2018

R02

Page 1 of 1

YPI CHARTER SCHOOLS

Bert Corona Charter School

Homeless Education Policy

Bert Corona Charter School has designated Ruben Dueñas as the liaison for homeless children and youths. He may be reached at mrduenas@coronacharter.org or (818) 834-5805.

Bert Corona Charter School agrees to implement the following policy ensure that all children and youth who are homeless receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding.

Bert Corona Charter School will ensure that children and youth who are homeless are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of children and youth identified as homeless will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from Bert Corona Charter School, as well as other places where children, youth, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies. This policy is also available at (insert charter school URL)

Definitions

Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

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- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

A child or youth will be considered to be homeless for as long as he or she is in a living situation described above.

Unaccompanied youth means a youth not in the physical custody of a parent or guardian, who meets the definition of homeless as defined above. The more general term youth also includes unaccompanied youth.

Enroll and *enrollment* means attending school and participating fully in all school activities.
Immediate means without delay.

Parent means a person having legal or physical custody of a child or youth.

Local liaison is the staff person designated by Bert Corona Charter School as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

Identification

Children and youth who qualify as homeless in Bert Corona Charter School will be identified. Data will be collected on the number of children and youth experiencing homelessness in Bert Corona Charter School; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays or interruptions in their education.

School Selection

Each child and youth enrolled at Bert Corona Charter School identified as homeless has the right to remain enrolled. Services that are required to be provided, including transportation to and from the Bert Corona Charter School and services under federal and other programs, will not be considered in determining feasibility.

Enrollment

Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (Bert Corona Charter School must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)

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- Proof of guardianship
- Birth certificate
- Unpaid school fees
- Lack of clothing that conforms to dress code
- Any factor related to the student's living situation

Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison.

Services

Children and youth experiencing homelessness will be provided services comparable to services offered to other students in Bert Corona Charter School including:

- Transportation
- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- Free meals - On the day a child or youth identified as homeless enrolls in school, Bert Corona Charter School must submit the student's name to its food service program coordinator for immediate eligibility.

When applying any standing policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused.

Disputes

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness will be admitted immediately to Bert Corona Charter School pending final resolution of the dispute. The student will also have the rights of a student who is homeless to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

Bert Corona Charter School will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at Bert Corona Charter School and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth identified as homeless. The parent, unaccompanied youth, or school district may appeal the Bert Corona Charter School's decision as provided in Bert Corona Charter School 's formal dispute resolution process.

Board Approved: June 28, 2018

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Training

The local liaison will conduct training regarding Title X requirements and sensitivity/awareness activities for all staff of Bert Corona Charter School.

Coordination

The local liaison will coordinate with and seek support from the local district and county coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training through those agencies. Both public and private agencies will be encouraged to support the local liaison and Bert Corona Charter School in implementing this policy.

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YPI CHARTER SCHOOLS

June 28, 2018

TO: YPI Charter Schools
                 Board of Directors

FROM: Yvette King-Berg
                 Executive Director

SUBJECT: **Recommendation to approve 2018-2019 Consolidated Application Certification of Assurances Statement, Protected Prayer Certification Statement, and Application for Categorical Programs for BCCS, BCCHS, and MORCS**

BACKGROUND

The Consolidated Application (ConApp) is the annual fiscal companion to the LEA/SSD Plan. The SBE approves initial LEA Plans and subsequent ConApp submissions. The ConApp is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Local Education Agencies (LEAs) must have an approved ConApp before federal funds can be apportioned to LEAs.

ANALYSIS

As part of the Consolidated Application process, a *Certification of Assurances* must be approved by the Board and signed by the authorized representative of each school.

Additionally, ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools, and a *Protected Prayer Certification Statement* must be approved by the Board annually.

Finally, to receive specific categorical funds for a school year, each school must apply for the funding through the completion and submission of an *Application for Funding* also approved by the Board annually.

RECOMMENDATION

It is recommended that the Board of Directors approve the 2018-2018 Certification of Assurances, 2018-2019 Protected Prayer Certification, and 2018-2019 Application for Funding for BCCS, BCCHS, and MORCS.

YPICS Agenda – 6/28/18

Attachments: *2018-2019 General Assurances, 2018-2019 Certification of Assurances, 2018-2019 Protected Prayer Certification and 2018-2098 Application for Funding for BCCS, BCCHS and MORCS*

Coversheet

Recommendation to approve 2018-2019 LCAPs and ESSA Federal Addendums for BCCS, BCCHS, and MORCS

Section: V. ITEMS SCHEDULED FOR ACTION
Item: A. Recommendation to approve 2018-2019 LCAPs and ESSA Federal
Addendums for BCCS, BCCHS, and MORCS
Purpose: Vote
Submitted by:
Related Material:
Board Brief YPICS Recommendation to Approve 2018-2019 LCAPS for BCCS, BCCHS, and MOR
CS.pdf
BCCHS LCAP 2018 6-28.docx
BCCS LCAP 2018 6-28.docx
MORCS LCAP 2018 6-28.docx

YPI CHARTER SCHOOLS

June 28, 2018

TO: YPI Charter Schools
            Board of Directors

FROM: Yvette King-Berg
            Executive Director

SUBJECT: Recommendation to approve 2018-2019 Local Control and
            Accountability Plans (LCAPs) and Local Control Accountability Plan
            (LCAP) Every Student Succeeds Act (ESSA) Federal Addendums for
            Bert Corona Charter School, Bert Corona Charter High School,
            Monseñor Oscar Romero Charter School, Fenton Charter Leadership
            Academy and Fenton STEM Academy

BACKGROUND

As per Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5:

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

ANALYSIS

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities.

YPICS Agenda – 6/28/18

The LCAP provides an opportunity for local educational agencies to share their stories of how, what and why programs and services are selected to the meet their local needs.
New this year, the LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA. The Addendum must be submitted to the California Department of Education (CDE) to apply for ESSA funding (Title I, Part A – *Improving Basic Programs Operated by State and Local Educational Agencies*; Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*; Title II, Part A – *Supporting Effective Instruction*; Title III, Part A – *Language Instruction for English Learners and Immigrant Students*; and Title IV, Part A – *Student Support and Academic Enrichments Grants*).

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements the LCAP. LEAs are encouraged to integrate ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions, but there is no standard length for the responses, although LEAs will be asked to clarify insufficient responses during the review process.

The table below displays the estimated federal funds for each school:

	BCCS	BCCHS	MORCS
Title I	$ 133,681	$ 118,732	$ 145,442
Title II	$ 16,808	$ 9,224	$ 17,203
Title III	$ 8,334	$ 3,999	$ 9,413

The Directors of the YPI Charter Schools present these final LCAP documents and draft of the LCAP Federal Addendum after careful review and analysis of the work the schools have accomplished and plans for the new school year. The LCAPs for the five YPI Charter Schools will be submitted to the Los Angeles County Office of Education by June 30, 2018, and the final LCAP Federal Addendum will be completed over the summer break in preparation for the August 15, 2018 submittal to the CDE.

RECOMMENDATION

It is recommended that the Board of Directors approve the Local Control and Accountability Plans (LCAPs) and draft of the Local Control Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendums for Bert Corona Charter School, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School as submitted.

Attachment   *2018-2019 LCAPs and Federal Addendums for BCCS, BCCHS and MORCS*

YPICS Agenda – 6/28/18

YPICS Agenda – 6/28/18

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-2019

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics:](#) Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Bert Corona High School	Yvette King Berg	ykingberg@ypics.org **818 834-5805**

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Bert Corona Charter High School serves 194 students In the San Fernando Valley area of Los Angeles County. Represented with 1.3% African American, 98.05% Latino, .65% Asian, 12.19% English Learners, 19% Students with Disabilities, and 84.3% of our students are on Free and Reduced Lunch.

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.

MISSION

The **Bert Corona Charter High School** prepares urban students in grades 9-12 for academic success and active community participation. The school is located in the 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 High 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.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Areas of Demonstrated Strength and/or Progress

(G3) The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public, whereas the Uniform Complaint Procedure was posted online, a General Stakeholder Complaint was noted, and there evidence of policies and procedures in relation to human resources was evident through the evaluation of the ESSA grid.

(G5) The Governing Board monitors school performance and other internal data to inform decision-making, whereas based on the agendas there were opportunities for the three charter schools to provide an update to the board, there was limited evidence of the nature of the content of such presentations from the public records presented online.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Areas Noted for Further Growth and/or Improvement

The Governing Board has partially implemented the organizational structure set forth in approved charter as evidenced in the new organizational chart at the executive levels. CSD notes that the charter has added various positions to their organizational chart that are not consistent with the approved charter names and duties for all three CMO schools. Approved positions with job descriptions are Executive Director, Chief Operations Officer, Director of Operations, Director of Instruction, Director of School and Culture. It is also important to note that the charter has possible overlap between leadership positions as some leadership team members are occupying two to three positions.

The Governing Board complies with material provisions of the Brown Act, please note the following:

As stated on the 2016-2017 and 2015-2016 Annual Oversight Report the charter must update and provide clear and transparent notification for parents.

Brown Act Training was conducted on November 6, 2017 as evidenced from Board Agenda posted online.

CSD recommends the charter add contact information on the UCP policy for the California Department of Education.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Using NWEA, Achieve 3000, SFA, Illuminate, ALEKS and other indicators students are provided immediate feedback and intervention using the RTI model.

Students have been identified in needs of daily checks and are provided support through the RTI process; Credit Recovery is offered during the School and Summer Session using Acellus. Additional support is provided for students through the SFA Program, Counseling and individual teacher intervention programs.

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Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$ 3,681,808
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$ 910,138

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

This budget includes LCAP projections:

All of the actions and services as specified above provide additional services for low income, foster youth, English learners and re-designated fluent English proficient students by providing additional support and training for teachers specifically designee to focus on the needs of the unduplicated student groups, intervention and enrichment activities and resources for these students, and additional personnel to support the continued of student academic achievement.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 3,149,313

3

Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

State Priority 1: Basic Services will be provided to all students

State and/or Local Priorities addressed by this goal:

A. 100% of teachers will be fully credentialed and appropriately assigned. 100% Compliance with ESSA and Authorizer requirements for credentialing and certification

B. Provide pupils with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition

C. School facilities are maintained in good repair

Local Priorities: Conditions of Learning, LAUSD Authorized

Annual Measureable Outcomes

Expected	Actual
Verification of credential through the CA Commission on Teacher Credentialing	Human Resources, Dean Principal completed 100% compliance
Retention of Teachers	Retention of teachers was maintained-teachers moving to areas out of state or other areas of the BCCMS area.
Professional Development	Professional Development schedules of on-going teacher and staff training.
Master Schedule	The Master Schedule affirms teachers' assignments are in their area of

4

Expected	Actual
	certification.
Invoice for purchases	Purchase of materials, textbooks and supplies for equitable student access.
Facility inspection documents	Daily general cleaning by custodial staff will maintain campus cleanliness; logs are competed on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed, cleanliness spot checks will also be performed. Health and Safety Inspections conducted by CDE-Facilities, and Charter Safe Inspection conducted twice (2) a year

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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• *Annual review of teacher credentials and other certifications-* **Bert Corona Charter School** will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance • CCSS training will be embedded into professional development meetings. • Progress towards this goal will be measured through SARC report, documentation • The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth • CCSS ELD Strategies for EL students to access core curriculum/attain academic English • Implementation of **Bert Corona Charter School** English Learner Plan • CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science • Effective use of multimedia and technology in the classroom • Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions,	• *Annual review of teacher credentials and other certifications-* **Bert Corona Charter School** will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance • CCSS training will be embedded into professional development meetings. • Progress towards this goal will be measured through SARC report, documentation • The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth • CCSS ELD Strategies for EL students to access core curriculum/attain academic English • Implementation of **Bert Corona Charter School** English Learner Plan • CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science • Effective use of multimedia and technology in the classroom • Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC	$478,000 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	$486,087 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services

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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions • Using CC SBAC interim assessments, NWEA Assessment Program • Strategies for SWD to access core curriculum in general classroom • Positive Behavior and Intensive Support (PBIS) and alternatives to suspension • Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources. • **Bert Corona Charter School** will fully implement the Common Core in Math and ELA by 2016-17. **Bert Corona Charter School** will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year. • Provide Professional Development at all levels, First Year Teachers (Coach), Second Year Teacher (Coach), 3-5 Year Teachers (Peer Support). • Revisit teacher pay schedule-increase to keep employment competitive and encourage retention.	Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions • Using CC SBAC interim assessments, NWEA Assessment Program • Strategies for SWD to access core curriculum in general classroom • Positive Behavior and Intensive Support (PBIS) and alternatives to suspension • Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources. • **Bert Corona Charter School** will fully implement the Common Core in Math and ELA by 2016-17. **Bert Corona Charter School** will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year. • Provide Professional Development at all levels, First Year Teachers (Coach), Second Year Teacher (Coach), 3-5 Year Teachers (Peer Support).		

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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Priority 1: Basic Services

A. Teachers at Bert Corona MS are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching: Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers." 100% compliance

B. 100% of students have access to standards-aligned materials and additional instructional materials as stated in our petition.

C. School facilities are maintained in good condition.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

100% of teachers will hold ESSA required authorizations.

Classroom materials were purchased.

Facilities are maintained-inspection documents

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted expenditures added a Resource Teacher (RSP) for each grade level (adding two additional RSP teachers for individualized support). These positions were added to support students in mastery of learning and student advocacy.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

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No changes were made to this goal-teachers are participating in weekly Professional Development that includes support, coaching and teacher intervention. The expected outcome was that students with disabilities would have greater growth from the 2016-2017 school year due to the added support services and individual needs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference.

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Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

State Priority 2:

State and/or Local Priorities addressed by this goal:

State Priorities: Goal 2: Proficiency for all Students in English Language Arts, ELD, Mathematics, NGSS To provide for student academic achievement. Implementation of State Academic Standards

Students are receiving access to CCSS, English, ELD, Mathematics and NEXT Generation

Students will receive access to CCSS, English, ELD, Mathematics and NEXT Generation

Conduct ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, low income students and foster youth (2) set internal baseline performance targets, and (3) design and deliver appropriate professional development.

Provide professional development on the CA Common Core implementation strategies for ELA, ELD and Mathematics, including lesson design and delivery with a focus on critical thinking, problem-solving and real-world applications.

Implement personalized intervention strategies and programs, including coaching, co-teaching model of small group instruction for English Learners and students with disabilities in order to meet individual academic needs of specific students.

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Annual Measureable Outcomes

Expected	Actual
Curriculum and strategy use is an important component in the effective use of CCS. Bert Corona Charter High School will provide the following: • Supplemental curriculum and materials supporting CCSS • Digital Curriculum aligned to CCSS • iObservation Platform/Coaching- • **Textbooks and instructional materials. Purchased** • Professional development provided for teachers and staff in Mastery Learning, Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc. • Professional Development in schoolwide includes Project Based Learning (PBL). • Technology support • Full implementation of Reading program, and other programs. • Professional Development in schoolwide SFA that includes Project Based Learning (PBL). • Technology support, which includes video taping of instructional delivery cycle. • Full implementation of Reading program, and other programs. • WASC Accreditation use of stamp-approved. • A-G Approved courses offered-using aligned courses. • Mastery Learning and Grading	Curriculum and strategy use is an important component in the effective use of CCS. Bert Corona Charter High School will provide the following: • Supplemental curriculum and materials supporting CCSS • Digital Curriculum aligned to CCSS • iObservation Platform/ Coaching- • **Textbooks and instructional materials. Purchased** • Professional development provided for teachers and staff in Mastery Learning, Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc. • Professional Development in schoolwide includes Project Based Learning (PBL). • Technology support • Full implementation of Reading program, and other programs. • **Textbooks and instructional materials. Purchased** • Professional Development in schoolwide SFA that includes Project Based Learning (PBL). • Technology support, which includes video taping of instructional delivery cycle. • Full implementation of Reading program, and other programs. • WASC Accreditation use of stamp-approved. • A-G Approved courses offered-using aligned courses. • Mastery Learning and Grading

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development, Counseling, support from Operations *Curriculum is an important component in the effective implementation of CCSS.* **Bert Corona Charter High**	Professional Development, Counseling, support from Operations *Curriculum is an important component in the effective implementation of CCSS.* **Bert Corona**	$113,000	$96,572 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999

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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will provide and/or maintain the following: • Supplemental curriculum and materials supporting CCSS • Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, STEAM Lab (Multiple emphasis on Science Engineering to include Robotics, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and etexts. • Supported by Success for All program, and protocols. *Blended Learning and) implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students.* *Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving* **Bert Corona Charter High School** *unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.*	*Charter High School* will provide and/or maintain the following: • Supplemental curriculum and materials supporting CCSS • Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, STEAM Lab (Multiple emphasis on Science Engineering to include Robotics, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and etexts. • Supported by Success for All program, and protocols. *Blended Learning and) implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students.* *Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving* **Bert Corona Charter High School** *unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.*	LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies	Benefits, 4000-4999 Books & Supplies

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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Priority 2: Basic Services to provide for student academic achievement.

Goal 2: Teachers participated in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS).

YPI Charter schools adopted these four guiding values: College Ready, Active Citizenship and Lifelong Learning. We are all committed to demonstrate these four values in our every day lives. We call this being CRACLL.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Priority 2: Basic Services to provide for student academic achievement. Continued professional development teachers were provided with 2 weeks of training in effective instructional practices and supported in institutionalizing what was learned, assisted with pace plans, lesson plans, projects and other teaching/learning activities.

To be measured by student academic results and ongoing benchmarks

In addition to general implementation to all students, there will be an added focus on EL students gaining content knowledge. Success with subgroups will be measured by teacher lesson plans; daily class schedule; class roster and continued use of Student Outcomes Strategies (SOS), in conducting quarterly reviews of data.

Use of RTI model and afterschool intervention.

Added Academic Counselor to support student educational program and college and career assisting students to pursue their college preparation and goals.

Support of instructional program includes: Academia Counselor, Parent Coordinator (Director of Operations), and Director of Instruction (Executive Administrator).

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Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference

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Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

State Priority Goal 3: Knowing that parents serve a critical role in a students' success, **Bert Corona Charter High School** strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.

Maintain parent representation on the Parent Committee

Parent Engagement

State and/or Local Priorities addressed by this goal:

State Priority 3: Goal 3: Maintain parent representation on the Parent Committee

Local Priorities: Parent Engagement

Annual Measureable Outcomes

Expected	Actual
Parents will serve as participants in quarterly meetings	Parents will serve as participants in quarterly meetings
Establish opportunities for parent exposure, participation and input on decision-making, which will be measured by meeting agendas and sign-ins.	Establish opportunities for parent exposure, participation and input on decision-making, which will be measured by meeting agendas, minutes and sign-ins.
School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.	Formed School Site Council (SSC), ELAC and other meetings.
	School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Input: access to opportunities for participation and input on decision-making.

Metric: To be measured by meeting agendas, minutes, and sign ins.

Parents participated in activities with students

Held informational meetings with parents

Conduct a minimum of six (6) family meetings per year; to include a minium of two student led conferences.'

At least 85% of parents will attend at least one school event each year and 90% will attend a parent-teacher conference.

School provided multiple opportunities for parent involvement in school life and ease of home-school communication; and ensures continued parent representation in decision-making at all levels of school operations. Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication:

- School, teacher website and Illuminate Parent Portal
- Google email,
- Power Announcement, Illuminate
- Newsletters
- Annual Parent/Student Handbook and academic calendar | Parent Input: access to opportunities for participation and input on decision-making

To be measured by meeting agendas, minutes, and sign ins.

Formed an active SSC, ELAC,

Parents participated in various activities while visiting classrooms

Held informational meetings with parents

Conduct a minimum of six (6) family meetings per year; to include a minimum of two student led conferences.'

At least 85% of parents will attend at least one school event each year and 90% will attend a parent-teacher conference.

School provided multiple opportunities for parent involvement in school life and ease of home-school communication; and ensures continued parent representation in decision-making at all levels of school operations. Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication:

- School, teacher website and Illuminate Parent Portal
- Google email,
- Power Announcement, Illuminate
- Newsletters
- Annual Parent/Student Handbook and academic calendar | $43,000
LCFF S&C
2000-2999 Classified Salaries, 3000-3999 Benefits | $55,350
LCFF S&C
2000-2999 Classified Salaries, 3000-3999 Benefits |

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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Monthly calendar of meetings and events. The Parent Center will be staffed full-time during the school year and parents will be invited to monthly parent events including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies, class and school presentations. Parents will be strongly encouraged to attend twice annual parent-teacher conferences. All parents will be encouraged to participate in school committees. • Director of Operations is the Parent and Community Liaison for the school • Coffee with the Principal held on Saturday Mornings • Active recording of parent participation • School site councils • Parent visits of classroom Parent Engagement	• Monthly calendar of meetings and events. The Parent Center will be staffed full-time during the school year and parents will be invited to monthly parent events including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies, class and school presentations. Parents will be strongly encouraged to attend twice annual parent-teacher conferences. All parents will be encouraged to participate in school committees. • Director of Operations is the Parent and Community Liaison for the school • Coffee with the Principal held on Saturday Mornings • Active recording of parent participation • School site councils • Parent visits of classroom Parent Engagement		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

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Goal 3: Maintain parent representation on Parent Committees.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Parent Input: access to opportunities for participation and input on decision-making

To be measured by meeting agendas, minutes, and sign in sheets.

Formed an active SSC, ELAC and committees

Parents participated in activities with students

Held informational meetings

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference.

Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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Goal 4

State Priority   Goal 4: Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics

State and/or Local Priorities addressed by this goal:

State Priority   Goal 4: Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.
Pupil Outcomes

Statewide assessments

The Academic Performance Index;

The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements (WASC)

The percentage of English Learner pupils who make progress toward English proficiency as measure by the CELDT/ELPAC

English learner reclassification rate

Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher

The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Local Priorities: Pupil Outcomes

Annual Measureable Outcomes

Expected	Actual
Expected Annual Outcome: Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.	Benchmarks for growth were established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.
Action: All students, including all student subgroups (Hispanic/Latino,	All students, including all student subgroups (Hispanic/Latino,

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Expected	Actual
Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Bert Corona HS will provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school will provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.	Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Bert Corona HS will provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school will provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.
Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.	Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.
• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.	• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.
• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.	• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 4A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Action: All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Bert Corona HS will provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school will provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.	Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Bert Corona HS will provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school will provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.	$52,000 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits	$51,936 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits

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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

> Bert Corona HS provided highly qualified educational support personnel which includes: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

> Overall actions support an environment where students are motivated and encouraged to learn. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> No material differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

> No material difference.

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Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

State Priority   Goal 5: Pupil Engagement as measured by:

School attendance rates;

Chronic absenteeism rates,

School dropout rates;

High school graduation rates

State and/or Local Priorities addressed by this goal:

State Priorities: Goal 5: Pupil Engagement as measured by:

School attendance rates;

Chronic absenteeism rates,

School dropout rates;

High school graduation rates

Local Priorities: Student Engagement/Family Engagement School Culture

Annual Measureable Outcomes

Expected	Actual
Expected Annual Outcome: School will continue to maintain a high ADA rate above 95%	School maintained a high ADA rate of 94.6%.
Benchmarks for growth have been established by the State on the CAASPP Statewide assessment in the areas of the following: English Language Arts/Literacy and Mathematics. Classroom instruction will incorporate testing strategies in	Benchmarks for growth have been established by the State on the CAASPP Statewide assessment in the areas of the following: English Language Arts/Literacy and Mathematics. Classroom instruction will incorporate testing strategies in

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Expected	Actual
preparation for the Smarter Balance/CAASPP	preparation for the Smarter Balance/CAASPP
Continue professional development	Continue professional development
Activities initiated in 2013-2014 school year focused on CCSS implementation with ELs.	Activities initiated in 2013-2014 school year focused on CCSS implementation with ELs.
• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction daily. • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments. Use of ELPAC	• EL students had additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction daily. • Provided appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments Use of ELPAC.

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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Attendance Manager will monitor student attendance and communicate with families. • Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. • School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching. • Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns. • Alternatives to Suspension will be considered prior to administering consequences. • School will use Family Support Team process that mirrors the School Support Team model.	• Attendance Manager will monitor student attendance and communicate with families. • Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. • School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching. • Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns. • Alternatives to Suspension will be considered prior to administering consequences. • School will use Family Support Team process that mirrors the School Support Team model.	$51,000 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits	$54,083 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits

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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

> School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

> Coordinator and Staff continued to monitor student attendance and communicate with families.
>
> Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.
>
> School will implement Social emotional curriculum, SWPBIS, Training, and the Responsive Classroom approach to teaching.
>
> Continue to implement in-house suspension.
>
> Teachers conducted home visits and assist in monitoring of all student attendance
>
> Partnering with local Mental Health Agencies; such as Luminaries who work with individual families, trauma, stress related issues, counseling on cultural relevant group counseling, etc.
>
> DIS Counseling with students with IEPs.
>
> One on one support with other mental health agencies

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

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No material difference

Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 6

State Priority 6: School Climate Bert Corona HS will maintain School Climate applicable to the following:

Pupil suspension rates;

Pupil expulsion rate; and

Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: School Climate will have an opportunity to include differences among student groups, and for surveys that provide an overall score, report the overall score for all students and student groups.

Local Priorities: Engagement

Annual Measureable Outcomes

Expected	Actual
• School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement	• School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement • Attendance Manager monitored student attendance and communicate with families. • Parent outreach and communications stressed the importance of attendance and arriving at school on time each day. • School will implemented Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching. • Teachers were trained in the Schoolwide Behavior Support Plan

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Expected	Actual
	as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns. • Alternatives to Suspension will be considered prior to administering consequences. • School will use Family Support Team process that mirrors the School Support Team model. • School had no expulsions this year. • BCHS Advisory Program encourages constant dialogue between students, between students and staff, and between grade levels. The mantra "On F.I.R.E" encourages students to be Focused, Intentional, Reflective, and Engaged, and student voice is given a premium importance on campus. When students feel uncomfortable or unsafe for any reason, it doesn't take long for the core issues to move through an Advisory and ultimately make its way through the faculty and to administration. BCHS is working to eliminate suspensions for defiance and use this tool only for instances of physical violence, sexual harassment, and violation of drug policy.

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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Attendance Manager will monitor student attendance and communicate with families. • Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. • School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching. • Teachers will be trained in the Schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns. • Alternatives to Suspension will be considered prior to administering consequences. School will use Family Support Team process that mirrors the School Support Team.	• Attendance Manager will monitor student attendance and communicate with families. • Parent outreach and communications stressed the importance of attendance and arriving at school on time each day. • School implemented Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching. • Teachers will be trained in the Schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns. • Alternatives to Suspension will be considered prior to administering consequences. School will use Family Support Team process that mirrors the School Support Team.	$56,000 LCFF S&C 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits	$57,506 LCFF S&C 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits

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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

> The overall implementation of the Schoolwide Behavior Support Plan and Family Support Team created and maintained a lower annual expulsion rate.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

> Increase in one student making threats that involves a review of individual suspension conditions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

> No material difference.

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Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 7

State Priority 7: Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to academic and educational program as stated in the school's charter

State and/or Local Priorities addressed by this goal:

State Priority 7: Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to academic and educational program as stated in the school's charter

Local Priorities: Conditions of learning

Annual Measureable Outcomes

Expected	Actual
Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, had access to and enroll in all core and non-core subjects content areas available While professional development at BCHS has been impacted by the need for special trainings that help us support students with special physical needs as well as students with special needs via the DVR process, the focus areas for professional growth have been derived from our hallmarks and the evidence of their implementation: • Transparency of expectations, high expectations for all learners. • Equity of access to A through G course content for all learners. • Valid assessment of learning for evidence-based academic independence at a pre-college level. • Grading for mastery. • Reflection that leads to academic self-awareness and increased success. • Accountability.

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Expected	Actual
Multi-tiered System of Support (MTSS)	Offered a framework and resources that aligned Response to Instruction and Intervention with the State standards and the systems necessary for academic behavior, and social success.
Positive Behavior Interventions and Supports (PBIS)	Used strategies found to promote the conditions that improve learning and behavior for all students and used to guide individualized Education Program (IEP) decisions for Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Bert Corona HS will provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provide students with an array of learning, as described in the school's charter, provides teachers with professional development to support in the development of CCSS 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 techniques in subsequent years. The foundational coursework will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:	Bert Corona HS provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provided students with an array of learning, as described in the school's charter, provided teachers with professional development to support in the development of CCSS 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 continued to focus on this integration, as a transition period toward a more complete use of techniques in subsequent years. The foundational coursework will uses a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will	$20,000 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits	$18,710 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits

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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Effective cycle of Instruction including Direct instruction • Mastery Learning • 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 instruction • 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 • Provide a fitness program	include: • Effective cycle of Instruction including Direct instruction • Mastery Learning • 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 instruction • 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 • Provide a fitness program		

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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Access to and enroll in all core and non-core subjects' content areas available to all students. Parents are provided classes/workshops in SBAC, CCSS, SFA and technology.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Student academic achievement will be measured through results from SFA, Achieve 3000, Illuminate and SBAC,

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference.

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Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Stakeholder Engagement

LCAP Year: **2012-2018**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Board of Directors Meetings

August 7, 2017

September 25, 2017

October 30, 2017

December 4, 2017
Ad Hoc Finance Meeting

December 11, 2017

January 29, 2018

February 26, 2018

March 12, 2018
Ad Hoc Finance Meeting

March 19, 2018

April 23, 2018

May 21, 2018

June 4, 2018 Finance Committee

June 28, 2018 Thursday

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Coffee with the Directors

8/17/17

9/14/17

10/12/17

11/16/17

1/11/18

2/8/18

3/8/18

4/11/18

5/6/18

LCAP Meeting Dates

LCAP Review/ Revisions (session 1 of 4) August 31, 2017 8:30-9:30am

LCAP Data Update (session 2 of 4)☐October 26, 2017 5:30-6:30pm

LCAP Parent Discussion/Feedback☐(session 3 of 4)☐ December 14, 2017 5:30-6:30pm

LCAP Data Review/Discussion/Recommendations (Session 4 of 4) April 19, 2018 8:30-9:30am

School Advisory Council (SSC and ELAC)

9/20/17

10/18/17

1/24/17

2/26/18

3/24/18

4/25/18

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6/14/18

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The impact of these consultations provided for an opportunity for all stakeholders to become involved and contribute to Bert Corona HS successes.

The involvement of all stakeholders has been a tiered process that provides the opportunity for all; teachers, administrators, Board Members, parents, community members and others to closely review data and discuss the school's priorities as it related to all facets of an educational process. The Bert Corona HS will review all internal data on an ongoing basis, benchmarks, NWEA, SFA, Achieve 3000, Illuminate assessments and other internally created documents and processes, Teachers assessments, grades and also the English Language Arts/Literacy and Mathematics Summative Assessments.

Additionally:

Small focus groups were held with school leaders, parents, teachers, and students throughout the year to collect comments/advise about the LCAP process and implementation.

All feedback was collected, synthesized, and organized to inform draft LCAP.

