Youth Policy Institute Charter Schools (YPICS)

Regular Board Meeting

Date and Time

Monday October 26, 2020 at 6:00 PM PDT

Location

Virtual meeting will be held via Zoom.

https://exed.zoom.us/j/92857395553?pwd=YUlNT1IvL0JVZ0RYNXZnbmx4eldmQT09
Meeting ID: 928 5739 5553
Passcode: 933503
One tap mobile
+16699006833,,92857395553# US (San Jose)
+16692192599,,92857395553# US (San Jose)
Dial by your location
+1 669 900 6833 US (San Jose)
+1 669 219 2599 US (San Jose)
Meeting ID: 928 5739 5553
Find your local number: https://exed.zoom.us/u/ad0lG6jhDO

You may join the meeting via your computer and/or phone.

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. Additions/Corrections to Agenda		Mary Keipp	1 m

	Purpose	Presenter	Time
D. Approval of September 28, 2020 Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m

II. Communications **6:03 PM**

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 2670 W 11th 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 (818) 480-6810 or at info@coronacharter.org, info@romerocharter.org. All efforts will be made for reasonable accommodations.

B. Modified Meeting Procedures During COVID-19 Pandemic	FYI	Mary Keipp	5 m

Instructions for Presentations to the Board by Parents and Citizens

The YPI Charter Schools (“Charter Schools”) welcome your participation at the Charter Schools’ Board meetings. The purpose of a public meeting of the Board of Directors

Purpose Presenter Time

("Board"0 is to conduct the affairs of the Charter Schools in public. Your participation assures us of continuing community interest in our Charter Schools.

MODIFIED MEETING PROCEDURES DURING COVID-19 (CORONAVIRUS) PANDEMIC:

As per Executive Order N-29-20 from Governor Newsom, the meetings of the Board of Directors of the YPI Charter Schools will move to a virtual/teleconference environment using Zoom. The purpose of the Governor's executive order is to control the spread of Coronavirus and to reduce and minimize the risk of infection by "limiting attendance at public assemblies, conference, or other mass events." The Governor's executive order on March 20, 2020, waived the requirement for a majority of board members to physically participate in a public board meeting at the same location. The intent is not to limit public participation, but rather to protect public health by following the Governor's Say at Home executive order and the Los Angeles County's "Safer at Home" Order.

Instructions for public comments at board meetings conducted via Zoom:

If you wish to make a public comment, please follow these instructions:

1. A Google Form "sign-up" will be open to members of the public 30 minutes prior to the public meeting. This Google Form will take the place of "speaker cards" available at meetings. https://bit.ly/2Xtb5xx
2. Speakers will fill in their names and select if they wish to address the board regarding specific agenda item (5 minutes allotted) or a non-agenda item (3 minutes allotted).
3. Speakers are asked to attend the board meeting virtually through the Zoom invitation link on the top of the agenda.
4. When it is time for the speaker to address the board, his/her name will be called by the Board Chair and the requesting speaker's microphone will be activated.
5. Speakers should rename their Zoom profile with their real name to expedite this process.

After the comment has been given, the microphone for the speaker's Zoom profile will be muted.

III. Items Scheduled For Information **6:13 PM**

A. Committee/ Council Reports FYI 5 m

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.) SAC Reports

	Purpose	Presenter	Time
B. Board Committee Reports	FYI		10 m

Fiscal Committee - budget update

Academic Excellence Committee - school academic success plans

C. Facilites Update	FYI	Ruben Duenas	5 m

This update is for all of the YPICS' schools.

IV. Consent Agenda **6:33 PM**

A. Background

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

B. Consent Items	Vote	Yvette King-Berg	5 m

1. Recommendation to approve the updated 20-21 Board calendar
2. Recommendation to approve the EL Plans

V. Items Scheduled For Action **6:38 PM**

A. FY20-21 Revised YPICS Budgets	Vote	Ruben Duenas	10 m

Recommendation from the revised FY20-21 YPICS Budgets.

B. 20-21 YPICS School Success Plans	Vote	Cesar Lopez	5 m

Recommendation from the Academic Committee to approve updated YPICS School Success Plans.

C. COVID-19 Lottery Updated Enrollment Process	Vote	Ruben Duenas	5 m

Recommendation to approve the COVID-19 Lottery updated enrollment process.

D. Board Resolution 2020-8: Interagency Loan Agreement	Vote	Irina Castillo	5 m

Recommendation to approve an interagency loan agreement between Bert Corona Charter High School and Monsenor Oscar Romero Charter School.

	Purpose	Presenter	Time
E. CCU Credit Card Issuance Changes	Vote	Ruben Duenas	5 m

Recommendation to approve the updated card holder issuance changes.

1. Remove Diana Gamez as a card holder
2. Add Kevin Myers as card holder, card amount - $5,000
3. Add Daniel Rios as card holder, card amount - $1,000

F. Facilities: White Oak Lease	Vote	Ruben Duenas	5 m

Recommendation to accept the new lease addendum for the central office.

VI. Announcements — 7:13 PM

A. Closing Announcements	FYI	Yvette King-Berg	2 m

The next regular board meeting will be December 7, 2020 held via Zoom.

VII. Closing Items — 7:15 PM

A. Adjourn Meeting	Vote		

Coversheet

Approval of September 28, 2020 Board Meeting Minutes

Section:	I. Opening Items
Item:	D. Approval of September 28, 2020 Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on September 28, 2020

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

Regular Board Meeting

Date and Time
Monday September 28, 2020 at 6:00 PM

Location
Join Zoom Meeting
https://exed.zoom.us/j/96518309654?pwd=RjV5aUpQbW81NmkyeG5VT3czNEpxQT09
Meeting ID: 965 1830 9654
Passcode: 617967
One tap mobile
+16692192599,,96518309654# US (San Jose)
+16699006833,,96518309654# US (San Jose)
Dial by your location
+1 669 219 2599 US (San Jose)
+1 669 900 6833 US (San Jose)
Meeting ID: 965 1830 9654
Find your local number: https://exed.zoom.us/u/acUwaekfyY

You may join the meeting via your computer and/or phone.

Trustees Present
C. Lopez (remote), D. Cho (remote), M. Keipp (remote), S. Mendoza (remote), W. Njboke (remote)

Trustees Absent
M. Green

Trustees who arrived after the meeting opened
M. Keipp

Guests Present
I. Castillo (remote), L. Simonsen (remote), R. Duenas (remote), R. Quon (remote), Y. King-Berg (remote), Y. Zubia (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

C. Lopez called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday Sep 28, 2020 at 6:07 PM.

C.

Additions/Corrections to Agenda

There were no additions or corrections to the agenda.

D. Approval of August 31, 2020 Board Meeting Minutes

W. Njboke made a motion to approve the minutes from Regular Board Meeting on 08-31-20.
C. Lopez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

W. Njboke	Aye
C. Lopez	Aye
S. Mendoza	Aye
D. Cho	Aye
M. Keipp	Absent
M. Green	Absent

E. Approval of September 14, 2020 Board Meeting Minutes

W. Njboke made a motion to approve the minutes from YPICS Board Public Hearing: Local Continuity and Attendance Plans on 09-14-20.
C. Lopez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

M. Green	Absent
M. Keipp	Absent
C. Lopez	Aye
D. Cho	Aye
S. Mendoza	Aye
W. Njboke	Aye

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

B. Modified Meeting Procedures During COVID-19 Pandemic

III. Public Hearing

A. Sufficiency of Instructional Materials

M. Keipp arrived.
The purpose of the hearing is to present information in support of the approval of Board Resolution 2020-7, which attests to the sufficiency of textbooks and instructional materials at YPI Charter Schools required by Education Code Section 60119. The yearly review and approval of such a resolution is required by all California public school governing boards.

IV. Items Scheduled For Information

A. Executive Director's Report

The Executive Director provided her report to the Board on the new and current legislation effecting YPICS.

V. Items Scheduled For Action

A. YPICS Learning Continuity and Attendance Plans

S. Mendoza made a motion to approve the YPICS Learning Continuity and Attendance Plans.
W. Njboke seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Mendoza	Aye
C. Lopez	Aye
D. Cho	Aye
M. Green	Absent
M. Keipp	Aye

B. Facilities: White Oak Lease

The new proposed lease agreement outlines a decrease in rent along with a possible deferment of rent to accommodate YPICS during this pandemic. The proposed renewal lease terms are as follows:

- New monthly of $3,900 ($5,100 prior)
- $3,100/month for office space with a 5-year lease term with option to cancel after one year without penalty
- $800/month for the storage space
- Deferral on January - May rent with 5% interest

YPICS recommends renewing the LSC office lease for the 5-year period and the storage portion for only the month of October 2020.
C. Lopez made a motion to approve the renewal White Oak lease as recommended by YPICS.
S. Mendoza seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

W. Njboke	Aye
M. Green	Absent
D. Cho	Aye
M. Keipp	Aye
S. Mendoza	Aye
C. Lopez	Aye

VI. Closed Session

A. Conference With Legal Counsel – Anticipated Litigation

The Board of Trustees moved into Closed Session at 6:40pm.

VII. Open Session

A. Action Taken

The Board of Trustees reconvened Open Session at 7:17pm and reported no action was taken during the Closed Session.

VIII. 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 7:18 PM.

Respectfully Submitted,
Y. Zubia

Coversheet

Committee/ Council Reports

Section: III. Items Scheduled For Information
Item: A. Committee/ Council Reports
Purpose: FYI
Submitted by:
Related Material: 20-21 BCCS School Advisory Council Agenda_Minutes.pdf

School Advisory Council
September 28, 2020

MEETING MINUTES

Members Present.

Students		Parents		Teachers / Staff/ Community Leader			
Alexander Ramirez	A	Rosalinda Carranza	A	Jamie Josselyn	P	Johnny Baca	P
Leslie Castaneda	P	Patricia Castaneda	P	Sherri Preston	P	Ruben Duenas	P
Monique Hernandez	A	Ignacio Ruiz	P	Nayeli Duenas	P	Diana Gamez	P
				Mariana Myers	P		
				Joseph Arreola	P		

✓ Quorum is met

Item 1. **Call to Order**
- Time: 2:19 pm

Item 2. **Introductions:**
- Name
- Role at school
- Quarantine Band Name:
  - How you feel + the color of your sweatpants + the snack item you eat on a stressful day
  - ie. “Hyper Orange Potatoes”

Item 3. **Next Meeting**
- SAC Team Overview / Training
- Officer Elections
- Review of Bylaws

Item 4. **Learning Continuity and Attendance Plan***
- The Learning Continuity and Attendance Plan takes the place of the LCAP in the 2020-21 school year.
- It addresses many of the same areas as the LCAP but also focuses on areas of need as a result of the Pandemic.
- These areas include device connectivity, rigorous distance learning instruction, and meal distribution among others. The plan will have final approval by our board as required by the state, however, here is your opportunity to review, provide feedback, approve before it goes to the board.
- https://docs.google.com/document/d/10VUoObo_TXdTKyHjukWcoM7C-6K3eS_akO0sRh3DuHI/edit?usp=sharing
- Vote: Learning Continuity and Attendance Plan is **approved**

- Yay: 9
- Nay: 0
- Abstain: 0

Item 5. **LCAP: Enrollment Update**

	2019-2020 (last year)	2020-2021 (current year)
5th grade	23	11
6th grade	120	104
7th grade	117	119
8th grade	113	114

Item 6 **LCAP: Facilities Update**

- Plexiglass in main office
- Air purifiers for every classroom
- Signs reminding staff/visitors about social distancing and masks
- Touchless / mounted thermometer
- Face-masks for all students/staff
- Sanitization supplies (electrostatic disinfectant sprayer)
- Outdoor hand-washing stations
- Hand sanitizing stations

Item 7. **LCAP: Review of Financials**:

- Budget
- There will be a new budget update at the next board meeting. According to the financial report, YPICS are projected to have a strong operating income to begin the year. Include the funding projections for 2020-21 including Federal, State, and local ADA funding as well as reserves. The schools will be able to operate in the event that funding is deferred.

Item 8. **Next Meeting**

- Poll Availability
- Team prefers
- next meeting will take place 3 weeks from now

Item 9. **Public Comments**

Item 10. **Adjournment**

Coversheet

Board Committee Reports

Section:	III. Items Scheduled For Information
Item:	B. Board Committee Reports
Purpose:	FYI
Submitted by:	
Related Material:	YPICS iReady Data 2019-21.pdf BCCS School Success Plan 20-21 updated.pdf MORCS School Sucess Plan 20-21 updated.pdf BCCHS School Success Plan 20-21 copy.pdf

YPICS iReady Data 2019-2020

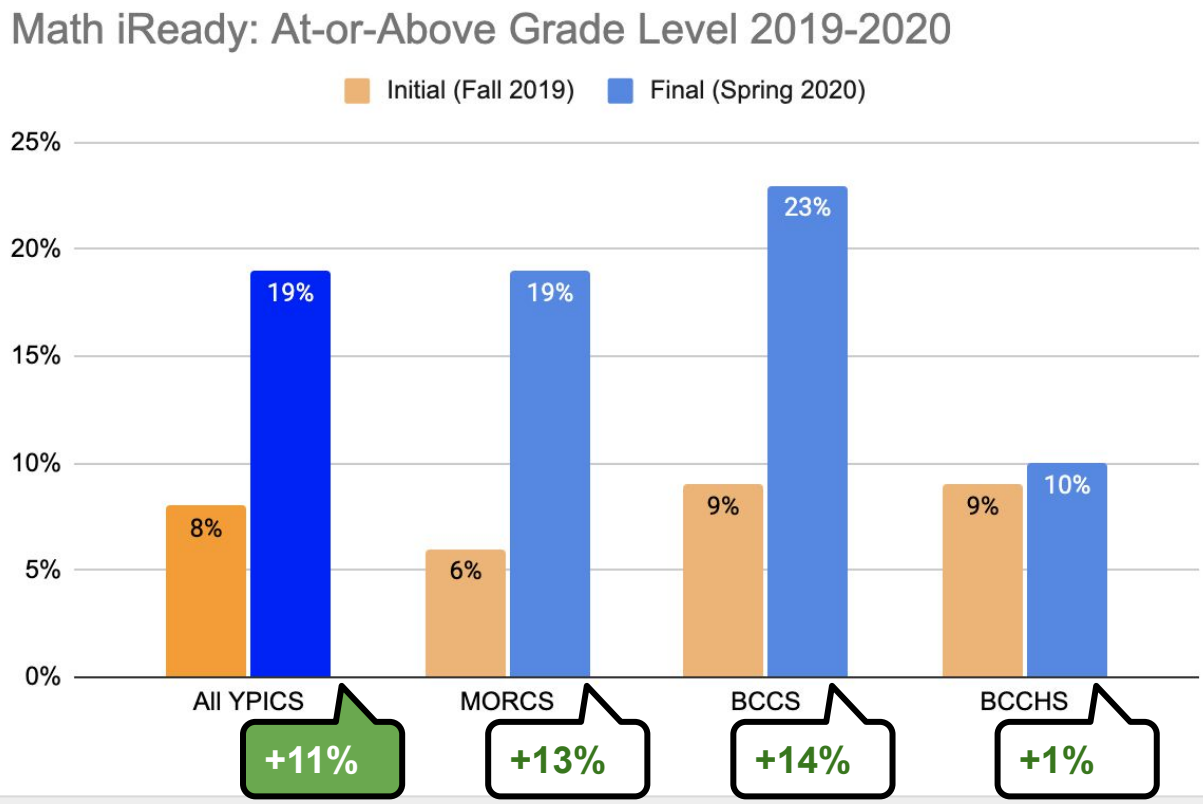
YPICS Demographic Data 2019

	Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
MONSEÑOR OSCAR ROMERO CHARTER SCHOOL	342	95.3%	26.6%	0.9%
BERT CORONA CHARTER SCHOOL	381	82.9%	22.8%	0.3%
BERTCORONA CHARTER HIGH SCHOOL	243	85.2%	14%	0.8%