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

School Accountability Report Cards

English Learner Reports (Annual Measurable Achievement Objectives 1 and 2 and Reclassification Rates) (Suspended due to transition from CDE)

A-G Courses

Course Grades

Attendance Reports

WASC Accreditation

High School Graduation Rate

NWEA, SFA, Achieve 3000, and other assessment results.

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Goals, Actions, & Services 2017-2020

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Goal 1: Basic Services will be provided to all students. (Conditions of learning)

Goal 1

Basic Services

A. The quality of teachers has an impact on student success. Bert Corona HS promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom.

B. Pupils at Bert Corona HS have 100% access to the standards-aligned instructional materials;

C. School facilities are maintained in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services

The quality of teachers has an impact on student success. Bert Corona HS promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom or in support positions as required by ESSA and the Charter and are highly trained.

Pupils at Bert Corona HS have sufficient access to the standards-aligned instructional materials;

School facilities are maintained in good repair.

Identified Need:

 Bert Corona *HS will* determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance

CCSS training will be embedded into professional development meetings.

Progress towards this goal will be measured through SARC report, documentation

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IObservation and Evaluation Process for teacher growth

CCSS ELD Strategies for EL students to access core curriculum/attain academic English

Implementation of Bert Corona HS English Learner Plan

CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science

Effective use of multimedia and technology in the classroom

Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson,, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions

Using CCSS SBAC interim assessments, NWEA, SFA, Illuminate and other Assessment Program

Strategies for SWD to access core curriculum in general classroom

Positive Behavior and Intensive Support (PBIS) and alternatives to suspension

Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.

Bert Corona HS will fully implement the Common Core in Math and ELA by 2016-17.Bert Corona HS will transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Verification of credential/certification using the Commission of Teacher Credentialing, and Bert Corona High School Master Schedule	100%	100%	100%	100%
Teacher Rosters	100%	100%	100%	100%
Invoices for purchases	100%	100%	100%	100%
Classroom Materials	100%	100%	100%	100%
Facility Inspection documents	100%	100%	100%	100%
Teacher Retention	100%	100%	100%	100%
Professional Learning:	100%	100%	100%	100%

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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teaching and Management Strategies				
Teacher Effectiveness	100%	100%	100%	100%
Quality Professional Learning Standards (QPLS)	100%	100%	100%	100%
Administrator's Assignment Manual	100%	100%	100%	100%
California Teacher Induction	100%	100%	100%	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

1 The quality of teachers has an impact on student success. Bert Corona HS promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom.

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	Bert Corona High School

OR

Continuing to meet the increased and improved services requirement.

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth and/or Low income.	Schoolwide	Bert Corona High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified
Teacher effectiveness	Teacher effectiveness: Provides structure and learning experiences that directly impact students' academic outcomes.	Teacher effectiveness: Provides structure and learning experiences that directly impact students' academic outcomes
Quality Professional Learning Outcomes	Quality Professional Learning Outcomes (QPLO) CDE's QPLS present the elements of a quality professional learning system that supports educators in building individual and collective capacity to meet professional, school, and student performance expectations	Quality Professional Learning Outcomes (QPLO) CDE's QPLS present the elements of a quality professional learning system that supports educators in building individual and collective capacity to meet professional, school, and student performance expectations
Administrator's Assignments	Administrator's Assignment-Offers guidance on integrity, relevance, and high quality in the preparation, certification, and conduct of the educators who serve California Diverse public.	Administrator's Assignment-Offers guidance on integrity, relevance, and high quality in the preparation, certification, and conduct of the educators who serve California Diverse public.
California Teacher Induction-Teacher retention	California Teacher Induction	California Teacher Induction

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- *Annual review of teacher credentials and other certifications-**Bert Corona HS** will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance*
- CCSS training will be embedded into professional development meetings.
- Progress towards this goal will be measured through SARC report, documentation
- The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth
- CCSS ELD Strategies for EL students to access core curriculum/attain academic English
- Implementation of Bert Corona *HS* English Learner Plan
- CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
- Effective use of multimedia and technology in the classroom
- Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions
- Using CC SBAC interim assessments, and NWEA Assessment Program
- Strategies for SWD to access core curriculum in general classroom
- Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
- Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.

Bert Corona HS *fully implement the Common Core in Math and ELA by 2016-17.Bert Corona **HS** will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year*

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- Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.

Bert Corona HS *will fully implement the Common Core in Math and ELA by 2016-17.Bert Corona HS will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year.*

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$485,000	$425,600	$425,600
Source	LCFF	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services

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Goals, Actions, & Services 2017-2020

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Priority 2: Implementation of State Standards

Goal 2

A. Implementation of state board adopted academic content and performance standards for all students are:

a. English Language Arts=Common Core State standards (CCSS) for English Language Arts
b. Mathematics-CCSS for Mathematics
c. English Language Development (ELD)
d. Career Technical Education
e. Health Education Content Standards
f. History-Social Science
g. Model School Library Standards
h. Physical Education Model Content Standards
i. Next Generation Science Standards
j. Visual and Performing Arts
k. World Language; and

B.   How the programs and services will enable English Learners to access the CCSS and the ELD standards for purpose of gaining academic content knowledge and English language proficiency.

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State and/or Local Priorities addressed by this goal:

State Priorities: Goal 2: To provide for student academic achievement.

Local Priorities: Conditions of Learning

Identified Need:

To provide for student academic achievement. Increase in student proficiency in both English Language Arts and Mathematics.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Language Arts	>5%	>7%	>8%	>10%
Mathematics	>5%	>7%	>8%	>10%
English Language Development	>5%	>7%	>8%	>10%
Career Technical Education	>5%	>7%	>8%	>10%
Health Education	>5%	>7%	>8%	>10%
Physical Education	>5%	>7%	>8%	>10%
Next Generation Science	>5%	>7%	>8%	>10%
Visual and Performing Arts	>5%	>7%	>8%	>10%
World Language	>5%	>7%	>8%	>10%

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Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All, Students with Disabilities, or Specific Student Groups	Bert Corona HS

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	Schoolwide	Bert Corona HS

Actions/Services

Curriculum and strategy use is an important component in the effective use of CCS. Bert Corona Charter School will provide the following:

- Supplemental curriculum and materials supporting CCSS
- Digital Curriculum aligned to CCSS
- iObservation Platform/Coaching-
- Textbooks and instructional materials. Purchased
- Professional development provided for teachers and staff in Mastery Learning, Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc.
- Professional Development in schoolwide includes Project Based Learning (PBL).
- Technology support
- Full implementation of Reading program, and other programs.
- Textbooks and instructional materials. Purchased
- Professional Development in schoolwide SFA that includes Project Based Learning (PBL).
- Technology support, which includes video taping of instructional delivery cycle.
- Full implementation of Reading program, and other programs.
- WASC Accreditation use of stamp-approved.
- A-G Approved courses offered-using aligned courses.

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- Digital Curriculum aligned to CCSS
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- Textbooks and instructional materials. Purchased
- Professional development provided for teachers and staff in Mastery Learning, Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc.
- Professional Development in schoolwide includes Project Based Learning (PBL).
- Technology support
- Full implementation of Reading program, and other programs.
- Textbooks and instructional materials. Purchased
- Professional Development in schoolwide SFA that includes Project Based Learning (PBL).
- Technology support, which includes video taping of instructional delivery cycle.
- Full implementation of Reading program, and other programs.
- WASC Accreditation use of stamp-approved.
- A-G Approved courses offered-using aligned courses.

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- Professional Development in schoolwide includes Project Based Learning (PBL).
- Technology support
- Full implementation of Reading program, and other programs.
- Textbooks and instructional materials. Purchased
- Professional Development in schoolwide SFA that includes Project Based Learning (PBL).
- Technology support, which includes video taping of instructional delivery cycle.
- Full implementation of Reading program, and other programs.
- WASC Accreditation use of stamp-approved.
- A-G Approved courses offered-using aligned courses.

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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional Development, Counseling, support from Operations	Professional Development, Counseling, support from Operations	Professional Development, Counseling, support from Operations

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$113,000	$204,000	$204,000
Source	LCFF	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services

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Goals, Actions, & Services 2017-2020

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Priority 3: Parental Involvement

Goal 3

Parent involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs

State and/or Local Priorities addressed by this goal:

State Priorities: Parental Involvement (Engagement)

Local Priorities: Engagement

Identified Need:

Parent Involvement

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Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
To be measured by meeting agendas and sign in sheets. Active participation in SSC, ELAC	> 75%	> 75%	> 80%	> 85%
Attend informational meetings	> 75%	> 75%	> 75%	> 75%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All, Students with Disabilities, or Specific Student Groups	Bert Corona HS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	Schoolwide	Bert Corona HS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Bert Corona HS seeks parent input in making decisions for the district and school. Parent participation in programs for all students.	Bert Corona HS seeks parent input in making decisions for the district and school. Parent participation in programs for all students.	Bert Corona HS seeks parent input in making decisions for the district and school. Parent participation in programs for all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$43,000	$66,100	$66,100
Source	LCFF	LCFF S&C	LCFF S&C
Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits

Goals, Actions, & Services 2017-2020

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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(Select from New Goal, Modified Goal, or Unchanged Goal)

Goal 4

Priority 4: Pupil Achievement as measure by all of the following

A. Statewide assessments

B. Completing Courses that satisfy University or California State University entrance requirements/study that aligned with State Board approved career technical educational standards and framework.

C. English Learners who make progress toward English proficiency

D. The English learner reclassification rate

E. Students who have passed an advanced placement examination

F. Subsequent assessment of college preparedness

Goal 4A

State and/or Local Priorities addressed by this goal:

State Priorities: Statewide assessments (Pupil Outcomes)

Local Priorities: Pupil Outcomes

Identified Need:

Statewide assessments (Pupil Outcomes)

Student academic achievement.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Statewide assessments	Increase English Language Arts and	> 6%	> 11%	> 16%

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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Mathematics			
Build understanding and expertise through research-based professional development	Teacher participation	100%	100%	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   4

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students, Students with Disabilities, and all subgroups	Bert Corona High School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low	Schoolwide	Bert Corona High School

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Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Income		

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Bert Corona HS provided highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan. [	Bert Corona HS provided highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.	Bert Corona HS provided highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.
To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches.	To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches	To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches

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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.	All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.	All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$52,000	$22,853	$22,853
Source	LCFF	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits

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Goals, Actions, & Services 2017-2020

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Goal 5

Priority Goal 5: Pupil Engagement as measured by all of the following:

A. School attendance rates;

B. Chronic absenteeism rates;

C. ~~Middle school dropout rates;~~

D. High school dropout rates; and

E. High school graduation rates;

State and/or Local Priorities addressed by this goal:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Monitor attendance monitoring	95%	95%	95%	95%
Provide PD on primary cause of lower academic achievement	95%	95%	95%	95%
Provide information on the affects other students and have a negative effects on the achievement of other students in	100%	100%	100%	100%

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the classroom				

State Priorities: Goal 5: School Attendance/Absenteeism/High School Dropout Pupil Engagement Local Priorities: Pupil Engagement

Identified Need:

Ensure students have access to daily instruction promoting student engagement reflected in attendance.

Expected Annual Measureable Outcomes

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All, Students with Disabilities, or Specific Student Groups	Bert Corona HS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Modified	Modified	Modified

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance	Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance	Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance
Identify and address factors contributing to chronic absenteeism	Identify and address factors contributing to chronic absenteeism	Identify and address factors contributing to chronic absenteeism
Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions	Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions	Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions
Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism	Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism	Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$51,000	$31,733	$31,733
Source	LCFF	LCFF S&C	LCFF S&C
Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits

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Goals, Actions, & Services 2017-2020

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in

Goal 7

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in

Local Priorities: Course Access- Conditions of Learning

Identified Need:

Course access addresses the extent to which pupils have access to and are enrolled in:

Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs.

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Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Broad course of study including courses described in EC sections 51210 and 51220(a)-(i). Programs and services developed and provided to unduplicated pupils; and Programs and services developed and provided to individuals with exceptional needs. Metric/Method for Measuring: Student Transcripts	100%	100%	100%	100%
Positive Behavior Interventions and Supports (PBIS) implementation	100%	100%	100%	100%
Multi-tiered System of Support (MTSS)	100%	100%	100%	100%
Equity	100%	100%	100%	100%
Response to Instruction and Intervention	100%	100%	100%	100%

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Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All, Students with Disabilities, or Specific Student Groups	Bert Corona HS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	Schoolwide	Bert Corona HS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).	Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).	Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$20,000	$3,488	$3,488
Source	LCFF	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 3000-3999 Benefits

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Goals, Actions, & Services 2017-2020

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Priority 8 Pupil Outcomes addresses

Goal 8

Priority 8 Pupil Outcomes addresses

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8 Pupil Outcomes addresses

Local Priorities: Pupil Outcomes

Identified Need:

Response to instruction and intervention with the State Standards and the system necessary for academic, behavior and social success

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Multi-Tiered System of Support	100%	100%	100%	100%
Professional Development of Best Practices	100%	100%	100%	100%
High School Graduation	100%	100%	100%	100%

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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Indicators				
College and Career Indicators	100%	100%	100%	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All, Students with Disabilities, or Specific Student Groups	Bert Corona HS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	Schoolwide	Bert Corona HS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovative and research-based language programs.	Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovative and research-based language programs.
	Provide Career Pathways, Project based learning leadership	Provide Career Pathways, Project based learning leadership
	College and Career Indicators	College and Career Indicators

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Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount		$103,388	$103,388
Source		LCFF S&C	LCFF S&C
Budget Reference		1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 3000-3999 Benefits

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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 736,989	30.55 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Board of Directors Meetings

August 7, 2017

September 25, 2017

October 30, 2017

December 4, 2017
Ad Hoc Finance Meeting

December 11, 2017

January 29, 2018

February 26, 2018

March 12, 2018
Ad Hoc Finance Meeting

March 19, 2018

April 23, 2018

May 21, 2018

June 4, 2018 Finance Committee

June 28, 2018 Thursday

Coffee with the Directors

8/17/17

9/14/17

10/12/17

11/16/17

1/11/18

2/8/18

3/8/18

4/11/18

5/6/18

LCAP Meeting Dates

LCAP Review/ Revisions (session 1 of 4) August 31, 2017 8:30-9:30am

LCAP Data Update (session 2 of 4)☐October 26, 2017 5:30-6:30pm

LCAP Parent Discussion/Feedback☐(session 3 of 4)☐ December 14, 2017 5:30-6:30pm

LCAP Data Review/Discussion/Recommendations (Session 4 of 4) April 19, 2018 8:30-9:30am

School Advisory Council (SSC and ELAC)

9/20/17

10/18/17

1/24/17

2/26/18

3/24/18

4/25/18

6/14/18

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LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-2019

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Bert Corona MS	Yvette King Berg	ykingberg@ypics.org 818 834-5805

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Bert Corona Charter School serves 371 students In the San Fernando Valley area of Los Angeles County. Represented with .8% African American, 45.3% Latino, .3% Asian, 18.9% White, 21.1% English Learners, 15.4% Students with Disabilities, and 86.7% of our students who participate for Free and Reduced Lunch.

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.

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 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. **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.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

After analyzing our 2015-2016 and 2016-2017 SBAC results BCCS identified a few highlights based on student growth. Our analysis consisted of looking at changes in overall proficiency levels and changes in student performance on the individual claims. Below are the highlights of our analysis.

ELA Highlights:

- 3% increase in students who met the standard on the SBAC
- 2% increase in students who scored above the standard on the reading claim
- 1% increase in students who scored above the standard on the listening claim
- 1% increase in EL students who exceeded the standard on the SBAC
- 1% increase in EL students who scored above standard on the reading claim
- 1% increase in EL students who scored above standard on the writing claim
- 1% increase in EL students who scored above standard on the research/inquiry claim

Math Highlights:

- 2% increase in students who met the standard on the SBAC
- 2% increase in students who scored near standard on the concepts & procedures claim

Our initial analysis of our data shows a need for increased growth in Mathematics. To get a better understanding of how our students are growing, BCCS conducted an analysis that looked at student SBAC scores for students who tested with us during the 15-16 and 16-17 school year. What BCCS found is that while we are not seeing much growth year to year on our overall SBAC scores, BCCS is seeing growth year to year as our students progress through the grade levels. Below are the highlights of our analysis.

ELA Highlights: All Students

- 4% decrease in students who did not meet the standards on the SBAC
- 5% growth in students who met the standard on the SBAC
- 9% decrease in students who scored below standard on the reading claim
- 4% increase in students who scored near standard on the reading claim
- 5% increase in students who scored above the standard on the reading claim
- 2% increase in students who scored above the standard on the writing claim
- 3% decrease in students who scored below standard on the research/Inquiry claim

Class of 2019

- 11% increase in students who scored standard nearly met on the SBAC
- 5% increase in students who scored standard met on the SBAC
- 11% increase in students who scored near standard on the reading claim
- 6% increase in students who scored near standard on the writing claim
- 11% increase in students who scored near standard on the listening claim

Class of 2018

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- 8% increase in students who scored standard met on the SBAC
- 1% increase in students who scored standard exceeded on the SBAC
- 7% increase in students who scored above standard on the reading claim
- 3% increase in students who scored above standard on the writing claim
- 1% increase in students who scored above standard on the reading claim

Class of 2017

- 6% decrease in students who did not meet the standards on the SBAC
- 5% increase in students who scored above the standard on the reading claim
- 1% increase in students who scored above the standard on the writing claim
- 2% increase in students who scored near the standard on the listening claim
- 2% increase in students who scored above the standard on the research/inquiry claim
- 2% increase in students who scored near the standard on the research/inquiry claim

English Learners

- 2% increase in EL students who scored standard exceeded on the SBAC
- 2% increase in EL students who scored standard nearly met on the SBAC
- 2% increase in EL students who scored standard exceeded on the reading claim
- 2% increase in EL students who scored standard exceeded on the writing claim

Special Education

- 16% increase in students who scored standard exceeded on the reading claim
- 15% increase in students who scored near the standard on the research/inquiry claim

Math Highlights: All Students

- 4% increase in students who meet the standards on the SBAC
- 3% increase in students who scored above standard on the concepts & procedures claim
- 2% increase in students who scored near standard on the concepts & procedures claim
- 3% increase in students who scored above standard on the problem solving & modeling data claim
- 3% increase in students who scored near standard on the problem solving & modeling data claim

Class of 2019

- 11% increase in students who exceeded the standards on the SBAC
- 16% decrease in students who scored below standard on the concepts & procedures claim
- 6% increase in students who scored above standard on the concepts & procedures claim
- 11% decrease in students who scored below standard on the problem solving & modeling data claim
- 6% increase in students who scored above standard on the problem solving & modeling data claim

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Class of 2018

- 4% increase in students who scored above standard on the concepts & procedures claim
- 4% increase in students who scored near standard on the concepts & procedures claim
- 2% increase in students who scored above standard on the problem solving & modeling data claim
- 1% increase in students who scored above standard on the problem communicating reasoning claim

Class of 2017

- 1% increase in students who who exceeded the standards on the SBAC
- 2% increase in students who who met the standards on the SBAC
- 2% increase in students who scored above standard on the concepts & procedures claim
- 2% increase in students who scored above standard on the problem solving & modeling data claim
- 1% increase in students who scored above standard on the problem communicating reasoning claim

English Learners

- 2% increase in students who who met the standards on the SBAC
- 2% increase in students who scored above standard on the concepts & procedures claim
- 5% increase in students who scored near standard on the concepts & procedures claim
- 2% increase in students who scored above standard on the problem communicating reasoning claim

Special Education

- 15% increase in students who scored above standard on the problem communicating reasoning claim

In addition to our SBAC scores, BCCS uses the NWEA MAP Growth test to measure student progress throughout the school year. This year BCCS has only administered the MAP test once. Next week BCCS will be administering the NWEA MAP Growth test in reading and math. After the students complete the test the staff will analyze the results of the test and identify areas of strengths and growth by comparing the results to the baseline test that was administered in August. The staff will analyze the data to look for areas of grade level, cohort, and individual student strengths and improvements. Teachers will then identify students who have shown growth and students who have not shown growth. Using this information the teachers will reflect back on their instruction o identify instructional or cultural changes that they made that they feel have made a positive impact. During this time the teachers will specifically look at their students with IEPS and EL students to see how their RIT scores and proficiency scores are increasing. After teachers analyze and reflect on the data

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of their practice, the general education, special education teachers, and tutors will identify three to four focus students that they will work with over the next few weeks. Our parent engagement committee to identify students who will be invited to academic nights will also use this information.

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Addressing the decrease in Students with Disabilities of 5.15 percentage
points in ELA and 2.18percentage points in Math. Include a description of any
plans for improvement in this area.

To address the decrease in scores, BCCS has increased or focus on collaboration between

RSP teachers and general education teachers. Our RSP teachers meet in person or communicate digitally
weekly about upcoming assignments and what accommodations would work best to support the
students. Each grade level has also set aside time during their grade level meetings to discuss how to
support students with IEPS.

During our professional development sessions, the BCCS Lead RSP Teacher lead a small group in a four week
exploration of best practices for supporting students with IEPS. During these meetings the
teachers discussed individual student needs and how to accommodate work to meet the students
needs. In addition to our in house professional development BCCS was able to send several staff
members to this year's COP 3 Special Education Summit.

Last year during our NWEA testing BCCS started having students with IEPs test in a small group
setting. Our goal was to try and mimic the same setting that the students will test in during the SBAC
testing. This year BCCS is planning to continue this practice.

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Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

During the 2016-2017 school year, BCCS moved from a traditional grading system to a standards-based mastery grading system. By moving to a mastery-based system our teachers are able to better provide our students with meaningful feedback and offer opportunities for students to re-assess.

One of the primary goals of a mastery-based grading system is to produce grades that more accurately reflect student's learning progress and achievement, including situations in which students struggled early on in a semester or school year, but then put in the effort and hard work needed to meet expected standards. If you ask nearly any adult, they will tell you that failures— and learning to overcome them—are often among the most important lessons in life. Yet many traditional grading systems penalize students for a single failure or poor test performance. Failures are nearly always encountered on the path to understanding and success, and mastery-based approaches to grading can help teachers, students, and parents to focus on the end goal— learning the most important knowledge and skills—rather than the struggles or mistakes made along the way. Another advantage of mastery-based grading is that learning progress and achievement are more clearly documented for students and parents.

The biggest challenge BCCS faced in moving to mastery based grading was helping all stakeholders understand how mastery based system works. To address these challenges we have spent time during our summer professional development reviewing the basics of mastery grading with our teachers. Throughout the year during professional development and one on one conversations with our instructional coach teachers have been able to dive deeper into mastery grading. To help our students understand mastery grading our Advisory coordinator and 8th grade lead teacher created lessons for our advisory classes that go over what standards-based mastery grading is and how a student can be successful. Teachers also spend time during their general education classes reviewing with students how they can re-assess toward achieving a higher scores. To help our parents gain a better understanding of mastery based grading BCCS held parent trainings that covered what standards-based mastery grading is and how parents can use Illuminate to track their student's progress. BCCS acknowledges that more work needs to be done to help all stakeholders increase their knowledge of standards-based mastery grading and we will continue to look at how this can be done during the second semester.

Service Learning continues to be an innovative instructional program at BCCS. We have again partnered with UnidosUS (formerly NCLR) to have our students participate in the CASA program. The CASA program is a program that encourages academic learning within a context of culturally relevant service learning. The CASA program is implemented in our ELA classes and supported by our Social Studies classes. During the program the students identify a genuine need in their community, research possible solutions, construct a plan to solve the problem, implement their plan, and reflect on their experience. At the end of the program each grade level is required to have a signature project. At the end of the school year four of our students are selected to travel to Washington DC to present their signature projects at the CASA Youth Summit. Implementing service learning in our classrooms has been a challenge for first year teachers. To support new teachers with this BCCS has held after school meetings, provided time for returning teachers to work with new teachers, and sent teachers to UnidosUS sponsored trainings.

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Technology integration is a crucial piece of our instructional program. In our classrooms teachers use adaptive learning programs like ALEKS and Achieve3000 to provide intervention and enrichment for their students. Our teachers use the G Suite for Education to create paperless classrooms and have our students create digital representations of their learning. In our communications classes the students use Adobe Illustrator, Adobe Photoshop, and iMovie to create multimedia presentations. In our 6th grade communications classes our students learn block based computer coding and have the opportunity to program robots and drones. The success of our technology integration is credited to the work of our tech team and professional development on tech integration. A challenge BCCS has faced and overcome is the maintenance of our machines. BCCS currently has a technician on campus that address any tickets that come into our online ticketing system. During the past year BCCS also hired a temporary technician to assist with making sure that all of our machines/computers have adequate memory to run our current operating system.

To address issues with student motivation BCCS we held academic competitions, used project based learning, nontraditional Physical Education activities, and our teacher's use hands on activities. This year our academic committee led an ALEKS competition that acknowledged student achievement and growth. In our 7th grade ELA classes our teachers give our monthly awards to students who complete their Achieve3000 articles for the month. In our 8th grade ELA class that teacher has placed an increased focus on reading and challenged our students to read 1,000 as a grade level per week. Since August our 8th graders have read 91,221pages in independent reading with an average of 860 pages per student. One of our teachers also hosts an after school club that is preparing the students to participate in America's Battle of the Books. In our 7th grade ELA classes our students participated in NaNoWriMo, a month long challenge where participants attempt to write a novel during the month of November. Through the use of this project based learning unit the students have created novels ranging from 10,000 words up to 45,000 words. In our PE classes our PE teacher has been using on traditional PE activities like Ultimate Frisbee, various tag games, dance, and various team-building activities to engage his students. In our science class our science teachers have been using hands on lessons like frog dissections, roller coaster creation to study physics, creation of biomes models, creation of a collaborative 3D periodic table, and creation of solar eclipse viewing boxes. In our 6th grade social studies classes our students created Egyptian pyramids during their unit on Egypt. BCCS acknowledge that student motivation will always be a challenge. Our teachers and administrators will continue to look for the best ways to engage our students and get them excited about their learning.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$ 7,990,906
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$ 877,125

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

[This budget includes LCAP projections:

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All of the actions and services as specified above provide additional services for low income, foster youth, English learners and re-designated fluent English proficient students by providing additional support and training for teachers specifically designee to focus on the needs of the unduplicated student groups, intervention and enrichment activities and resources for these students, and additional personnel to support the continued of student academic achievement.

DESCRIPTION

Total Projected LCFF Revenues for LCAP Year

AMOUNT

$ 3,648,289

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Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

State Priority 1: Basic Services will be provided to all students

State and/or Local Priorities addressed by this goal:

A. 100% of teachers will be fully credentialed and appropriately assigned. 100% Compliance with ESSA and Authorizer requirements for credentialing and certification

B. Provide pupils with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition

C. School facilities are maintained in good repair

Local Priorities: Conditions of Learning, LAUSD Authorized

Annual Measureable Outcomes

Expected	Actual
Verification of credential through the CA Commission on Teacher Credentialing	Human Resources, Dean Principal completed 100% compliance
Retention of Teachers	Retention of teachers was maintained-teachers moving to areas out of state or other areas of the BCCMS area.
Professional Development	Professional Development schedules of on-going teacher and staff training.

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Expected	Actual
Master Schedule	The Master Schedule affirms teachers' assignments are in their area of certification.
Invoice for purchases	Purchase of materials, textbooks and supplies for equitable student access.
Facility inspection documents	Daily general cleaning by custodial staff will maintain campus cleanliness; logs are competed on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed, cleanliness spot checks will also be performed. Health and Safety Inspections conducted by CDE-Facilities, and Charter Safe Inspection conducted twice (2) a year

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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Annual review of teacher credentials and other certifications- **Bert Corona Charter School** will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance - CCSS training will be embedded into professional development meetings. - Progress towards this goal will be measured through SARC report, documentation - The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth - CCSS ELD Strategies for EL students to access core curriculum/attain academic English - Implementation of **Bert Corona Charter School** English Learner Plan - CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science - Effective use of multimedia and technology in the classroom - Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse,	*Annual review of teacher credentials and other certifications-* **Bert Corona Charter School** will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance - CCSS training will be embedded into professional development meetings. - Progress towards this goal will be measured through SARC report, documentation - The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth - CCSS ELD Strategies for EL students to access core curriculum/attain academic English - Implementation of **Bert Corona Charter School** English Learner Plan - CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science - Effective use of multimedia and technology in the classroom - Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions,	$478,000 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	$515,353 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services

12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Close Reading Strategies, and Text Dependent Questions • Using CC SBAC interim assessments, NWEA Assessment Program • Strategies for SWD to access core curriculum in general classroom • Positive Behavior and Intensive Support (PBIS) and alternatives to suspension • Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources. • **Bert Corona Charter School** will fully implement the Common Core in Math and ELA by 2016-17. **Bert Corona Charter School** will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year. • Provide Professional Development at all levels, First Year Teachers (Coach), Second Year Teacher (Coach), 3-5 Year Teachers (Peer Support). • Revisit teacher pay schedule-increase to keep employment competitive and encourage retention.	Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions • Using CC SBAC interim assessments, NWEA Assessment Program • Strategies for SWD to access core curriculum in general classroom • Positive Behavior and Intensive Support (PBIS) and alternatives to suspension • Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources. • **Bert Corona Charter School** will fully implement the Common Core in Math and ELA by 2016-17. **Bert Corona Charter School** will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year. • Provide Professional Development at all levels, First Year Teachers (Coach), Second Year Teacher (Coach), 3-5 Year Teachers (Peer Support).		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

13

Describe the overall implementation of the actions/services to achieve the articulated goal.

> Priority 1: Basic Services
>
> > A. Teachers at Bert Corona MS are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching: Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers." 100% compliance
> > B. 100% of students have access to standards-aligned materials and additional instructional materials as stated in our petition.
> > C. School facilities are maintained in good condition.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

> 100% of teachers will hold ESSA required authorizations.
>
> Classroom materials were purchased.
>
> Facilities are maintained-inspection documents

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> The budgeted expenditures added a Resource Teacher (RSP) for each grade level (adding two additional RSP teachers for individualized support). These positions were added to support students in mastery of learning and student advocacy.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

> No changes were made to this goal-teachers are participating in weekly Professional Development that includes support, coaching and teacher intervention. The expected outcome was that students with disabilities would have greater growth from the 2016-2017 school year due to the added support services and individual needs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

14

No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference.

15

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

State Priority 2:

State and/or Local Priorities addressed by this goal:

> State Priorities: Goal 2: Proficiency for all students will achieve proficiency in English Language Arts and Mathematics.
>
> Implementation of State Academic Standards

Annual Measureable Outcomes

Curriculum and strategy use is an important component in the effective use of CCS Bert Corona MS will provide the following:	Curriculum and strategy use is an important component in the effective use of CCS Bert Corona MS will provide the following:
• Supplemental curriculum and materials supporting CCSS • Digital Curriculum aligned to CCSS • iObservation Platform/Coaching- • Textbooks and instructional materials. Purchased • 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 includes Project Based Learning (PBL). • Technology support • Full implementation of Reading program, and other programs. • 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 SFA that includes Project Based Learning (PBL). • Technology support, which includes videotaping of instructional delivery cycle. • Full implementation of Reading program, and other programs.	• Supplemental curriculum and materials supporting CCSS • Digital Curriculum aligned to CCSS • iObservation Platform/ Coaching- • Textbooks and instructional materials. Purchased • 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 includes Project Based Learning (PBL). • Technology support • Full implementation of Reading program, and other programs. • 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 SFA that includes Project Based Learning (PBL). • Technology support, which includes video taping of instructional delivery cycle. • Full implementation of Reading program, and other programs.

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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
- Students will receive access to CCSS, English, ELD, Mathematics and NEXT Generation - Conduct ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, low income students and foster youth (2) set internal baseline performance targets, and (3) design and deliver appropriate professional development. - Provide professional development on the CA Common Core implementation strategies for ELA, ELD and Mathematics, including lesson design and delivery with a focus on critical thinking, problem-solving and real-world applications. - Implement personalized intervention strategies and programs, including coaching, co-teaching model of small group instruction for English Learners and students with disabilities in order to meet individual academic needs of specific students.	Professional Development, Counseling, support from Operations - Students will receive access to CCSS, English, ELD, Mathematics and NEXT Generation - Conduct ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, low income students and foster youth (2) set internal baseline performance targets, and (3) design and deliver appropriate professional development. - Provide professional development on the CA Common Core implementation strategies for ELA, ELD and Mathematics, including lesson design and delivery with a focus on critical thinking, problem-solving and real-world applications. - Implement personalized intervention strategies and programs, including coaching, co-teaching model of small group instruction for English Learners and students with disabilities in order to meet individual academic needs of specific students.	$118,000 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies	$117,175 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies

17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Priority 2: Proficiency for all students will achieve proficiency in English Language Arts and Mathematics.

Goal 2: Teachers participated in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Priority 2: Basic Services to provide for student academic achievement. Continued professional development teachers were provided with 3 weeks of training in effective instructional practices and supported in institutionalizing what was learned, assisted with pace plans, lesson plans, projects and other teaching/learning activities.

To be measured by student academic results and ongoing benchmarks

In addition to general implementation to all students, there will be an added focus on EL students gaining content knowledge. Success with subgroups will be measured by teacher lesson plans; daily class schedule; class roster and continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.

Use of RTI model and afterschool intervention.

Added Counselor to support student educational program and college and career assisting students to pursue their college preparation and goals.

Support of instructional program includes: Counselor, Parent Coordinator, and other support professionals.

18

SFA, Achieve 3000, Illuminate, NWEA, and other assessments reflect that students are achieving at greater than National Expected growth. Our Smarter Balanced findings indicate that Bert Corona MS needs to continue to implement a learning+ component that infuses a rigorous curriculum to support students and addressing of individual student challenges on a daily basis. Partnerships with college have provided additional course offerings. Use of SFA with fidelity and increase writing across the curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference.

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Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

State **Goal 3:** Knowing that parents serve a critical role in a students' success, **Bert Corona Charter School** strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.

Parent Engagement

State and/or Local Priorities addressed by this goal:

State Priority 2 and 3: Goal 3: Maintain parent representation on the Parent Committee

Local Priorities: Parent Engagement

Annual Measureable Outcomes

Expected	Actual
Parents will serve as participants in quarterly meetings <u>Action</u>: Establish opportunities for parent exposure, participation and input on decision-making, which will be measured by meeting agendas and sign-ins.	Parents served as participants in quarterly meetings Establish opportunities for parent exposure, participation and input on decision-making, which was measured by meeting agendas and sign-ins. School Site Council (SSC), ELAC, and other meetings.

20

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Input: access to opportunities for participation and input on decision-making To be measured by meeting agendas and sign ins. Parents participated in activities with students Held informational meetings with parents	Parent Input: access to opportunities for participation and input on decision-making To be measured by meeting agendas and sign ins. Formed an active SSC, ELAC, Parents participated in various activities while visiting classrooms Held informational meetings with parents	$61,000 LCFF S&C 2000-2999 Classified Salaries, 3000-3999 Benefits	$62,250 LCFF S&C 2000-2999 Classified Salaries, 3000-3999 Benefits

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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

> Goal 3: Maintain parent representation on Parent Committees.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

> Parent Input: access to opportunities for participation and input on decision-making
>
> To be measured by meeting agendas and sign in sheets.
>
> Formed an active SSC, ELAC, and community groups
>
> Parents participated in activities with students
>
> Held informational meetings

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> No material difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

> No material difference.

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Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

State Priority   Goal Bert Corona Charter School prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measures, English Learner testing.

State and/or Local Priorities addressed by this goal:

Statewide assessments

The percentage of English Learner pupils who make progress toward English proficiency as measure by the CELDT/ELPAC

English learner reclassification rate

Local Priorities: Pupil Outcomes

Annual Measureable Outcomes

Expected	Actual
<u>Expected Annual Outcome</u>: Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.	Benchmarks for growth were established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.
<u>Action</u>: All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Bert Corona MS will provide highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school will provide technology	All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. will provide highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school will provide technology

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Expected	Actual
support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.

Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.

• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.

• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments. | support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.

Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.

• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.

• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments. |

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expected Annual Outcome: Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

Action: All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth set by the | Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth set by the State on the CAASPP | $53,000
LCFF S&C
1000-1999 Certificated Salaries, 3000-3999 Benefits | $52,263
LCFF S&C
1000-1999 Certificated Salaries, 3000-3999 Benefits |

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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Bert Corona MS will provide highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school will provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.	Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Bert Corona MS will provide highly qualified educational support personnel : RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school will provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.		

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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Bert Corona MS provided highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall actions support an environment where students are motivated and encouraged to learn. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference.

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Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

State Priority   Increase Pupil Engagement as measured by:

School attendance rates;

Chronic absenteeism rates,

School dropout rates;

Increase school attendance rates

Decrease Chronic absenteeism rates,

Monitor school dropout rates;

Prepare students for high school

Student Engagement

Local Priorities: Student Engagement/Family Engagement School Culture

Annual Measureable Outcomes

Expected	Actual
School will continue to maintain a high ADA rate above 96%.	School will continue to maintain a high ADA rate above 96%.
Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of the following: English Language Arts/Literacy and Mathematics. Classroom instruction will incorporate testing strategies in preparation for the Smarter Balance/CAASPP Continue professional development	Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of the following: English Language Arts/Literacy and Mathematics. Classroom instruction will incorporate testing strategies in preparation for the Smarter Balance/CAASPP Continue professional development

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Expected	Actual
Activities initiated in 2013-2014 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).	Continue with activities initiated in 2013-2014 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).

28

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 5A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
- Attendance Manager will monitor student attendance and communicate with families. - Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. - School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching. - Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns. - Alternatives to Suspension will be considered prior to administering consequences. School will use Family Support Team process that mirrors the School Support Team model	- Attendance Manager will monitor student attendance and communicate with families. - Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. - School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching. - Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns. - Alternatives to Suspension will be considered prior to administering consequences. School will use Family Support Team process that mirrors the School Support Team model	$53,000 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits	$48,405 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits

29

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 5: School maintained a high Average Daily Attendance (ADA) rate.

Increase school attendance rates

Decrease Chronic absenteeism rates,

Monitor school dropout rates;

Prepare students for high school

Student Engagement

Coordinator and Staff continued to monitor student attendance and communicate with families.

Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.

School will implement Social emotional curriculum, SWPBIS, Training, and the Responsive Classroom approach to teaching.

Continue to implement in-house suspension.

Teachers conducted home visits and assist in monitoring of all student attendance

Partnering with local Mental Health Agencies; such as Luminaries who work with individual families, trauma, stress related issues, counseling on cultural relevant group counseling, etc.

DIS Counseling with students with IEPs.

One on one support with other mental health agencies

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Program Coordinator and Compliance Coordinator continued to monitor student attendance and communicate with families. Director of School Climate and Culture, Coordinator of Operations, Parent Coordinator continued parent outreach and communicating the importance of attendance and arriving at school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

30

No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference.

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Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 6

Maintain School Climate applicable to the following:

Pupil suspension rates;

Pupil expulsion rate; and

Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: School Climate will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the Survey report the overall score for all students and student groups.

Local Priorities: Engagement

Annual Measureable Outcomes

Expected	Actual
School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement	• School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement

32

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
- Attendance Manager will monitor student attendance and communicate with families. - Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. - School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching. - Teachers will be trained in the Schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns. - Alternatives to Suspension will be considered prior to administering consequences. School will use Family Support Team process that mirrors the School Support Team.	- Attendance Manager monitored student attendance and communicate with families. - Parent outreach and communications was stress the importance of attendance and arriving at school on time each day. - School implemented Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching. - Teachers were trained in the Schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns. - Alternatives to Suspension were considered prior to administering consequences. School used Family Support Team process that mirrors the School Support Team.	$54,000 LCFF S&C 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits	$54,216 LCFF S&C 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits

33

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

> The overall implementation of the Schoolwide Behavior Support Plan and Family Support Team created and maintained a lower annual expulsion rate.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

> The overall implementation as conducted provided with establishing measures to support students and families to understanding that as a community are committed to each student's academic achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

> No material difference.

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Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 7

> State Priority 7: Course access addresses the extent to which pupils have access to and are enrolled in:
>
> Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).
>
> Programs and services developed and provided to unduplicated pupils; and
>
> Programs and services developed and provided to individuals with exceptional needs. Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to academic and educational program as stated in the school's charter

State and/or Local Priorities addressed by this goal:

> State Priority 7: Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to academic and educational program as stated in the school's charter
>
> Local Priorities: Conditions of learning

Annual Measureable Outcomes

Expected	Actual
Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available
Multi-tiered System of Support (MTSS)	Offers a framework and resources that aligns Response to Instruction and Intervention with the State standards and the systems necessary for academic behavior, and social success.
Positive Behavior Interventions and Supports (PBIS)	Use strategies found to promote the conditions that improve learning and behavior for all students and used to guide individualized Education Program (IEP) decisions for Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).	Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).	$21,000 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits	$20,231 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

> Access to and enroll in all core and non-core subjects' content areas available to all students. Parents are provided classes/workshops in SBAC, CCSS, SFA and technology.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

> Student academic achievement was measured through results from SFA, Achieve 3000, Illuminate and SBAC,

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> No material difference.

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Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference.

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Stakeholder Engagement

LCAP Year: **2012-2018**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Board of Directors Meetings

August 7, 2017

September 25, 2017

October 30, 2017

December 4, 2017
Ad Hoc Finance Meeting

December 11, 2017

January 29, 2018

February 26, 2018

March 12, 2018
Ad Hoc Finance Meeting

March 19, 2018

April 23, 2018

May 21, 2018

June 4, 2018 Finance Committee

June 28, 2018 Thursday

Coffee with the Directors

8/17/17

9/14/17

10/12/17

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11/16/17

1/11/18

2/8/18

3/8/18

4/11/18

5/6/18

LCAP Meeting Dates

LCAP Review/ Revisions (session 1 of 4) August 31, 2017 8:30-9:30am

LCAP Data Update (session 2 of 4) October 26, 2017 5:30-6:30pm

LCAP Parent Discussion/Feedback (session 3 of 4) December 14, 2017 5:30-6:30pm

LCAP Data Review/Discussion/Recommendations (Session 4 of 4) April 19, 2018 8:30-9:30am

School Advisory Council (SSC and ELAC)

9/20/17

10/18/17

1/24/17

2/26/18

3/24/18

4/25/18

6/14/18

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Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The impact of these consultations provided for an opportunity for all stakeholders to become involved and contribute to Bert Corona MS successes.

The involvement of all stakeholders has been a tiered process that provides the opportunity for all; teachers, administrators, Board Members, parents, community members and others to closely review data and discuss the school's priorities as it related to all facets of an educational process. The Bert Corona MS will review all internal data on an ongoing basis, benchmarks, NWEA, SFA, Achieve 3000, Illuminate assessments and other internally created documents and processes, Teachers assessments, grades and also the English Language Arts/Literacy and Mathematics Summative Assessments.

Additionally:

Small focus groups were held with school leaders, parents, teachers, and students throughout the year to collect comments/advise about the LCAP process and implementation.

All feedback was collected, synthesized, and organized to inform draft LCAP.

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

School Accountability Report Cards

English Learner Reports (Annual Measurable Achievement Objectives 1 and 2 and Reclassification Rates) (Suspended due to transition from CDE)

Course Grades

Attendance Reports

NWEA, SFA, Achieve 3000, and other assessment results.

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Goals, Actions, & Services 2017-2020

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Goal 1: Basic Services will be provided to all students. (Conditions of learning)

Goal 1

Basic Services

A. The quality of teachers has an impact on student success. Bert Corona MS promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom.

B. Pupils at Bert Corona MS have 100% access to the standards-aligned instructional materials;

C. School facilities are maintained in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services

The quality of teachers has an impact on student success. Bert Corona MS promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom or in support positions as required by ESSA and the Charter and are highly trained.

Pupils at Bert Corona MS have sufficient access to the standards-aligned instructional materials;

School facilities are maintained in good repair.

Bert Corona MS *will* determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance

CCSS training will be embedded into professional development meetings.

Progress towards this goal will be measured through SARC report, documentation

The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth

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CCSS ELD Strategies for EL students to access core curriculum/attain academic English

Implementation of Bert Corona MS English Learner Plan

CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science

Effective use of multimedia and technology in the classroom

Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson,, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions

Using CCSS SBAC interim assessments, NWEA, SFA, Illuminate and other Assessment Program

Strategies for SWD to access core curriculum in general classroom

Positive Behavior and Intensive Support (PBIS) and alternatives to suspension

Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.

Bert Corona MS will fully implement the Common Core in Math and ELA by 2016-17. Bert Corona MS will transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Verification of credential/certification using the Commission of Teacher Credentialing, and Bert Corona MS Master Schedule	100%	100%	100%	100%
Teacher Rosters	100%	100%	100%	100%
Invoices for purchases	100%	100%	100%	100%
Classroom Materials	100%	100%	100%	100%
Facility Inspection documents	100%	100%	100%	100%
Teacher Retention	100%	100%	100%	100%
Professional Learning: Teaching and Management Strategies	100%	100%	100%	100%

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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Effectiveness	100%	100%	100%	100%
Quality Professional Learning Standards (QPLS)	100%	100%	100%	100%
Administrator's Assignment Manual	100%	100%	100%	100%
California Teacher Induction	100%	100%	100%	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

The quality of teachers has an impact on student success. Bert Corona MS promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom.

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	Bert Corona MS

OR

Continuing to meet the increased and improved services requirement.

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth and/or Low income.	Schoolwide	Bert Corona MS

Actions/Services

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Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

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- *Annual review of teacher credentials and other certifications-**Bert Corona MS** will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance*
- CCSS training will be embedded into professional development meetings.
- Progress towards this goal will be measured through SARC report, documentation
- The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth
- CCSS ELD Strategies for EL students to access core curriculum/attain academic English
- Implementation of Bert Corona MS English Learner Plan
- CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
- Effective use of multimedia and technology in the classroom
- Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions
- Using CC SBAC interim assessments, and NWEA Assessment Program
- Strategies for SWD to access core curriculum in general classroom
- Positive Behavior and Intensive Support (PBIS) and alternatives to suspension

- *Annual review of teacher credentials and other certifications-**Bert Corona MS** will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance*
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- CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
- Effective use of multimedia and technology in the classroom
- Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson International Baccalaureate (IB) Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions
- Using CC SBAC interim assessments, SFA, Illuminate, SFA, Achieve 3000 and NWEA Assessment Program
- Strategies for SWD to access core curriculum in general classroom
- Positive Behavior and Intensive Support (PBIS) and alternatives to suspension

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- Using CC SBAC interim assessments, SFA, Illuminate, SFA, Achieve 3000 and NWEA Assessment Program
- Strategies for SWD to access core curriculum in general classroom
- Positive Behavior and Intensive Support (PBIS) and alternatives to suspension

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• Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.	• Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.	• Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$478,000	$481,000	$481,000
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services

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Goals, Actions, & Services 2017-2020

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

> Priority 2: Proficiency for all students will achieve proficiency in English Language Arts and Mathematics.

Goal 2

> Implementation of state board adopted academic content and performance standards for all students are:
>
> English Language Arts=Common Core State standards (CCSS) for English Language Arts
>
> Mathematics-CCSS for Mathematics
>
> English Language Development (ELD)
>
> Career Technical Education
>
> Health Education Content Standards
>
> History-Social Science
>
> Model School Library Standards
>
> Physical Education Model Content Standards
>
> Next Generation Science Standards
>
> Visual and Performing Arts
>
> World Language; and
>
> How the programs and services will enable English Learners to access the CCSS and the ELD standards for purpose of gaining academic content knowledge and English language proficiency.

State and/or Local Priorities addressed by this goal:

> State Priorities: Goal 2A: To provide for student academic achievement.
>
> Local Priorities: Conditions of Learning

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Identified Need:

To provide for student academic achievement. Increase in student proficiency in both English Language Arts and Mathematics. *Students will receive access to CCSS, English, ELD, Mathematics and NEXT Generation*

Conduct ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, low income students and foster youth (2) set internal baseline performance targets, and (3) design and deliver appropriate professional development.

Provide professional development on the CA Common Core implementation strategies for ELA, ELD and Mathematics, including lesson design and delivery with a focus on critical thinking, problem-solving and real-world applications.

Implement personalized intervention strategies and programs, including coaching, co-teaching model of small group instruction for English Learners and students with disabilities in order to meet individual academic needs of specific students.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Language Arts	>5%	>7%	>8%	>10%
Mathematics	>5%	>7%	>8%	>10%
English Language Development	>5%	>7%	>8%	>10%
Career Technical Education	>5%	>7%	>8%	>10%
Health Education	>5%	>7%	>8%	>10%
Physical Education	>5%	>7%	>8%	>10%
Next Generation Science	>5%	>7%	>8%	>10%
Visual and Performing Arts	>5%	>7%	>8%	>10%
World Language	>5%	>7%	>8%	>10%
Purchase Orders	100%	100%	100%	100%
Textbooks, materials	100%	100%	100%	100%

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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Professional Development- Curriculum design and implementation	100% Participation	100%	100%	100%
Weekly and mini benchmarks, Quarterly Benchmarks results- reviewed by staff to ensure schoolwide RtI, setting of goals and academic achievement. Formative assessment conducted daily during instruction via SFA, Blended Learning-independent station as well as teacher created exit slips- using checking for student understanding on a daily basis	CAASPP	2%	5%	8%
Annually increase the number of students achieving proficiency in English Language Arts.	CAASPP	2%	5%	8%
Decrease the Number of long-term English Learners	CAASPP	2%	5%	8%
Monitor and provide services to Foster Care students	CAASPP	2%	5%	8%
Monitor and increase support for Students with Disability	CAASPP	2%	5%	8%
Use of technology in the classroom to support differentiated instruction	CAASPP/ Proficiency	2%	5%	8%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All, Students with Disabilities, or Specific Student Groups	Bert Corona MS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	Schoolwide	Bert Corona MS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional Development, Counseling, support from Administration Curriculum and strategy use is an important component in the effective use of CCS. Bert Corona MS will provide the following: • Supplemental curriculum and materials supporting CCSS • Digital Curriculum aligned to CCSS • iObservation Platform/Coaching- • Textbooks and instructional materials. Purchased • Professional development provided for teachers and staff in Mastery Learning, Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc. • Professional Development in schoolwide includes Project Based Learning (PBL). • Technology support • Full implementation of Reading program, and other programs. • Textbooks and instructional materials. Purchased • Professional Development in schoolwide SFA that includes Project Based Learning (PBL). • Technology support, which includes videotaping of instructional delivery cycle. Full implementation of Reading program, and other programs	Professional Development, Counseling, support from Administration Curriculum and strategy use is an important component in the effective use of CCS. Bert Corona MS will provide the following: • Supplemental curriculum and materials supporting CCSS • Digital Curriculum aligned to CCSS • iObservation Platform/Coaching- • Textbooks and instructional materials. Purchased • Professional development provided for teachers and staff in Mastery Learning, Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc. • Professional Development in schoolwide includes Project Based Learning (PBL). • Technology support • Full implementation of Reading program, and other programs. • Textbooks and instructional materials. Purchased • Professional Development in schoolwide SFA that includes Project Based Learning (PBL). • Technology support, which includes videotaping of instructional delivery cycle. Full implementation of Reading program, and other programs	Professional Development, Counseling, support from Administration Curriculum and strategy use is an important component in the effective use of CCS. Bert Corona MS will provide the following: • Supplemental curriculum and materials supporting CCSS • Digital Curriculum aligned to CCSS • iObservation Platform/Coaching- • Textbooks and instructional materials. Purchased • Professional development provided for teachers and staff in Mastery Learning, Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc. • Professional Development in schoolwide includes Project Based Learning (PBL). • Technology support • Full implementation of Reading program, and other programs. • Textbooks and instructional materials. Purchased • Professional Development in schoolwide SFA that includes Project Based Learning (PBL). • Technology support, which includes videotaping of instructional delivery cycle. Full implementation of Reading program, and other programs

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Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$118,000	$182,000	$182,000
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services

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Goals, Actions, & Services 2017-2020

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

> **Goal 3:** Knowing that parents serve a critical role in a students' success, **Bert Corona Charter School** strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.

Goal 3

> Parent involvement addresses:
>
> A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.
>
> B. How the school district will promote parental participation in programs for unduplicated pupils; and
>
> C. How the school district will promote parental participation in programs for individuals with exceptional needs

State and/or Local Priorities addressed by this goal:

> State Priorities: Parental Involvement (Engagement)
>
> Local Priorities: Engagement

Identified Need:

> Parent Involvement

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Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Active participation in SSC, ELAC	> 75%	> 75%	> 75%	> 75%
Attend informational meetings	> 75%	> 75%	> 75%	> 75%
Provide parent access to opportunities for participation and input on decision-making	100%	100%	100%	100%
At least 85% of parents will attend at least one school event each year 95% will attend parent-teacher conference.	At least 85%	At least 85%	At least 85%	At least 85%
95% will attend parent-teacher conference	95%	95%	95%	95%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All, Students with Disabilities, or Specific Student Groups	Bert Corona MS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	Schoolwide	Bert Corona MS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations. Bert Corona MS seeks parent input in making decisions for the district and school. Parent participation in programs for all students.	School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations. Bert Corona MS seeks parent input in making decisions for the district and school. Parent participation in programs for all students.	School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations. Bert Corona MS seeks parent input in making decisions for the district and school. Parent participation in programs for all students.

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$61,000	$68,000	$68,000
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits

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Goals, Actions, & Services 2017-2020

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Goal 4

Goal 4: **Bert Corona Charter School prioritizes** student achievement as measured by CAASPP Smarter Balanced, CDE determined measures, English Learner testing.

Pupil Achievement as measure by all of the following

Statewide assessments

Completing Courses that satisfy University or California State University entrance requirements/study that aligned with State Board approved career technical educational standards and framework.

English Learners who make progress toward English proficiency

The English learner reclassification rate

College preparedness

Goal 4A

State and/or Local Priorities addressed by this goal:

State Priorities: Statewide assessments (Pupil Outcomes)

Local Priorities: Pupil Outcomes

Identified Need:

Statewide assessments (Pupil Outcomes)

Student academic achievement

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Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Statewide assessments	Increase English Language Arts and Mathematics SBAC results	> 6%	> 11%	> 16%
Build understanding and expertise through research-based professional development	Teacher participation	100%	100%	100%
English Language Arts- Proficiency	CAASPP	2%	5%	8%
Mathematics Proficiency	CAASPP	2%	5%	8%
EL Proficiency	CAASPP/ELPAC	2%	5%	8%
EL Reclassification	CAASPP/ELPAC	2%	5%	8%

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Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 4

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students, Students with Disabilities, and all subgroups	Bert Corona MS

<div align="center">**OR**</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	Schoolwide	Bert Corona MS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Bert Corona MS provided highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.	Bert Corona MS provided highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.	Bert Corona MS provided highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.
To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches.	To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches	To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches
All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.	All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.	All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.

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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments	• Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments	• Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$53,000	$45,000	$45,000
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits

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Goals, Actions, & Services 2017-2020

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Goal 5

Priority Goal 5: Pupil Engagement as measured by all of the following:

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

State and/or Local Priorities addressed by this goal:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Monitor attendance monitoring	95%	95%	95%	95%
Provide PD on primary cause of lower academic achievement	95%	95%	95%	95%
Provide information on the affects other students and have a negative effects on the achievement of other students in the classroom	100%	100%	100%	100%

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State Priorities: Goal 5: School Attendance/Absenteeism/High School Dropout Pupil Engagement

Local Priorities: Pupil Engagement

Identified Need:

Ensure students have access to daily instruction promoting student engagement reflected in the following:

Increase school attendance rates

Decrease Chronic absenteeism rates,

Monitor school dropout rates;

Prepare students for high school graduation rates.

Expected Annual Measureable Outcomes

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All, Students with Disabilities, or Specific Student Groups	Bert Corona MS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance	Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance	Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance
Identify and address factors contributing to chronic absenteeism	Identify and address factors contributing to chronic absenteeism	Identify and address factors contributing to chronic absenteeism
Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions	Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions	Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions
Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism	Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism	Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism

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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• Attendance Manager will monitor student attendance and communicate with families. • Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. • School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching. • Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns. • Alternatives to Suspension will be considered prior to administering consequences. • School will use Family Support Team process that mirrors the School Support Team model.	• Attendance Manager will monitor student attendance and communicate with families. • Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. • School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching. • Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns. • Alternatives to Suspension will be considered prior to administering consequences. • School will use Family Support Team process that mirrors the School Support Team model.	• Attendance Manager will monitor student attendance and communicate with families. • Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. • School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching. • Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns. • Alternatives to Suspension will be considered prior to administering consequences. • School will use Family Support Team process that mirrors the School Support Team model.

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$53,000	$32,000	$32,000
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits

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Goals, Actions, & Services 2017-2020

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Goal 6

Priority 6: School Climate

A. Pupil Suspension rates;

B. Pupil expulsion rates; and

C. Other local measures, including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: School Climate

Pupil Suspension rates;

Pupil expulsion rates; and

Other local measures, including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

Local Priorities: Engagement

Identified Need:

Support School Climate that includes school attendance/Chronic Absenteeism.

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Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Monitor attendance monitoring	95%	95%	95%	95%
Provide PD on primary cause of lower academic achievement	95%	95%	95%	95%
Provide information on the affects other students and have a negative effects on the achievement of other students in the classroom	100%	100%	100%	100%

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Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All, Students with Disabilities, or Specific Student Groups	Bert Corona MS

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	Schoolwide	Bert Corona MS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance	Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance	Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance
Identify and address factors contributing to chronic absenteeism	Identify and address factors contributing to chronic absenteeism	Identify and address factors contributing to chronic absenteeism
Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions	Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions	Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions
Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism	Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism	Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism
Provide multi-tiered system of support	Provide multi-tiered system of support	Provide multi-tiered system of support
School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement	School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement	School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$54,000	$48,000	$48,000
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits, 5000-5999 Services	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits, 5000-5999 Services

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Goals, Actions, & Services 2017-2020

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Priority 7: Course access addresses the extent to which pupils have access to and are enrolled in:

Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs.

Goal 7

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in

Local Priorities: Course Access- Conditions of Learning

Identified Need:

Course access addresses the extent to which pupils have access to and are enrolled in:

Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs.

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Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Broad course of study including courses described in EC sections 51210 and 51220(a)-(i). Programs and services developed and provided to unduplicated pupils; and Programs and services developed and provided to individuals with exceptional needs. Metric/Method for Measuring: Student Transcripts	100%	100%	100%	100%
Positive Behavior Interventions and Supports (PBIS) implementation	100%	100%	100%	100%
Multi-tiered System of Support (MTSS)	100%	100%	100%	100%
Equity and access to all course offerings Enrollment/ Transcripts	100%	100%	100%	100%
Response to Instruction and Intervention	100%	100%	100%	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

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Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All, Students with Disabilities, or Specific Student Groups	Bert Corona MS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	Schoolwide	Bert Corona MS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).	Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).	Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$21,000	$11,000	$11,000
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 3000-3999 Benefits

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Goals, Actions, & Services 2017-2020

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Priority 8 Pupil Outcomes addresses

Goal 8

Priority 8 Pupil Outcomes addresses

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8 Pupil Outcomes addresses

Local Priorities: Pupil Outcomes

Identified Need:

Response to instruction and intervention with the State Standards and the system necessary for academic, behavior and social success

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Multi-Tiered System of Support	100%	100%	100%	100%
Professional Development Support	100%	100%	100%	100%
High School Graduation Indicators	100%	100%	100%	100%

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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
College and Career Indicators	100%	100%	100%	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All, Students with Disabilities, or Specific Student Groups	Bert Corona MS

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	Schoolwide	Bert Corona MS MS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovative and research-based language programs.	Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovative and research-based language programs.
	Provide Career Pathways, Project based learning leadership	Provide Career Pathways, Project based learning leadership
	College and Career Indicators	College and Career Indicators

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$12,000	$12,000
Source		LCFF S&C	LCFF S&C
Budget Reference		1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 3000-3999 Benefits

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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 762,863	29.22 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Board of Directors Meetings

August 7, 2017

September 25, 2017

October 30, 2017

December 4, 2017
Ad Hoc Finance Meeting

December 11, 2017

January 29, 2018

February 26, 2018

March 12, 2018
Ad Hoc Finance Meeting

March 19, 2018

April 23, 2018

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May 21, 2018

June 4, 2018 Finance Committee

June 28, 2018 Thursday

Coffee with the Directors

8/17/17

9/14/17

10/12/17

11/16/17

1/11/18

2/8/18

3/8/18

4/11/18

5/6/18

LCAP Meeting Dates

LCAP Review/ Revisions (session 1 of 4) August 31, 2017 8:30-9:30am

LCAP Data Update (session 2 of 4)□October 26, 2017 5:30-6:30pm

LCAP Parent Discussion/Feedback□(session 3 of 4)□ December 14, 2017 5:30-6:30pm

LCAP Data Review/Discussion/Recommendations (Session 4 of 4) April 19, 2018 8:30-9:30am

School Advisory Council (SSC and ELAC)

9/20/17

10/18/17

1/24/17

2/26/18

3/24/18

4/25/18

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6/14/18

Actions/Services Contributing to meeting the increased or improved services and identified as **Limited to Unduplicated Student Group(s)**.

Actions/Services Contributing to meeting the increased or improved services and identified as **LEA-wide**.

Goal 1: ***Basic Services*** will be provided to all students

Goal 2: Proficiency for all students will achieve proficiency in English Language Arts, ELD and Mathematics

Goal 3: *Knowing that parents serve a critical role in a students' success,* ***Monseñor Oscar Romero School*** *strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.*

Goal 5: Pupil Engagement as measured by:

School attendance rates;

Chronic absenteeism rates,

School dropout rates;

Goal 6: School Climate applicable to the following:

Pupil suspension rates;

Pupil expulsion rate; and

Goal 7: Course access addresses the extent to which pupils have access to and are enrolled in:

Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs.

Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Actions/Services Contributing to meeting the increased or improved services and identified as **Schoolwide**.