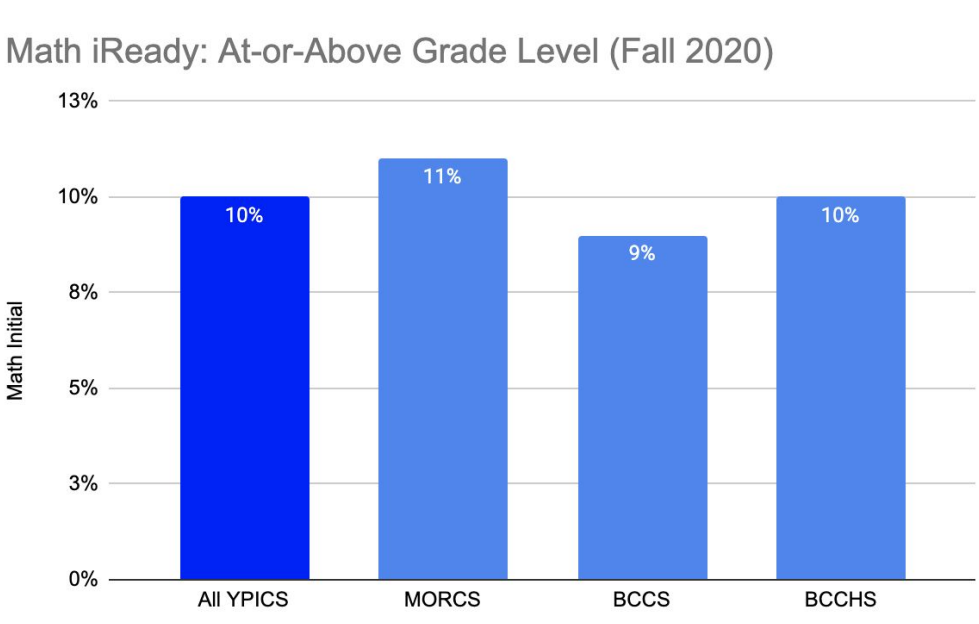
YPICS iReady Math Data

2019-2021

MATH 2019-2020

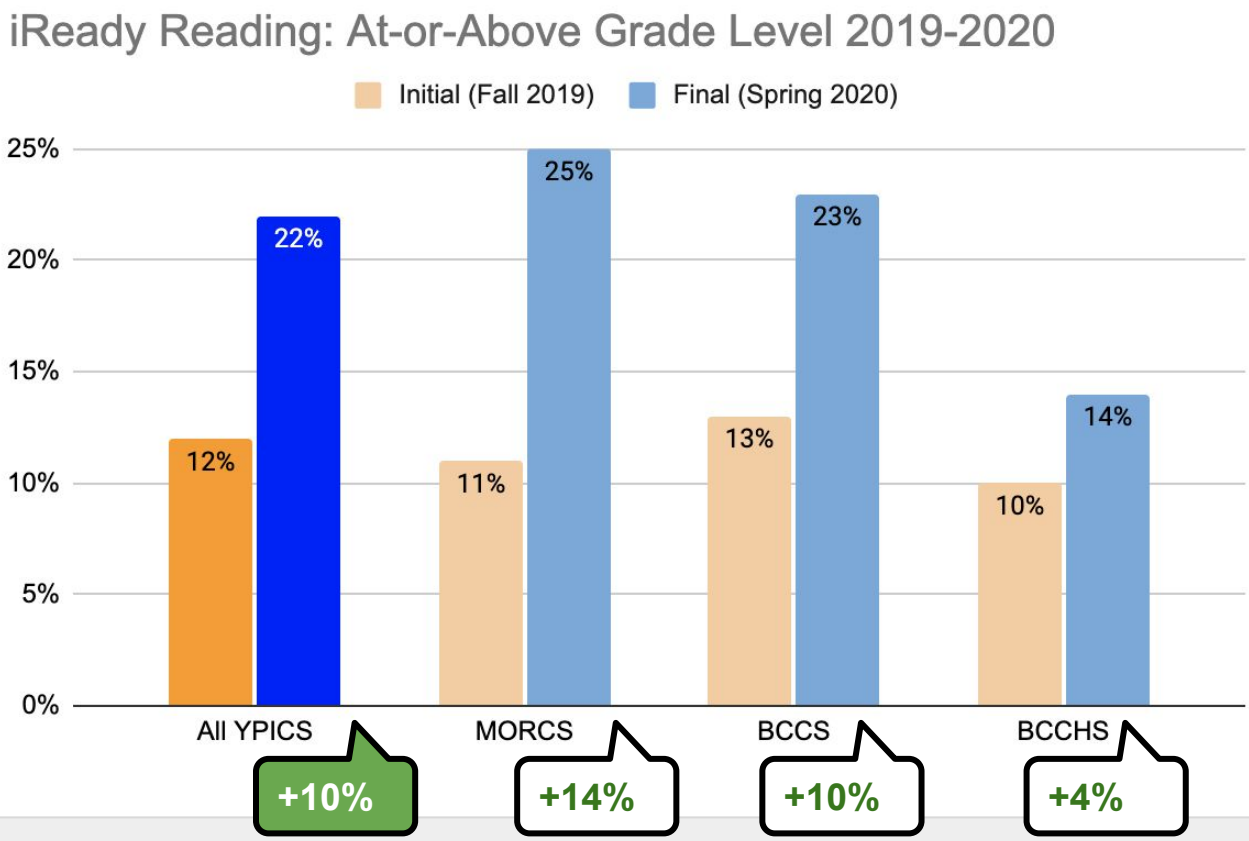


MATH 2020-2021

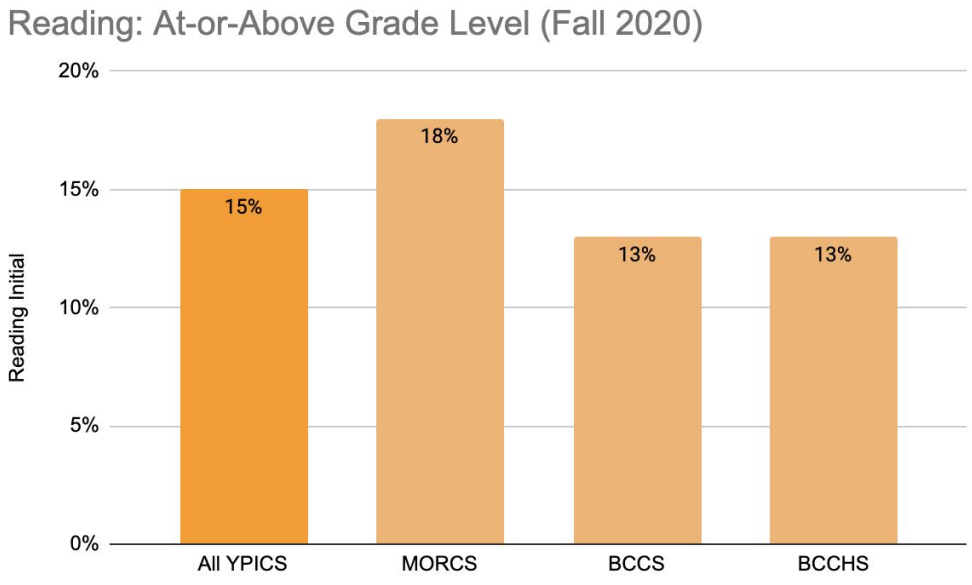


YPICS iReady Reading Data 2019-2021

READING 2019-2020



READING 2020-2021



BCCS School Success Data Report and Action Plan
10.16.2020

BCCS CA School Dashboard Data (2020-21)

BCCS School Population (2020-21 data)	Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
	348	84.77%	29.8%	.57%

Academic Performance Summary

English Language Arts (CAASPP 2018-19 Data)			
	Level	Status (Pts. Above/ Below standard)	Change (Pts. Ave Points Increased/ Decreased)
BCCS	Red	-78.8	-16.3
State	Green	-3	3.1
Mathematics (CAASPP 2018-19 Data)			
BCCS	Red	-109.5	-8.9
State	Orange	33.5	2.9
English Learner Progress (CAASPP 2018-19 Data)			
	Making Progress Towards Proficiency		Number of EL Learners
BCCS	37.2%		86
State	48.3%		844,257

Culture and Climate Summary

Suspension			
	BCCS (18-19)	State (18-19)	BCCS (19-20)
Level	Green	Yellow	
Status	6.2%	3.4%	
Change	-.5%	-.1%	50%
Suspension	40		20

Operations Summary

Chronic Absenteeism (2018-2019)			
Location	Level	Status	Change
BCCS	Yellow	7%	.03%
Local LAUSD (Maclay)	Red	17.8%	5.1%
State	Orange	10.1	1.1%

Detailed Report Links

SECTION 1: Academic Performance **p.**

1a. Data..... 3

1b. Data Analysis..... 4

1c. Action Plan..... 5

SECTION 2: Culture and Climate

2a. Data.....

2b. Data Analysis.....

2c. Action Plan.....

SECTION 3: Operations

3a. Data.....

3b. Data Analysis.....

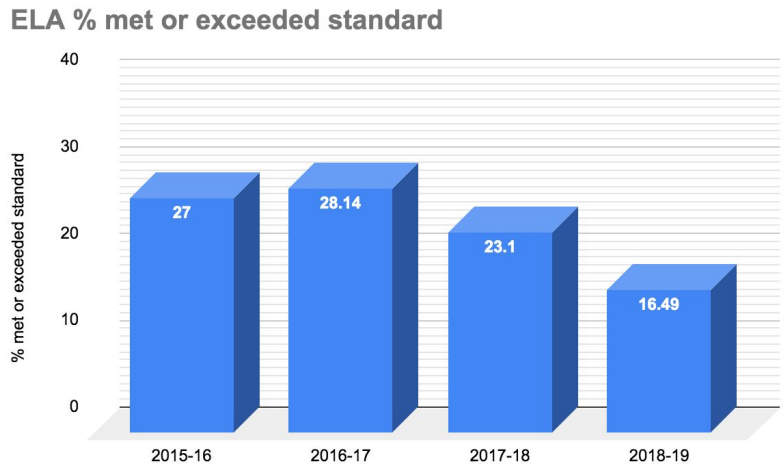
3c. Action Plan.....

SECTION 1a: Academic Performance Data (2020-21)

ENGLISH LANGUAGE ARTS (CAASPP)

	2015-16	2016-17	2017-18	2018-19	Maclay MS (2018-19)	LAUSD (2018-19)	State of CA (2018-19)
% met or exceeded standard	27	28.14	23.1	16.49	22.94	43.9	50.87

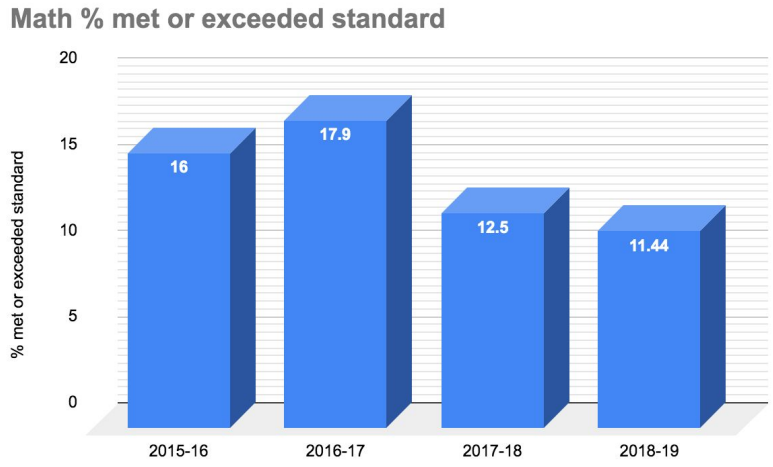
*Source: CAASPP website



MATHEMATICS (CAASPP)

	2015-16	2016-17	2017-18	2018-19	Maclay MS (2018-19)	LAUSD (2018-19)	State of CA (2018-19)
% met or exceeded standard	16	17.9	12.5	11.44	14.45	33.47	39.73

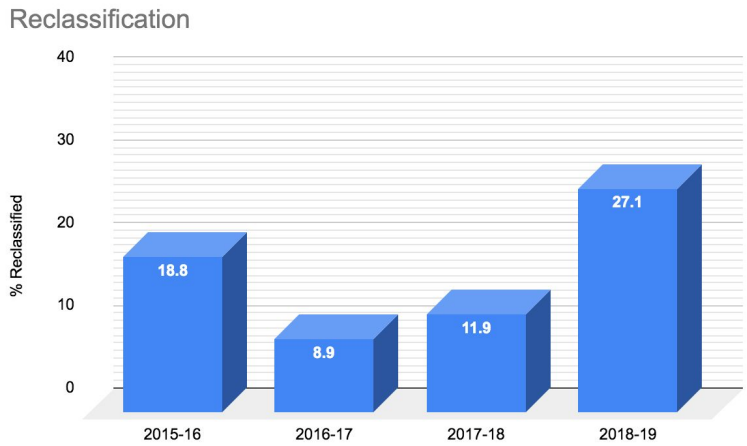
*source: CAASPP website



RECLASSIFICATION RATE (REDESIGNATED ENGLISH PROFICIENT)

	2015-16	2016-17	2017-18	2018-19	Macay MS (2018-19)	LAUSD (2018-19)	State of CA (2018-19)
% reclassified	18.8	8.9	11.9	27.1	16.1	22.8	13.8

*source: Dataquest



iReady Data

iReady	Reading 19-20 SY			Reading 20-21 SY		
Diagnostic	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Baseline	13%	14%	73%	13%	17%	70%
B1	17%	17%	66%			
B2	20%	19%	61%			
B3	25%	20%	55%			
Change	12%	6%	-18%			

iReady	Math 19-20 SY			Math 20-21 SY		
Diagnostic	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Baseline	9%	27%	64%	9%	26%	65%
B1	14%	33%	53%			
B2	17%	35%	48%			
B3	26%	31%	44%			
Change	17%	4%	-20%			

SECTION 1b: Academic Performance Data Analysis (2020-21)

Trend	Root Cause Analysis

In the 2019 - 2020 school year CAASPP testing was canceled by the state
 	
In the previous two academic years (17-18 and 18-19), the number of students Meeting or Exceeding Standard in ELA has declined by 11.65%
 	
and the number of students Meeting or Exceeding Standard in Math has declined by 6.46%
 	
iReady Data in 2019-2020 shows a 17% increase of students operating at or above grade level in Mathematics and a 12% increase of students operating at or above grade level in Reading.
	• Areas of academic need
	  ○ Need for consistent/effective implementation of curriculum in ELA and Math
	  ■ Effective differentiation of standards based on first time instruction
	  ■ Need for effective use of data to drive instruction.
	  ○ An effective and systematic MTSS
	  ■ With academic intervention
	  ■ With social emotional supports
	• Math
	  ○ At the end of the 2018-19 school year, the BCCS math department adopted a new math program (iReady Math) to be implemented in the 2019-20 school year
	  ■ The Math Department was trained in iReady Math and implemented the program with fidelity
	  • Need to continue to focus on the training math teachers in 2020-21 on iReady and fidelity of implementation
	  • Continue to support teachers to use iReady assessment data to identify academic interventions and supports for students
	  • 4 of 6 math teachers are new to BCCS and iReady in 2020-21
	• ELA
	  ○ ELA department is focusing on Service Learning to increase student engagement.
	  ■ Continue to support teachers to use iReady assessment data to identify academic interventions and supports
	  ■ One 7th Grade ELA teacher was replaced in November 2019 and one 8th Grade ELA Teacher did not return for the 2020-21 school year
	• Interventions and Supports
	  ○ Saturday Academy Program was created with support from Think Together and continues through the 2020-21 school year.
	  ■ Students identified based on iReady data and program focuses on areas of growth
	  ○ Students with social emotional and behavioral needs; receive counseling support and benefit from mentors (CSUN intern students workingon BA requirements) who work with a caseload of learners to promote good work habits and social emotional support
	  ■ The following support continued or have been increased through the 2020-21 school year
	  • Counseling support from Luminarias
	  • Quadrupled the number of mentors from 4 to 14
	  • A school counselor was hired (20-21 SY) to

	address the academic and social emotional needs of students
In the 2019 - 2020 school year ELPAC testing was canceled by the state Between the 2017 and 2019 academic years, the number of students that were reclassified fluent English Proficient has increased by 18.9%	● The number of EL learners increased to 100 students in the 2020-21 SY. ○ 92% of our EL population are Long Term EL Learners. ○ 41% of EL learners also have an IEP. ○ 97.5% of our EL learners with IEPs are LTELs ● In 2020-2021, the academic team is ○ Reviewing scholars' IEPs and identifying which sections of the ELPAC exam students with IEPs should be excused from based on their Special Education qualifying disability ○ The SpEd team is receiving training on: ■ ELPAC components ■ Recalssification criteria for students ● Supports provided include grade level tutors working with a caseload of EL scholars to provide targeted intervention and support ○ Tutors identify areas of student needs, provide support and track growth ■ Supports ● Conferencing regularly with scholars ● Goal setting with learners using data ● Identify appropriate targeted interventions to prepare students with ELPAC like activities. ● Targeting the specific needs of these learners is a focus of professional development for all teachers ensuring accessibility of curriculum and providing scaffolded support in ELA

SECTION 1c: Academic Performance Action Plan (2020-21)

Focus Area	Standards Based Grading	
Goal (SMART)	Full use of standards-based grading rubrics to set the rigor for achievement and provide a tool for scholars to self-assess, conference with teachers, and refine their work for their presentations of learning.	
Impact	Significantly more accurate assessment and communication of student proficiency and progress. Increased student proficiency in all content areas (measured by SBAC scores, grades, and benchmark scores).	
18-19 Action Plan	**19-20 Action Plan**	**20-21 Action Plan**
Increase collaborative planning time for teachers to develop standards based outcomes and rubrics.	Staff meet regularly though PD as a grade level team every 2-3 weeks. This time is used to plan instruction and assessment, as well as to target scholars with tier II and III academic needs. Data is tracked, intervention and supports are developed, growth is	PD is focused on the implementation of Critical Friends Groups (CFG); to develop professional learning communities that collaborate regularly. Teams meet weekly, focused on presenting teacher or student work, receiving feedback, agreeing to visit classrooms to see implementation of feedback and

	monitored, and effectiveness of intervention is identified. Results of assessments need to be reviewed by the grade level team. The rubrics used must be consistent. **There must be evidence present that scholars are using rubrics to self-assess and refine their work.**	making teacher and student work public. To identify and close the achievement gap data is collected and analyzed. Data is tracked, intervention and supports are developed, growth is monitored, and effectiveness of intervention is identified. Rubrics, assessments, and outcomes are reviewed by the grade level teams through the use of CFG protocols. **CFG implementation and effectiveness will be measured through agendas, teacher surveys, and teacher presentations of their work and the work of their students.**

Focus Area	Project Based Learning / Service-Learning
Goal (SMART)	Grade level specific service learning projects that are (aligned to our grade level themes) showcased through CASA Knight (students presentation of learning to the community of BCCS)
Impact	Student learning is maximized due to authentic learning experiences based on engaging, real-world problem scenarios, and which provide opportunities to practice critical thinking, problem solving, collaboration, communication, and presentation skills.

18-19 Action Plan	**19-20 Action Plan**	**20-21 Action Plan**
Embed PBL Planning into PD plan, at least once per quarter. Reflect on PBL Implementation at the end of each semester (in PD)	Through CASA Service Learning Projects are being planned and work towards at each grade level throughout the year. Grade level teams must collaborate through PD to develop their grade level project that align to their grade level theme. In collaboration with their scholars, teachers must set a driving question that will ensure essential learning and that scholars are providing service to their community. Teachers who have been with BCCS longer are doing a stronger job of PBL and implementing PBL projects in addition to the grade level CASA project.	The ELA team is leading the implementation of CASA service learning projects. In order to increase student engagement the team is focused on guiding CASA projects to make a high use of culturally relevant resources. Students across the grade level are reading culturally relevant literature to help them better understand the communities we live in and serve. Scholars will be challenged to identify root causes of our community's needs. Their service learning project will guide them through developing a project that addresses this need and provides service to the community. The ELA team is committed to developing authentic culturally relevant service learning and are meeting bi-weekly to collaborate, discuss implementation of CASA

	Though PD time newer teachers and veteran teachers, with the support of administration, will establish a plan of accountability to ensure PBL implementation. **Accountability plan will be reported on through lead teachers at School Site Leadership Meeting to ensure that POLs are completed to expectations at CASA Knight.**	across the grade levels, and share their progress through our CFG process. CASA will serve as an anchor and exemplar of PBL projects across the grade levels **Regular meetings guided by CFG protocols to share progress on CASA project and refine projects, teacher, and student work; showcased at CASA Knight**
Focus Area	Increase Math Proficiency	
Goal (SMART)	Increase students working at or above grade level as measured by i-Ready Diagnostic in Math to increase achievement as measured by CAASPP. In 2019-2020, i-Ready Diagnostic in math showed a 17% increase. Target Goal is for students to increase their achievement on CAASPP correlated to their graduation year. 21 point increase on individual scale score on CAASPP Mathematics in 2021. (22 point increase in 2022, 23 point increase in 2023, and 24 point increase in 2024 will bring all our scholars to grade level by 2024)	
Impact	Students leave BCCS with a powerful education in mathematics, including critical-thinking and problem solving which will prepare them for success in high school, college, and a number of careers which involve computation and analysis of numbers and data.	
18-19 Action Plan	**19-20 Action Plan**	**20-21 Action Plan**
Consistent usage of ALEKS in all math classrooms, using ALEKS competitions to set clear goals and to encourage students. Consistent after school tutoring for ELA and Math. For 2019-20, adopt new math curriculum and train teachers in implementation.	Ready Math Curriculum was adopted for 2019-2020 Professional Development is being provided quarterly by Curriculum Associates to help with implementation and training of teachers. Math teachers work to implement with fidelity the Ready Math Curriculum i-Ready Math diagnostic was adopted in 2019-2020 to support instruction. i-Ready diagnostic is aligned to Ready Curriculum which provides curriculum, planned intervention lessons, and adaptive computer-based supplemental instruction Provides actionable data for teachers and tutors. We are seeing growth from the baseline to B1 assessment.	Professional Development is being provided quarterly by Curriculum Associates to help with implementation and training of teachers. Math teachers are working to implement the Ready Math Curriculum i-Ready diagnostic is aligned to Ready Curriculum which provides curriculum, planned intervention lessons, and adaptive computer-based supplemental instruction Provides actionable data for teachers and tutors We are seeing growth from the baseline to B3 assessment of 26%. Ready Math curriculum aligns to YPICS instructional hallmarks by providing real-world problems solved

	Aligns to YPICS instructional hallmarks by providing real-world problems solved through collaborative grouping. Scaffolded to provide intervention for scholars based on their level of proficiency. **Effectiveness will be evidenced by scholars movement towards achieving typical growth on i-Ready Diagnostic Assessments.**	through collaborative grouping and is scaffolded to provide intervention for scholars based on their level of proficiency. **Effectiveness will be evidenced by scholars movement towards achieving typical growth on i-Ready Diagnostic Assessments.**

Focus Area	Increase ELA Proficiency
Goal (SMART)	Increase students working at or above grade level as measured by i-Ready Diagnostic in Reading to increase achievement as measured by CAASPP. In 2019-2020, i-Ready Diagnostic in reading showed a 12% increase. Target Goal is for students to increase their achievement on CAASPP correlated to their graduation year. 21 point increase on individual scale score on CAASPP ELA in 2021. (22 point increase in 2022, 23 point increase in 2023, and 24 point increase in 2024 will bring all our scholars to grade level by 2024)
Impact	Students will culminate from BCCS with excellent literacy and communication skills which will allow them to flourish in written and verbal communication.

18-19 Action Plan	**19-20 Action Plan**	**20-21 Action Plan**
Consistent implementation of SFA strategies in all classrooms. Consistent after school tutoring for ELA and Math. Focus on low level claims/standards from internal benchmark testing.	Quarterly, Success For All provides training to ensure that all new staff and returning staff are implementing Success for All Strategies Across the curriculum. SFA strategies are researched based and ensure support for all learners and necessary differentiated instruction coupled with engagement strategies and positive recognition strategies. Ensuring a high use of SFA strategies to support our Integrated English Language Development program and meet the specific needs of our LTEL population, our largest group of English Learners. Grade Level teams continue to refine power standards for their content areas, develop bite-sized daily learning outcomes that are	Quarterly, Success For All provides training to ensure that all new staff and returning staff are implementing Success for All Strategies Across the curriculum. SFA strategies are researched based and ensure support for all learners and necessary differentiated instruction coupled with engagement strategies and positive recognition strategies. Ensuring a high use of SFA strategies to support our Integrated English Language Development program and meet the specific needs of our LTEL population, our largest group of English Learners. Grade Level teams continue to refine power standards for their content areas, develop bite-sized daily learning outcomes that are

	measurable; which results inform instruction and intervention. Continue to develop common assessments and rubrics, calibrate scoring, and provide multiple assessments to demonstrate mastery. i-Ready Reading diagnostic was adopted in 2019-2020 to support instruction. i-Ready diagnostic Provides actionable data for teachers and tutors. We are seeing growth from the baseline to B1 assessment. Scholars are supported through Ready's adaptive computer-based supplemental instruction. **Effectiveness will be evidenced by scholars movement towards achieving typical growth on i-Ready Diagnostic Assessments.**	measurable; which results inform instruction and intervention. Through the critical friends group process, continue to refine instruction as well as develop common assessments, rubrics, calibrate scoring, and multiple assessments to demonstrate mastery. i-Ready diagnostic Provides actionable data for teachers and tutors to identify scholars strengths, areas for growth, and gives the instructional team the tools to provide targeted intervention. Our 2019-2020 data highlights the growth scholars had throughout the year from the baseline to our B3 assessment at the end of the year. Scholars benefit from i-Ready's adaptive computer-based supplemental instruction, as well as teacher assigned i-Ready lessons, assessments, and mastery checks. **Effectiveness will be evidenced by scholars movement towards achieving typical growth on i-Ready Diagnostic Assessments.**

Focus Area	Re-classification Rate (and EL Progress)
Goal (SMART)	Maintain a Reclassification Rate of 25% or greater for 2020-2021.
Impact	English Learners will make significant gains in mastery of English, including being able to read, write, speak, and listen effectively in English.