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LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-2019

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Monseñor Oscar Romero Charter	Yvette King Berg	ykingberg@ypics.org 818 834-5805

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Monseñor Oscar Romero Charter serves 335 students In the Pico Union area of Los Angeles. With 99.1% Latino, .6% Asian, .3% White, 33.8% English Learners, 11.7% Students with Disabilities, and 97% of our students are on Free and Reduced Lunch.

VISION*:* Our school is named in honor of and inspired by *Monseñor* Oscar Romero Charter, 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. *Monseñor* Oscar Romero believed in the Jeffersonian ideal that without an intelligent citizenry, democracy and its attendant ideals become quite impossible.

MISSION*:* The *Monseñor* Oscar Romero Charter School prepares urban students in grades 6-8 for academic success and active community participation. The school is located in the Pico Union area 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.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

MORCS was renewed to operate for 5 more years. Facilities were approved for continued funding from the state to break ground for the new building on the Berendo Middle School Campus and will be built by 2018 (1.5, $13 million-Prop 1D) with 16 classrooms.

Areas of Demonstrated Strength and/or Progress☐(A3) The schoolwide percentage of students who Met and Exceeded Standards in grades 6-8 on the SBAC in ELA is 24.95% at a rate higher than the

Resident Schools Median of 21.32%.

The schoolwide percentage of students who Met or Exceeded Standards in grades 6-8 on the SBAC in Math is 17.47% at a rate higher than the Resident Schools Median of 11.98%.

The school reclassifies English Learners at a rate higher than the District average at 18.4%, which is higher than LAUSD at 16.8%

The school's percentage of "At Risk" English Learners is 0.7%, which is at rate lower than the District Average at 5.9%.

Areas Noted for Further Growth and/or Improvement☐(A1) Some subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17, as follows:

English Learner students demonstrated growth of 0.83 percentage points.

Latino students demonstrated a decline of 3.15 percentage points.

☐Socioeconomically Disadvantaged students demonstrated a decline of 3.72 percentage points.

Students with Disabilities subgroup demonstrated a decline of 0.56 percentage points. ☐(A2) Some subgroups demonstrated growth in CAASPP Math performance from 2015/16 to 2016/17 as follows:

English Learner students demonstrated a decline of 0.15 percentage points.

Latino students demonstrated a decline of 3.67 percentage points.

Socioeconomically Disadvantaged students demonstrated a decline of 4.33 percentage points.

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Students with Disabilities subgroup demonstrated growth of 2.00 percentage points. ☐(A7) The school's percentage of LTELs is 25.4%, which is at a rate that is substantially higher than the District average at 8.3%. Some subgroups demonstrated growth in CAASPP ELA performance from 2015/16 to 2016/17

Indicators A10-A19 reflect the school's ratings on the Dashboard. For Indicators A10 –A19 the school's ratings on the California School Dashboard will not impact the overall Student Achievement and Educational Performance Rating for 2017-2018 oversight but will provide informational areas of focus. California School Dashboard Indicators will figure into 2018-2019 oversight ratings.

Blue Green Yellow Orange Red

Priority 4-3.1 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 English Language Arts The school has achieved the performance level of Orange.

Priority 4-3.2 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 Mathematics The school has achieved the performance level of Orange.

Priority 4-3.5 Student Achievement English Learner Progress Indicator The school has achieved the performance level of Yellow.

Priority 5-3.7 Student Engagement- Chronic Absenteeism Indicator

The school has achieved the performance level of N/A.

*this indicator will be available Fall 2018

Priority 6-3.8 School Climate- Suspension Rate Indicator☐The school has achieved the performance level of Red.

2.5 Suspension and Expulsion Rates☐The school has achieved the performance level of N/A.

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Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Areas of Demonstrated Strength and/or Progress□(O4) The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis as evidenced by:

ELL training

SFA refresher September 1, 2017

Tuning protocols rubrics and student work September 11, 2017

6th grade remediation fall and spring semester

Hotlist student support, elective, daily all year

7th grade pull out intervention – daily during elective

6-8 grade tutoring daily at 7:30 am all year long; 7th grade ELA tutoring on Fridays all year and 6th grade math tutoring. □

The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns as evidenced by: (1) LCAP parent meeting held Evidence of stakeholder consultation regarding the school's educational programs and its LCAP and related meeting agendas (2) Illuminate is the access tool portal for student's attendance grades assignments and tests. Evidence via letter to parents NWEA results to support students. Parent are also given information regarding proficiency levels and access regarding ALEKS and Achieve 3000 to help students; (3) School advisory meetings, September 20, October 18, and January 24 as evidenced by agendas and minutes; and online posting of compliance items and charter petition on website. □

The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website as all Stakeholder communication and transparency items were clearly posted online (is suggested that perhaps and for transparency purposes to move items from the link of Compliance to a more general area for). All items but have been translated to Spanish (15% plus population). □

The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements. All teachers were properly credentialed and had TB clearances.

Areas Noted for Further Growth and/or Improvement□(O4) At the debrief with the charter's leadership team, the CSD and leadership team discussed as an area of growth (as noted in 2016-2017) to utilize embedded instructional strategies from the SFA program to enhance teaching delivery practices in all other academic periods. In addition CSD and the leadership team agreed that they need to continue to develop systems for data analysis to address areas of greatest needs and provide training and support for teachers to guide them in support of students classified as Long Term English Learners.

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The school has partially implemented the key features of the educational program described in the charter. During the 2017-2018 the charter has had to redefine and create a hard reset to re-implement positive conditions and opportunities that influence the key features of the charter. The leadership team shared such evidenced during the leadership meeting, through: Parent student Voice-School Advisory Council to formalize and enhance the Parent Leadership Council/Advisory at the school.

Student Leadership: the school has created a smaller leadership council that meets after school three days per week to plan monthly events. □In addition a leadership class as an elective for 8th grade is in place. □

The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree. As evidenced by:□□ 300G Report 2 students in tier 6; 1 in tier 5; 2 in tier 4 and 9 in tier 3. Leadership notes that the school has provided service minutes for the □tier 5-3; but that due to unexpected circumstances they have not been able to track them on Welligent. The school is currently resolving the □issue.□□ 200 report included 8 overdue triennial and 11 overdue annual reports. The school will provide an update with timeliness to resolve this □issue by April 20. □

The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. The charter had a 2016-2017 Suspension Event Rate of 4.2% which is within the appropriate range of the Discipline Foundation policy but is higher than 2015-2016 at 1.2% and 2014-2015 at 2.0%. The school leadership indicated that attention will be spent on the emotional development and support of teachers, staff and students. Preliminary 2017-18 suspension data indicates that the school is on track to exceed the suspension threshold by the end of 2017-18.

The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter as evidenced through conversations with the leadership. The leadership team, is continuing to make changes to re-set the school climate and to continue build trust and common practices as evident in the Professional Development Plan with topics such as: Classroom Management, EL Strategies, PBL, and Thinking Maps.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$ 4,350,361
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$ 893,000

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

[This budget includes LCAP projections:

All of the actions and services as specified above provide additional services for low income, foster youth, English learners and re-designated fluent English proficient students by providing additional

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support and training for teachers specifically designee to focus on the needs of the unduplicated student groups, intervention and enrichment activities and resources for these students, and additional personnel to support the continued of student academic achievement.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 3,365,635

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Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

State Priority 1: Basic Services will be provided to all students

State and/or Local Priorities addressed by this goal:

A. 100% of teachers will be fully credentialed and appropriately assigned. 100% Compliance with ESSA and Authorizer requirements for credentialing and certification

B. Provide pupils with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition

C. School facilities are maintained in good repair

Local Priorities: Conditions of Learning, LAUSD Authorized

Annual Measureable Outcomes

Expected	Actual
Verification of credential through the CA Commission on Teacher Credentialing	Human Resources, Dean Principal completed 100% compliance
Retention of Teachers	Retention of teachers was maintained-teachers moving to areas out of state or other areas of the BCCMS area.
Professional Development	Professional Development schedules of on-going teacher and staff training.
Master Schedule	The Master Schedule affirms teachers' assignments are in their area of

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Expected	Actual
	certification.
Invoice for purchases	Purchase of materials, textbooks and supplies for equitable student access.
Facility inspection documents	Daily general cleaning by custodial staff will maintain campus cleanliness; logs are competed on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed, cleanliness spot checks will also be performed. Health and Safety Inspections conducted by CDE-Facilities, and Charter Safe Inspection conducted twice (2) a year

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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• *Annual review of teacher credentials and other certifications- **Bert Corona Charter School** will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance* • CCSS training will be embedded into professional development meetings. • Progress towards this goal will be measured through SARC report, documentation • The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth • CCSS ELD Strategies for EL students to access core curriculum/attain academic English • Implementation of ***Bert Corona Charter School*** English Learner Plan • CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science • Effective use of multimedia and technology in the classroom • Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions,	• *Annual review of teacher credentials and other certifications- **Bert Corona Charter School** will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance* • CCSS training will be embedded into professional development meetings. • Progress towards this goal will be measured through SARC report, documentation • The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth • CCSS ELD Strategies for EL students to access core curriculum/attain academic English • Implementation of ***Bert Corona Charter School*** English Learner Plan • CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science • Effective use of multimedia and technology in the classroom • Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC	$478,000 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	$525,093 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions • Using CC SBAC interim assessments, NWEA Assessment Program • Strategies for SWD to access core curriculum in general classroom • Positive Behavior and Intensive Support (PBIS) and alternatives to suspension • Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources. • **Bert Corona Charter School** will fully implement the Common Core in Math and ELA by 2016-17. **Bert Corona Charter School** will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year. • Provide Professional Development at all levels, First Year Teachers (Coach), Second Year Teacher (Coach), 3-5 Year Teachers (Peer Support). • Revisit teacher pay schedule-increase to keep employment competitive and encourage retention.	Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions • Using CC SBAC interim assessments, NWEA Assessment Program • Strategies for SWD to access core curriculum in general classroom • Positive Behavior and Intensive Support (PBIS) and alternatives to suspension • Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources. • **Bert Corona Charter School** will fully implement the Common Core in Math and ELA by 2016-17. **Bert Corona Charter School** will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year. • Provide Professional Development at all levels, First Year Teachers (Coach), Second Year Teacher (Coach), 3-5 Year Teachers (Peer Support).		

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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

> Priority 1: Basic Services

> A. Teachers at Bert Corona MS are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching: Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers." 100% compliance
> B. 100% of students have access to standards-aligned materials and additional instructional materials as stated in our petition.
> C. School facilities are maintained in good condition.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

> 100% of teachers will hold ESSA required authorizations.
>
> Classroom materials were purchased.
>
> Facilities are maintained-inspection documents

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> The budgeted expenditures added a Resource Teacher (RSP) for each grade level (adding two additional RSP teachers for individualized support). These positions were added to support students in mastery of learning and student advocacy.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

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No changes were made to this goal-teachers are participating in weekly Professional Development that includes support, coaching and teacher intervention. The expected outcome was that students with disabilities would have greater growth from the 2016-2017 school year due to the added support services and individual needs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference.

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Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

State Priority 2:

State and/or Local Priorities addressed by this goal:

> State Priorities: Goal 2 Proficiency for all students will achieve proficiency in English Language Arts and Mathematics.
>
> Implementation of State Academic Standards

Annual Measureable Outcomes

Curriculum and strategy use is an important component in the effective use of CCS Monseñor Oscar Romero MS will provide the following: • Supplemental curriculum and materials supporting CCSS • Digital Curriculum aligned to CCSS • iObservation Platform/Coaching- • **Textbooks and instructional materials. Purchased** • 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 includes Project Based Learning (PBL). • Technology support • Full implementation of Reading program, and other programs. • 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 SFA that includes Project Based Learning (PBL). • Technology support, which includes videotaping of instructional	Curriculum and strategy use is an important component in the effective use of CCS Monseñor Oscar Romero MS will provide the following: • Supplemental curriculum and materials supporting CCSS • Digital Curriculum aligned to CCSS • iObservation Platform/ Coaching- • **Textbooks and instructional materials. Purchased** • 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 includes Project Based Learning (PBL). • Technology support • Full implementation of Reading program, and other programs. • 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 SFA that includes Project Based Learning (PBL). • Technology support, which includes video taping of instructional

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delivery cycle. • Full implementation of Reading program, and other programs.	delivery cycle. • Full implementation of Reading program, and other programs.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Students will receive access to CCSS, English, ELD, Mathematics and NEXT Generation • Conduct ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, low income students and foster youth (2) set internal baseline performance targets, and (3) design and deliver appropriate professional development. • Provide professional development on the CA Common Core implementation strategies for ELA, ELD and Mathematics, including lesson design and delivery with a focus on critical thinking, problem-solving and real-world applications.	Professional Development, Counseling, support from Operations • Students received access to CCSS, English, ELD, Mathematics and NEXT Generation • Conducted ongoing review of standards-based curriculum and academic achievement data in order to (1) improved and refined comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, low income students and foster youth (2) set internal baseline performance targets, and (3) design and deliver appropriate professional development. • Provided professional development on the CA Common Core implementation strategies for ELA, ELD and Mathematics, including lesson design and delivery with a focus	$118,000 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies	$120,076 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies

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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Implement personalized intervention strategies and programs, including coaching, co-teaching model of small group instruction for English Learners and students with disabilities in order to meet individual academic needs of specific students.	on critical thinking, problem-solving and real-world applications. • Implement personalized intervention strategies and programs, including coaching, co-teaching model of small group instruction for English Learners and students with disabilities in order to meet individual academic needs of specific students.		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

> Priority 2: Basic Services to provide for student academic achievement.
>
> Goal 2: Teachers participated in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

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Priority 2: Basic Services to provide for student academic achievement. Continued professional development teachers were provided with 3 weeks of training in effective instructional practices and supported in institutionalizing what was learned, assisted with pace plans, lesson plans, projects and other teaching/learning activities.

To be measured by student academic results and ongoing benchmarks

In addition to general implementation to all students, there will be an added focus on EL students gaining content knowledge. Success with subgroups will be measured by teacher lesson plans; daily class schedule; class roster and continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.

Use of RTI model and afterschool intervention.

Added Counselor to support student educational program and college and career assisting students to pursue their college preparation and goals.

Support of instructional program includes: Parent Coordinator, and other support professionals.

SFA, Achieve 3000, Illuminate, NWEA, and other assessments reflect that students are achieving at greater than National Expected growth. Our Smarter Balanced findings indicate that Monseñor Oscar Romero MS needs to continue to implement a learning+ component that infuses a rigorous curriculum to support students and addressing of individual student challenges on a daily basis. Partnerships with college have provided additional course offerings. Use of SFA with fidelity and increase writing across the curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

SFA, Achieve 3000, Illuminate, NWEA, and other assessments reflect that students are achieving at greater than National Expected growth. Our Smarter Balanced findings indicate that Monseñor Oscar Romero MS needs to continue to implement a learning+ component that infuses a rigorous curriculum to support students and addressing of individual student challenges on a daily basis. Partnerships with college have provided additional course offerings. Use of SFA with fidelity and increase writing across the curriculum.

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Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

State Priority 2 and 3: Goal 3 A: Knowing that parents serve a critical role in a students' success, Monseñor Oscar Romero strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.

Parent Engagement

State and/or Local Priorities addressed by this goal:

State Priority 2 and 3: Goal 3 : Maintain parent representation on the Parent Committee

Local Priorities: Parent Engagement

Annual Measureable Outcomes

Expected	Actual
Parents will serve as participants in quarterly meetings	Parents served as participants in quarterly meetings
Establish opportunities for parent exposure, participation and input on decision-making, which will be measured by meeting agendas and sign-ins.	Establish opportunities for parent exposure, participation and input on decision-making, which was measured by meeting agendas and sign-ins.
	School Site Council (SSC), ELAC, and other meetings.

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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Input: access to opportunities for participation and input on decision-making To be measured by meeting agendas and sign ins. Parents participated in activities with students Held informational meetings with parents	Parent Input: access to opportunities for participation and input on decision-making To be measured by meeting agendas and sign ins. Formed an active SSC, ELAC, Parents participated in various activities while visiting classrooms Held informational meetings with parents	$61,000 LCFF S&C 2000-2999 Classified Salaries, 3000-3999 Benefits	$43,035 LCFF S&C 2000-2999 Classified Salaries, 3000-3999 Benefits

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

> Goal 3: Maintain parent representation on Parent Committees.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

> Parent Input: access to opportunities for participation and input on decision-making
>
> To be measured by meeting agendas and sign in sheets.
>
> Formed an active SSC, ELAC, and community groups
>
> Parents participated in activities with students
>
> Held informational meetings

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> No material difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

> No material difference.

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Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

> State Priority   Goal 4: Monseñor Oscar Romero prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measures, English Learner testing.

State and/or Local Priorities addressed by this goal:

> State and/or Local Priorities addressed by this goal:
>
> Statewide assessments
>
> The percentage of English Learner pupils who make progress toward English proficiency as measure by the CELDT/ELPAC
>
> English learner reclassification rate
>
> Local Priorities: Pupil Outcomes

Annual Measureable Outcomes

Expected	Actual
Benchmarks for growth were established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.	Benchmarks for growth were established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.
All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. will provide highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous	All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. will provide highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous

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Expected	Actual
monitoring of instruction and student achievement data. The school will provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.	monitoring of instruction and student achievement data. The school will provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.
Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.	Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.
• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.	• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.
• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.	• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.

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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Monseñor Oscar Romero MS will provide highly qualified educational support personnel : RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school will provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.	Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Monseñor Oscar Romero MS will provide highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school will provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.	$53,000 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits	$51,635 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits

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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Monseñor Oscar Romero MS provided highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall actions support an environment where students are motivated and encouraged to learn. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

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No material difference.

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Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

State Priority   Goal 5A: School will maintain a high Average Daily Attendance (ADA)

State and/or Local Priorities addressed by this goal:

State Priorities: Goal 5A: School will maintain a high Average Daily Attendance (ADA)

Student Engagement

Local Priorities: Student Engagement/Family Engagement School Culture

Annual Measureable Outcomes

Expected	Actual
School will continue to maintain a high ADA rate above 96%.	School will continue to maintain a high ADA rate above 96%.
Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of the following: English Language Arts/Literacy and Mathematics. Classroom instruction will incorporate testing strategies in preparation for the Smarter Balance/CAASPP Continue professional development Activities initiated in 2013-2014 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the	Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of the following: English Language Arts/Literacy and Mathematics. Classroom instruction will incorporate testing strategies in preparation for the Smarter Balance/CAASPP Continue professional development Continue with activities initiated in 2013-2014 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in

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Expected	Actual
classroom and direct ELD instruction 4 days/week. • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).	the classroom and direct ELD instruction 4 days/week. • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).

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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Attendance Manager will monitor student attendance and communicate with families. • Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. • School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching. • Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns. • Alternatives to Suspension will be considered prior to administering consequences. School will use Family Support Team process that mirrors the School Support Team model	• Attendance Manager will monitor student attendance and communicate with families. • Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. • School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching. • Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns. • Alternatives to Suspension will be considered prior to administering consequences. School will use Family Support Team process that mirrors the School Support Team model	$53,000 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits	$45,766 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits

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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 5: School maintained a high Average Daily Attendance (ADA) rate.

Increase school attendance rates

Decrease Chronic absenteeism rates,

Monitor school dropout rates;

Prepare students for high school

Student Engagement

Coordinator and Staff continued to monitor student attendance and communicate with families.

Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.

School will implement Social emotional curriculum, SWPBIS, Training, and the Responsive Classroom approach to teaching.

Continue to implement in-house suspension.

Teachers conducted home visits and assist in monitoring of all student attendance

Partnering with local Mental Health Agencies; such as Luminaries who work with individual families, trauma, stress related issues, counseling on cultural relevant group counseling, etc.

DIS Counseling with students with IEPs.

One on one support with other mental health agencies

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Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

> Program Coordinator and Compliance Coordinator continued to monitor student attendance and communicate with families. Director of School Climate and Culture, Coordinator of Operations, Parent Coordinator continued parent outreach and communicating the importance of attendance and arriving at school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

> No material difference.

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Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 6

> Maintain School Climate applicable to the following:
>
> Pupil suspension rates;
>
> Pupil expulsion rate; and
>
> Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

State and/or Local Priorities addressed by this goal:

> State Priorities: School Climate will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the Survey report the overall score for all students and student groups.
>
> Local Priorities: Engagement

Annual Measureable Outcomes

Expected	Actual
• School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement	• School offered an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement

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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Attendance Manager will monitor student attendance and communicate with families. • Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. • School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching. • Teachers will be trained in the Schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns. • Alternatives to Suspension will be considered prior to administering consequences. School will use Family Support Team process that mirrors the School Support Team.	• Attendance Manager monitor student attendance and communicate with families. • Parent outreach and communications was stress the importance of attendance and arriving at school on time each day. • School implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching. • Teachers were trained in the Schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns. • Alternatives to Suspension were considered prior to administering consequences. School used Family Support Team process that mirrors the School Support Team.	$54,000 LCFF S&C 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits	$56,448 LCFF S&C 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits

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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

> The overall implementation of the Schoolwide Behavior Support Plan and Family Support Team created and maintained a lower annual expulsion rate.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

> The overall implementation as conducted provided with establishing measures to support students and families to understanding that as a community are committed to each student's academic achievement.
>
> Increase in one student making threats that involves a review of individual suspension conditions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

> No material difference.

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Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 7

State Priority 7: Course access addresses the extent to which pupils have access to and are enrolled in:

Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs. Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to academic and educational program as stated in the school's charter

State and/or Local Priorities addressed by this goal:

State Priority 7: Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to academic and educational program as stated in the school's charter

Local Priorities: Conditions of learning

Annual Measureable Outcomes

Expected	Actual
Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available
Multi-tiered System of Support (MTSS)	Offers a framework and resources that aligns Response to Instruction and Intervention with the State standards and the systems necessary for academic behavior, and social success.
Positive Behavior Interventions and Supports (PBIS)	Use strategies found to promote the conditions that improve learning and behavior for all students and used to guide individualized Education Program (IEP) decisions for Free

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Expected	Actual
	Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).	Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).	$21,000 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits	$20,188 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits

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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

> Access to and enroll in all core and non-core subjects' content areas available to all students. Parents are provided classes/workshops in SBAC, CCSS, SFA and technology.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

> Student academic achievement will be measured through results from SFA, Achieve 3000, Illuminate and SBAC,

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

> No material difference.

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Stakeholder Engagement

LCAP Year: **2012-2018**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Board of Directors Meetings

August 7, 2017

September 25, 2017

October 30, 2017

December 4, 2017
Ad Hoc Finance Meeting

December 11, 2017

January 29, 2018

February 26, 2018

March 12, 2018
Ad Hoc Finance Meeting

March 19, 2018

April 23, 2018

May 21, 2018

June 4, 2018 Finance Committee

June 28, 2018 Thursday

Coffee with the Directors

8/17/17

9/14/17

10/12/17

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11/16/17

1/11/18

2/8/18

3/8/18

4/11/18

5/6/18

LCAP Meeting Dates

LCAP Review/ Revisions (session 1 of 4) August 31, 2017 8:30-9:30am

LCAP Data Update (session 2 of 4)☐October 26, 2017 5:30-6:30pm

LCAP Parent Discussion/Feedback☐(session 3 of 4)☐ December 14, 2017 5:30-6:30pm

LCAP Data Review/Discussion/Recommendations (Session 4 of 4) April 19, 2018 8:30-9:30am

School Advisory Council (SSC and ELAC)

9/20/17

10/18/17

1/24/17

2/26/18

3/24/18

4/25/18

6/14/18

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Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The impact of these consultations provided for an opportunity for all stakeholders to become involved and contribute to Monseñor Oscar Romero MS successes.

The involvement of all stakeholders has been a tiered process that provides the opportunity for all; teachers, administrators, Board Members, parents, community members and others to closely review data and discuss the school's priorities as it related to all facets of an educational process. The Monseñor Oscar Romero MS will review all internal data on an ongoing basis, benchmarks, NWEA, SFA, Achieve 3000, Illuminate assessments and other internally created documents and processes, Teachers assessments, grades and also the English Language Arts/Literacy and Mathematics Summative Assessments.

Additionally:

Small focus groups were held with school leaders, parents, teachers, and students throughout the year to collect comments/advise about the LCAP process and implementation.

All feedback was collected, synthesized, and organized to inform draft LCAP.

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

School Accountability Report Cards

English Learner Reports (Annual Measurable Achievement Objectives 1 and 2 and Reclassification Rates) (Suspended due to transition from CDE)

Course Grades

Attendance Reports

NWEA, SFA, Achieve 3000, and other assessment results.

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Goals, Actions, & Services 2017-2020

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

> Goal 1: Basic Services will be provided to all students. (Conditions of learning)

Goal 1

> Basic Services

> A. The quality of teachers has an impact on student success. Monseñor Oscar Romero MS promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom.
>
> B. Pupils at Monseñor Oscar Romero MS have 100% access to the standards-aligned instructional materials;
>
> C. School facilities are maintained in good repair.

State and/or Local Priorities addressed by this goal:

> State Priorities: Basic Services
>
> The quality of teachers has an impact on student success. Monseñor Oscar Romero MS promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom or in support positions as required by ESSA and the Charter and are highly trained.
>
> Pupils at Monseñor Oscar Romero MS have sufficient access to the standards-aligned instructional materials;
>
> School facilities are maintained in good repair.
>
> Monseñor Oscar Romero MS *will* determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance
>
> CCSS training will be embedded into professional development meetings.
>
> Progress towards this goal will be measured through SARC report, documentation

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The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth

CCSS ELD Strategies for EL students to access core curriculum/attain academic English

Implementation of Monseñor Oscar Romero MS English Learner Plan

CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science

Effective use of multimedia and technology in the classroom

Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson,, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions

Using CCSS SBAC interim assessments, NWEA, SFA, Illuminate and other Assessment Program

Strategies for SWD to access core curriculum in general classroom

Positive Behavior and Intensive Support (PBIS) and alternatives to suspension

Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.

Monseñor Oscar Romero MS will fully implement the Common Core in Math and ELA by 2016-17.Monseñor Oscar Romero MS will transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Verification of credential/certification using the Commission of Teacher Credentialing, and Monseñor Oscar Romero MS Master Schedule	100%	100%	100%	100%
Teacher Rosters	100%	100%	100%	100%
Invoices for purchases	100%	100%	100%	100%
Classroom Materials	100%	100%	100%	100%
Facility Inspection documents	100%	100%	100%	100%
Teacher Retention	100%	100%	100%	100%

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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Professional Learning: Teaching and Management Strategies	100%	100%	100%	100%
Teacher Effectiveness	100%	100%	100%	100%
Quality Professional Learning Standards (QPLS)	100%	100%	100%	100%
Administrator's Assignment Manual	100%	100%	100%	100%
California Teacher Induction	100%	100%	100%	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

1A The quality of teachers has an impact on student success. Monseñor Oscar Romero MS promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom.

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	Monseñor Oscar Romero MS

OR

Continuing to meet the increased and improved services requirement.

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Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth and/or Low income.	Schoolwide	Monseñor Oscar Romero MS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified
Teacher effectiveness	Teacher effectiveness: Provides structure and learning experiences that directly impact students' academic outcomes.	Teacher effectiveness: Provides structure and learning experiences that directly impact students' academic outcomes
Quality Professional Learning Outcomes	Quality Professional Learning Outcomes (QPLO) CDE's QPLS present the elements of a quality professional learning system that supports educators in building individual and collective capacity to meet professional, school, and student performance expectations	Quality Professional Learning Outcomes (QPLO) CDE's QPLS present the elements of a quality professional learning system that supports educators in building individual and collective capacity to meet professional, school, and student performance expectations
Administrator's Assignments	Administrator's Assignment-Offers guidance on integrity, relevance, and high quality in the preparation, certification, and conduct of the educators who serve California Diverse public.	Administrator's Assignment-Offers guidance on integrity, relevance, and high quality in the preparation, certification, and conduct of the educators who serve California Diverse public.
California Teacher Induction-Teacher retention	California Teacher Induction	California Teacher Induction

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- *Annual review of teacher credentials and other certifications-**Monseñor Oscar Romero MS** will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance*
- CCSS training will be embedded into professional development meetings.
- Progress towards this goal will be measured through SARC report, documentation
- The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth
- CCSS ELD Strategies for EL students to access core curriculum/attain academic English
- Implementation of Monseñor Oscar Romero MS English Learner Plan
- CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
- Effective use of multimedia and technology in the classroom
- Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions
- Using CC SBAC interim assessments, and NWEA Assessment Program
- Strategies for SWD to access core curriculum in general classroom
- Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
- Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.

Monseñor Oscar Romero MS *fully implement the Common Core in Math and ELA by 2016-17.Monseñor Oscar Romero MS will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year*

- *Annual review of teacher credentials and other certifications-**Monseñor Oscar Romero MS** will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance*
- CCSS training will be embedded into professional development meetings.
- Progress towards this goal will be measured through SARC report, documentation
- The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth
- CCSS ELD Strategies for EL students to access core curriculum/attain academic English
- Implementation of Monseñor Oscar Romero MS English Learner Plan
- CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
- Effective use of multimedia and technology in the classroom
- Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson International Baccalaureate (IB) Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions
- Using CC SBAC interim assessments, SFA, Illuminate, SFA, Achieve 3000 and NWEA Assessment Program
- Strategies for SWD to access core curriculum in general classroom
- Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
- Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.

Monseñor Oscar Romero MS *will fully implement the Common Core in Math and ELA by 2016-17.Monseñor Oscar Romero MS will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year*

- *Annual review of teacher credentials and other certifications-**Monseñor Oscar Romero MS** will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance*
- CCSS training will be embedded into professional development meetings.
- Progress towards this goal will be measured through SARC report, documentation
- The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth
- CCSS ELD Strategies for EL students to access core curriculum/attain academic English
- Implementation of Monseñor Oscar Romero MS English Learner Plan
- CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
- Effective use of multimedia and technology in the classroom
- Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson International Baccalaureate (IB) Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions
- Using CC SBAC interim assessments, SFA, Illuminate, SFA, Achieve 3000 and NWEA Assessment Program
- Strategies for SWD to access core curriculum in general classroom
- Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
- Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.

Monseñor Oscar Romero MS *will fully implement the Common Core in Math and ELA by 2016-17.Monseñor Oscar Romero MS will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year*

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$478,000	$462,290	$462,290
Source	LCFF	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services

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Goals, Actions, & Services 2017-2020

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Priority 2: Proficiency for all students will achieve proficiency in English Language Arts, ELD and Mathematics. Implementation of State Standards

Goal 2

Implementation of state board adopted academic content and performance standards for all students are:

English Language Arts=Common Core State standards (CCSS) for English Language Arts

Mathematics-CCSS for Mathematics

English Language Development (ELD)

Career Technical Education

Health Education Content Standards

History-Social Science

Model School Library Standards

Physical Education Model Content Standards

Next Generation Science Standards

Visual and Performing Arts

World Language; and

 How the programs and services will enable English Learners to access the CCSS and the ELD standards for purpose of gaining academic content knowledge and English language proficiency.