18-19 Action Plan	**19-20 Action Plan**	**20-21 Action Plan**
Create English Learner Snapshots for each EL student. Set individual goals and supports collaboratively with students, parents, teachers, and tutors. Tutors coach and support individual students and track progress.	We meet our Reclassification goal for 2018-2019 with a reclassification rate of 27.1% Make a high use of i-Ready diagnostic data to support English Learner Snapshot data tracking and goal setting and to identify scholars most ready to reclassify. Continue to provide grade level tutor support to general education English Learners to provide targeted intervention.	Ensure the instructional team is making a high use of i-Ready diagnostic data to support English Learners through our EL Snapshot data tracking and goal setting process. Supports the team in identifying scholars most ready to reclassify and benefit from targeted support. Grade level tutors are assigned to a caseload of general education English Learners to provide targeted support. In 2020-2021, the academic team is

	For 2019 we have identified that 49% of all current English Learners are long-term English Learners 5o% of all SPED learners are EL and 50% of them are LTEL Adopting new reclassification criteria that provides an alternative path towards reclassification for SPED learners who are LTEL **Effectiveness will be measured by maintaining or exceeding current growth rate in reclassification.**	reviewing EL scholars with IEPs; to identify which sections of the ELPAC exam students with IEPs should be excused from based on their Special Education qualifying disability. By determining scholars who meet updated reclassification criteria we will provide an alternative path towards reclassification for SPED learners who are LTEL 41% of all SPED learners are EL. A high percentage of the EL population are LTELs 97.5% **Effectiveness will be measured by maintaining or exceeding current growth rate in reclassification.**

Focus Area	Effective Teaching Strategies (ie. Questioning, Anticipatory Sets, Do Now, Exit Ticket, etc.)
Goal (SMART)	Teachers will progress through the phases of the GBF scope and sequence
Impact	Teachers will be able to hone their craft at various levels, whether they need support with classroom management, effective lesson structure, or more specific skills such as effective questioning strategies or promoting academic discourse.

18-19 Action Plan	**19-20 Action Plan**	**20-21 Action Plan**
Provide differentiated professional development through “Choose your own Professional Adventure” protocol once per month. Include measures such as Instructional Rounds to increase accountability.	In 2019-2020, YPICS has adopted Relay’s Get Better Faster coaching model and has focused on using this model to train staff regularly on Get Better Faster strategies to ensure strong management and rigor. Through the adoption of i-Ready diagnostic, staff have been making a high use of actionable data to inform their instruction and increase the differentiation scholars are provided and are better equipped to provide scholars the scaffolding needed to do rigorous work. This year, teachers are receiving lesson plan and instructional feedback focused on their Common Core aligned lessons. These supports are reinforced through observations and coaching provided to all teachers. Though PD data review assessment results are reviewed to measure progress of scholars towards mastery of standards and determine which CCSS standards need to be re-taught and reinforced. **Evidence will be gathered through observation data as documented in Whetstone (Observation and Data tracking platform that supports GBF coaching).**	YPICS continues to use Relay’s Get Better Faster coaching model and has focused on using this model to train staff regularly on Get Better Faster strategies to ensure strong management and rigor. Through the adoption of i-Ready diagnostic, staff have been making a high use of actionable data to inform their instruction and increase the differentiation scholars are provided and are better equipped to provide scholars the scaffolding needed to do rigorous work. This year, teachers are receiving feedback on lesson plans, instructions, and their students outcomes. The feedback is focused on identifying the achievement Gap and ensuring that Common Core aligned lessons are differentiated to provide scaffolding to meet the needs of all students that supports scholars in achieving rigorous outcomes. These supports are reinforced through observations and coaching, by administration, mentor teachers, and by colleagues through our grade level Critical Friends Groups. Though PD data assessment results are reviewed to measure progress of scholars towards mastery of standards and determine which CCSS standards need to be re-taught

		and reinforced. sCFG provides feedback on teacher and student work throughout the year. **Evidence will be gathered through observation data as documented in Whetstone (Observation and Data tracking platform that supports GBF coaching).**
Focus Area	Intervention	
Goal (SMART)	Provide the necessary scaffolding and differentiated instruction to sub-groups to ensure their growth matches or exceeds the rate of all scholars.	
Impact		
18-19 Action Plan	**19-20 Action Plan**	**20-21 Action Plan**
	We have created and implemented “EL snapshots” which create language acquisition goals for English Learners based on the needs of each student. Through i-Ready diagnostic data snapshots also include individualized support for each student, so that the grade-level teaching teams and tutors are aligned in their support for each English Learner. With the adoption of i-Ready Math and ELA computer-based adaptive instructional program and the i-Ready Diagnostic general education teachers are collaborating with special education teachers, special education tutors, and general education tutors to establish groups of scholars who would benefit from targeted instruction. Small group, mini-lessons, are providing learners with a higher degree of differentiated instruction in the classroom We provide after school math and ELA intervention/tutoring at each grade level to provide targeted support and differentiated instruction for students who are struggling to meet proficiency. These after school tutoring groups are small in size to allow students to have more time to interact directly with the teacher. Teachers utilize the intervention materials provided by iReady Math and iReady ELA. Ready adaptive computer programs support teachers in providing pre-teaching of difficult lessons to students, as well as	We have created and implemented “EL snapshots” which create language acquisition goals for English Learners based on the needs of each student. Through i-Ready diagnostic data snapshots also include individualized support for each student, so that the grade-level teaching teams and tutors are aligned in their support for each English Learner. With the adoption of i-Ready Math and ELA computer-based adaptive instructional program and the i-Ready Diagnostic general education teachers are collaborating with special education teachers, special education tutors, and general education tutors to establish groups of scholars who would benefit from targeted instruction. Small group, mini-lessons, are providing learners with a higher degree of differentiated instruction in the classroom We provide, through the school day math and ELA intervention/tutoring at each grade level to provide targeted support and differentiated instruction for students who are struggling to meet proficiency. In addition to the target support we provide. There are after school tutoring groups designed to provide small group instruction that allows students to have more time to interact directly with the teacher. Teachers utilize the intervention materials provided by iReady Math and iReady ELA. Ready adaptive computer programs support teachers in providing pre-teaching

	re-teach topics that students struggled with. Teachers through Ready Math assign specific lessons to help groups with similar needs fill their academic gaps and allows for instruction to be differentiated based on the need of each student. Support each general education grade level with at least one tutor. These tutors carry a caseload of scholars to focus on for support. These grade level tutors provide support in class, help conduct small group intervention and practice on targeted skills to ensure academic growth. Tutors regularly, in collaboration with teachers, identify focus areas for growth and regularly conference with these scholars to set goals. PD Grade Level Team Meeting This time is used to plan instruction and assessment, as well as target tier II and III scholars specific academic and behavioral needs. Data is tracked, intervention and supports are developed, growth is monitored, and effectiveness of intervention is identified. Next steps are planned to ensure scholars progress and movement towards grade level mastery and that behavioral incidents diminish. **Effectiveness will be evidence by scholars movement towards achieving typical growth on i-Ready Diagnostic Assessments**	of difficult lessons to students, as well as re-teach topics that students struggled with. Teachers through Ready Math assign specific lessons to help groups with similar needs fill their academic gaps and allows for instruction to be differentiated based on the need of each student. Support each general education grade level with at least one tutor. These tutors carry a caseload of scholars to focus on for support. These grade level tutors provide support in class, help conduct small group intervention and practice on targeted skills to ensure academic growth. Tutors regularly, in collaboration with teachers, identify focus areas for growth and regularly conference with these scholars to set goals. PD Grade Level Team Meeting This time is used to plan instruction and assessment, as well as target tier II and III scholars specific academic and behavioral needs. Data is tracked, intervention and supports are developed, growth is monitored, and effectiveness of intervention is identified. Next steps are planned to ensure scholars progress and movement towards grade level mastery and that behavioral incidents diminish. **Effectiveness will be evidence by scholars movement towards achieving typical growth on i-Ready Diagnostic Assessments**

SECTION 2a: Culture and Climate Data (2020-21)

SUSPENSION DATA

	2015-16	2016-17	2017-18	2018-19	2019-20	Maclay Middle School	LAUSD (2018-19)	State of CA (2018-19)
Total Suspensions	44	47	37	29	20	8	5096	45720
Unduplicated Ct.	29	32	25	24	16	6	4116	29819

Suspension Rate	7.6%	8.3%	6.7%	6.2%	4.2%	0.9%	0.7%	2.0%

*source: Dataquest

EXPULSION DATA

	2015-16	2016-17	2017-18	2018-19	2019-20	Maclay Middle School	LAUSD (2018-19)	State of CA (2018-19)
Total Expulsions	1	0	0	0	0	0	121	5236
Expulsion Rate	.26%	0%	0%	0%	0	0.0%	.02%	.08%

*source: Dataquest

TIERED FIDELITY INVENTORY (PBIS)

TFI Tier I Rating	2015-16	2016-17	2017-18	2018-19	2019-2020
B0	77%	40%	67%	60%	73%
Final	57%	63%	80%	93%	93%

SECTION 2b: Culture and Climate Data Analysis (2020-21)

Trend	Root Cause Analysis
The Suspension Rate has reduced over the past 5 years, from a high of 8.3% to low of 4.2% in the 2019-2020 SY.	● Implementation of PBIS practices (Tier 1) ○ ODR Minor - Major 4:1 Submissions ○ Narrowed focus of all the “Rules” to “Essential 5” ○ Conversion to Digital Token economy ○ Consistency of teaching BETM in multiple classes (I.E. Advisory) ○ Tier 1 implementation team ○ More defined procedures created for SCC department ● Increase use of Alternatives to Suspension ○ Infraction related coursework ○ Restorative conversations prior to reintegrating students ○ Saturday School ○ Consistency of hosted make up time, and communication home. ○ Behavior Contracts implemented every 5 weeks, or as needed ● Continued use of MTSS team structure to identify and provide supports for student and families to reduce undesired behaviors ○ MTSS Bi-Weekly Meetings ○ Follow up with teachers/parents/students ■ I.E. Student Support Success Team meetings, Family Support and Teacher meetings, etc.

SECTION 2c: Culture and Climate Action Plan (2020-21)

Focus Area	Alternatives to Suspension
Goal (SMART)	Continue to maintain a downward trend in annual suspensions. Our goal is to lower our unduplicated percentage of suspended students by .5% during the 20-21 school year.
Impact	Our goal will foster stronger relationships between students and their teachers. By increasing our restorative conversations between teachers and students, as well as students and students, it will better enable our students to build respectful relationships. This will in turn enable students to potentially see success in multiple avenues, which in turn will help them stay in the classroom

19-20 Action Plan	20-21 Action Plan
● Continued use of Saturday Make-Up Time. ● Continued use of Behavior contracts, that were implemented in Week 10 of the Fall Semester. ● Continued consistent use of Check in/Check Out, as it is built into student behavior contracts. ● January 2020 - Full implementation of Ripple Effects during Make up Time on Monday. ● February 2020, Transform make-up time on Saturdays from community service to Restorative practices, reflection, and review of the expectations on campus ● February 2020, meet with Tier 1 implementation team to provide teachers with opportunity to provide feedback on the Disciplinary code ● In February 2020, provide teachers with a	● Continued use of Saturday Make-Up Time. ● Continued use of behavior contracts to support scholars with Tier II identified behaviors. ● Continued consistent use of Check in/Check Out, as it is built into student behavior contracts. ● Ripple Effects support for students during Make up Time on Monday and Saturday Make-Up time. ● Saturday and Monday make-up time is focused on Restorative practices, reflection, and review of the expectations on campus ● Through PD meetings are held with the Tier 1 implementation team to provide teachers and tutors with opportunities to provide feedback on the Disciplinary code and continue to be trained regularly on student support and planning.

consistent opportunity to have restorative conversations with students. ● January 2020, the SCC department will pilot a restorative program through 7th grade teachers, this will enable teachers and students to have the opportunity to speak with the teachers as soon as both are able to. This is in an attempt at building relationships between teachers and students that are sent out of class. This will be in conjunction with the restorative circles that will take place in 7th grade. ● February 2020 - Implementation of restorative practices when students are sent from class in 7th and 8th grade. ● March 2020 - Implementation of restorative practices when students are sent from class in 5th - 8th grade	● When reintegrating students provide teachers with a consistent opportunity to have restorative conversations with students. ● Restorative circles will be used to reset whole-class behavior and expectations, and restorative conversations will be used in a timely manner to restore teacher student relationships **Effectiveness will be measured by reducing our percentage of unduplicated suspended students by .5% or greater.**

Focus Area	Decrease of repeated behaviors in an academic school year.
Goal (SMART)	Provide more individualized supports for students that commit a Category 2-3 infraction; suspendable offense. In addition, our goal is to continue to lower our suspensions that are repeat infractions through the 20-21 school year.
Impact	By providing students alternatives to suspension, and opportunities for students to educate themselves to address their behavioral concerns, students will stay in the classroom and ensure they continue to grow academically and have social emotional growth.

19-20 Action Plan	**20-21 Action Plan**
Continuing from Fall semester - Restorative Justice circles and Second step lessons with 5th grade. These lessons range from empathy training to drug use. ● Continuing from Fall semester - Saturday School. Increase sessions to 2 times a month. ● January 2020 - Begin our Restorative Justice Circles and Second step lessons with our 7th grade students. ● Starting March 2020 - Structured second step lessons for students that receive Saturday School.	● Our school counselor leads the team in weekly Social Emotional Learning Lessons that they provide to their SEL class,weekly, to provide greater Tier I support ● Restorative Justice Circles and Second Step lessons will be used across the grade levels to support our scholars social emotional learning needs. These lessons range from empathy training to drug use. ● Saturday School and Monday Make-Up time will be used to provide Tier II students with Ripple effects support. This will provide opportunities for students to participate in restorative practices, reflection, and review campus expectations. **Effectiveness will be measured by a reduction in the percentage of students identified needing Tler II supports..**

SECTION 3a: Operations Data (2020-21)

CHRONIC ABSENTEEISM

	16-17	17-18	18-19	19-20	McClay MS (18-19)	LAUSD (18-19)	State of CA (18-19)
% with chronic absenteeism	5.3%	6.7%	7%	9.91%	17.8%	18.2%	10.1%
# of Students	20	25	27	37			

*source: Dataquest

AVERAGE DAILY ATTENDANCE (ADA)

	2016-17	2017-18	2018-19	2019-2020	2020-2021
ADA	96.73%	96.55%	96.23%	95.49%	

MEAL PROGRAM

School Year	Free	Reduced	Paid
17-18	60.00 %	10.27 %	29.73 %
18-19	51.99%	13 %	35.01%
19-20	65.95 %	9.92 %	24.137 %
20-21	74.43	10.34%	15.23%

ENROLLMENT

	2015-16	2016-17	2017-18	2018-19	2019-2020	2020-21
Total 5th grade	23	29	25	25	22	11
Total 6th grade	115	116	119	118	120	104
Total 7th grade	117	111	120	118	114	119
Total 8th grade	116	115	106	115	117	114
Total Enrolled Students	371	371	370	376	373	348

*source: Dataquest

SECTION 3b: Operations Data Analysis (2020-21)

Trend	Root Cause Analysis
The number of students who	Students are not engaged or connect to school, have family medical conditions that are

are chronically absent has increased from 5.3% to 9.91% over the past 4 school years	preventing them from coming to school, and have other social emotional needs that are not being addressed. Parents and students need access to wrap around services to help keep students motivated to attend school.

SECTION 3c: Operations Action Plan (2020-21)

Focus Area	Reduce chronic absenteeism in targeted group	
Goal (SMART)	MTSS Committee will focus on using data to identify students at risk of being identified as chronically absent (10% of days enrolled in school). The committee completes home visits/parent conferences for all students identified at risk of being chronically absent.	
Impact	See a reduction of students identified as chronically absent below 8%	
19-20 Action Plan		**20-21 Action Plan**
Jan - Meet to discuss targeted group. Set an action plan for desired goals. Feb - Monitor progress and discuss trends. Mar - Monitor progress and discuss trends. April - Monitor progress and discuss trends. May - Report on progress made and make future recommendations for next year.		Identify target group Develop a Student Support Plan for each student Directly contact parents/students at least weekly Provide support services for student and parents Monitor progress and discuss trends Modify Student Support Plan **Effectiveness will be measured by a reduction in the percentage of students identified as chronically absent to below 8%.**

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Annual School Goals and Data Report 2020-2021

Major Accomplishments from Last School Year (2019-2020)

ACADEMIC

- Saw gain of **13% proficiency in Math** and **14% in Reading** over the course of the school year according to i-Ready diagnostic scores!
- Saw increase of **5% proficiency in Math** and **7% in Reading** comparing last year's iReady fall diagnostic to this year's fall test
- Implemented **new i-Ready math curriculum** and a **new Math Support instructional block** to support math proficiency
- Created **English Learner Snapshots** in order to collaboratively communicate needs, goals, and action plans for all EL students
- **Distributed over 130 chromebooks and 51 hotspots to families**. In March 2020, 61% of MORCS families had internet access and a working computer for their child, compared to 97% in May 2020
- Rapidly transitioned academic program to **full distance learning** on March 17th within 1 day of campus closure due to the pandemic

CULTURE AND CLIMATE

- **Reduced Suspensions drastically**--to lowest level in last 5 years (from a 12.25% average in 2015-2019 to 0.8% in 2019-2020)
- Reached **highest enrollment in MORCS history** at 356

STAFFING

- **Reduced teacher turnover** from 50% in 2018-19 and 50% in 2019-20, to 25% in 2020-21
- **Retained 100% of administrative team** for second consecutive year

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Annual School Goals and Data Report 2020-2021

Current School Goals and Areas of Focus (2020-2021)

ACADEMIC

- The Instructional Leadership Team (LIT) is providing a higher level of academic **support to all teachers**:
  - Weekly lesson plan reviews and feedback, weekly classroom walkthroughs and feedback, weekly coaching meetings based on student data and teacher observations
- Interventions:
  - Employment of **6 Interns from CSUN**, who are providing academic and socioemotional supports for high-need students
  - **Teaming with Gear Up** to provide academic support for students
  - **Targeted Support sessions** provided after content classes for high-need students to have additional practice time
  - **Saturday School** being offered to high need students and any students interested to provide additional instructional time and Art enrichment for students
  - **After School Tutoring** offered to supports students who are struggling academically
- Enacting **Computer Science / Programming club** with goal of making it into an elective class for next school year
- Applying for CTE grant to host **Film-making class** in January 2021
- Professional Development focused on: **vertical planning** in content teams and effective **exemplars** ("setting high expectations in High Def")

CULTURE AND CLIMATE

- **Socio-emotional Learning** class taught each morning
- Hosting bi-weekly **Multi-tiered System of Support (MTSS)** meetings in order to identify and enact supports for our highest need students
- Implementing **full Restorative Justice program** at MORCS

ATTENDANCE/ENROLLMENT

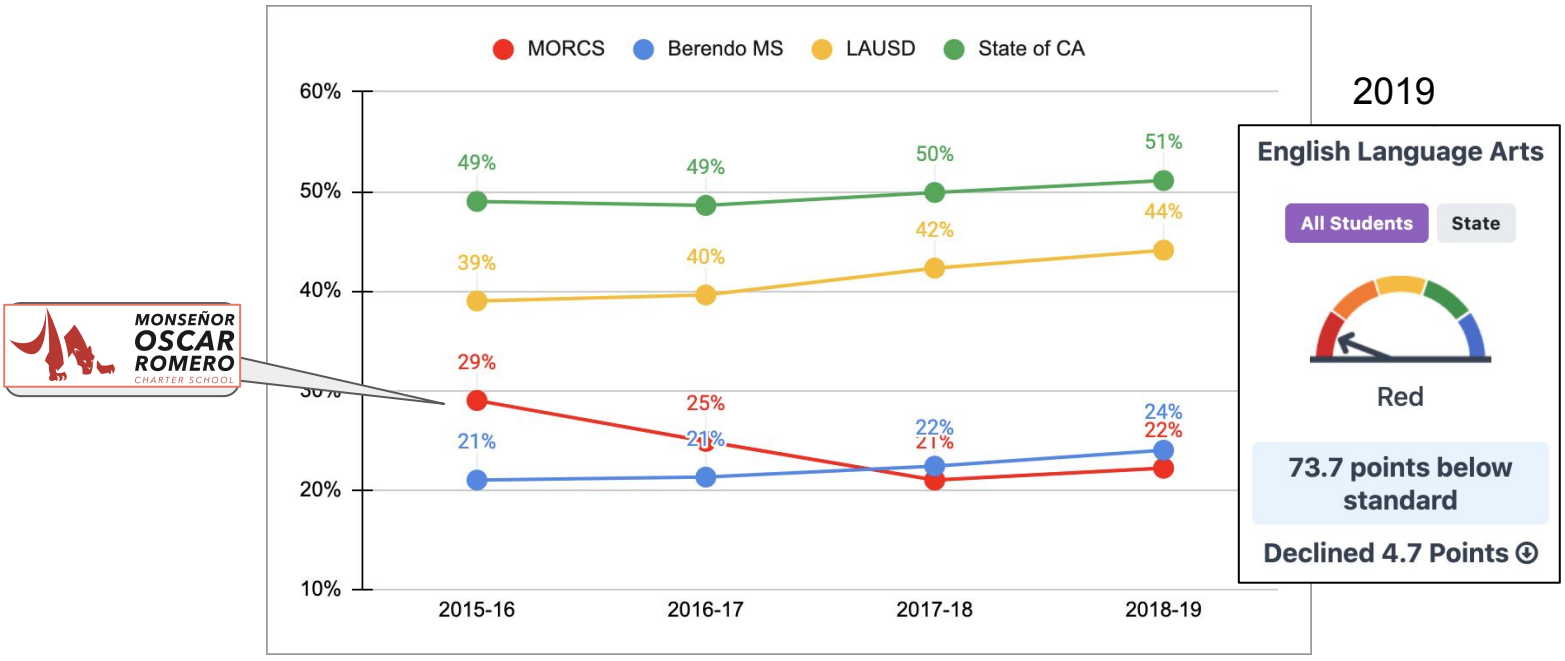
- **Finding innovative ways to increase outreach/enrollment** for 2021-2022

Demographic Data (2019-2020)

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
356	95.8%	29.2%	.002%

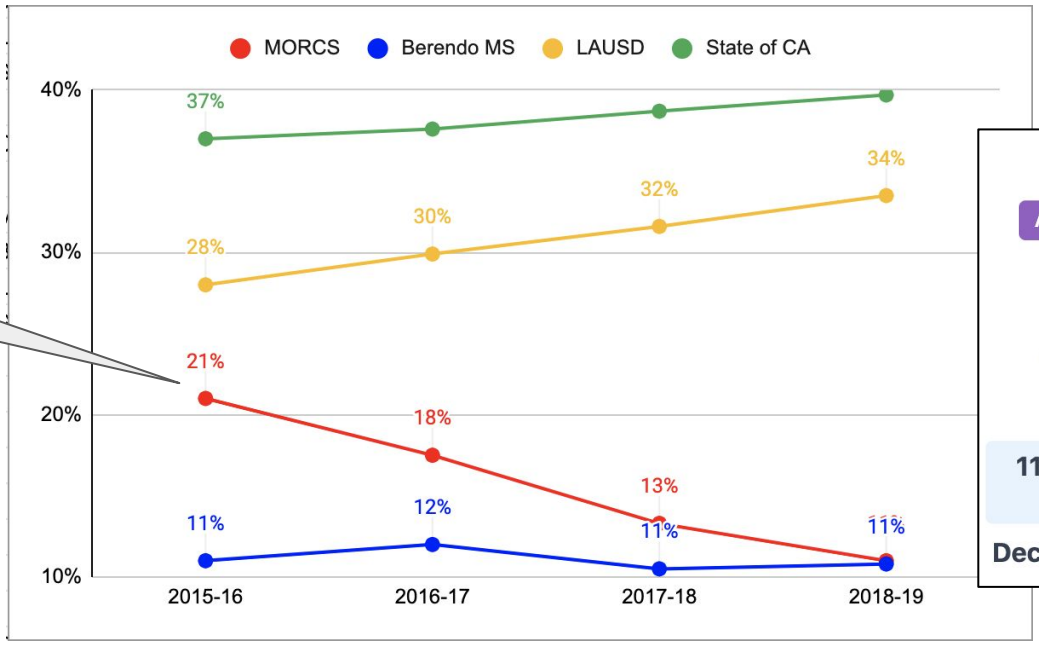
Academic Data

State Testing: CAASPP ELA



Academic Data (continued)