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State and/or Local Priorities addressed by this goal:

State Priorities: Goal 2: To provide for student academic achievement.

Local Priorities: Conditions of Learning

Identified Need:

To provide for student academic achievement. Increase in student proficiency in both English Language Arts and Mathematics.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Language Arts	>5%	>7%	>8%	>10%
Mathematics	>5%	>7%	>8%	>10%
English Language Development	>5%	>7%	>8%	>10%
Career Technical Education	>5%	>7%	>8%	>10%
Health Education	>5%	>7%	>8%	>10%
Physical Education	>5%	>7%	>8%	>10%
Next Generation Science	>5%	>7%	>8%	>10%
Visual and Performing Arts	>5%	>7%	>8%	>10%
World Language	>5%	>7%	>8%	>10%

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Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All, Students with Disabilities, or Specific Student Groups	Monseñor Oscar Romero

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	Schoolwide	Monseñor Oscar Romero

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Curriculum and strategy use is an important component in the effective use of CCS. Monseñor Oscar Romero MS will provide the following: • Supplemental curriculum and materials supporting CCSS • Digital Curriculum aligned to CCSS • iObservation Platform/Coaching- • Textbooks and instructional materials. Purchased • Professional development provided for teachers and staff in Mastery Learning, Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc. • Professional Development in schoolwide includes Project Based Learning (PBL). • Technology support • Full implementation of Reading program, and other programs. • Textbooks and instructional materials. Purchased • Professional Development in schoolwide SFA that includes Project Based Learning (PBL). • Technology support, which includes videotaping of instructional delivery cycle. Full implementation of Reading program, and other programs. Professional Development, Counseling, support from Administration	Curriculum and strategy use is an important component in the effective use of CCS. Monseñor Oscar Romero MS will provide the following: • Supplemental curriculum and materials supporting CCSS • Digital Curriculum aligned to CCSS • iObservation Platform/Coaching- • Textbooks and instructional materials. Purchased • Professional development provided for teachers and staff in Mastery Learning, Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc. • Professional Development in schoolwide includes Project Based Learning (PBL). • Technology support • Full implementation of Reading program, and other programs. • Textbooks and instructional materials. Purchased • Professional Development in schoolwide SFA that includes Project Based Learning (PBL). • Technology support, which includes videotaping of instructional delivery cycle. Full implementation of Reading program, and other programs. Professional Development, Counseling, support from Administration	Curriculum and strategy use is an important component in the effective use of CCS. Monseñor Oscar Romero MS will provide the following: • Supplemental curriculum and materials supporting CCSS • Digital Curriculum aligned to CCSS • iObservation Platform/Coaching- • Textbooks and instructional materials. Purchased • Professional development provided for teachers and staff in Mastery Learning, Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc. • Professional Development in schoolwide includes Project Based Learning (PBL). • Technology support • Full implementation of Reading program, and other programs. • Textbooks and instructional materials. Purchased • Professional Development in schoolwide SFA that includes Project Based Learning (PBL). • Technology support, which includes videotaping of instructional delivery cycle. Full implementation of Reading program, and other programs. Professional Development, Counseling, support from Administration

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$118,000	$171,670	$171,670
Source	LCFF	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits, 4000-4999 Books & Supplies	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, 4000-4999 Books & Supplies, 5000-5999 Services

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Goals, Actions, & Services 2017-2020

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Priority 3: Parental Involvement

Goal 3

Goal 3: Knowing that parents serve a critical role in a students' success, **Monseñor Oscar Romero MS** strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.

Parent involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs

State and/or Local Priorities addressed by this goal:

State Priorities: Parental Involvement (Engagement)

Local Priorities: Engagement

Identified Need:

Parent Involvement

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Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
To be measured by meeting agendas and sign in sheets.	> 75%	> 75%	> 80%	> 85%
Active participation in SSC, ELAC				
Attend informational meetings	> 75%	> 75%	> 75%	> 75%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All, Students with Disabilities, or Specific Student Groups	Monseñor Oscar Romero

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	Schoolwide	Monseñor Oscar Romero

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Monseñor Oscar Romero MS seeks parent input in making decisions for the district and school. Parent participation in programs for all students. School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.	Monseñor Oscar Romero MS seeks parent input in making decisions for the district and school. Parent participation in programs for all students. School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.	Monseñor Oscar Romero MS seeks parent input in making decisions for the district and school. Parent participation in programs for all students. School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.

53

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$61,000	$101,355	$101,355
Source	LCFF	LCFF S&C	LCFF S&C
Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits

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Goals, Actions, & Services 2017-2020

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Goal 4

Priority 4: Pupil Achievement as measure by all of the following

A. Statewide assessments

B. English Learners who make progress toward English proficiency

C. The English learner reclassification rate

D. College preparedness

State and/or Local Priorities addressed by this goal:

State Priorities: Statewide assessments (Pupil Outcomes)

Local Priorities: Pupil Outcomes

Identified Need:

Statewide assessments (Pupil Outcomes)

Student academic achievement.

55

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Statewide assessments	Increase English Language Arts and Mathematics SBAC results	> 6%	> 11%	> 16%
Build understanding and expertise through research-based professional development	Teacher participation	100%	100%	100%
English Language Arts-Proficiency	CAASPP	2%	5%	8%
Mathematics Proficiency	CAASPP	2%	5%	8%
EL Proficiency	CAASPP/ELPAC	2%	5%	8%
EL Reclassification	CAASPP/ELPAC	2%	5%	8%

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Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   4

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students, Students with Disabilities, and all subgroups	Monseñor Oscar Romero

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	Schoolwide	Monseñor Oscar Romero

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
• Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments. Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments. Monseñor Oscar Romero MS provided highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.	• Continued professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments. Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments. Monseñor Oscar Romero MS provided highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.	• Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments. Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments. Monseñor Oscar Romero MS provided highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.

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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches.	To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches	To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches
All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.	All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.	All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$53,000	$57,110	$57,110
Source	LCFF	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits

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Goals, Actions, & Services 2017-2020

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Goal 5

Priority Goal 5: Pupil Engagement as measured by all of the following:

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

State and/or Local Priorities addressed by this goal:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Monitor attendance monitoring	95%	95%	95%	95%
Provide PD on primary cause of lower academic achievement	95%	95%	95%	95%
Provide information on the affects other students and have a negative effects on the achievement	100%	100%	100%	100%

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of other students in the classroom				

Identified Need:

> Ensure students have access to daily instruction promoting student engagement reflected in attendance. Pupil Engagement as measured by:
>
> School attendance rates;
>
> Chronic absenteeism rates,
>
> School dropout rates;
>
> High school graduation rates-Not Applicable

Expected Annual Measureable Outcomes

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All, Students with Disabilities, or Specific Student Groups	Monseñor Oscar Romero MS

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

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Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance	Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance	Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance
Identify and address factors contributing to chronic absenteeism	Identify and address factors contributing to chronic absenteeism	Identify and address factors contributing to chronic absenteeism
Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions	Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions	Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions
Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism	Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism	Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism

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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
- Program Coordinator and School Climate & Culture Staff continued to monitor student attendance and communicate with families. - Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. - School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching. - Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns. - Alternatives to Suspension will be considered prior to administering consequences. - School will use Family Support Team process that mirrors the School Support Team model.	- Program Coordinator and School Climate & Culture Staff continued to monitor student attendance and communicate with families. - Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. - School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching. - Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns. - Alternatives to Suspension will be considered prior to administering consequences. - School will use Family Support Team process that mirrors the School Support Team model.	- Program Coordinator and School Climate & Culture Staff continued to monitor student attendance and communicate with families. - Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. - School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching. - Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns. - Alternatives to Suspension will be considered prior to administering consequences. - School will use Family Support Team process that mirrors the School Support Team model.

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Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$53,000	$32,500	$32,500
Source	LCFF	LCFF S&C	LCFF S&C
Budget Reference	2000-2999 Classified Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits

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Goals, Actions, & Services 2017-2020

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Goal 6

State Priorities: School Climate applicable to the following:

Pupil suspension rates;

Pupil expulsion rate; and

Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.:

Local Priorities: Pupil Engagement

Identified Need:

Ensure students have access to daily instruction promoting student engagement reflected in State Priorities: Goal 5: Pupil Engagement as measured by:

School attendance rates;

Chronic absenteeism rates,

School dropout rates;

High school graduation rates

Local Priorities: Pupil Engagement

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Expected Annual Measureable Outcomes

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **6**Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Monitor attendance monitoring	95%	95%	95%	95%
Provide PD on primary cause of lower academic achievement	95%	95%	95%	95%
Provide information on the affects other students and have a negative effects on the achievement of other students in the classroom	100%	100%	100%	100%

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For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All, Students with Disabilities, or Specific Student Groups	Monseñor Oscar Romero MS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	Schoolwide	Monseñor Oscar Romero MS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance	Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance	Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance
Identify and address factors contributing to chronic absenteeism	Identify and address factors contributing to chronic absenteeism	Identify and address factors contributing to chronic absenteeism

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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions	Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions	Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions
Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism	Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism	Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism
Provide multi-tiered system of support	Provide multi-tiered system of support	Provide multi-tiered system of support

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$54,000	$47,600	$47,600
Source	LCFF	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits, 5000-5999 Services	1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits, 5000-5999 Services

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Goals, Actions, & Services 2017-2020

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in

Goal 7

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in

Local Priorities: Course Access- Conditions of Learning

Identified Need:

Course access addresses the extent to which pupils have access to and are enrolled in:

Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Broad course of study including courses described in EC sections 51210 and 51220(a)-(i). Programs and services developed and provided to unduplicated pupils; and Programs and services developed and provided to individuals with exceptional needs. Metric/Method for Measuring: Student Transcripts	100%	100%	100%	100%
Positive Behavior Interventions and Supports (PBIS) implementation	100%	100%	100%	100%
Multi-tiered System of Support (MTSS)	100%	100%	100%	100%
Equity	100%	100%	100%	100%
Response to Instruction and Intervention	100%	100%	100%	100%

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Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All, Students with Disabilities, or Specific Student Groups	Monseñor Oscar Romero MS

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	Schoolwide	Monseñor Oscar Romero MS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).	Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).	Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$21,000	$11,000	$11,000
Source	LCFF	LCFF S&C	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 3000-3999 Benefits

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Goals, Actions, & Services 2017-2020

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Priority 8 Pupil Outcomes addresses

Goal 8

Priority 8 Pupil Outcomes addresses

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8 Pupil Outcomes addresses

Local Priorities: Pupil Outcomes

Identified Need:

Response to instruction and intervention with the State Standards and the system necessary for academic, behavior and social success

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Multi-Tiered System of Support	100%	100%	100%	100%
Professional Development Support	100%	100%	100%	100%
High School Graduation	100%	100%	100%	100%

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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Indicators				
College and Career Indicators	100%	100%	100%	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All, Students with Disabilities, or Specific Student Groups	Monseñor Oscar Romero MS

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	Schoolwide	Monseñor Oscar Romero MS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovative and research-based language programs.	Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovative and research-based language programs.
	Provide Career Pathways, Project based learning leadership	Provide Career Pathways, Project based learning leadership
	College and Career Indicators	College and Career Indicators

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$10,000	$10,000
Source		LCFF S&C	LCFF S&C
Budget Reference		1000-1999 Certificated Salaries, 3000-3999 Benefits	1000-1999 Certificated Salaries, 3000-3999 Benefits

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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 839,072	33.21 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

> **Board of Directors Meetings**
>
> August 7, 2017
>
> September 25, 2017
>
> October 30, 2017
>
> December 4, 2017
> Ad Hoc Finance Meeting
>
> December 11, 2017
>
> January 29, 2018
>
> February 26, 2018
>
> March 12, 2018
> Ad Hoc Finance Meeting
>
> March 19, 2018
>
> April 23, 2018

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May 21, 2018

June 4, 2018 Finance Committee

June 28, 2018 Thursday

Coffee with the Directors

8/17/17

9/14/17

10/12/17

11/16/17

1/11/18

2/8/18

3/8/18

4/11/18

5/6/18

LCAP Meeting Dates

LCAP Review/ Revisions (session 1 of 4) August 31, 2017 8:30-9:30am

LCAP Data Update (session 2 of 4)□October 26, 2017 5:30-6:30pm

LCAP Parent Discussion/Feedback□(session 3 of 4)□ December 14, 2017 5:30-6:30pm

LCAP Data Review/Discussion/Recommendations (Session 4 of 4) April 19, 2018 8:30-9:30am

School Advisory Council (SSC and ELAC)

9/20/17

10/18/17

1/24/17

2/26/18

3/24/18

4/25/18

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6/14/18

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Coversheet

Recommendation to approve 2018-2019 budgets for YPI Charter Schools, BCCS, BCCHS, and MORCS.

Section: V. ITEMS SCHEDULED FOR ACTION
Item: B. Recommendation to approve 2018-2019 budgets for YPI Charter Schools, BCCS, BCCHS, and MORCS.
Purpose: Vote
Submitted by:
Related Material:
Board Brief YPICS Recommendation to Approve 2018-2019 Budgets for BCCS, BCCHS, and MORCS.pdf
18-19 Budget BCCS.pdf
FCC Form 471 - 181021497 - YPI CHARTER SCHOOLS.xlsx
FY18-19 Budget YPICS.pptx
Pages from Proposal - YPI Charter Schools v2_p2 (1).pdf
18-19 Budget CA.pdf
YPI CHARTER_AGREEMENT_20180524 (1).pdf
18-19 Budget BCHS.pdf
ypi_2018_2019_ff_renewal_20180523.pdf
18-19 Budget MORCS.pdf
sow_erate_20180522.pdf

YPI CHARTER SCHOOLS

June 28, 2018

TO: YPI Charter Schools
                 Board of Directors

FROM: Yvette King-Berg
                 Executive Director

SUBJECT: **Recommendation to approve 2018-2019 budgets for Bert Corona Charter School, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School**

BACKGROUND

As per the California State Constitution, the legislature, Assembly and Senate, must pass the Budget Bill by June 15th of each year. If the Budget Bill is not passed by this date, the legislators are unpaid until they reach agreement. Once passed, the bill moves on to the Governor for signing. The Governor decides to either sign or veto the Budget Bill.

ANALYSIS

As required by law, the legislature sent the final budget to the Governor on June 15, 2018. There were some changes to the budget as revised by the Governor in May, but for the Fenton schools, the budgets generally follow the first drafts submitted to the District relatively intact.

RECOMMENDATION

It is recommended that the Board of Directors approve the 2018-2019 budgets for Bert Corona Charter School, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School.

Attachment: *2018-2019 Budgets for BCCS, BCCHS, and MORCS*

YPICS Agenda – 6/28/18

BERT CORONA CHARTER SCHOOL
Multi-Year Budget Detail
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	2017-18	2018-19 Trend	2019-20	2020-21	2021-22	2022-23	2018-19 Percent of Budget	Percent Change, 2017-18 to 2018-19
Enrollment	370	374	378	378	378	378		
ADA	356.73	360.91	364.77	364.77	364.77	364.77		
ADA %		96.5%	96.5%	96.5%	96.5%	96.5%		
UPP		86%	85%	84%	84%	84%		
Income								
8011-8096 · Local Control Funding Formula Revenue								
8011 Local Control Funding Formula	2,126,899	2,389,637	2,504,971	2,600,384	2,712,672	2,824,182	30%	12%
8012 Education Protection Account	456,986	462,419	467,364	467,364	467,364	467,364	6%	1%
8096 In Lieu of Property Taxes	790,152	796,232	804,748	804,748	804,748	804,748	10%	1%
Total 8011-8096 · Local Control Funding Formula Revenue	**3,374,038**	**3,648,289**	**3,777,084**	**3,872,496**	**3,984,785**	**4,096,295**	**45%**	**8%**
8100-8299 · Other Federal Income							0%	
8181 Federal Special Education (IDEA)	69,825	70,655	71,411	71,411	71,411	71,411	1%	1%
8220 Child Nutrition Programs - Federal	297,072	302,421	305,656	305,656	305,656	305,656	4%	2%
8291 Title I, A Basic Grants Low-Income	134,979	133,681	136,231	137,688	137,688	137,688	2%	-1%
8292 Title II, A Teacher Quality	16,971	16,808	17,128	17,312	17,312	17,312	0%	-1%
8294 Title III, Limited English Proficiency	9,903	8,334	8,493	8,584	8,584	8,584	0%	-16%
8295 Title IV, Student Support and Academic Enrichment	-	-	-	-	-	-	0%	
8296 Title V, B Charter Schools Grants	-	-	-	-	-	-	0%	
8297 All Other Federal Revenue	2,961,112	2,997,689	2,997,689	2,997,689	165,116		37%	1%
Total 8100-8299 · Other Federal Income	**3,489,863**	**3,529,589**	**3,536,609**	**3,538,340**	**705,767**	**540,651**	**44%**	**1%**
8300-8599 · Other State Income							0%	
8311 Special Ed - AB602	204,072	212,094	214,363	214,363	214,363	214,363	3%	4%
8520 Child Nutrition - State	23,811	24,923	25,190	25,190	25,190	25,190	0%	5%
8550 Mandate Block Grant	58,333	65,756	5,894	5,957	5,957	5,957	1%	13%
8560 State Lottery Revenue	69,211	70,017	70,765	70,765	70,765	70,765	1%	1%
8591 SB740	298,800	318,164	256,699	259,014	261,399	263,856	4%	6%
8599 All Other State Revenues	218,791	163,800	163,800	163,800	163,800	163,800	2%	-25%
Total 8300-8599 · Other State Income	**873,019**	**854,754**	**736,711**	**739,089**	**741,474**	**743,931**	**11%**	**-2%**
8600-8799 · Other Income-Local							0%	
8634 Food Service Sales	-	-	-	-	-	-	0%	
8660 Interest / Dividend Income	342						0%	-100%
8662 Net Increase (Decrease) in Fair Value of Investments	-						0%	
8670 In Kind Donation	-						0%	
8690 All Other Local Revenue	65,651	50,000	50,000	50,000	50,000	50,000	1%	-24%
8698 Grants	7,000	10,000	10,000	10,000	10,000	10,000	0%	43%
8699 Fundraising	500	-	-	-	-	-	0%	-100%

BERT CORONA CHARTER SCHOOL

Multi-Year Budget Detail

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	-1	0	1	2	3	4		
	2017-18	**2018-19 Trend**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2018-19 Percent of Budget**	**Percent Change, 2017-18 to 2018-19**
8792 Transfers of Apportionments - Special Ed	-						0%	
Total 8600-8799 · Other Income-Local	**73,493**	**60,000**	**60,000**	**60,000**	**60,000**	**60,000**	**1%**	**-18%**
Prior Year Adjustments								
8019 Local Control Funding Formula - Prior Year	(35,886)	-					0%	-100%
8999 Other Prior Year Adjustments	46,195	-					0%	-100%
Total Prior Year Adjustments	**10,309**	**-**	**-**	**-**	**-**	**-**	**0%**	**-100%**
TOTAL INCOME	**7,820,721**	**8,092,632**	**8,110,404**	**8,209,926**	**5,492,026**	**5,440,876**	**100%**	**3%**
Expense								
1000 · Certificated Salaries								
1110 Teachers' Salaries	1,041,525	1,054,869	1,097,063	1,140,946	1,186,584	1,234,047	13%	1%
1120 Teachers' Hourly	-	-	-	-	-	-	0%	
1170 Teacher Salaries - Substitute	-	-	-	-	-	-	0%	
1175 Teachers' Salaries - Stipend/Extra Duty	41,094	29,850	31,044	32,286	33,577	34,920	0%	-27%
1200 Certificated Pupil Support Salaries	-	-	-	-	-	-	0%	
1300 Certificated Supervisor and Administrator Salaries	115,153	113,262	116,773	120,425	105,113	102,692	1%	-2%
1900 Other Certificated Salaries	-	-	-	-	-	-	0%	
Total 1000 · Certificated Salaries	**1,197,772**	**1,197,981**	**1,244,881**	**1,293,657**	**1,325,274**	**1,371,660**	**15%**	**0%**
2000 · Classified Salaries							0%	
2100 Instructional Aide Salaries	300,574	289,642	301,228	288,521	300,062	312,064	4%	-4%
2200 Classified Support Salaries (Maintenance, Food)	39,176	51,102	53,146	55,272	57,483	59,782	1%	30%
2300 Classified Supervisor and Administrator Salaries	98,292	88,426	91,963	95,641	99,467	103,445	1%	-10%
2400 Clerical/Technical/Office Staff Salaries	224,543	247,203	255,691	264,519	247,462	248,265	3%	10%
2900 Other Classified Salaries (Supervision, After School)	48,023	67,499	70,199	73,007	75,927	78,965	1%	41%
Total 2000 · Classified Salaries	**710,609**	**743,871**	**772,227**	**776,960**	**780,400**	**802,520**	**9%**	**5%**
3000 · Employee Benefits							0%	
3111 STRS - State Teachers Retirement System	188,665	216,991	251,130	274,954	282,107	292,126	3%	15%
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	0%	
3213 PARS - Public Agency Retirement System (RARE)	-						0%	
3311 OASDI - Social Security	36,921	37,757	39,181	39,126	38,978	39,973	0%	2%
3331 MED - Medicare	27,742	28,157	29,248	30,024	30,532	31,526	0%	1%
3401 H&W - Health & Welfare	351,997	310,000	334,800	361,584	361,584	390,511	4%	-12%
3501 SUI - State Unemployment Insurance	954	971	1,009	1,035	1,053	1,087	0%	2%
3601 Workers' Compensation	28,918	30,602	33,060	35,294	37,328	40,084	0%	6%
3901 403B	7,666	7,439	7,722	7,770	7,804	8,025	0%	-3%
3902 Other Benefits	4,445	1,000	1,000	1,000	1,000	1,000	0%	-78%
Total 3000 · Employee Benefits	**647,309**	**632,917**	**697,149**	**750,787**	**760,386**	**804,331**	**8%**	**-2%**

BERT CORONA CHARTER SCHOOL

Multi-Year Budget Detail

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	-1	0	1	2	3	4		
	2017-18	**2018-19 Trend**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2018-19 Percent of Budget**	**Percent Change, 2017-18 to 2018-19**
4000 · Supplies							0%	
4110 Approved Textbooks and Core Curriculum Materials	13,344	13,488	13,633	13,633	13,633	13,633	0%	1%
4210 Books and Other Reference Materials	16,000	16,000	15,205	15,361	5,522	5,688	0%	0%
4310 Student Materials	138,492	152,187	150,589	151,657	52,757	53,889	2%	10%
4350 Office Supplies	32,000	31,000	31,000	31,000	11,000	11,000	0%	-3%
4370 Custodial Supplies	17,000	16,000	16,171	16,171	16,171	16,171	0%	-6%
4390 Other Supplies	107,140	97,200	90,200	90,200	40,200	40,200	1%	-9%
4400 Non Capitalized Equipment	73,000	88,000	63,000	61,500	11,500	11,500	1%	21%
4700 Food and Food Supplies	320,408	365,020	370,769	372,623	374,486	376,358	5%	14%
Total 4000 · Supplies	**717,384**	**778,896**	**750,567**	**752,145**	**525,268**	**528,439**	**10%**	**9%**
5000 · Operating Services							0%	
5200 Travel and Conferences	68,710	64,710	56,710	56,710	16,710	16,710	1%	-6%
5300 Dues and Memberships	6,096	6,650	6,742	6,813	2,885	2,959	0%	9%
5450 General Insurance	29,941	31,172	32,451	33,425	34,427	35,460	0%	4%
5500 Operation and Housekeeping Services	135,154	135,314	139,373	143,555	147,861	152,297	2%	0%
5610 Rent - Facilities / Buildings / Space	114,000	123,600	123,600	123,600	123,600	123,600	2%	8%
5620 Equipment Lease	40,057	40,440	42,099	43,362	44,662	46,002	1%	1%
5630 Vendor Repairs	197,244	176,400	173,827	174,301	174,790	175,294	2%	-11%
5812 Field Trips/Pupil Transportation	130,100	125,600	117,100	117,100	17,100	17,100	2%	-3%
5820 Legal / Audit Fees	-	-	-	-	-	-	0%	
5830 Advertisement / Recruitment	3,000	3,090	3,183	3,278	3,377	3,478	0%	3%
5850 Non Instructional Consultants	2,527,220	2,598,570	2,590,485	2,593,200	245,996	98,876	33%	3%
5851 Instructional Consultants	289,760	339,760	344,926	348,860	302,912	307,085	4%	17%
5853 ExED	6,000	6,000	6,000	6,000	-	-	0%	0%
5860 Non Instructional Software and Subscriptions	34,595	36,018	37,495	38,620	39,779	40,972	0%	4%
5890 Other Fees / Bank Charges /Credit Card Fees	2,207	2,273	2,341	2,411	2,484	2,558	0%	3%
5891 Factoring Fees	-	-	-	-	-	-	0%	
5897 Fundraising Cost	-	-	-	-	-	-	0%	
5900 Communications	68,647	70,707	72,828	75,013	77,263	79,581	1%	3%
Total 5000 · Operating Services	**3,652,730**	**3,760,304**	**3,749,160**	**3,766,247**	**1,233,846**	**1,101,973**	**47%**	**3%**
6000 · Capital Outlay							0%	
6900 Depreciation Expense	256,504	262,215	254,295	229,995	40,706	10,482	3%	2%
6902 Capital Outlay								
Total 6000 · Capital Outlay	**256,504**	**262,215**	**254,295**	**229,995**	**40,706**	**10,482**	**3%**	**2%**
7000 · Other Outgo							0%	
7221 Transfers to District	54,780	56,550	57,155	57,155	57,155	57,155	1%	3%

BERT CORONA CHARTER SCHOOL
Multi-Year Budget Detail
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| | -1 | 0 | 1 | 2 | 3 | 4 | | |
	2017-18	2018-19 Trend	2019-20	2020-21	2021-22	2022-23	2018-19 Percent of Budget	Percent Change, 2017-18 to 2018-19
7299 District Oversight Fee	33,740	36,483	37,771	38,725	39,848	40,963	0%	8%
7310 Indirect Costs	475,547	521,690	514,935	517,366	545,815	559,423	7%	10%
7438 Debt Service - Interest	-	-	-	-	-	-	0%	
Total 7000 · Other Outgo	564,066	614,723	609,861	613,246	642,818	657,541	8%	9%
TOTAL EXPENSE	7,746,374	7,990,906	8,078,139	8,183,037	5,308,697	5,276,946	100%	3%
NET INCOME	74,347	101,726	32,264	26,889	183,329	163,929		
Beginning Cash Balance	1,696,303	1,776,517	1,937,007	2,150,918	2,400,743	2,622,505		
Cash Flow from Operating Activities								
Net Income	74,347	101,726	32,264	26,889	183,329	163,929		
Change in Accounts Receivable								
Prior Year Accounts Receivable	969,435	837,364	622,256	641,322	648,438	650,727		
Current Year Accounts Receivable	(837,364)	(622,256)	(641,322)	(648,438)	(650,727)	(669,790)		
Change in Due from	123,036	-	-	-	-	-		
Change in Accounts Payable	(344,436)	(232,887)	(14,195)	-	-	-		
Change in Due to	45,698	(25,639)	115	57	17	184		
Change in Accrued Vacation	-	-	-	-	-	-		
Change in Payroll Liabilities	(3,989)	-	-	-	-	-		
Change in Prepaid Expenditures	31,381	-	-	-	-	-		
Change in Deposits	-	-	-	-	-	-		
Change in Deferred Revenue	-	-	-	-	-	-		
Depreciation Expense	256,504	262,215	254,295	229,995	40,706	10,482		
Cash Flow from Investing Activities								
Capital Expenditures	(313,404)	(114,000)	-	-	-	-		
Cash Flow from Financing Activities								
Source - Sale of Receivables	-	-	-	-	-	-		
Use - Sale of Receivables	-	-	-	-	-	-		
Source - Loans	79,005	-	-	-	-	-		
Use - Loans	-	(39,502)	(39,502)	-	-	-		
Ending Cash Balance	1,776,517	1,943,537	2,150,918	2,400,743	2,622,505	2,778,038		
Month with Lowest Ending Cash Balance	Aug: $948,135	Sep: $1,566,851	Sep: $1,753,630	Sep: $2,042,235	Sep: $2,445,581	Sep: $2,519,782		
5% Reserve Goal	387,319	399,545	403,907	409,152	265,435	263,847		
Net Income as a Percent of Expenses	1.0%	1.3%	0.4%	0.3%	3.5%	3.1%		
Ending Cash as a Percent of Expenses	22.9%	24.3%	26.6%	29.3%	49.4%	52.6%		

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

FCC Form 471 - 181021497 - YPI CHARTER SCHOOLS.xlsx

FY18-19 BUDGET

YPI Charter Schools, Inc

Revenue Assumptions

- One time funding of $168 per ADA
- LCFF fully funded with 3.48% COLA
- SB740 assumes funding at 75%

Preliminary Calculations for the 2018-19 Budget Agreement

Late on June 8, 2018, the Budget Conference Committee formally approved the 2018-19 State Budget agreement between the Administration, the Senate, and the Assembly (See *Fiscal Report* article "Conference Committee Releases Framework for 2018-19 State Budget Compromise"). Part of the compromise included $3.67 billion for the Local Control Funding Formula (LCFF), an increase of $407 million from the proposed funding amount in the Governor's May Revision.

While no formal details have been released by the Budget Committees or the Department of Finance, preliminary estimates by School Services of California, Inc., equate this additional funding to full funding of the LCFF with an effective cost-of-living increase of 3.48%, a 0.77% increase above the statutory cost-of-living adjustment of 2.71%.

The average school district or charter school will see an increase of roughly 6.64%, or $633 per average daily attendance (ADA). However, no school district or charter school is average so the change from 2017-18 funding levels will be different based on each school agency's prior funding and unique student population.

The Budget agreement also includes $1 billion in one-time discretionary funds, roughly equal to $168 per ADA. Although this is a 50% reduction from the amount of one-time funding proposed with the May Revision, the ongoing funding increase in the LCFF exceeds the amount of lost one-time dollars after three years.

The Legislature as a whole still needs to act on the proposal approved by the Conference Committee. The Budget Committees in both houses are expected to consider the bill approved by the Conference Committee on June 13, 2018, with a vote by the full Senate and Assembly the following day.

Keep in mind that these are preliminary estimates that will change as more information is released in the coming weeks once the Budget is sent to and approved by Governor Brown—anticipated before June 30, 2018, the beginning of the 2018-19 fiscal year.