State Testing: CAASPP Math



2019

Mathematics

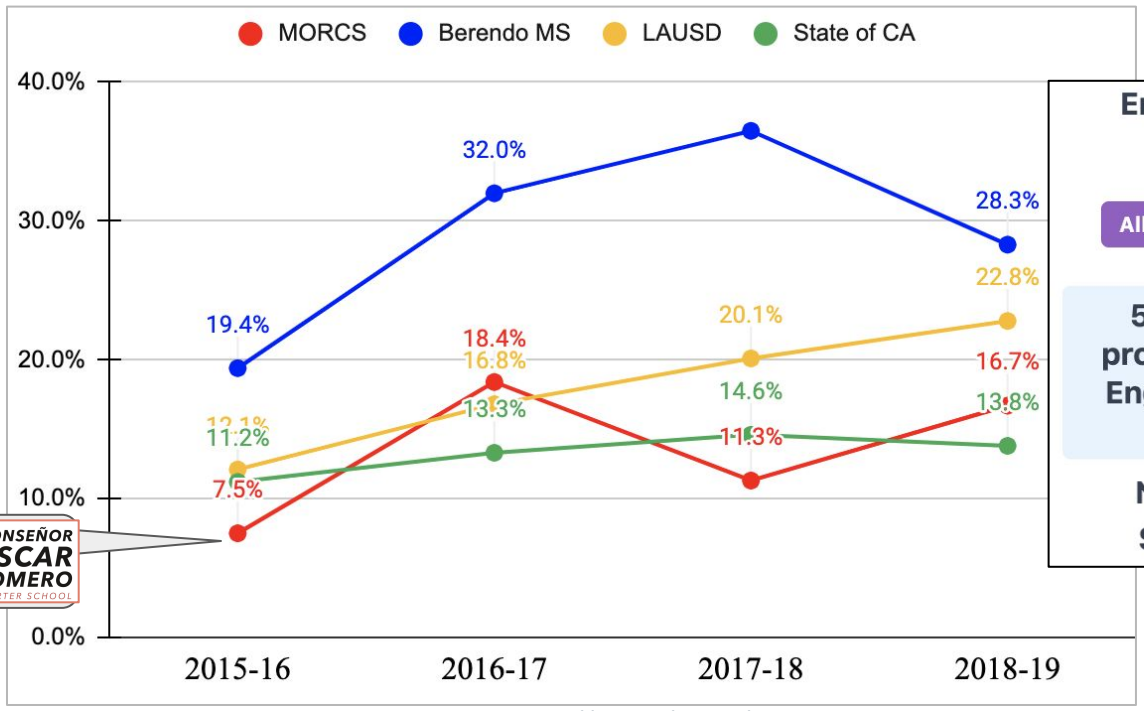
All Students | State

Red

119.8 points below standard

Declined 11.5 Points

Reclassification Rate



2019

English Learner Progress

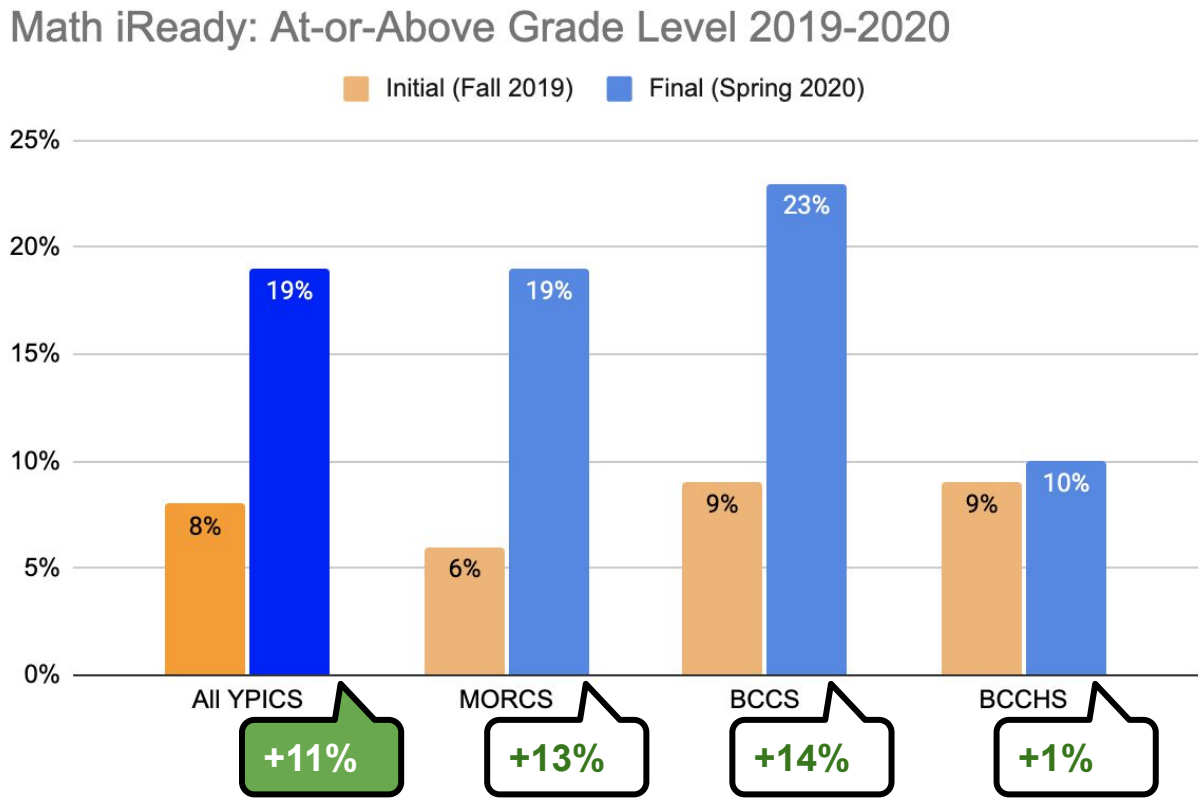
All Students | State

52.8% making progress towards English language proficiency

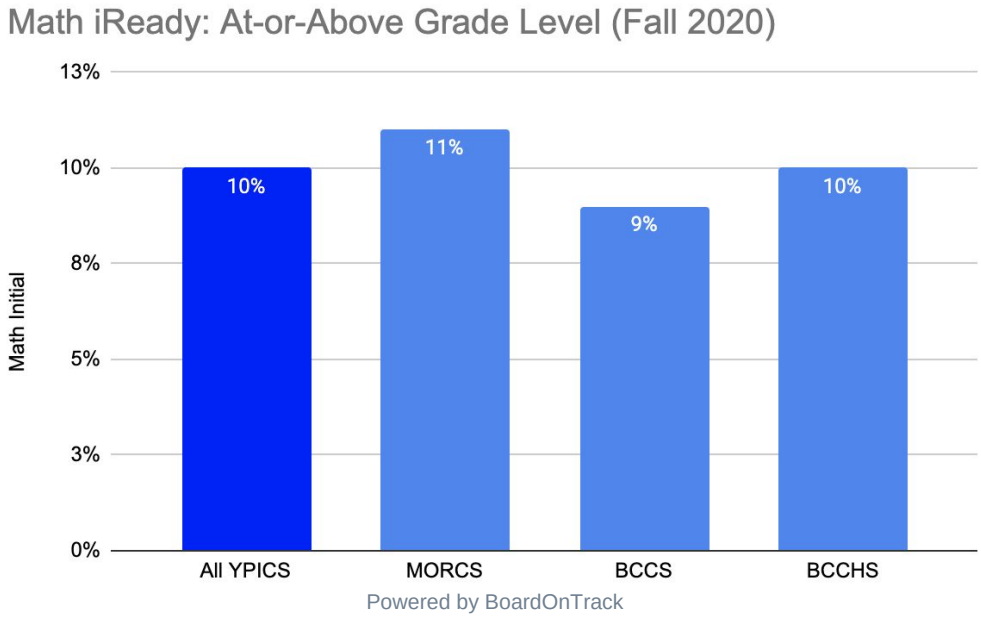
Number of EL Students: 89

Academic Data (continued)

Math Diagnostic Scores 2019-20

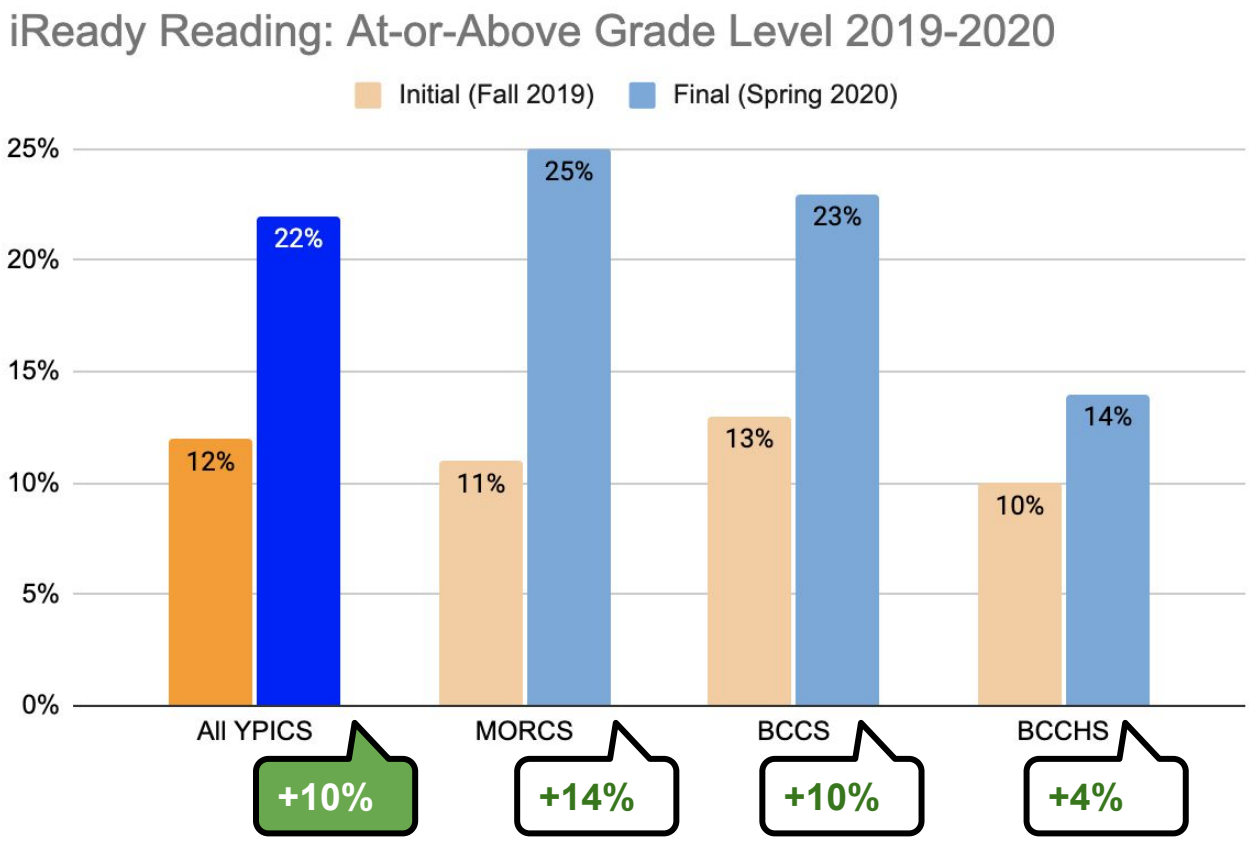


Math Diagnostic Scores Fall 2020

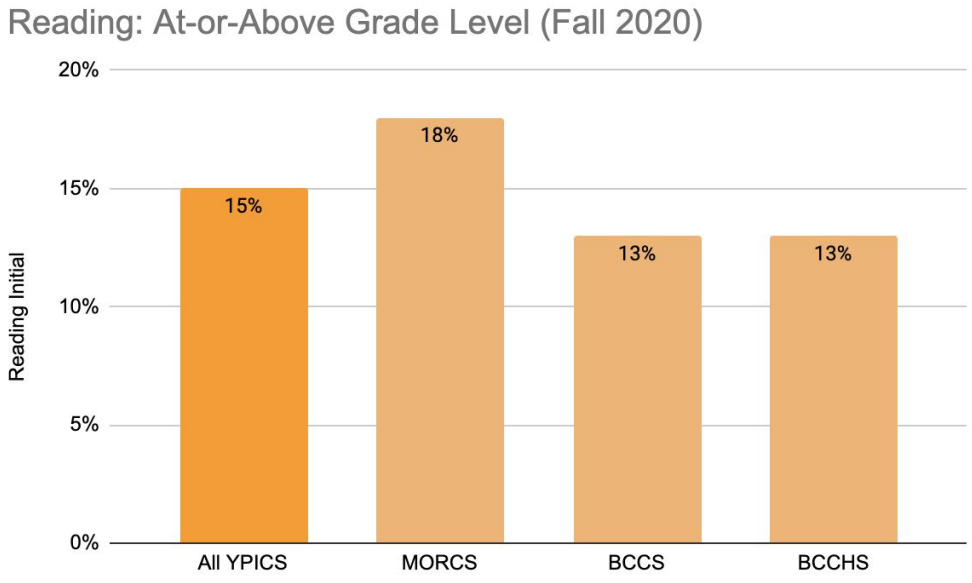


Academic Data (continued)

Reading Diagnostic Scores 2019-20



Reading Diagnostic Scores Fall 2020

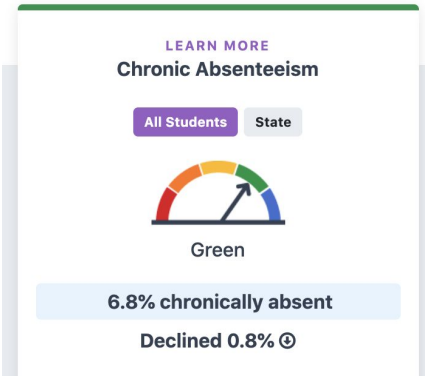


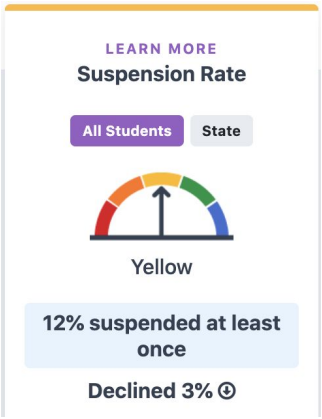
MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Additional Data

Enrollment Data

	2015-16	2016-17	2017-18	2018-19	2019-2020	Current Enrollment for 2020-21 (as of 10.19.20)
Total 6th grade	121	109	114	119	116	84
Total 7th grade	104	119	103	118	120	116
Total 8th grade	112	109	118	105	120	118
Total Enrolled Students	337	337	335	342	356	318





Suspension Data

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21 (as of 10.19.20)	Berendo MS (2018-19)	LAUSD (2018-19)	State of CA (2018-19)
Total Suspensions	45	88	92	65	3	0	6	---	---
Unduplicated Suspensions		45	55	43	3	0		---	---
Suspension Rate	9.1%	12.9%	15%	12%	0.8%	0%	0.7%	0.7%	3.5%

Academic Performance Action Plan (2020-2021)

Focus Area	Goal (SMART)	Impact	Action Plan (with Timeline)
Increasing Consistency with Mentoring/Coaching/Observing	• Meet with LIT team consistently to ensure effective support and progress with mentoring	• Promote consistency strong schoolwide teaching practices which will bolster academic performance	• Weekly check-ins with LIT team beginning Aug 2020
Continue heavy support for Math Curriculum and Intervention	• Meet with Math Team consistently to ensure effective support and progress	• Enhancing critical thinking and calculation skills in preparation for college, life, and career	• Schedule periodic check-ins with math team during 2020-2021 school year
Standards Based Grading	• Schedule CFG during Monday PDs more frequently	• Increase rigor to ensure that students are exposed to content that is appropriate to their performance level • Increased teacher proficiency of differentiation	• Aug - meet with LIT team to finalize Monday PD plan • Strategically include CFGs throughout the semester so that they happen at times that would benefit teachers (ex earlier in the semester, after significant assessments, near grading period deadlines) by the end of December
Project Based Learning	• At least one PBL project in every content area each semester in Fall 2020 / Spring 2021 semester. • Two projects per semester for returning teachers in 2020-2021 school year.	• Student learning is maximized due to authentic learning experiences based on engaging, real-world problem scenarios • Provide ample opportunities to practice critical thinking, problem solving, collaboration, and communication/presentation skills.	• Embed PBL Planning into PD plan, at least once per quarter. • Reflect on PBL Implementation at the end of each semester (in PD)
Focus on English Language Acquisition	• Implement new curriculum with newcomers (ELD)	• Build confidence in reading, writing, speaking, and listening with our low level ELs.	• Continue providing support that is based on performance data (ELPAC domains, Diagnostic, class grades).

Culture and Climate Action Plan (2020-2021)

Focus Area	Goal (SMART)	Impact	Action Plan (with Timeline)
Increasing positive interactions among students	Restructure fun friday	Improving relationships among students and teachers	Fall 2020
Teaching and re-teaching the use of positive language in advisory	Improving positive communication among students	Teaching how to effectively communicate / improve relationships	Fall 2020
Increase opportunities for emotional expression (restorative circles)	Students lead restorative circles / SCC will only facilitate	Repairing and restoring relationships promoting positive climate and culture	Spring 2021

Operations Action Plan (2020-2021)

Focus Area	Goal (SMART)	Impact	Action Plan (with Timeline)
Attendance	Increase Attendance	More funding	Buy MORCS Swag (umbrellas, ponchos, etc.) to increase students coming to school
Breakfast	Increase Meals Served (*Try to meet a consistency of 96%+ per month*)	More funding to help purchase new carts, keypads, etc.	Spring 2021
Parent Conferences	Increase Participation by at least 2%	Parents are more aware of where their student currently stands and what can they do to make sure they're successful	Restructure our current conference schedule/matrix (we are already phone banking, sending postcards, sending flyers, etc.) Hold a raffle after based on who attended (kitchenware, electronics, uniforms, sports equipment, gift cards etc.)
Enrollment	Increase our Number	Less students means less funding which leads to losing staff members	Communicate with local elementary schools Increase online / social media presence

School Success Data Report and Action Plan
10.19.2020

BERT CORONA CHARTER HIGH SCHOOL

BCCHS CA School Dashboard Data (2020)

*source: CA School Dashboard

BCCHS School Population	Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
	191	85.9%	16%	0.5%

CA Schools Dashboard 2019-2020 Data

Academic Performance Summary

BCCHS

LEARN MORE
English Language Arts

All Students | State

Orange

25.3 points below standard

Declined 24.6 Points

LEARN MORE
Mathematics

All Students | State

Orange

109.3 points below standard

Maintained -2.6 Points

English Learner Progress

All Students | State

28% making progress towards English language proficiency

Number of EL Students: 25

State of CA

English Language Arts

All Students | State

Green

3 points below standard

Increased 3.1 Points

Mathematics

All Students | State

Orange

33.5 points below standard

Maintained 2.9 Points

English Learner Progress

All Students | State

48.3% making progress towards English language proficiency

Number of EL Students: 844,257

Culture and Climate / Operations Summary

BCCHS

Suspension Rate

All Students | State

Green

1.9% suspended at least once

Declined 4.8%

State of CA

Suspension Rate

All Students | State

Yellow

3.4% suspended at least once

Maintained -0.1%

Detailed Report Links

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1c. Action Plan..... 5

SECTION 2: Culture and Climate

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2b. Data Analysis.....