Revenue Assumptions

- Enrollment / ADA
  - BCCS – 374 / 360.91 or 96.5%
  - MORCS – 340 / 328.10 or 96.5%
  - High School – 276 / 260.82 or 94.5%
- Unduplicated Count
  - BCCS – 84%
  - MORCS – 96%
  - High School – 81%
  - LAUSD – 83.5%

Expense Assumptions

- Salaries
  - 2% increase to the teacher salary table
  - MORCS
    - Additional full time custodial
    - Addition of part time supervision aid
  - Central Admin
    - 35% of Ruben's salary to be allocated to CA
    - Addition of Data Director
    - Addition of Senior Director of Program
    - Addition of IT support (Charles Harvey)
  - High School
    - 4 new teachers FY18-19
    - Coordinator of School Culture and Climate
- STRS increase from 14.43 % to 16.28%
- Health Insurance Costs are estimated based on the new proposed rate structure

Expense Assumptions

- Rent
  - BCCS ($10,300 a month)
  - Prop 39 for MORCS ($28K for one month)
  - M&O for MORCS ($194K for 11 month) + $60K for Utilities
  - M&O contract assumes 3 years
  - Prop 39 for High School ($259K) + $10K for Prom Rental
  - $63K rent for Central Admin
- MORCS Prop 1D repayment loan
  - 3% interest
  - 30 years
  - Starting 12/01/2019
- Capital Expense
  - BCCS - $100K
- Continuing using 1 bus to bring students to MORCS
- Indirect Cost – allocated based on the number of students.

Expense Assumptions

- ExED contracts:
  - Management and Accounting Services :
    - $218,468 - 2% increase
  - CALPADS:
    - $8,323 per school
- CASH Flow needs

  BCHS will need to borrow up to $450K from BCCS in FY18-19 and up to $300K in FY19-20. All of the funds would be repaid before FY20-21.

Central Admin – Summary Budget

YPI CHARTER SCHOOLS, INC - CENTRAL ADMIN

Multi-Year Budget Summary

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	2017-18	2018-19 Forecast	2019-20	2020-21	2021-22	2022-23
Total Enrollment	-	-	-	-	-	-
ADA	-	-	-	-	-	-
INCOME						
8011-8096 · Local Control Funding Formula Revenue	-	-	-	-	-	-
8100-8299 · Other Federal Income	-	-	-	-	-	-
8300-8599 · Other State Income	-	-	-	-	-	-
8600-8799 · Other Income-Local	17	-	-	-	-	-
Grants/Fundraising	-	-	-	-	-	-
8999 · Other Prior Year Adjustments	-	-	-	-	-	-
TOTAL INCOME	**17**	**-**	**-**	**-**	**-**	**-**
EXPENSE						
1000 · Certificated Salaries	198,152	266,023	268,033	270,063	298,367	300,700
2000 · Classified Salaries	311,450	384,128	387,922	391,473	423,749	427,658
3000 · Employee Benefits	143,091	241,623	260,803	277,927	300,897	316,879
4000 · Supplies	14,219	12,496	12,781	13,074	13,376	13,688
5000 · Operating Services	496,520	467,673	483,661	500,347	517,763	535,943
6000 · Capital Outlay	8,651	9,001	9,001	6,143	2,433	525
7000 · Other Outgo	(1,172,067)	(1,380,944)	(1,422,202)	(1,459,028)	(1,556,585)	(1,595,393)
TOTAL EXPENSE	**17**	**-**	**-**	**-**	**-**	**-**
NET INCOME	**0**	**-**	**-**	**-**	**-**	**-**

BCCS – Summary Budget

BERT CORONA CHARTER SCHOOL
Multi-Year Budget Summary
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	2017-18	2018-19 Forecast	2019-20	2020-21	2021-22	2022-23
Total Enrollment	370	374	378	378	378	378
ADA	356.73	360.91	364.77	364.77	364.77	364.77
% Free and Reduced	84%	84%	84%	84%	84%	84%
% English Language Learners	23%	23%	23%	23%	23%	23%
% Unduplicated Low Income, EL, Foster Youth	87%	84%	84%	84%	84%	84%
INCOME						
8011-8096 · Local Control Funding Formula Revenue	3,374,038	3,648,289	3,777,084	3,872,496	3,984,785	4,096,295
8100-8299 · Other Federal Income	3,489,863	3,529,589	3,536,609	3,538,340	705,767	540,651
8300-8599 · Other State Income	873,019	854,754	736,711	739,089	741,474	743,931
8600-8799 · Other Income-Local	65,993	50,000	50,000	50,000	50,000	50,000
Grants/Fundraising	7,500	10,000	10,000	10,000	10,000	10,000
8999 · Other Prior Year Adjustments	10,309	-	-	-	-	-
TOTAL INCOME	**7,820,721**	**8,092,632**	**8,110,404**	**8,209,926**	**5,492,026**	**5,440,876**
EXPENSE						
1000 · Certificated Salaries	1,197,772	1,197,981	1,244,881	1,293,657	1,325,274	1,371,660
2000 · Classified Salaries	710,609	743,871	772,227	776,960	780,400	802,520
3000 · Employee Benefits	647,309	632,917	697,149	750,787	760,386	804,331
4000 · Supplies	717,384	778,896	750,567	752,145	525,268	528,439
5000 · Operating Services	3,652,730	3,760,304	3,749,160	3,766,247	1,233,846	1,101,973
6000 · Capital Outlay	256,504	262,215	254,295	229,995	40,706	10,482
7000 · Other Outgo	564,066	614,723	609,861	613,246	642,818	657,541
TOTAL EXPENSE	**7,746,374**	**7,990,906**	**8,078,139**	**8,183,037**	**5,308,697**	**5,276,946**
NET INCOME	**74,347**	**101,726**	**32,264**	**26,889**	**183,329**	**163,929**
Ending Cash Balance	1,776,517	1,937,007	2,150,918	2,400,743	2,622,505	2,778,038
Month with Lowest Ending Cash Balance	Aug: $948,135	Sep: $1,566,851	Sep: $1,753,630	Sep: $2,042,235	Sep: $2,445,581	Sep: $2,519,782
5% Reserve Goal	387,319	399,545	403,907	409,152	265,435	263,847
Net Income as a Percentage of Expenses	1.0%	1.3%	0.4%	0.3%	3.5%	3.1%
Ending Cash as a Percentage of Expenses	22.9%	24.2%	26.6%	29.3%	49.4%	52.6%

MORCS– Summary Budget

MONSENOR OSCAR ROMERO CHARTER SCHOOL
Multi-Year Budget Summary
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	2017-18	2018-19 Forecast	2019-20	2020-21	2021-22	2022-23
Total Enrollment	340	340	364	368	368	368
ADA	327.53	328.10	351.26	355.12	355.12	355.12
% Free and Reduced	96%	96%	96%	96%	96%	96%
% English Language Learners	29%	29%	29%	29%	29%	29%
% Unduplicated Low Income, EL, Foster Youth	97%	96%	96%	96%	96%	96%
INCOME						
8011-8096 · Local Control Funding Formula Revenue	3,142,611	3,365,635	3,697,050	3,835,882	3,947,352	4,057,879
8100-8299 · Other Federal Income	541,233	523,948	551,349	567,816	569,870	569,870
8300-8599 · Other State Income	14,855,898	506,879	471,836	475,543	475,606	475,606
8600-8799 · Other Income-Local	46,668	35,000	35,000	35,000	35,000	35,000
Grants/Fundraising	10,250	10,000	10,000	10,000	10,000	10,000
8999 · Other Prior Year Adjustments	8,075	-	-	-	-	-
TOTAL INCOME	**18,604,736**	**4,441,461**	**4,765,235**	**4,924,241**	**5,037,828**	**5,148,355**
EXPENSE						
1000 · Certificated Salaries	1,044,847	1,147,317	1,193,210	1,240,938	1,290,576	1,342,199
2000 · Classified Salaries	535,461	567,318	590,011	613,611	638,155	663,682
3000 · Employee Benefits	596,133	586,637	646,184	698,788	742,189	788,564
4000 · Supplies	475,691	482,509	517,628	525,000	526,802	528,614
5000 · Operating Services	875,193	969,417	1,036,905	970,853	797,453	767,052
6000 · Capital Outlay	42,413	37,834	31,105	27,902	21,987	3,670
7000 · Other Outgo	519,620	559,329	722,057	795,410	819,849	829,696
TOTAL EXPENSE	**4,089,358**	**4,350,361**	**4,737,098**	**4,872,503**	**4,837,011**	**4,923,476**
NET INCOME	**14,515,378**	**91,100**	**28,137**	**51,738**	**200,817**	**224,878**
Ending Cash Balance	1,263,320	1,227,814	1,114,921	1,045,422	1,120,316	1,178,249
Month with Lowest Ending Cash Balance	Jun: $1,254,983	Sep: $1,096,325	Sep: $1,106,844	Sep: $1,014,695	Sep: $974,288	Sep: $1,036,058
5% Reserve Goal	204,468	217,518	236,855	243,625	241,851	246,174
Net Income as a Percentage of Expenses	355.0%	2.1%	0.6%	1.1%	4.2%	4.6%
Ending Cash as a Percentage of Expenses			23.5%	21.5%	23.2%	23.9%

HS– Summary Budget

Bert Corona Charter High School
Multi-Year Budget Summary
Prepared by ExED. For use by ExED and ExED clients only. © 2017 ExED

	2017-18	2018-19 Forecast	2019-20	2020-21	2021-22	2022-23
Total Enrollment	208	276	302	320	332	362
ADA	194.46	260.82	285.39	302.40	313.74	342.09
% Free and Reduced	81%	81%	81%	81%	81%	81%
% English Language Learners	15%	15%	15%	15%	15%	15%
% Unduplicated Low Income, EL, Foster Youth	84%	81%	81%	81%	81%	81%
# of Teachers	10	17	17	17	17	17
# of Non Teacher FTEs		9	9	9	9	9
INCOME						
8011-8096 · Local Control Funding Formula Revenue	2,221,281	3,149,313	3,511,161	3,802,724	4,058,882	4,548,490
8100-8299 · Other Federal Income	243,380	309,616	372,742	400,978	420,222	447,531
8300-8599 · Other State Income	185,642	258,101	248,841	264,081	274,270	298,330
8600-8799 · Other Income-Local	25,270	3,000	3,000	3,000	3,000	3,000
Grants/Fundraising	18,053	10,000	10,000	10,000	10,000	10,000
8999 · Other Prior Year Adjustments	2,364	-	-	-	-	-
TOTAL INCOME	**2,695,992**	**3,730,030**	**4,145,744**	**4,480,783**	**4,766,373**	**5,307,351**
EXPENSE						
1000 · Certificated Salaries	813,718	1,224,826	1,276,939	1,428,016	1,485,137	1,544,542
2000 · Classified Salaries	331,702	358,750	373,100	388,024	403,545	419,686
3000 · Employee Benefits	453,127	608,236	737,880	820,961	873,007	928,672
4000 · Supplies	286,462	434,235	441,673	470,747	491,606	539,051
5000 · Operating Services	448,967	571,652	634,682	690,096	735,757	822,186
6000 · Capital Outlay	23,129	23,226	23,226	9,730	1,769	146
7000 · Other Outgo	312,672	457,602	491,232	534,757	569,141	634,830
TOTAL EXPENSE	**2,669,777**	**3,678,526**	**3,978,732**	**4,342,331**	**4,559,961**	**4,889,114**
NET INCOME	**26,214**	**51,504**	**167,012**	**138,451**	**206,412**	**418,237**
Ending Cash Balance	150,276	11,159	126,014	246,017	431,511	778,044
Month with Lowest Ending Cash Balance	Aug: $55	Dec: ($ 387,015)	Nov: ($ 184,191)	Nov: ($ 66,482)	Nov: $84,876	Nov: $229,658
5% Reserve Goal	133,489	183,926	198,937	217,117	227,998	244,456
Net Income as a Percentage of Expenses	1.0%	1.4%	4.2%	3.2%	4.5%	8.6%
Ending Cash as a Percentage of Expenses			3.2%	5.7%	9.5%	15.9%

Network Equipment

Youth Policy Institute Charter Schools (YPICS) - Regular Board Meeting - Agenda - Thursday June 28, 2018 at 6:00 PM
YPI Charter Schools
E-Rate Form 470 # 180020265 Category 2 Internal Connections

Cost Proposal Network Equipment										
Descriptions	Part Number	MFTR	Unit	QTY	Unit Cost	Ext. Material	Ext. Labor	Tax	Sub-Total	E-Rate Eligible %
			Sites	1						
Catalyst 2960-X 48 GigE PoE 370W, 2 x 10G SFP+ LAN Base	WS-C2960X-48LPD-L	Cisco	EA	7	$2,867.95	$20,075.65	$1,050.00	$1,806.81	$22,932.46	100%
CISCO BASE Catalyst 2960-X 48 GigE PoE 370W, 2 x 10	CON-SW-WSC48LPD	Cisco	EA	7	$0.00	$0.00	$0.00	$0.00	$0.00	100%
AC Power cord, 16AWG	CAB-16AWG-AC	Cisco	EA	7	$0.00	$0.00	$0.00	$0.00	$0.00	100%
1000BASE-SX SFP transceiver module, MMF, 850nm, DOM	GLC-SX-MMD=	Cisco	EA	25	$55.00	$1,375.00	$187.50	$123.75	$1,686.25	100%
802.11ac W2 AP w/CA; 4x4:3; Int Ant; 2xGbE -B Domain	AIR-AP2802I-B-K9	Cisco	EA	50	$524.55	$26,227.50	$3,750.00	$2,360.48	$32,337.98	100%
SNTC-NO RMA 802.11ac W2 AP w/CA; 3x4:3; Int Ant; 2xG	CON-SW-AIRAPIKB	Cisco	EA	50	$0.00	$0.00	$0.00	$0.00	$0.00	100%
Ceiling Grid Clip for Aironet APs - Recessed Mount (Default)	AIR-AP-T-RAIL-R	Cisco	EA	50	$0.00	$0.00	$0.00	$0.00	$0.00	100%
802.11n AP Low Profile Mounting Bracket (Default)	AIR-AP-BRACKET-1	Cisco	EA	50	$0.00	$0.00	$0.00	$0.00	$0.00	100%
Cisco Aironet 2800 Series CAPWAP Software Image	SW2802-CAPWAP-K9	Cisco	EA	50	$0.00	$0.00	$0.00	$0.00	$0.00	100%
5508 Series Controller for up to 50 APs	AIR-CT5508-50-K9	Cisco	EA	1	$11,630.15	$11,630.15	$600.00	$1,046.71	$13,276.86	100%
CISCO BASE 5508 Series Controller for up to 50 APs	CON-SW-CT5508	Cisco	EA	1	$0.00	$0.00	$0.00	$0.00	$0.00	100%
50 AP Base license	LIC-CT5508-50	Cisco	EA	1	$0.00	$0.00	$0.00	$0.00	$0.00	100%
SWSS UPGRADES 50 AP Base license	CON-ECMU-LICCT0850	Cisco	EA	1	$0.00	$0.00	$0.00	$0.00	$0.00	100%
Base Software License	LIC-CT5508-BASE	Cisco	EA	1	$0.00	$0.00	$0.00	$0.00	$0.00	100%
SWSS UPGRADES Base Software Licens	CON-ECMU-LICCT8BAS	Cisco	EA	1	$0.00	$0.00	$0.00	$0.00	$0.00	100%
AIR Line Cord North America	AIR-PWR-CORD-NA	Cisco	EA	1	$0.00	$0.00	$0.00	$0.00	$0.00	100%
Cisco Unified Wireless Controller SW Release 8.0	SWC5500K9-80	Cisco	EA	1	$0.00	$0.00	$0.00	$0.00	$0.00	100%
SmartPro 120V 2.2kVA 1.92kW Line-Interactive Sine Wave UPS, 2U, Extended Run, Network Card Options, LCD, USB, DB9	SMART2600RM2U	TrippLite	EA	1	$880.11	$880.11	$120.00	$79.21	$1,079.32	100%
6ft CAT6 Patch Cables		Generic	MRP	EA	0	$5.00	$0.00	$0.00	$0.00	$0.00	100%
12ft CA6 Patch Cables		Generic	MRP	EA	0	$8.00	$0.00	$0.00	$0.00	$0.00	100%
25ft CAT6 Patch Cables		Generic	MRP	EA	0	$10.00	$0.00	$0.00	$0.00	$0.00	100%
12ft Fiber Patch Cables with SC Connectors		Generic	MRP	EA	0	$35.00	$0.00	$0.00	$0.00	$0.00	100%
1U Fiber Tray		Generic	Uniprise	EA	0	$350.00	$0.00	$0.00	$0.00	$0.00	100%
Project Management / Closeout document		Service	AAA	EA	1	$0.00	$0.00	$380.00	$0.00	$380.00	100%
Total - Material Cost							$60,188.41			$60,188.41	
Sales Taxes							$5,416.96			$5,416.96	
Total - Labor Cost							$6,087.50			$6,087.50	
Shipping							$0.00			$0.00	
TOTAL							$71,692.87			$71,692.87	

Bid Date:
03/12/2018

2

AAA Network Solutions, Inc
3/15/2018

YPI CHARTER SCHOOLS, INC - CENTRAL ADMIN

Multi-Year Budget Detail

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	-1	0	1	2	3	4
	2017-18	**2018-19 Trend**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Enrollment	-	-	-	-	-	-
ADA	-	-	-	-	-	-
ADA %		0%	0%	0%	0%	0%
UPP		0%	0%	0%	0%	0%
Income						
TOTAL INCOME	**17**	**-**	**-**	**-**	**-**	**-**
Expense						
1000 · Certificated Salaries						
1110 Teachers' Salaries	-	-	-	-	-	-
1120 Teachers' Hourly	-	-	-	-	-	-
1170 Teacher Salaries - Substitute	-	-	-	-	-	-
1175 Teachers' Salaries - Stipend/Extra Duty	1	-	-	-	-	-
1200 Certificated Pupil Support Salaries	-	65,000	65,000	65,000	65,000	65,000
1300 Certificated Supervisor and Administrator Salaries	198,151	201,023	203,033	205,063	233,367	235,700
1900 Other Certificated Salaries	-	-	-	-	-	-
Total 1000 · Certificated Salaries	**198,152**	**266,023**	**268,033**	**270,063**	**298,367**	**300,700**
2000 · Classified Salaries						
2100 Instructional Aide Salaries	-	-	-	-	-	-
2200 Classified Support Salaries (Maintenance, Food)	-	-	-	-	-	-
2300 Classified Supervisor and Administrator Salaries	-	91,800	92,718	93,645	94,582	95,527
2400 Clerical/Technical/Office Staff Salaries	311,450	292,328	295,204	297,828	329,167	332,131
2900 Other Classified Salaries (Supervision, After School)	-	-	-	-	-	-
Total 2000 · Classified Salaries	**311,450**	**384,128**	**387,922**	**391,473**	**423,749**	**427,658**
3000 · Employee Benefits						
3111 STRS - State Teachers Retirement System	28,732	56,333	63,243	67,169	72,731	73,334
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-
3213 PARS - Public Agency Retirement System (RARE)	-					
3311 OASDI - Social Security	19,623	18,856	19,042	19,212	21,162	21,353
3331 MED - Medicare	7,479	9,427	9,511	9,592	10,471	10,561
3401 H&W - Health & Welfare	81,822	149,000	160,920	173,794	187,697	202,713

YPI CHARTER SCHOOLS, INC - CENTRAL ADMIN
Multi-Year Budget Detail
Prepared by ExED. For use by ExED and ExED clients only. © 2017 ExED

	-1	0	1	2	3	4
	2017-18	**2018-19 Trend**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
3501 SUI - State Unemployment Insurance	259	325	328	331	361	364
3601 Workers' Compensation	-	-	-	-	-	-
3901 403B	5,127	7,683	7,758	7,829	8,475	8,553
3902 Other Benefits	50					
Total 3000 · Employee Benefits	**143,091**	**241,623**	**260,803**	**277,927**	**300,897**	**316,879**
4000 · Supplies						
4110 Approved Textbooks and Core Curriculum Materials	-	-	-	-	-	-
4210 Books and Other Reference Materials	-	-	-	-	-	-
4310 Student Materials	473	487	501	516	532	548
4350 Office Supplies	5,576	5,743	5,916	6,093	6,276	6,464
4370 Custodial Supplies	1,248	1,285	1,324	1,363	1,404	1,446
4390 Other Supplies	1,923	1,980	2,040	2,101	2,164	2,229
4400 Non Capitalized Equipment	5,000	3,000	3,000	3,000	3,000	3,000
4700 Food and Food Supplies	-	-	-	-	-	-
Total 4000 · Supplies	**14,219**	**12,496**	**12,781**	**13,074**	**13,376**	**13,688**
5000 · Operating Services						
5200 Travel and Conferences	30,173	20,390	20,390	20,390	20,390	20,390
5300 Dues and Memberships	6,592	6,000	6,180	6,365	6,556	6,753
5450 General Insurance	-	-	-	-	-	-
5500 Operation and Housekeeping Services	13,200	11,100	11,433	11,776	12,129	12,493
5610 Rent - Facilities / Buildings / Space	58,786	62,846	64,732	66,673	68,674	70,734
5620 Equipment Lease	6,000	6,180	6,365	6,556	6,753	6,956
5630 Vendor Repairs	458	-	-	-	-	-
5812 Field Trips/Pupil Transportation	-	-	-	-	-	-
5820 Legal / Audit Fees	101,700	74,000	74,420	74,853	75,298	75,757
5830 Advertisement / Recruitment	3,000	-	-	-	-	-
5850 Non Instructional Consultants	3,000	3,090	3,183	3,278	3,377	3,478
5851 Instructional Consultants	-	-	-	-	-	-
5853 ExED	234,165	243,437	255,110	267,351	280,189	293,653
5860 Non Instructional Software and Subscriptions	750	773	796	820	844	869

YPI CHARTER SCHOOLS, INC - CENTRAL ADMIN

Multi-Year Budget Detail

Prepared by ExED. For use by ExED and ExED clients only. © 2017 ExED

	-1	0	1	2	3	4
	2017-18	**2018-19 Trend**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
5890 Other Fees / Bank Charges /Credit Card Fees	17,336	17,856	18,392	18,944	19,512	20,097
5891 Factoring Fees	-	-	-	-	-	-
5897 Fundraising Cost	-	-	-	-	-	-
5900 Communications	21,360	22,001	22,661	23,341	24,041	24,762
Total 5000 · Operating Services	**496,520**	**467,673**	**483,661**	**500,347**	**517,763**	**535,943**
6000 · Capital Outlay						
6900 Depreciation Expense	8,651	9,001	9,001	6,143	2,433	525
6902 Capital Outlay						
Total 6000 · Capital Outlay	**8,651**	**9,001**	**9,001**	**6,143**	**2,433**	**525**
7000 · Other Outgo						
7221 Transfers to District	-	-	-	-	-	-
7299 District Oversight Fee	-	-	-	-	-	-
7310 Indirect Costs	(1,172,067)	(1,380,944)	(1,422,202)	(1,459,028)	(1,556,585)	(1,595,393)
7438 Debt Service - Interest	-	-	-	-	-	-
Total 7000 · Other Outgo	**(1,172,067)**	**(1,380,944)**	**(1,422,202)**	**(1,459,028)**	**(1,556,585)**	**(1,595,393)**
TOTAL EXPENSE	**17**	**-**	**(0)**	**0**	**-**	**0**
NET INCOME	**0**	**-**	**0**	**(0)**	**-**	**(0)**

GENERAL SERVICE AGREEMENT

THIS GENERAL SERVICE AGREEMENT (the "Agreement") dated this 24th day of May, 2018

BETWEEN

YPI Charter Schools, 9400 Remick Street, Pacoima, CA 91331 (the "Customer")

- AND -

AAA Network Solutions, Inc. of 8401 Page St. Buena Park, CA 90621
(the "Service Provider"), a licensed contractor with the State of California; license# 938689.

BACKGROUND:

A. The Customer is of the opinion that the Service Provider has the necessary qualifications, experience and abilities to provide services to the Customer.
B. The Service Provider is agreeable to providing such services to the Customer on the terms and conditions set out in this Agreement.

IN CONSIDERATION OF the matters described above and of the mutual benefits and obligations set forth in this Agreement, the receipt and sufficiency of which consideration is hereby acknowledged, the Customer and the Service Provider (individually the "Party" and collectively the "Parties" to this Agreement) agree as follows:

1. **Services Provided**

    The Customer hereby agrees to engage the Service Provider to provide the Customer with services (the "Services") consisting of:

    o   See attached summary cost proposal for Erate Eligble Category 2 Products & Services:
        1.   Network Equipment for $71,692.87

    The Services will also include any other tasks which the Parties may agree on. The Service Provider hereby agrees to provide such Services to the Customer.

2. **Term of Agreement**

8401 Page St.   714.484.2711 *phone*
Buena Park, CA 90621   866.663.3758 *fax*   Page 1

The term of this Agreement (the "Term") will begin on the date of this Agreement and will remain in full force and effect until the completion of the Services, subject to earlier termination as provided in this Agreement. The Term of this Agreement may be extended by mutual written agreement of the Parties.

Except as otherwise provided in this Agreement, the obligations of the Service Provider will terminate upon the earlier of the Service Provider ceasing to be engaged by the Customer or the termination of this Agreement by the Customer or the Service Provider.

3. **Performance**

The Parties agree to do everything necessary to ensure that the terms of this Agreement take effect.

4. **Currency**

Except as otherwise provided in this Agreement, all monetary amounts referred to in this Agreement are in USD (US Dollars).

5. **Compensation**

For the services rendered by the Service Provider as required by this Agreement, the Customer will provide compensation (the "Compensation") to the Service Provider of $71,692.87.

The Compensation will be payable upon the following terms:

Payment in full is due NET30 from completion.

6. **Additional Compensation**

In addition to the Compensation, the Service Provider will be entitled to the following additional compensation for performing the Services:

- o **Approved change order work**

7. **Special Contract Provisions**

The parties shall have the right to mutually agree to amend the original contract within the constraints of Applicant's local procurement rules, Applicant's State's procurement regulations, and the E-Rate program rules.

Applicant reserves the right to:

1)   Not proceed with contracted products/services unless approved by Applicant Board,

2)   Not proceed with contracted products/services unless E-Rate funding is approved,

3)   Not proceed with contracted products/services if E-Rate funding is lower than requested,

4)   Optionally proceed with contracted products/services with a reduced scope of work consistent with the level of funding approved, if determined by the Applicant to be in its best interest,

5)   Optionally proceed with contracted products/services with 'same functionality' products as needed (service substitution).

Vendors must not deliver products or start work before being so advised in writing, and in no case prior to April 1 preceding the start of the funding year.

Vendor will invoice Applicant only for its Applicant share of cost, regardless of: when the project is initiated or whether FCDL has been issued before project start. All invoices will show the following: Vendor's SPIN, E-Rate funding year, E-Rate Funding Request Number, the full amount of the services, the discount amount of the services and the Applicant share. Vendor will invoice USAC for reimbursement of the E-Rate discounted amount via the Service Provider Invoicing (SPI) method. Invoices for non-recurring costs must not be dated prior to July 1 of the relevant funding year, even if Applicant authorizes early implementation.

In the event of significant delays, such as due to late FCDL, should the project eventually proceed, Vendor agrees to use best efforts as necessary to substitute equivalent or better parts or services at equivalent or better pricing, so as to enable compliant Service Substitutions where necessary (such as due to "product end of life" situations caused by the delay). Labor rates, where applicable, will not increase by more than is justifiable by an objective third-party measure of inflation such as the Consumer Price Index [CPI] during the period of delay.

Additionally, Applicant has the right to conduct acceptance procedures such as equipment testing or a walk through before payment. Applicant will strictly enforce contract quality provisions including applicable industry and/or manufacturer standards.

Contract expiration date is explicitly 9/30/2019. The parties shall have the right to mutually agree to extend the delivery and expiration date of this project in the event of delayed FCDL. Applicant and Vendor agree that the contract may additionally be extended as needed for Applicant convenience.

8. **Provision of Extras**

The Customer will not provide any assistance or extras for use by the Service Provider in providing the Services.

9. **Reimbursement of Expenses**

The Service Provider will be reimbursed from time to time for all reasonable and necessary expenses incurred by the Service Provider in connection with providing the Services hereunder.

The Service Provider will furnish statements and vouchers to the Customer for all such expenses.

10. **Ownership of Materials and Intellectual Property**

All intellectual property and related materials (the "Intellectual Property") including any related work in progress that is developed or produced under this Agreement, will be the property of the Service Provider. The Customer is granted a non-exclusive limited-use license of this Intellectual Property.

Title, copyright, intellectual property rights and distribution rights of the Intellectual Property remain exclusively with the Service Provider.

11. **Capacity/Independent Contractor**

In providing the Services under this Agreement it is expressly agreed that the Service Provider is acting as an independent contractor and not as an employee. The Service Provider and the Customer acknowledge that this Agreement does not create a partnership or joint venture between them, and is exclusively a contract for service.

12. **Notice**

All notices, requests, demands or other communications required or permitted by the terms of this Agreement will be given in writing and delivered to the Parties of this Agreement as follows:

a. YPI Charter Schools
    9400 Remick Street
    Pacoima, CA 91331

b. AAANetwork Solutions, Inc.
    8401 Page St
    Buena Park, CA, 90621
    Email: khippard@aaansi.com

or to such other address as any Party may from time to time notify the other.

13. **Limitation of Liability**

8401 Page St.   714.484.2711 *phone*
Buena Park, CA 90621   866.663.3758 *fax*   Page 4

It is understood and agreed that the Service Provider will not be liable to the Customer or any agent or associate of the Customer, for any mistake or error in judgment or for any act or omission done in good faith and believed to be within the scope of authority conferred or implied by this Agreement.

14. **Costs and Legal Expenses**

In the event that legal action is brought to enforce or interpret any term of this Agreement, the prevailing Party will be entitled to recover, in addition to any other damages or award, all reasonable legal costs and fees associated with the action.

15. **Modification of Agreement**

Any amendment or modification of this Agreement or additional obligation assumed by either Party in connection with this Agreement will only be binding if evidenced in writing signed by each Party or an authorized representative of each Party.

16. **Time of the Essence**

Time is of the essence in this Agreement. No extension or variation of this Agreement will operate as a waiver of this provision.

17. **Assignment**

The Service Provider will not voluntarily or by operation of law assign or otherwise transfer its obligations under this Agreement without the prior written consent of the Customer.

18. **Entire Agreement**

It is agreed that there is no representation, warranty, collateral agreement or condition affecting this Agreement except as expressly provided in this Agreement.

19. **Enurement**

This Agreement will enure to the benefit of and be binding on the Parties and their respective heirs, executors, administrators, successors and permitted assigns.

20. **Titles/Headings**

Headings are inserted for the convenience of the Parties only and are not to be considered when interpreting this Agreement.

21. **Gender**

8401 Page St.   714.484.2711 *phone*
Buena Park, CA 90621   866.663.3758 *fax*   Page 5

Words in the singular mean and include the plural and vice versa. Words in the masculine mean and include the feminine and vice versa.

22. **Governing Law**

It is the intention of the Parties to this Agreement that this Agreement and the performance under this Agreement, and all suits and special proceedings under this Agreement, be construed in accordance with and governed, to the exclusion of the law of any other forum, by the laws of the State of California, without regard to the jurisdiction in which any action or special proceeding may be instituted.

23. **Severability**

In the event that any of the provisions of this Agreement are held to be invalid or unenforceable in whole or in part, all other provisions will nevertheless continue to be valid and enforceable with the invalid or unenforceable parts severed from the remainder of this Agreement.

24. **Waiver**

The waiver by either Party of a breach, default, delay or omission of any of the provisions of this Agreement by the other Party will not be construed as a waiver of any subsequent breach of the same or other provisions.

IN WITNESS WHEREOF the Parties have duly affixed their signatures under hand and seal on this 24th day of May 2018.

YPI Charter Schools (Customer)   Per:_____
AAA Network Solutions, Inc. (Service Provider)   Per:_____

8401 Page St.   714.484.2711 *phone*
Buena Park, CA 90621   866.663.3758 *fax*   Page 6

Bert Corona Charter High School
Multi-Year Budget Detail
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	-1	0	1	2	3	4		
	2017-18	**2018-19 Trend**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2018-19 Percent of Budget**	**Percent Change, 2017-18 to 2018-19**
Enrollment	208	276	302	320	332	362		
ADA	194.46	260.82	285.39	302.40	313.74	342.09		
ADA %		95%	95%	95%	95%	95%		
UPP		83%	82%	81%	81%	81%		
Income								
8011-8096 · Local Control Funding Formula Revenue								
8011 Local Control Funding Formula	1,751,591	2,521,733	2,824,461	3,075,095	3,303,967	3,725,360	68%	44%
8012 Education Protection Account	38,892	52,164	57,078	60,480	62,748	68,418	1%	34%
8096 In Lieu of Property Taxes	430,799	575,416	629,622	667,149	692,167	754,712	15%	34%
Total 8011-8096 · Local Control Funding Formula Revenue	**2,221,281**	**3,149,313**	**3,511,161**	**3,802,724**	**4,058,882**	**4,548,490**	**84%**	**42%**
8100-8299 · Other Federal Income							0%	
8181 Federal Special Education (IDEA)	38,069	51,061	55,871	59,201	61,421	66,971	1%	34%
8220 Child Nutrition Programs - Federal	108,861	130,600	142,903	151,420	157,098	171,294	3%	20%
8291 Title I, A Basic Grants Low-Income	87,328	118,732	161,428	176,635	187,163	194,182	3%	36%
8292 Title II, A Teacher Quality	6,784	9,224	12,540	13,722	14,540	15,085	0%	36%
8294 Title III, Limited English Proficiency	2,061	3,999	3,999	4,376	4,637	4,811	0%	94%
8295 Title IV, Student Support and Academic Enrichment	-	-	-	-	-	-	0%	
8296 Title V, B Charter Schools Grants	277	-	-	-	-	-	0%	-100%
8297 All Other Federal Revenue	-	-	-	-	-	-	0%	
Total 8100-8299 · Other Federal Income	**243,380**	**313,615**	**376,741**	**405,354**	**424,859**	**452,342**	**8%**	**29%**
8300-8599 · Other State Income							0%	
8311 Special Ed - AB602	111,262	153,275	167,714	177,710	184,374	201,035	4%	38%
8520 Child Nutrition - State	9,378	12,762	13,964	14,796	15,351	16,738	0%	36%
8550 Mandate Block Grant	27,418	41,465	11,798	12,909	13,679	14,192	1%	51%
8560 State Lottery Revenue	37,584	50,599	55,366	58,666	60,866	66,365	1%	35%
8591 SB740	-	-	-	-	-	-	0%	
8599 All Other State Revenues	-	-	-	-	-	-	0%	
Total 8300-8599 · Other State Income	**185,642**	**258,101**	**248,841**	**264,081**	**274,270**	**298,330**	**7%**	**39%**
8600-8799 · Other Income-Local							0%	
8634 Food Service Sales	-	-	-	-	-	-	0%	
8660 Interest / Dividend Income	-						0%	
8662 Net Increase (Decrease) in Fair Value of Investments	-						0%	
8670 In Kind Donation	-						0%	
8690 All Other Local Revenue	25,270	3,000	3,000	3,000	3,000	3,000	0%	-88%
8698 Grants	-	-	-	-	-	-	0%	
8699 Fundraising	18,053	10,000	10,000	10,000	10,000	10,000	0%	-45%

Bert Corona Charter High School
Multi-Year Budget Detail
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	2017-18	2018-19 Trend	2019-20	2020-21	2021-22	2022-23	2018-19 Percent of Budget	Percent Change, 2017-18 to 2018-19
8792 Transfers of Apportionments - Special Ed	-						0%	
Total 8600-8799 · Other Income-Local	**43,324**	**13,000**	**13,000**	**13,000**	**13,000**	**13,000**	**0%**	**-70%**
Prior Year Adjustments								
8019 Local Control Funding Formula - Prior Year	(13,329)	-					0%	-100%
8999 Other Prior Year Adjustments	15,694	-					0%	-100%
Total Prior Year Adjustments	**2,364**	**-**	**-**	**-**	**-**	**-**	**0%**	**-100%**
TOTAL INCOME	**2,695,992**	**3,734,029**	**4,149,743**	**4,485,159**	**4,771,010**	**5,312,162**	**100%**	**39%**
Expense								
1000 · Certificated Salaries								
1110 Teachers' Salaries	562,240	1,003,608	1,043,752	1,085,502	1,128,923	1,174,079	27%	79%
1120 Teachers' Hourly	-	-	-	-	-	-	0%	
1170 Teacher Salaries - Substitute	43,740	-	-	-	-	-	0%	-100%
1175 Teachers' Salaries - Stipend/Extra Duty	26,152	39,000	40,560	42,182	43,870	45,624	1%	38%
1200 Certificated Pupil Support Salaries	82,500	84,150	87,516	91,017	94,657	98,444	2%	2%
1300 Certificated Supervisor and Administrator Salaries	99,086	101,068	105,110	209,315	217,687	226,395	3%	2%
1900 Other Certificated Salaries	-	-	-	-	-	-	0%	
Total 1000 · Certificated Salaries	**813,718**	**1,227,826**	**1,276,939**	**1,428,016**	**1,485,137**	**1,544,542**	**33%**	**51%**
2000 · Classified Salaries							0%	
2100 Instructional Aide Salaries	119,305	115,234	119,844	124,638	129,623	134,808	3%	-3%
2200 Classified Support Salaries (Maintenance, Food)	-	-	-	-	-	-	0%	
2300 Classified Supervisor and Administrator Salaries	82,000	83,640	86,986	90,465	94,084	97,847	2%	2%
2400 Clerical/Technical/Office Staff Salaries	101,760	128,675	133,822	139,175	144,742	150,532	3%	26%
2900 Other Classified Salaries (Supervision, After School)	28,637	31,200	32,448	33,746	35,096	36,500	1%	9%
Total 2000 · Classified Salaries	**331,702**	**358,750**	**373,100**	**388,024**	**403,545**	**419,686**	**10%**	**8%**
3000 · Employee Benefits							0%	
3111 STRS - State Teachers Retirement System	128,414	216,012	250,181	293,209	304,937	317,134	6%	68%
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	0%	
3213 PARS - Public Agency Retirement System (RARE)	-						0%	
3311 OASDI - Social Security	15,268	16,103	16,747	17,417	18,114	18,838	0%	5%
3331 MED - Medicare	16,533	23,005	23,926	26,333	27,386	28,481	1%	39%
3401 H&W - Health & Welfare	275,393	330,000	421,629	455,360	491,789	531,132	9%	20%
3501 SUI - State Unemployment Insurance	569	793	825	908	944	982	0%	39%
3601 Workers' Compensation	13,376	19,269	20,841	23,855	25,802	27,907	1%	44%
3901 403B	3,422	3,587	3,731	3,880	4,035	4,197	0%	5%
3902 Other Benefits	152						0%	-100%
Total 3000 · Employee Benefits	**453,127**	**608,769**	**737,880**	**820,961**	**873,007**	**928,672**	**17%**	**34%**

Bert Corona Charter High School
Multi-Year Budget Detail
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| | -1 | 0 | 1 | 2 | 3 | 4 | | |
| | | | | | | | **2018-19 Percent of Budget** | **Percent Change, 2017-18 to 2018-19** |
	2017-18	**2018-19 Trend**	**2019-20**	**2020-21**	**2021-22**	**2022-23**		
4000 · Supplies							0%	
4110 Approved Textbooks and Core Curriculum Materials	24,419	56,250	61,549	65,217	67,663	73,777	2%	130%
4210 Books and Other Reference Materials	11,500	15,260	16,697	17,692	18,356	20,014	0%	33%
4310 Student Materials	35,638	57,210	64,067	69,486	73,803	82,394	2%	61%
4350 Office Supplies	10,000	13,269	14,519	15,385	15,962	17,404	0%	33%
4370 Custodial Supplies	4,000	5,308	5,808	6,154	6,385	6,962	0%	33%
4390 Other Supplies	27,874	69,487	40,471	42,883	44,491	48,511	2%	149%
4400 Non Capitalized Equipment	28,353	32,091	34,727	36,864	38,616	41,972	1%	13%
4700 Food and Food Supplies	144,679	185,360	203,836	217,065	226,331	248,016	5%	28%
Total 4000 · Supplies	**286,462**	**434,235**	**441,673**	**470,747**	**491,606**	**539,051**	**12%**	**52%**
5000 · Operating Services							0%	
5200 Travel and Conferences	4,700	1,880	1,880	1,880	1,880	1,880	0%	-60%
5300 Dues and Memberships	8,336	11,393	12,840	14,013	14,975	16,818	0%	37%
5450 General Insurance	20,000	27,335	30,807	33,622	35,930	40,352	1%	37%
5500 Operation and Housekeeping Services	2,477	3,386	3,816	4,165	4,451	4,998	0%	37%
5610 Rent - Facilities / Buildings / Space	188,111	268,586	302,704	330,368	353,040	396,489	7%	43%
5620 Equipment Lease	14,217	19,431	21,899	23,900	25,541	28,684	1%	37%
5630 Vendor Repairs	4,400	6,014	6,778	7,397	7,905	8,877	0%	37%
5812 Field Trips/Pupil Transportation	6,663	15,607	17,590	19,197	20,515	23,039	0%	134%
5820 Legal / Audit Fees	-	-	-	-	-	-	0%	
5830 Advertisement / Recruitment	4,000	9,120	4,244	4,371	4,502	4,637	0%	128%
5850 Non Instructional Consultants	51,986	56,986	64,225	70,094	74,905	84,123	2%	10%
5851 Instructional Consultants	105,960	113,440	127,850	139,534	149,110	167,461	3%	7%
5853 ExED	-	-	-	-	-	-	0%	
5860 Non Instructional Software and Subscriptions	2,176	2,975	3,352	3,659	3,910	4,391	0%	37%
5890 Other Fees / Bank Charges /Credit Card Fees	3,000	1,236	1,273	1,311	1,351	1,391	0%	-59%
5891 Factoring Fees	-	-	-	-	-	-	0%	
5897 Fundraising Cost	1,000	1,367	1,540	1,681	1,796	2,018	0%	37%
5900 Communications	31,940	32,898	33,885	34,902	35,949	37,027	1%	3%
Total 5000 · Operating Services	**448,967**	**571,652**	**634,682**	**690,096**	**735,757**	**822,186**	**16%**	**27%**
6000 · Capital Outlay							0%	
6900 Depreciation Expense	23,129	23,226	23,226	9,730	1,769	146	1%	0%
6902 Capital Outlay								
Total 6000 · Capital Outlay	**23,129**	**23,226**	**23,226**	**9,730**	**1,769**	**146**	**1%**	**0%**
7000 · Other Outgo							0%	
7221 Transfers to District	29,866	40,867	44,717	47,382	49,159	53,601	1%	37%

Bert Corona Charter High School
Multi-Year Budget Detail
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	-1	0	1	2	3	4		
	2017-18	**2018-19 Trend**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2018-19 Percent of Budget**	**Percent Change, 2017-18 to 2018-19**
7299 District Oversight Fee	22,213	31,493	35,112	38,027	40,589	45,485	1%	42%
7310 Indirect Costs	260,194	384,990	411,403	449,348	479,393	535,744	10%	48%
7438 Debt Service - Interest	398	-	-	-	-	-	0%	-37%
Total 7000 · Other Outgo	**312,672**	**457,351**	**491,232**	**534,757**	**569,141**	**634,830**	**12%**	**46%**
TOTAL EXPENSE	**2,669,777**	**3,681,808**	**3,978,732**	**4,342,331**	**4,559,961**	**4,889,114**	**100%**	**38%**
NET INCOME	**26,214**	**52,221**	**171,012**	**142,827**	**211,049**	**423,047**		
Beginning Cash Balance	81,315	150,276	13,159	132,013	256,203	446,204		
Cash Flow from Operating Activities								
Net Income	26,214	52,221	171,012	142,827	211,049	423,047		
Change in Accounts Receivable								
Prior Year Accounts Receivable	504,182	351,486	439,868	458,946	487,470	510,429		
Current Year Accounts Receivable	(351,486)	(439,868)	(458,946)	(487,470)	(510,429)	(582,978)		
Change in Due from	-	-	-	-	-	-		
Change in Accounts Payable	79,725	(79,110)	(6,145)	-	-	-		
Change in Due to	(172,362)	1,642	(154)	157	142	613		
Change in Accrued Vacation	-	-	-	-	-	-		
Change in Payroll Liabilities	(1,271)	-	-	-	-	-		
Change in Prepaid Expenditures	13,758	-	-	-	-	-		
Change in Deposits	-	-	-	-	-	-		
Change in Deferred Revenue	-	-	-	-	-	-		
Depreciation Expense	23,129	23,226	23,226	9,730	1,769	146		
Cash Flow from Investing Activities								
Capital Expenditures	(2,929)	-	-	-	-	-		
Cash Flow from Financing Activities								
Source - Sale of Receivables	-	-	-	-	-	-		
Use - Sale of Receivables	-	-	-	-	-	-		
Source - Loans	-	-	-	-	-	-		
Use - Loans	(49,998)	(49,998)	(50,008)	-	-	-		
Ending Cash Balance	150,276	9,876	132,013	256,203	446,204	797,461		
Month with Lowest Ending Cash Balance	Aug: $55	Dec: ($ 387,015)	Nov: ($ 181,192)	Nov: ($ 59,484)	Nov: $96,157	Nov: $245,510		
5% Reserve Goal	133,489	184,090	198,937	217,117	227,998	244,456		
Net Income as a Percent of Expenses	1.0%	1.4%	4.3%	3.3%	4.6%	8.7%		
Ending Cash as a Percent of Expenses	5.6%	0.3%	3.3%	5.9%	9.8%	16.3%		

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The Miller Institute *for Learning with Technology*

E-Rate Consulting Renewal Proposal
Fiscal Year 2018-2019 / E-Rate Funding Year 2019-2020
YPI Charter Schools

Learningtech.org appreciates the opportunity to provide E-Rate Consulting Services to your organization. During the past months, we facilitated application(s) for a total of **$177,320.43** E-Rate discounts for FY2018 (7/1/2018 – 6/30/2019) with:

- Category 1 application for *continuing contracted services* that requested funding of **$80,142.08**; additional California Teleconnect Fund discounts are also anticipated for eligible Category 1 services
- Category 1 application for *newly competed services* that requested funding of **$33,349.09**
- Category 2 application *newly competed services* that requested funding of **$63,829.26**

We look forward to continuing our relationship and anticipate providing Standard E-Rate Management Services for FY2019 (7/1/2019 – 6/30/2020) to your organization during fiscal year 2018 – 2019 (7/1/2018 – 6/30/2019), consistent with the attached **Scope of Work**.

These key assumptions support the next fiscal year's work:

- One (1) Category 1 application for continuing contract services
- One (1) Category 1 application for newly competed and awarded services (as needed)
- No Category 2 application. A separate consulting fee applies for Category 2 application; please request a quote if you intend to pursue Category 2 funding
- No additional schools or sites since last year. A separate consulting fee applies for additional schools or sites; please notify us immediately if you anticipate opening a new school or site in the next year

Consistent with Paragraph 2 of the existing Consulting Agreement, our agreement ends on 6/30/2018; a new Consulting Agreement is attached to support this renewal proposal.
This renewal proposal includes these additional considerations:

- The annual Fixed Fee amount of **$8,900**, which includes a Consumer Price Index adjustment, covers the Standard E-Rate Management Services and above assumptions
- At Client's preference, the annual Fixed Fee amount for the fiscal year's work can be paid:
  - *In a single payment* with 2% discount if paid by cash/check within 10 days of invoice date, *or*
  - *Quarterly, in 4 installments*, due on the 1st day of the first month of each quarter. We will assume you prefer quarterly unless we hear from you by 6/30/2018
- Clients wishing to use payment services that charge a transaction fee (e.g., Square, PayPal, credit cards) must pay the transaction fee
- Late fees and/or finance charges up to the maximum amounts allowed by law shall be applied to past due accounts
- Additional costs may be incurred if mutually agreed assumptions turn out to be inaccurate or if services are requested that are outside the stated Scope of Work

751 Laurel St. #411 • San Carlos, CA 94070 • 650-598-0105 • info@learningtech.org • www.learningtech.org
A 501(c)(3) California Nonprofit Public Benefit Corporation

Client hereby notifies Learningtech.org of intent to renew the existing contract with the above considerations. Executed on the date(s) set forth below, by duly authorized agents for the respective parties.

The Miller Institute for Learning with Technology	YPI Charter Schools
Authorized Representative For Consultant	*Authorized Representative For Client*
Mark L. Miller, Ph.D.	
Name	*Name*
President and Executive Director	
Title	*Title*
Mark L. Miller	
Signature	*Signature*
05/23/2018	
Date	*Date*

ypi_2018_2019_ff_renewal

MONSENOR OSCAR ROMERO CHARTER SCHOOL
Multi-Year Budget Detail
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	2017-18	**2018-19 Trend**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2018-19 Percent of Budget**	**Percent Change, 2017-18 to 2018-19**
Enrollment	340	340	364	368	368	368		
ADA	327.53	328.10	351.26	355.12	355.12	355.12		
ADA %		97%	97%	97%	97%	97%		
UPP		96%	96%	96%	96%	96%		
Income								
8011-8096 · Local Control Funding Formula Revenue								
8011 Local Control Funding Formula	1,996,866	2,220,907	2,471,519	2,596,883	2,708,353	2,818,880	50%	11%
8012 Education Protection Account	420,148	420,880	450,589	455,540	455,540	455,540	9%	0%
8096 In Lieu of Property Taxes	725,597	723,848	774,943	783,459	783,459	783,459	16%	0%
Total 8011-8096 · Local Control Funding Formula Revenue	**3,142,611**	**3,365,635**	**3,697,050**	**3,835,882**	**3,947,352**	**4,057,879**	**76%**	**7%**
8100-8299 · Other Federal Income							0%	
8181 Federal Special Education (IDEA)	64,121	64,232	68,766	69,522	69,522	69,522	1%	0%
8220 Child Nutrition Programs - Federal	306,232	287,658	307,957	311,341	311,341	311,341	6%	-6%
8291 Title I, A Basic Grants Low-Income	142,724	145,442	147,613	158,033	159,770	159,770	3%	2%
8292 Title II, A Teacher Quality	16,881	17,203	17,459	18,692	18,897	18,897	0%	2%
8294 Title III, Limited English Proficiency	11,276	9,413	9,553	10,228	10,340	10,340	0%	-17%
8295 Title IV, Student Support and Academic Enrichment	-	-	-	-	-	-	0%	
8296 Title V, B Charter Schools Grants	-	-	-	-	-	-	0%	
8297 All Other Federal Revenue	-	-	-	-	-	-	0%	
Total 8100-8299 · Other Federal Income	**541,233**	**523,948**	**551,349**	**567,816**	**569,870**	**569,870**	**12%**	**-3%**
8300-8599 · Other State Income							0%	
8311 Special Ed - AB602	187,400	192,813	206,423	208,692	208,692	208,692	4%	3%
8520 Child Nutrition - State	25,352	26,491	28,361	28,672	28,672	28,672	1%	4%
8550 Mandate Block Grant	52,925	60,374	5,358	5,736	5,799	5,799	1%	14%
8560 State Lottery Revenue	63,537	63,651	68,144	68,893	68,893	68,893	1%	0%
8591 SB740	-	-	-	-	-	-	0%	
8599 All Other State Revenues	14,526,685	163,549	163,549	163,549	163,549	163,549	4%	-99%
Total 8300-8599 · Other State Income	**14,855,898**	**506,879**	**471,836**	**475,543**	**475,606**	**475,606**	**11%**	**-97%**
8600-8799 · Other Income-Local							0%	
8634 Food Service Sales	-	-	-	-	-	-	0%	
8660 Interest / Dividend Income	-						0%	
8662 Net Increase (Decrease) in Fair Value of Investments	-						0%	
8670 In Kind Donation	-						0%	
8690 All Other Local Revenue	46,668	35,000	35,000	35,000	35,000	35,000	1%	-25%
8698 Grants	9,500	10,000	10,000	10,000	10,000	10,000	0%	5%
8699 Fundraising	750	-	-	-	-	-	0%	-100%

MONSENOR OSCAR ROMERO CHARTER SCHOOL
Multi-Year Budget Detail
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| | | | | | | | | **Percent Change, 2017-18 to 2018-19** |
	2017-18	**2018-19 Trend**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2018-19 Percent of Budget**	
8792 Transfers of Apportionments - Special Ed	-						0%	
Total 8600-8799 · Other Income-Local	**56,918**	**45,000**	**45,000**	**45,000**	**45,000**	**45,000**	**1%**	**-21%**
Prior Year Adjustments								
8019 Local Control Funding Formula - Prior Year	(32,572)	-					0%	-100%
8999 Other Prior Year Adjustments	40,647	-					0%	-100%
Total Prior Year Adjustments	**8,075**	**-**	**-**	**-**	**-**	**-**	**0%**	**-100%**
TOTAL INCOME	**18,604,736**	**4,441,461**	**4,765,235**	**4,924,241**	**5,037,828**	**5,148,355**	**100%**	**-76%**
Expense								
1000 · Certificated Salaries								
1110 Teachers' Salaries	890,978	1,014,282	1,054,854	1,097,048	1,140,930	1,186,567	23%	14%
1120 Teachers' Hourly	-						0%	
1170 Teacher Salaries - Substitute	16,850	-	-	-	-	-	0%	-100%
1175 Teachers' Salaries - Stipend/Extra Duty	38,804	28,500	29,640	30,826	32,059	33,341	1%	-27%
1200 Certificated Pupil Support Salaries	-	-	-	-	-	-	0%	
1300 Certificated Supervisor and Administrator Salaries	98,215	104,535	108,716	113,065	117,587	122,291	2%	6%
1900 Other Certificated Salaries	-	-	-	-	-	-	0%	
Total 1000 · Certificated Salaries	**1,044,847**	**1,147,317**	**1,193,210**	**1,240,938**	**1,290,576**	**1,342,199**	**26%**	**10%**
2000 · Classified Salaries							0%	
2100 Instructional Aide Salaries	157,414	128,450	133,588	138,932	144,489	150,268	3%	-18%
2200 Classified Support Salaries (Maintenance, Food)	7,696	43,000	44,720	46,509	48,369	50,304	1%	459%
2300 Classified Supervisor and Administrator Salaries	131,486	139,179	144,746	150,536	156,558	162,820	3%	6%
2400 Clerical/Technical/Office Staff Salaries	206,775	212,872	221,387	230,242	239,452	249,030	5%	3%
2900 Other Classified Salaries (Supervision, After School)	32,090	43,816	45,569	47,392	49,288	51,259	1%	37%
Total 2000 · Classified Salaries	**535,461**	**567,318**	**590,011**	**613,611**	**638,155**	**663,682**	**13%**	**6%**
3000 · Employee Benefits							0%	
3111 STRS - State Teachers Retirement System	156,938	193,259	223,830	245,237	255,047	265,249	4%	23%
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	0%	
3213 PARS - Public Agency Retirement System (RARE)	-						0%	
3311 OASDI - Social Security	30,429	32,707	34,016	35,376	36,791	38,263	1%	7%
3331 MED - Medicare	22,936	24,862	25,857	26,891	27,967	29,085	1%	8%
3401 H&W - Health & Welfare	350,517	300,000	324,000	349,920	377,914	408,147	7%	-14%
3501 SUI - State Unemployment Insurance	795	857	892	927	964	1,003	0%	8%
3601 Workers' Compensation	26,449	29,845	32,280	34,914	37,763	40,845	1%	13%
3901 403B	7,069	5,106	5,310	5,522	5,743	5,973	0%	-28%
3902 Other Benefits	1,000						0%	-100%
Total 3000 · Employee Benefits	**596,133**	**586,637**	**646,184**	**698,788**	**742,189**	**788,564**	**13%**	**-2%**

MONSENOR OSCAR ROMERO CHARTER SCHOOL
Multi-Year Budget Detail
Prepared by ExED. For use by ExED and ExED clients only. © 2017 ExED

	-1	0	1	2	3	4		
	2017-18	**2018-19 Trend**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2018-19 Percent of Budget**	**Percent Change, 2017-18 to 2018-19**
4000 · Supplies							0%	
4110 Approved Textbooks and Core Curriculum Materials	13,000	13,000	13,918	14,071	14,071	14,071	0%	0%
4210 Books and Other Reference Materials	18,921	18,921	20,257	20,480	20,480	20,480	0%	0%
4310 Student Materials	50,187	50,187	53,730	54,320	54,320	54,320	1%	0%
4350 Office Supplies	8,040	8,040	8,608	8,702	8,702	8,702	0%	0%
4370 Custodial Supplies	2,582	2,582	2,764	2,794	2,794	2,794	0%	0%
4390 Other Supplies	61,950	50,000	53,529	54,118	54,118	54,118	1%	-19%
4400 Non Capitalized Equipment	12,000	10,000	10,000	10,000	10,000	10,000	0%	-17%
4700 Food and Food Supplies	309,011	329,779	354,823	360,515	362,318	364,130	8%	7%
Total 4000 · Supplies	**475,691**	**482,509**	**517,628**	**525,000**	**526,802**	**528,614**	**11%**	**1%**
5000 · Operating Services							0%	
5200 Travel and Conferences	26,200	25,400	16,400	16,400	16,400	16,400	1%	-3%
5300 Dues and Memberships	5,750	5,923	6,531	6,801	7,005	7,215	0%	3%
5450 General Insurance	27,248	28,066	30,948	32,227	33,194	34,189	1%	3%
5500 Operation and Housekeeping Services	46,470	300,790	354,908	359,759	173,424	129,702	7%	547%
5610 Rent - Facilities / Buildings / Space	182,149	20,406	-	-	-	-	0%	-89%
5620 Equipment Lease	26,577	26,577	29,307	30,518	31,433	32,376	1%	0%
5630 Vendor Repairs	10,400	10,712	11,812	12,300	12,669	13,049	0%	3%
5812 Field Trips/Pupil Transportation	115,800	115,800	127,693	42,027	43,287	44,586	3%	0%
5820 Legal / Audit Fees	15,000	-	-	-	-	-	0%	-100%
5830 Advertisement / Recruitment	5,000	5,150	5,305	5,464	5,628	5,796	0%	3%
5850 Non Instructional Consultants	78,833	78,833	86,930	90,522	93,237	96,035	2%	0%
5851 Instructional Consultants	259,509	269,509	280,392	285,220	288,870	292,629	6%	4%
5853 ExED	-	-	-	-	-	-	0%	
5860 Non Instructional Software and Subscriptions	22,531	26,915	29,679	30,906	31,833	32,788	1%	19%
5890 Other Fees / Bank Charges /Credit Card Fees	683	704	725	746	769	792	0%	3%
5891 Factoring Fees	-	-	-	-	-	-	0%	
5897 Fundraising Cost	61	63	70	73	75	77	0%	3%
5900 Communications	52,980	54,569	56,206	57,893	59,629	61,418	1%	3%
Total 5000 · Operating Services	**875,193**	**969,417**	**1,036,905**	**970,853**	**797,453**	**767,052**	**22%**	**11%**
6000 · Capital Outlay							0%	
6900 Depreciation Expense	42,413	37,834	31,105	27,902	21,987	3,670	1%	-11%
6902 Capital Outlay								
Total 6000 · Capital Outlay	**42,413**	**37,834**	**31,105**	**27,902**	**21,987**	**3,670**	**1%**	**-11%**
7000 · Other Outgo							0%	
7221 Transfers to District	50,304	51,409	55,038	55,643	55,643	55,643	1%	2%

MONSENOR OSCAR ROMERO CHARTER SCHOOL
Multi-Year Budget Detail
Prepared by ExED. For use by ExED and ExED clients only. © 2017 ExED

	-1	0	1	2	3	4		
	2017-18	**2018-19 Trend**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2018-19 Percent of Budget**	**Percent Change, 2017-18 to 2018-19**
7299 District Oversight Fee	31,426	33,656	36,971	38,359	39,474	40,579	1%	7%
7310 Indirect Costs	437,890	474,264	495,863	503,679	531,376	544,624	11%	8%
7438 Debt Service - Interest	-	-	134,185	197,729	193,357	188,851	0%	
Total 7000 · Other Outgo	**519,620**	**559,329**	**722,057**	**795,410**	**819,849**	**829,696**	**13%**	**8%**
TOTAL EXPENSE	**4,089,358**	**4,350,361**	**4,737,098**	**4,872,503**	**4,837,011**	**4,923,476**	**100%**	**6%**
NET INCOME	**14,515,378**	**91,100**	**28,137**	**51,738**	**200,817**	**224,878**		
Beginning Cash Balance	13,276,009	1,263,320	1,227,814	1,114,921	1,045,422	1,120,316		
Cash Flow from Operating Activities								
Net Income	14,515,378	91,100	28,137	51,738	200,817	224,878		
Change in Accounts Receivable								
Prior Year Accounts Receivable	328,503	487,915	523,508	591,645	596,991	596,746		
Current Year Accounts Receivable	(487,915)	(523,508)	(591,645)	(596,991)	(596,746)	(614,893)		
Change in Due from	-		-	-	-	-		
Change in Accounts Payable	(1,669,973)	(66,130)	(10,993)	-	-	-		
Change in Due to	27,585	(5,672)	475	(23)	(13)	181		
Change in Accrued Vacation	-	-	-	-	-	-		
Change in Payroll Liabilities	(2,843)	-	-	-	-	-		
Change in Prepaid Expenditures	20,759	-	-	-	-	-		
Change in Deposits	-	-	-	-	-	-		
Change in Deferred Revenue	(10,354,945)	-	-	-	-	-		
Depreciation Expense	42,413	37,834	31,105	27,902	21,987	3,670		
Cash Flow from Investing Activities								
Capital Expenditures	(19,147,563)	-	-	-	-	-		
Cash Flow from Financing Activities								
Source - Sale of Receivables	-	-	-	-	-	-		
Use - Sale of Receivables	-	-	-	-	-	-		
Source - Loans	4,715,912	-	-	-	-	-		
Use - Loans	-	-	(93,481)	(143,770)	(148,143)	(152,649)		
Ending Cash Balance	1,263,320	1,284,859	1,114,921	1,045,422	1,120,316	1,178,249		
Month with Lowest Ending Cash Balance	Jun: $1,254,983	Sep: $1,096,325	Sep: $1,106,844	Sep: $1,014,695	Sep: $974,288	Sep: $1,036,058		
5% Reserve Goal	204,468	217,518	236,855	243,625	241,851	246,174		
Net Income as a Percent of Expenses	355.0%	2.1%	0.6%	1.1%	4.2%	4.6%		
Ending Cash as a Percent of Expenses	30.9%	29.5%	23.5%	21.5%	23.2%	23.9%		

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Scope of Work – E-Rate Management Services

Standard E-Rate Management Services
Learningtech.org will provide:

- E-Rate application preparation and compliance assistance services for the upcoming E-Rate funding year
- On-going E-Rate management services to follow-up on funding requests [FRNs] for up to two prior funding years.