2c. Action Plan.....

SECTION 3: Operations

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3b. Data Analysis.....

3c. Action Plan.....

SECTION 1a: Academic Performance Data (2019-2020)

ENGLISH LANGUAGE ARTS (CAASPP)

	2016-17	2017-18	2018-19	2019-20	Arleta HS (2018-19)	LAUSD (2018-19)	State of CA (2018-19)
% met or exceeded standard	23.08%	45.45%	38.09%	**NA**	40.61%	44%	51%

*source: CAASPP website

MATHEMATICS (CAASPP)

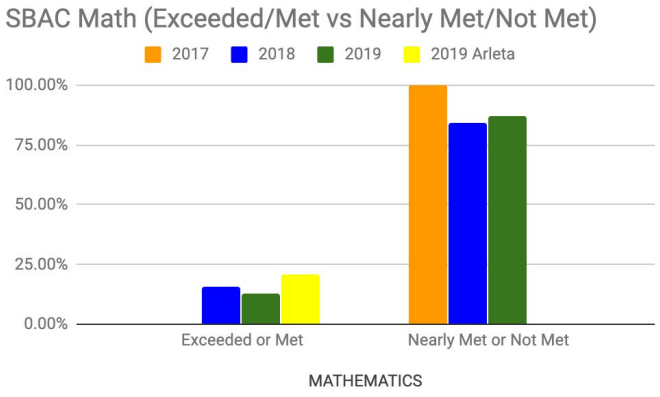
	2016-17	2017-18	2018-19	2019-20	Arleta HS (2018-19)	LAUSD (2018-19)	State of CA (2018-19)
% met or exceeded standard	0.00%	15.55%	12.9%	**NA**	20.91%	33%	40%

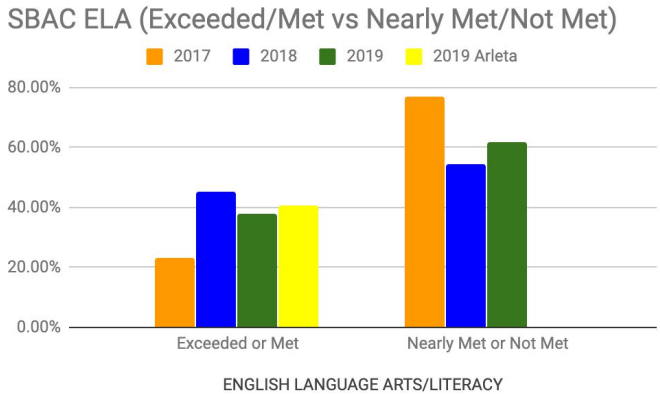
*source: CAASPP website

RECLASSIFICATION RATE (REDESIGNATED ENGLISH PROFICIENT)

	2016-17	2017-18	2018-19	2019-20	Arleta HS (2018-19)	LAUSD (2018-19)	State of CA (2018-19)
% met or exceeded standard	50%	23%	21%	30.77%	11.9%	23%	14%

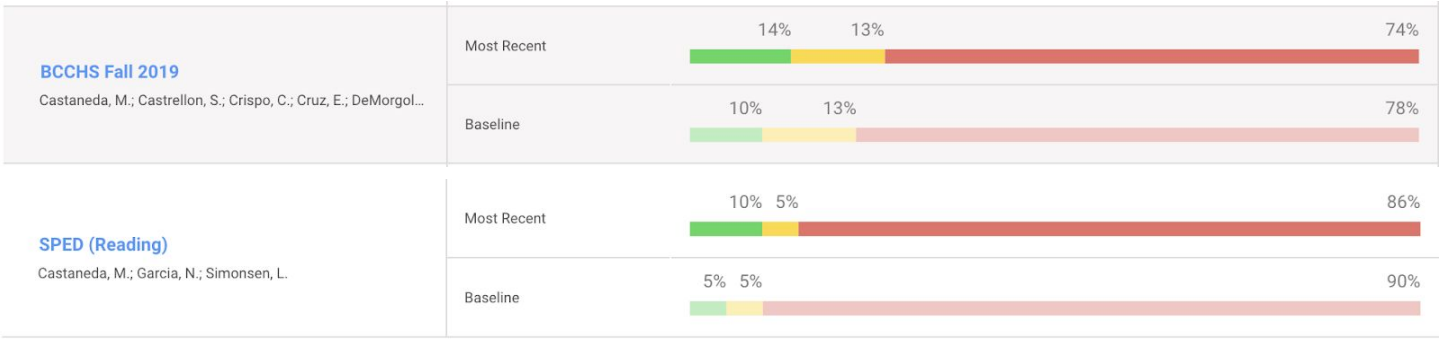
*source: Dataquest





READING DIAGNOSTIC DATA (IREADY)

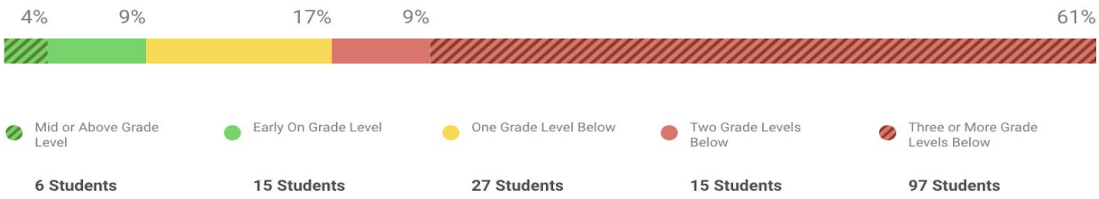
- *On or Above Grade Level*
- *One Grade Level Below*
- *Two or More Grade Levels Below*



FALL 2020 (Baseline)

Overall Placement

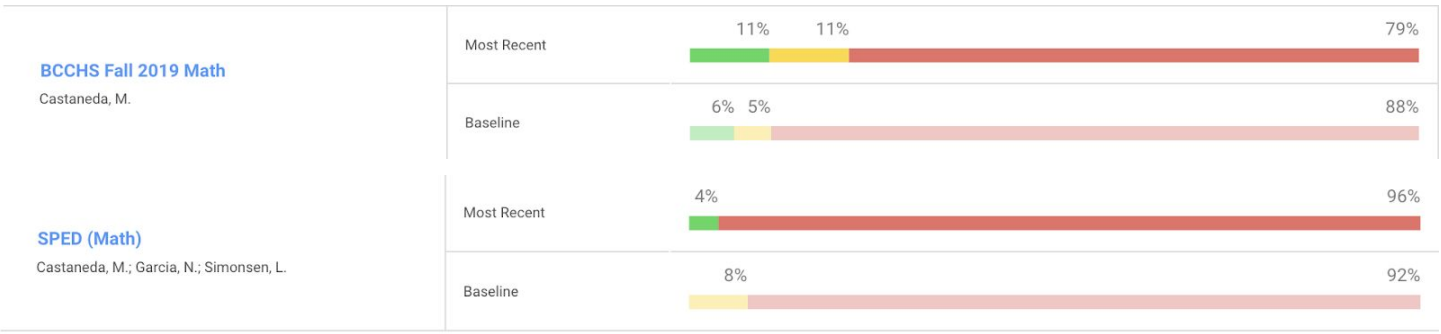
Students Assessed/Total: **160/190**



Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
6 Students	**15 Students**	**27 Students**	**15 Students**	**97 Students**

MATH DIAGNOSTIC DATA (IREADY)

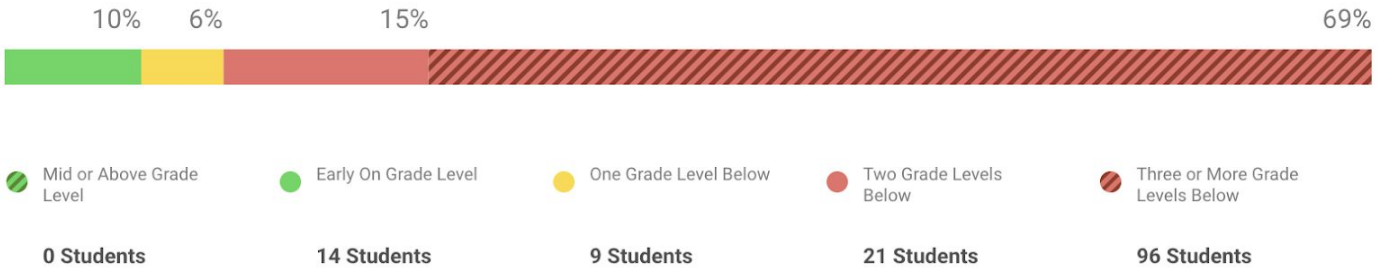
- *On or Above Grade Level*
- *One Grade Level Below*
- *Two or More Grade Levels Below*



FALL 2020 (Baseline)

Overall Placement

Students Assessed/Total: **140/190**



Background:
iReady data was implemented ***only*** in the Fall and Winter of the 2019-2020 school year.

Summary:
iReady data is now presented in a 5 band performance summary rather than 3 band.
In both Reading and Math, iReady data from the Fall of 2020 presents an initially higher baseline than that of Fall 2019 (students within 1 grade of grade-level performance, or at or above grade-level performance)

Fall 2019 Baseline Math:	11%	Fall 2020 Baseline Math:	16%
Fall 2019 Baseline Reading:	23%	Fall 2020 Baseline Reading:	30%

NWEA MAPS DATA

MAPS Implementation History -

Grade	Year	Reading Mean RIT	Math
8	Spring 2019	212.6 +/- 13.8	218.4 +/- 14.3
9	Spring 2020	218.1 +/- 15	226.3 +/- 17.4
Norm Grade Level 9 Mean RIT		221.4	230

Grade	Year	Reading	Math
9	Fall 2018	210.8 +/- 12.9	214.3 +/- 12.4
10	Spring 2020	215.2 +/- 12.2	220.7 +/- 12.8
Norm Grade Level 10 Mean RIT		223.5	232.4

Grade	Year	Reading	Math
10	Fall 2018	216.0 +/- 14.5	221.4 +/- 15.6
11	Spring 2020	222.3 +/- 14.4	228.5 +/- 20.2
Norm Grade Level 11 Mean RIT		224.7	234.2

Grade	Year	Reading	Math
11	Fall 2018	218.8 +/- 11.8	227.4 +/- 15.4
12	Spring 2020	220.6 +/- 15.1	234.4 +/- 20.6
Norm Grade Level 12 Mean RIT		224.3	234.2

Background:
MAPS Growth assessments were suspended in the spring of 2019 in favor of iReady assessments, but were reinstated in the spring of 2020 to demonstrate longitudinal growth.

Summary:
There is growth in all mean RIT measurements, both Reading and Math, for all grade levels, from the most recent previous MAPS administration to the most current.

By grade 12, cohorts have nearly or actually erased grade level RIT mean deficits.

TEACHER COACHING/OBSERVATION DATA (WHETSTONE)

Fall Semester 2020 - As of 10/16/2020

Number of Mentors	Number of Teachers	Total Observations in Whetstone	Total DATA Meetings	Quick Feedback Notes
2	12	--	14	--

SECTION 1b: Academic Performance Data Analysis (2019)

Trend	Root Cause Analysis
Modest growth in most periodic assessments.	Missing growth mindset. "Maintenance" disposition to academics.
Inconsistent performance on SBAC assessments	Inconsistent approach to preparation.
College-ready reading and analysis skills not distributed as expected in student population	Low expectations at BCCHS for learning through reading.

SECTION 1c: Academic Performance Action Plan (2020-2021)

Focus Area	Goal (SMART)	Impact	Action Plan (with Timeline)
Credit Recovery	Utilize Edgenuity for all 12th and 11th grade students with credit deficiencies.	Fewer "intentional fails" by closing back-door of "easy" credit recovery option.	**Summer 2020 -** Enrollment **Fall/Spring 2020-2021 -** Monitor student progress weekly towards Cr Recovery
Content Reading	Reading core content materials required in each course, every week, outside of class. Achieve 1 year growth in lexile for all BCCHS students at current 8th grade or above level.	Students are currently trying to learn without engaging in college-prep or even typical grade-level quantities of reading. Required reading for comprehension and analysis will build pre-college reading muscles.	**All 2020-21** Meet with all A-G content teachers to identify reading material for all courses. **All 2020-21** Require all students reading below 8th grade lexile to engage with identified staff in reading intervention activities during class, and use Achieve 3000.
SBAC Preparation	SBAC scores commensurate or better than similar local LEA	Meet charter authorizer requirements for academic performance.	**Fall Semester 2020** If necessary: Return to weekly Advisory-Based SBAC prep for 11th grade.
Periodic Assessment	Double-digit growth from Baseline to B2 for every student; Grade-level performance by 11th grade	Growth mindset reinforced for students; academic self-confidence affirmed.	**Fall Semester 2020 - Advisory** Explanation of growth significance to all student body - counselor and admin. Growth mindset training - advisors.
GPA Awareness	Equip students to develop SMART goals for achieving a B in every A-G class.	4 year college-readiness for more BCCHS students. Elimination of SAT testing gate-keeper for CSU system.	**Monthly** Counselor meetings with each grade level.
Writing across the curriculum and interdisciplinary tasks.	Students will produce college-ready writing to convey mastery of core content.	Students will be equipped to handle college writing without plagiarism.	**Monthly** Teachers will ask for writing tasks to be completed monthly, in all disciplines.
PBL	Students will complete a deeper-learning passion project by May 2021	Students will grow in college-ready research, persuasion, collaboration and presentation skills.	**Monthly** Students will execute the different stages of PBL long-term projects, starting with the Driving Question.