Standard application preparation and management services include:

- Confirmation that all administrative foundations are current (e.g., Entity Numbers, Consultant Letter of Agency, Consortium Letters of Agency (if needed), E-Rate Productivity Center [EPC], FCC Registration Numbers)
- Planning and documentation relevant to required forms
- Management of a fair and open competitive bidding process, complying with federal, state and local procurement rules
- Adherence to all E-Rate program rules and deadlines
- Submission of required forms (470, 471, 486, 472/474)
- Interface with E-Rate program for Program Integrity Assurance [PIA] and service providers regarding invoicing of E-Rate program
- Quality assurance on every published document and form
- Backup electronic document retention.[1]

Client Responsibilities
Client will provide:

- A primary and an alternate contact including valid email addresses and either mobile or home telephone numbers to be used by Consultant for the sole purpose of resolving urgent after-hours E-Rate matters
- Availability of at least one of the two designated contacts on six (6) hours notice during the final 2 weeks of the annual filing window,[2] for e-certification or urgent questions about applications being prepared on behalf of Applicant by Consultant
- Full access to Consultant to the Applicant's accounts for online systems (i.e., the E-Rate Productivity Center [EPC] and service providers' billing systems)
- Timely response to routine document/information requests within 3 business days (without reminders). Items that may be requested of Client include: copies of service provider invoices, lists of current technology vendors, bid evaluation scores/decisions, signatures on vendor contracts and implementation documents, student enrollment and NSLP data, budget information required by program rules

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[1] Per http://usac.org/sl/tools/document-retention.aspx, the Applicant is responsible for document retention for ten years from the last date of service. Consultant's electronic document retention provides backup.

[2] Each year the E-Rate application-filing window varies slightly. Exact dates for each funding year filing window are posted on USAC's website (http://usac.org/sl/tools/deadlines/Default.aspx).

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- Contact information for Client representatives noted on Client Representatives form
- Notice to Consultant of discounts being posted to invoices (or not) by 5/1 each year
- Payments to Consultant on time, so that dunning is not required
- Clear documentation of all relevant existing contracts and "review first option to Consultant" before signing anything relating to telecommunications, Internet access or internal connections "outside the window" that might have E-Rate consequences.

<u>Extra Cost Services</u>
The following related services are *not* budgeted for in the Standard E-Rate Management Services Scope of Work. These Extra Cost Services are available at extra cost on an hourly basis according to the Labor Rate Schedule and include:

- More schools or sites than initially proposed/agreed upon
- Category 2 application if proposal and agreement was for only Category 1 application
- Filing of Waivers or Appeals or Following Up on Pending Appeals in a significant way
- Recovery of Prior Year funds when special circumstances (e.g., invoice deadline past)
- Technology Plan development, revisions, re-writes (including network design)
- Basic/Brief Professional Development relating to E-Rate for relevant staff
- High Scrutiny events (e.g., High Cost Review, On Site Audit, Selective Review, Competitive Bidding Review, Review of "budgeted amount allocated to resources not eligible for E-Rate support," more than 2 rounds of PIA per FRN, Payment Quality Assurance review, any review including law enforcement)
- On site visits (e.g., vendor walk-throughs, or site surveys), unless explicitly included
- Support with implementation of services (e.g., planning of rollout to multiple sites, service installation support)
- Assistance beyond routine checks with other funding sources (e.g., CTF)
- LAN or WAN or WLAN network design in preparation for E-Rate
- Telephone consultation on overall technology strategy and engineering design
- Extra detective work to track down information that should be in existing E-Rate binders from prior years, including PIN numbers, Security Codes for Forms 471, etc.
- Binder Audits to help ensure appropriate document retention
- Compliance with Child Internet Protection Act [CIPA] requirements beyond review of documentation to confirm acceptability
- Follow-up on FRNs from prior funding years more than two funding years old
- Fixing major historical problems (e.g., if a prior year application had significant flaws)
- Complex Service Substitutions / Form 500 filings / Operational SPIN Changes (e.g., due to changes of plans, bankruptcy/failed performance of provider)
- Repetition or "do over" of work already completed due to change of circumstances
- Funding requests for Basic Maintenance of Internal Connections
- Funding requests for less than $1000
- More than 2 requests for the same document

These Extra Cost Services will be provided only if needed, request and approved, then charged for on an hourly basis – in addition to any normally applicable fixed fees – according to the following **Labor Rate Schedule**. For all services outside of the Scope of Work, the hourly rates apply.

Labor Rate Schedule

Hourly Rates, Applicable to E-Rate Extra Cost Services, Time and Materials Projects or Project Elements
Effective through June 30, 2019; Adjustable within CPI Annually on July 1

Category	Rate
Complex Consultations (Chief Technical Officer)	$195.00
Vice Presidents, Server Installation/Configuration; Network Design, Complex Troubleshooting; Cabling Installation Supervision; Complex Web Programming; Complex Data Manipulation; Senior Instructor	$175.00
Most E-Rate Application and Tech Plan Preparation work; Instructor	$150.00
Most Desktop/Laptop/Tablet/Phone Technical Support; E-Rate Application Support; Static Web Page Creation/Editing; Assistant Instructor	$95.00
Administrative or Clerical Support; Routine Data Entry; Most Intern Labor	$55.00

Coversheet

Recommendations to approve 2018-2019 EPA Expenditure Plans for BCCS, BCCHS, and MORCS

Section: V. ITEMS SCHEDULED FOR ACTION
Item: C. Recommendations to approve 2018-2019 EPA Expenditure Plans for BCCS, BCCHS, and MORCS
Purpose: Vote
Submitted by:
Related Material: BCCS EPA Spending Plan.pdf
                       BCHS EPA Spending Plan.pdf
                       MORCS EPA Spending Plan.pdf

Bert Corona Charter School

2018-19 Education Protection Account Spending Plan

California created the Education Protection Account (EPA) in November 2012 after the passage of Proposition 30, *The Schools and Local Public Safety Protection Act of 2012.* Proposition 30 temporarily increased the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers. The .25 sales tax increase expired in 2016. The income tax increase was set to expire in 2018, but was extended by voters though 2030 via Proposition 55 in November 2016.

Revenue generated from the increased taxes are deposited into the EPA and distributed to districts and charter schools on a quarterly basis.

While funds from the EPA are part of a district's or charter school's general purpose funding, Proposition 30 specifies that EPA funds may not be used for administrative salaries or benefits or any other administrative costs. **Governing boards must determine the use of EPA funds at an open public meeting annually.**

Proposition 30 also requires all districts, counties and charter schools to report on their websites an accounting of how much money was received from the EPA and how that money was spent.

For schools open prior to FY 13-14, EPA funds are estimated to be 25% of a school's FY 12-13 funding rate multiplied by current year Average Daily Attendance. For Bert Corona Charter, this equates to **$462,419**. The spending plan allocates these funds to support teacher salaries and benefits.

Bert Corona Charter High School

2018-19 Education Protection Account Spending Plan

California created the Education Protection Account (EPA) in November 2012 after the passage of Proposition 30, *The Schools and Local Public Safety Protection Act of 2012.* Proposition 30 temporarily increased the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers. The .25 sales tax increase expired in 2016. The income tax increase was set to expire in 2018, but was extended by voters though 2030 via Proposition 55 in November 2016.

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Proposition 30 also requires all districts, counties and charter schools to report on their websites an accounting of how much money was received from the EPA and how that money was spent.

For schools that opened in 2013-14 or later, EPA is apportioned at $200/ADA. For Bert Corona Charter High, this equates to **$52,164**, which will be used to support teacher salaries and benefits.

Monsenor Oscar Romero Charter School

2018-19 Education Protection Account Spending Plan

California created the Education Protection Account (EPA) in November 2012 after the passage of Proposition 30, *The Schools and Local Public Safety Protection Act of 2012.* Proposition 30 temporarily increased the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers. The .25 sales tax increase expired in 2016. The income tax increase was set to expire in 2018, but was extended by voters though 2030 via Proposition 55 in November 2016.

Revenue generated from the increased taxes are deposited into the EPA and distributed to districts and charter schools on a quarterly basis.

While funds from the EPA are part of a district's or charter school's general purpose funding, Proposition 30 specifies that EPA funds may not be used for administrative salaries or benefits or any other administrative costs. **Governing boards must determine the use of EPA funds at an open public meeting annually.**

Proposition 30 also requires all districts, counties and charter schools to report on their websites an accounting of how much money was received from the EPA and how that money was spent.

For schools open prior to FY 13-14, EPA funds are estimated to be 25% of a school's FY 12-13 funding rate multiplied by current year Average Daily Attendance. For Monsenor Oscar Romero Charter School, this equates to **$420,880**. The spending plan allocates these funds to support teacher salaries and benefits.

Coversheet

Recommendation to approve 2018-2019 final staff rosters, employee agreements, and leadership

Section: V. ITEMS SCHEDULED FOR ACTION
Item: E. Recommendation to approve 2018-2019 final staff rosters, employee agreements, and leadership
Purpose: Vote
Submitted by:
Related Material: 18-19 YPICS Staff Roster - 6-25-18.pdf

2018 - 2019
BCCHS Staff Roster

	#	Name	Room	Position	Email
Teachers	1	Carrol, James	46/Outside	Physical Education Teacher	mrcarroll@coronacharter.org
	2	Castaneda, Maria	37A	Resource Teacher	mscastaneda@coronacharter.org
	3	DeMorgoli, Ali	13	Visual and Media Arts Teacher	msdemorgoli@coronacharter.org
	4	Garcia, Nestor	10	Algebra Teacher	mrgarcia@coronacharter.org
	5	Gamboa, Jorge	Roams	Substitute Teacher	mrgamboa@coronacharter.org
	6	Gonzalez, Lizabet	38A	College & Career Teacher	mslgonzalez@coronacharter.org
	7	Garcia, Freddy		Substitute Teacher	
	8	Green, Eleanor	51	Government/ Econ Teacher	msgreen@coronacharter.org
	9	Lecomte, Veronique	11	Yabut, Mark	12
	10	Marambio Jones, Catalina	Roams	Science Teacher	drmarambio@coronacharter.org
	11	Palafox, Maribel	46B	College and Career Counselor	mspalafox@coronacharter.org
	12	Rothenay, Mark	45	Biology Teacher	mrrothenay@coronacharter.org
	13	Soria, Christina	Roams	Spanish Teacher	mssoria@coronacharter.org
	14	Yabut, Mark	12	Algebra Teacher	mryabut@coronacharter.org
	15	Yabut, Mark	12	Algebra Teacher	mryabut@coronacharter.org
	16	Andrade, Ignacio		Resource Teacher	
	17	Arevalo, Antonia		Spanish Teacher	
	18	Miranda, Harriet		History Teacher	
	19	New/ Open Position		English Teacher	

	#	Name	Room	Position	Email
Admin	1	Castrellon, Susan	Office	Director of Operations	scastrellon@coronacharter.org
	2	Cruz, Edwin	Office	Coord. Of School Climate and Culture	
	3	Fuentes, Yolanda	Office	Executive Administator	msfuentes@coronacharter.org
	4	Palafox, Maribel	Office	College and Career Counselor/SCC	mspalafox@corornachater.org

	#	Name	Room	Position	Email
Support Staff	1	Aranda, Britiny	37A	SPED Tutor	msaranda@coronacharter.org
	2	Chocoj, Luis	Office	Tech Assistant	mrchocoj@coronacharter.org
	3	Contreras, Marissa	37A	SPED Tutor	msm_contreras@coronacharter.org
	4	Godinez, Jose	Roaming	Campus Security Officer	
	5	Pena, Isis	Office	Program Coordinator	msiguzman@coronacharter.org
	6	Rodriguez, Iliana	Main Office	Office Assistant	msrodriguez@coronacharter.org

2018 - 2019
Bert Corona Charter School Roster

	#	Name	Room	Position	Email
Teachers	1	Anguiano, Angie	11	7th Grade Math & Science	msanguiano@coronacharter.org
	2	Arce, Alejandra	5	6th Grade Math & Science	msarce@coronacharter.org
	3	Arreola, Joseph	1	Communications	mrarreola@coronacharter.org
	4	Bravo, Nallely	14	5th Grade	msnallely@coronacharter.org
	5	Campana, Thomas	2	6th Grade ELA/SS	mrcampana@coronacharter.org
	6	Centofani, Daniel Bryan	15	Visual Art & Technology	mrcentofani@coronacharter.org
	7	Espinoza, Tania	4	6th ELA/SS	msespinoza@coronacharter.org
	8	Garcia, Monica	6	8th Grade Math	msgarcia@coronacharter.org
	9	Huth, Brianna		6th Grade ELA/SS	
	10	Moran, Ashley	12	7th ELA/SS	msmoran@coronacharter.org
	11	Preston, Sherri Yuko	Room A	Resource Specialist	mspreston@coronacharter.org
	12	Rosas, Hector	Room A	Resource Specialist	mrrosas@coronacharter.org
	13	Rubin, Joshua	7	8th Grade Science	mrjrubin@coronacharter.org
	14	Villegas, Heather	13	7th Grade ELA/SS	msvillegas@coronacharter.org
	15	Villanueva, Josue	Outside	Physical Education	mrvillanueva@coronacharter.org
	16	Open Position		Resource Specialist	
	17	Open Position		7th Math & Science	
	18	Open Position		6th Grade ELS/ SS	
	19	Open Position		8th Grade History	

	#	Name	Room	Position	Email
Admin	1	Bradford, Ryan	Admin Office	Coordinator of Instruction	mrbradford@coronacharter.org
	2	Castillo, Jose	Admin Office	Director of Operations	mrcastillo@coronacharter.org
	3	Duenas, Ruben	Admin Office	Executive Administrator	rduenas@ypics.org
	4	Takeyama, Kirk	Admin Office	Coordinator of School Climate and Culture	mrtakeyama@coronacharter.org

	#	Name	Room	Position	Email
	1	Aguilar, Rosa	Main Office	Office Assistant	msaguilar@coronacharter.org
	2	Andrade, Andrea		SPED Tutor	
	3	Arreola, Eva	Outside	Meal Server	msarreola@coronacharter.org

2018 - 2019
Bert Corona Charter School Roster

Support Staff	4	Bravo, Tristan		Tech Assistant	mrbravo@coronacharter.org
	5	Castillo, Bernadett	Outside	Supervision Aide	mscastillo@coronacharter.org
	6	Castillo, Eileen	Main Office	Office Assistant	msecastillo@coronacharter.org
	7	Contreras, Maria	10	Associate Teacher	msmcontreras@coronacharter.org
	8	Heredia Nava, Anahi	Main Office	Office Assistant	msheredia@coronacharter.org
	9	Lujan, Cassandra		Tutor	mslujan@coronacharter.org
	10	Martinez. Joanna	Admin Office	SCC Assistant	msmartinez@coronacharter.org
	11	Orozco, Diana	Main Office	Program Coordinator	dorozco@coronacharter.org
	12	Osorio, Jahaira		Tutor	msosorio@coronacharter.org
	13	Trejo, Rahab	Admin Office	SCC Assistant	mstrejo@coronacharter.org
	14	Sabedra, David	Outside	Plant Manager	mrsabedra@coronacharter.org
	15	Salmeron, Evelyn		Tutor	mssalmeron@coronacharter.org
	16	Sanchez, Alexandra		Tutor	mssanchez@coronacharter.org
	17	Sanchez, Bryan Armando	Outside	Supervision Aide	mrbsanchez@coronacharter.org
	18	Sanchez Aguilar, Bryan Andres		Tech Assistant	mrsanchez@coronacharter.org
	19	Santacruz, Jennifer		SPED Tutor	mssantacruz@coronacharter.org
	20	Sepulveda, Irma		After School Coorinator	mssepulveda@coronacharter.org
	21	Sepulveda, Jose		Supervision Aide	mrsepulveda@coronacharter.org
	22	Soriano, Paola		Tutor	mssoriano@coronacharter.org
	23	Open Position		SPED Tutor	

2018 - 2019 MORCS Staff Roster

	#	Name	Room	Position	Email
Admin	1	Brown, Denyale	C202	Coordinator of School Climate and Culture	msbrown@romerocharter.org
	2	Gamez, Karina	C100	Coordinator of Operations	kgamez@romerocharter.org
	3	Zepeda, Freddy	C202	Coordinator of Instruction	fzepeda@romerocharter.org
	4	Open Position		Executive Administrator	

	#	Name	Room	Position	Email
Teachers	1	Archer, Jennifer	J204	English-Language Arts	msarcher@romerocharter.org
	2	Broome, David		8th Grade History	
	3	Catarino, Brenda	J206	8th Grade Science	mscatarino@romerocharter.org
	4	Davis, DeAndre		7th Grade English	
	5	Duran, Paul	J104	6th Grade Math/Science	mrduran@romerocharter.org
	6	Garcia, Lorenseo	J200	RSP	mrgarcia@romerocharter.org
	7	Harry, Tanya	J103	6th Grade ELA/Social Studies	msharry@romerocharter.org
	8	Hicks, Chord	J100	Physical Education	mrhicks@romerocharter.org
	9	Hoang, Vihn	J103	7th Grade History	mrhoang@romerocharter.org
	10	Jimenez, Joanna		8th Grade Math	
	11	McKinzie, Margaret	J102	6th Grade Math/Science	msmckinzie@romerocharter.org
	12	Perez, Juan Carlos	J106	Communications	mrperez@romerocharter.org
	13	Simonsen, Lorence		7th Grade Math/Science (instructional coach)	mssimonsen@romerocharter.org
	14	Smith, Erika	J207	7th Grade Math/Science	mssmith@romerocharter.org
	15	Smith Rochelle		6th Grade ELA/SS	
	16	Open Position		RSP	

	#	Name	Room	Position	Email
Support Staff	1	Bernardino, Fabiola	Outside	Supervision Aide	msbernardino@romerocharter.org
	2	Castaneda, Marco	Roaming	Tutor	mrcastaneda@romerocharter.org
	3	Castorena, Elizabeth	J100	SCC Assistant	mscastorena@romerocharter.org
	4	Cruz, Maria	Outside	Breakfast Aide	mcruz@romerocharter.org
	5	Florentino, Jasmin	J200	SPED Tutor	msflorentino@romerocharer.org
	7	Jimenez, Cynthia	Office	Parent Coordinator	cjimenez@romerocharter.org
	8	Lopez, Rosa	J100	SCC Assistant	msrlopez@romerocharter.org
	9	Lopez Ramos, Alejandra	Office	Office Assistant	mslopezramos@romerocharter.org
	10	Ochoa, Andres	C202	Technology Assistant	mrochoa@romerocharter.org
	11	Rodman, Zuleykha	J100	COI Assistant	msrodman@romerocharter.org
	12	Open Position		Office Assistant	
	13	Open Position		Supervision Aide	
	14	Open Position		SPED Tutor	

2018 - 2019
YPI Charter Schools Central Staff Roster

#	Name	Position	Email
1	Duenas, Ruben	Chief Operations Officer/ Executive Administrator	rduenas@ypics.org
2	Gachuzo, Elida	Student Records	egachuzo@coronacharter.org
3	Gamez, Diana	Director of HR and Senior Operations	dgamez@coronacharter.org
4	Harvey, Charles	Director of Technlogy	charvey@ypics.org
5	King-Berg, Yvette	Executive Director	ykingberg@ypics.org
6	Martinez, Maria	Accounts Payable Clerk	msmmartinez@coronacharter.org
7	Nutt, Vashon	Director of Special Education	vnutt@ypics.org
8	Ruiz, Rommel	Director of Marketing	rruiz@ypics.org
9	Zubia, Yesenia	Accounts Payable and HR Coordinator	yzubia@ypics.org

Coversheet

Recommendation to approve policy limiting assistance with immigration enforcement

Section: V. ITEMS SCHEDULED FOR ACTION
Item: F. Recommendation to approve policy limiting assistance with immigration enforcement
Purpose: Vote
Submitted by:
Related Material:
Board Brief YPICS Recommendation to Approve 2018-2019 Immigration Safety Policy.pdf
YPICS Board Policy 2018-2019 Safe and Secure Learning Enviironment for All Students.pdf

YPI CHARTER SCHOOLS

June 28, 2018

TO: YPI Charter Schools
Board of Directors

FROM: Yvette King-Berg
Executive Director

SUBJECT: **Recommendation to approve policy limiting assistance with immigration enforcement and ensuring that the YPI Charter Schools remain safe and accessible to all California residents regardless of immigration status**

BACKGROUND

Assembly Bill (AB) 699 mandates that the Attorney General, by April 1, 2018, publish model policies, "…limiting assistance with immigration enforcement at public schools, to the fullest extent possible consistent with federal and state law, and ensuring that public schools remain safe and accessible to all California residents regardless of immigration status." AB 699 further requires that by July 1, 2018, all local educational agencies in California, including all school districts, county offices of education, and charter schools, adopt these policies or equivalent policies.

ANALYSIS

The guide, *Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues*, offers local educational agencies governing law and model policies for handling and responding to the following circumstances:

1. Gathering and Handling Student and Family Information
2. Sharing Student and Family Information
3. Responding to Requests for Access to School Grounds for Immigration-Enforcement Purposes
4. Responding to the Detention or Deportation of a Student's Family Member
5. Responding to Hate Crimes and Bullying Related to National Origin or Ethnicity

The attached document outlines the policy of the YPI Charter Schools and is taken from the California Attorney General's published model policies.

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The Attorney General's model policies and procedures will also be used to train all YPICS employees to ensure guidelines are adhered to and implemented thoughtfully and equitably.

RECOMMENDATION
It is recommended that the Board of Directors approve the *YPICS Policy: Safe and Secure Learning Environment for All Students*.

Attachment: *YPICS Policy: Safe and Secure Learning Environment for All Students*

YPI CHARTER SCHOOLS

YPICS Policy: Safe and Secure Learning Environment for All Students

<u>**Policy Statement 1:**</u>   **Gathering and Handling Student and Family Information**

Collecting and Retaining Student Information

- The YPI Charter Schools (YPICS) shall maintain in writing YPICS policies and procedures for gathering and handling sensitive student information, and appropriate personnel shall receive training regarding those policies and procedures.
- If the YPI Charter Schools possesses information that could indicate immigration status, citizenship status, or national origin information, the YPICS shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school.
- If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin information, the YPICS shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
- The YPI Charter Schools shall not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.

Inquiries Regarding Immigration Status, Citizenship Status, and National Origin Information

- YPI Charter Schools personnel shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.
- Where any law contemplates submission of national origin information to satisfy the requirements of a special program, YPICS personnel shall solicit the documentation or information separately from the school enrollment process.
- Where permitted by law, the Director of the YPICS school shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

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- Where residency, age and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law of this policy, the YPICS' procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy.

Inquiries about Social Security Numbers or Cards

- The YPICS shall solicit and collect the Social Security numbers of adult household members' only if required to establish eligibility for federal benefit programs.
- When collecting adult household members' Social Security numbers to establish eligibility for a federal benefit program, the YPICS shall explain the limited purpose for which this information is collected, and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school.
- The YPICS shall treat all students equitably in the receipt of all school services, including, but not limited to, the gathering of student and family information for the free and reduced lunch program, transportation and educational instruction.

Policy Statement 2:   Sharing Student and Family Information

Procedures Regarding Information Sharing

- The YPICS shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA).
- YPICS personnel shall take the following action steps upon receiving all information requests related to a student's or family's immigration or citizenship status:
    - Notify a designated YPICS official about the information request.
    - Provide students and families with appropriate notice and a description of the immigration officer's request.
    - Document any verbal or written request for information by immigration authorities.
    - Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.
- Except for investigations of child abuse, child neglect, or child dependency or when the subpoena served on the school prohibits disclosure, the YPICS shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.
- The YPICS shall require written parental or guardian consent for release of student information, unless the information is relevant for a legitimate educational interest or includes directory information only. Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena.

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- The YPICS' request for written or parental or guardian consent for release of student information must include the following information: (1) the signature and date of the parent, guardian, or eligible student providing consent; (2) a description of the records to be disclosed; (3) the reason for the release of information; (4) the parties or class of parties receiving the information; and (5) if requested by the parents, guardians or eligible student, a copy of the records to be released. The YPICS shall permanently keep the consent notice with the record file.
- The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, the YPICS shall not release the information.

Annual Information Notice to Parents and Guardians

General Information Policy

- The YPICS must provide an annual notice to parents and guardians of the school's general information policies that includes:
   o Assurances that the YPICS will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.
   o A description of the types of student records maintained by the YPICS.
   o A list of the circumstances or conditions under which the YPICS might release student information to outside people or entities.
   o A statement that, unless the YPICS is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, the FPCS shall notify parents or guardians and eligible students – and receive their written consent – before it releases a student's personally identifiable information.

Directory Information Policy

- If the YPICS decides to release directory information, the YPICS shall provide an annual notice to parents and guardians, and "eligible students" in attendance, of the YPICS' directory information policy that includes:
   o The categories of information that the YPICS has classified as public directory information that may be disclosed without parental consent and which should only include the information specifically identified in Education Code section 49061, subdivision (c).
   o A statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where the YPICS receives consent as required under state law).
   o The recipients of the directory information.
   o A description of the parent's or guardian's abilities to refuse release of the student's directory information, and how to refuse release.

        o   The deadline in which the parent, guardian or student must notify the school in writing that he or she does not want the information designated as directory information.

Policy Statement 3: Responding to Requests for Access to School Grounds for Immigration Enforcement Purposes

Monitoring and Receiving Visitors onto Campus

- No outsider – which would include immigration-enforcement officers – shall enter or remain on school grounds of the YPICS during school hours without having registered with the Director or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the Director or designee:
  - o Name, address, occupation;
  - o Age, if less than 21;
  - o Purpose for entering school grounds;
  - o Proof of identity; and
  - o Any other information as required by law.
- The YPICS shall adopt measures for responding to outsiders that avoids classroom interruptions, and preserves the peaceful conduct of the school's activities, consistent with local circumstances and practices.
- The YPICS shall post signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.
- YPICS personnel shall report entry by immigration-enforcement officers to any on-site school police or other appropriate administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

Responding to On-Campus Immigration Enforcement

- As early as possible, YPICS personnel shall notify the Executive Director, Director of the school, or designated administrator of any request by an immigration-enforcement officer for school or student access, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.).
- In addition to notifying the Executive Director, Director of the school, or designated administrator, YPICS personnel shall take the following action steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the officer before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Executive Director or Director of the school.

2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.

3. Ask the officer for his/her reason for being on school grounds and document it.

4. Ask the officer to produce any documentation that authorizes school access.

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5. *Make a copy of all documents provided by the officer. Retain one copy of the documents for school records.*

6. *If the officer declares that exigent circumstances exist and demands immediate access to the campus, YPICS personnel should comply with the officer's orders and immediately contact the Executive Director, Director of the school or designated administrator.*

7. *If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:*

    - An ICE (Immigration and Customs Enforcement) administrative warrant, YPICS personnel shall inform the agent that he or she cannot consent to any request without first consulting with YPICS' legal counsel.
    - A federal judicial warrant (search-and-seizure warrant or arrest warrant), prompt compliance with such a warrant is usually legally required. If feasible, consult with YPICS' legal counsel or Director of the school before providing the agent access to the person or materials specified in the warrant.
    - A subpoena for production of documents or other evidence, immediate compliance is not required. Therefore, YPICS personnel shall inform the YPICS' legal counsel or Executive Director or Director of the school, and await further instructions on how to proceed.

8. *While FPC personnel should not consent to access by an immigration-enforcement officer, except as described above, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, YPICS shall document his or her actions while on campus.*

9. *After the encounter with the officer, FPCS personnel shall promptly take written notes of all interactions with the officer. The notes shall include the following items:*

    - List or copy of the officer's credentials and contact information;
    - Identity of all school personnel who communicated with the officer;
    - Details of the officer's request;
    - Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
    - YPICS personnel's response to the officer's request;
    - Any further action taken by the agent; and
    - Photo or copy of any documents presented by the agent.

10. *FPCS personnel shall provide a copy of those notes, and associated documents collected from the officer, to the YPICS' legal counsel or Executive Director or Director of the school.*

11. *In turn, the YPICS' legal counsel or Executive Director or Director of the school shall submit a timely report to the YPICS governing board regarding the officer's requests and actions and the YPICS' responses.*

12. *E-mail the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes.*

Parental Notification of Immigration-Enforcement Actions

- YPICS personnel must receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.
- YPICS personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Policy Statement 4: **Responding to the Detention or Deportation of a Student's Family Member**

Responding to the Detention or Deportation of a Student's Family Member

- The YPICS shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.
- The YPICS shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available.
    - The YPICS shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained.
    - The YPICS shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.
- In the event a student's parent/guardian has been detained or deported by federal immigration authorities, the YPICS shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, the YPICS shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student. The YPICS shall only contact Child Protective Services if the YPICS personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

Policy Statement 5: **Responding to Hate Crimes and Bullying Related to National Origin or Ethnicity**

Responding to Hate Crimes and Bullying

Adopting and Publicizing Anti-Bullying and Anti-Harassment Policy

- The YPICS shall adopt and publicize policies that prohibit discrimination, harassment, intimidation, and bullying on the basis of a student's actual or perceived nationality, ethnicity, or immigration status. Those policies must be translated in the student's primary language if at least 15 percent of the students enrolled in the school speak a single primary language other than English.
- The FPCS shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs.
  - This information shall include information related to the "Know Your Rights" immigration enforcement established by the Attorney General.
  - The YPICS shall inform students who are victims of hate-crimes of their right to report such crimes.

Processing Complaints of Harassment and Bullying

- The YPICS shall adopt a process for receiving complaints of and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics:
  - Disability
  - Gender
  - Gender identity
  - Gender expression
  - Nationality
  - Race or ethnicity
  - Religion
  - Sexual orientation
  - Association with a person or group with one or more of the aforementioned characteristics
  - Immigration status
- The complaint process must include, but is not limited to, the following steps:
  - A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so;
  - A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the YPI Charter Schools; and
  - An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint.
  - The YPICS shall ensure that complaint procedures contain confidentiality safeguards for immigration status information.
  - The YPICS shall prohibit retaliation against a person who submits a complaint of discrimination, harassment, intimidation, or bullying.

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Training Students, Teachers, and Staff on Anti-Bullying and Anti-Harassment Policy

- The YPICS shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs.
- The YPICS shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty ot take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training should, at minimum, provide agency personnel with the skills to do the following:
  - Discuss the varying immigration experiences among members of the student body and school community;
  - Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
  - Identify the signs of bullying or harassing behavior;
  - Take immediate corrective action when bullying is observed; and
  - Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Approved: June 28, 2018