SECTION 2a: Culture and Climate Data (2019)

SUSPENSION DATA

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Arleta HS (2018-19)	LAUSD (2018-19)	State of CA (2018-19)
Total Suspensions	3	16	17	5	7	0	4	---	---
Unduplicated Suspensions						0			
Suspension Rate	3.8%	9.3%	6.7%	2%	3.6%	0%	0.4%	0.7%	3.5%

*source: Dataquest

EXPULSION DATA

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Arleta HS (2018-19)	LAUSD (2018-19)	State of CA (2018-19)
Total Expulsions	0	0	0	0	1	0		---	---
Expulsion Rate	0%	0%	0%	0%	1.97%	0%		.02%	.08%

*source: Dataquest

SECTION 2b: Culture and Climate Data Analysis (2019)

Trend	Root Cause Analysis
Suspension rate inconsistent	Pressure to avoid suspensions. New crew activity on campus.
First Expulsion	Weapons activity on and around campus has arisen in a new way for the first time.

SECTION 2c: Culture and Climate Action Plan (2020-)

Focus Area	Goal (SMART)	Impact	Action Plan (with Timeline)
SEL	Train staff in SEL practices.	Students able to self-regulate and experience social and academic success.	Ongoing PD SEL training for all staff.

SECTION 3a: Operations Data (2019)

CHRONIC ABSENTEEISM

	2017-18	2018-19	2019-20	2020-21	Cesar Chavez (Technology Prep Academy) (2018-19)	LAUSD (2018-19)	State of CA (2018-19)
% chronically absent students	18.3%	20%	11%			18.4%	12.1%

*source: Dataquest / CA School Dashboard

AVERAGE DAILY ATTENDANCE (ADA)

	2017-18	2018-19	2019-20	2020-21	Cesar Chavez (Technology Prep Academy) (2018-19)	LAUSD (2018-19)	State of CA (2018-19)
ADA	93.994%	93.389%	94.902%				

* internal data

MEAL PROGRAM

ENROLLMENT

	2016-17	2017-18	2018-19	2019-20	2020-21
Total 9th grade	78	56	46	56	52
Total 10th grade	62	86	63	30	57
Total 11th grade	13	49	67	54	33
Total 12th grade		11	42	54	49
Total Enrolled Students	153	202	218	197	191

*source: Dataquest

SECTION 3b: Operations Data Analysis (2019)

Trend	Root Cause Analysis
Reduced rate of chronic absenteeism.	Improved climate and culture from 2018-2019
ADA is holding steady for the past 2.5 years.	Lack of aggressive attendance interventions
First net loss in enrollment in 5 years	Climate and culture issues during 2018-2019; parent disinformation communication

---

SECTION 3c: Operations Action Plan (2020-)

Focus Area	Goal (SMART)	Impact	Action Plan (with Timeline)
Student Engagement Pupil Engagement as measured by school attendance rates, chronic absenteeism rates.	Maintain average ADA of 95% or better. Keep chronic absenteeism to 9% or less.	• Daily phone calls are made to parents of all absent students by 10 a.m. • Meetings are scheduled with parents if students have more than three absences. • Attendance Progress Reports are run weekly that include: days absent, class periods missed, and tardies in each class.	• Parent Workshops need to be offered to those parents of students with 10 or more absences or 1st period tardies, to explain the academic impact of chronic absenteeism and tardiness. • Tardiness at the beginning of the day needs to be curbed significantly. Students with chronic tardiness will be assigned make-up time (detention) to make up lost instructional minutes and support long-term behavioral changes.

		• An eligibility list of all school activities is based on attendance: 10 absences or more will exclude students from representing the school in extra-curricular activities, or participation in school events, including participation on sports teams.	• Incentives for Perfect Attendance are being created to celebrate scholars who have perfect attendance at each Monthly Assembly.

Coversheet

Consent Items

Section: IV. Consent Agenda
Item: B. Consent Items
Purpose: Vote
Submitted by:
Related Material: 1.) 20-21 YPICS Board Meeting Calendar.pdf
2.) BCCS English Learner Plan.pdf
2.) BCCHS English Learner Plan.pdf
2.) MORCS English Learner Plan.pdf

YPI Charter Schools Board Meeting Dates
2020-21

Date	Meeting Type
July 17, 2020	Special Meeting
July 27, 2020	Regular Meeting
August 14, 2020	Regular Meeting
August 31, 2020	Regular Meeting
September 14, 2020	Public Hearing: Learning Continuity & Attendance Plans
September 28, 2020	Public Hearing: Sufficiency of Instructional Materials & Regular Meeting
October 12, 2020	Fiscal Committee Meeting
October 19, 2020	YPICS Academic Excellence Committee
October 26, 2020	Regular Meeting
November 18, 2020	Fiscal Committee Meeting
December 7, 2020	Regular Meeting
Tuesday, January 19, 2020	YPICS Academic Excellence Committee
February 1, 2020	Regular Meeting
March 4, 2020	Fiscal Meeting
April 19, 2020	Regular Meeting
May 24, 2020	Regular Meeting
June 21, 2020	Regular Meeting
We want to Thank the YPICS Board for engaging in the extra meetings this year due to the COVID-19 Pandemic.	

All Meetings are held on Mondays unless otherwise noted. During COVID-19 the Regular Board and Fiscal Meetings will be held on Zoom. Academic Excellence Meetings will be held on Google Meets. All Zoom and Google Meet information will be provided in accordance with the Brown Act posting requirements.

Information will be posted in a format like the one provided below well in advance of the meeting:

Join Zoom Meeting
https://exed.zoom.us/j/96518309654?pwd=RjV5aUpQbW81NmkyeG5VT3czNEpxQT09
Meeting ID: 965 1830 9654
Passcode: 617967
One tap mobile
+16692192599,,96518309654# US (San Jose)
+16699006833,,96518309654# US (San Jose)
Dial by your location
+1 669 219 2599 US (San Jose)
+1 669 900 6833 US (San Jose)
Meeting ID: 965 1830 9654
Find your local number: https://exed.zoom.us/u/acUwaekfyY

ENGLISH LEARNER PLAN (EL)

BCCS' mission 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.

School Year 2019-2020 (*Working Document*)

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Introduction

Included in this revised English Language Learners Performance and Improvement Plan is the use of the following supporting two main legislations addressing the needs of English Learners. In July 2017, the California State of Education adopted a historic new English learner education policy, the English Learner Roadmap. This policy recognizing English learners as a system-wide responsibility, recognizing a need to provide EL students with rich and challenging curriculum from early childhood to grade 12, and respects the value of English learner's primary language and culture. On July 1, 2018 the California Department of Education regulations for implementing Prop. 58 to establish programs for English Learners that promote proficiency in multiple languages and leverage students' home language as an asset, the following principles as outline at *cde.ca.gov*:

Principle One: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle Two: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle Three: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Principle Four: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

This document builds on our core beliefs. First, students' learning and achievement are at the center of all our policy decisions and are the focus of the English Learner Master Plan. Families are critical partners in the privilege and responsibility of ensuring that all multilingual students become proficient in English and master the academic content required of every student in California. English learners face the dual tasks of learning rigorous academic subject matter while simultaneously mastering a new language.

We acknowledge that English learners face enormous challenges, yet they also bring vital linguistic and cultural assets to our community. At Bert Corona Charter Middle we value and promote 21st Century college and career ready knowledge and skills, as well as multilingual and multicultural proficiencies that provide real advantages to our students in today's complex, interconnected world. We strive to achieve these academic and linguistic goals by implementing the highest quality, evidence-based programs and services for these students. While the plan describes procedures and systems that are required by state and federal law, this plan describes what is to occur in the classroom. We promote culturally responsive teaching that acknowledges the strong cultural heritages of all ethnic and linguistic members that live in Los Angeles.

Our goal is to build on that rich heritage and expand upon it to ensure that our students have the tools they need to achieve their dreams. A teacher handbook is included with this document that describes some of the research-based practices that Bert Corona Charter Middle endorses and expects to see these strategies used in classrooms. Professional development efforts will be focused around the use and implementation of California Common Core State Standards for English Language Development strategies.

The mastery of standard, academic English is an issue of access, equity, and social justice. The Bert Corona Charter Middle believes that a student's education should not be determined by his or her race, ethnicity, linguistic background, or socioeconomic status. We acknowledge the role that each of our individual characteristics plays in making our students who they are, and in our language learners; whether we are learning a new language, new vocabulary related to a program of study or a job, or different registers of speech in varied social settings. We are all continually learning to use language. Therefore, all teachers are teachers of language. With California's adoption of the new Common Core State Standards, and their emphasis on academic language and literacy across the disciplines using the English Language Development component will further support our students in the acquisition of English.

Bert Corona Charter Middle further supports and provides language enrichment through the use of Success for All program as we build students' mastery of standard, academic English and academic content proficiency. In this plan, we endorse teaching practices and strategies that respect, affirm, and build upon the language and culture of each child.

The ***English Learners Plan*** was developed to successfully provide educational services to our English Learners by addressing the following eight components:

1. Goals for English Learners
2. Initial Student Identification
3. Instructional Programs
4. Placement of Students and Reclassification Process
5. Evaluation, Monitoring and Accountability
6. Staffing and Professional Development
7. Parent Advisory Committees
8. Funding

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.

This *EL Plan* is the structure and foundation for an effective and successful instructional program for our EL students. The plan will be monitored and evaluated for necessary modifications to best meet the needs of our students on an ongoing process.

All Bert Corona Charter Middle personnel, teachers, staff, and administrators-are expected to follow the procedures specified in this EL *Master Plan.* *S*taff members who find ways to improve on these practices are encouraged to bring any proposed modifications to the attention of the Executive Administrator, for written approval to ensure that any such modifications meet the standards set by our governing board and are consistent with state and federal law. **All** responsible personnel of Bert Corona Charter

Middle are to fully implement this EL *Master Plan;* failure to do so will be reflected in the employees' evaluation.

The major goals for English learners are to develop proficiency in English and in the school's core curriculum as rapidly and as effectively as possible in an established English-language classroom. English learners are reclassified as fluent English proficient after meeting established criteria to ensure these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school's average native English-language speakers.

English Learners Vision Statement

> *We believe in the potential of our students.*
> *We believe* ***ALL*** *students must have equal access to a high quality education.*
> *We believe and acknowledge that English Learner (EL) students have a rich language and cultural background that provides a strong foundation for learning.*
> *We hold that knowledge is not language-based.*
> *We acknowledge that academic proficiency in the English Language is necessary for educational and professional success.*

Based on these beliefs, Bert Corona Charter Middle addresses the needs of its EL students, grades 5th through 8th through a comprehensive educational plan, which incorporates the acquisition of the English language while providing the option of increasing academic proficiency in the students' primary language and preserving their cultural heritage.

Components of the Vision

1. English is a vehicle for access to education. Not being able to speak the language used in schools for instruction is, therefore, a barrier to an education and limits the potential of students in Bert Corona Charter.
2. A child's primary language is part of his or her identity. Learning to speak and write in one's home language, having that language incorporated into one's education, and making the choice about how and when one uses it are basic human rights. To ask children not to use their home language or adopt a new language is the same as asking them to deny their identity or to take on a new one.
3. Language resources. A child's home language is a resource to be conserved, protected, and developed. **ALL** EL students should have the option to become fully bilingual and bi-literate.

As we create an excellent English Learner Program for our students, it is important that our school community embraces the following:

- Builds an understanding about the needs of English Learners and about the impact of language and culture on education.

- Provides the leadership, builds the will, and create the attitudes to better enable educators to welcome and embrace English Learners.
- Creates the structures that support academic success for English Learners.
- Builds the capacity to deliver programs that address the specific needs of our English Learners.
- Implements an accountability model that ensures the success of English Learners in our schools.

Goals For English Learners Program
Bert Corona Charter Middle will incorporate an ELD program that is aligned with the California Common Core State Standards-English Language Development that will target students who are developing their English language skills that will include:

- Ongoing measurement of each EL student's progress toward English language proficiency, through the use of ELD portfolios.
- Use of Explicit Direct Instruction, small group instruction, and small group tutoring throughout the day to assist EL students.
- Ongoing professional development in the area of sheltered instruction and specially designed academic instruction in English (SDAIE) for all subject area teachers, primarily using the Sheltered Instructional Observation Protocol (SIOP) model.
- Opportunities for ELD level 1 and 2 students to receive additional instructional support during the Success For All Reading Block with the Rosetta Stone Program.

Instructional Vision
Bert Corona Charter Middle will empower Citizen Scholars, California's future leaders, to succeed in the global community by setting high expectations for academic achievement, technological collaboration, research skills, problem solving, and social competence.

Instructional Mission
The mission of Bert Corona Charter Middle is to deliver rigorous, data-driven instruction in a service-oriented, project-based, culturally relevant, and technologically enhanced environment. BCCS Citizen Scholars will be college-ready, active citizens, and lifelong learners.

The BCCS educational approach includes the following:

- Access to instructional curriculum that meets the challenges of their middle school academic achievements, College and Career Readiness, and integrates Common Core Standards.
- Credentialed teachers supporting all students.
- A technology-rich learning environment, including access to technology both at school and at home to support academic achievement and access to research, Google Suite for Education, and other adaptive programs that provide timely and actionable feedback.
- College-ready skill benchmark assessments throughout all curricular domains, including reading for research, writing for argumentation, and presentation for defense.

- CTE vocational skill instruction and independent skill development taught by a credentialed and industry-experienced professional, using industry-standard digital and media arts tools and technology.

Students will explore how subjects relate to each other, through interdisciplinary project-based learning, while achieving proficiency in the core academic and technical subjects and becoming critical thinkers. Teachers will engage students by organizing curricula around essential questions, building on students' prior knowledge, and connecting learning to students' lives.

Bert Corona Charter Middle 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 coaching in the following areas:

- Designing standards-based instruction using the principles of backwards designs and aligns learning objectives to interim assessments.
- Implementing instructional activities that are aligned to CA Common Core standards and reflect research-based best practices.
- Incorporating instructional strategies detailed in Get Better Faster (GBF)[1], including the use of Bambrick-Santoyo's observation and self- assessments instruments.
- The use of Whetstone, an online platform system (aligned to GBF) for leaders and teachers, which manages walkthroughs, observations, feedback, reporting, data-driven instruction and professional development. Additionally, Whetstone will allow the Instructional Leadership Team to see real-time data on observation frequency, action steps, and teacher coaching trends.
- Professional development will be provided to teachers in the use of all teaching protocols, setting of benchmarks, methodology and annual Get Better Faster Teacher Development growth plans. Professional development will focus on training for collective and differentiated skills gaps and creating action plans for follow-up.
- Supervise and Support Effective Teachers in Every Classroom-Teachers will have weekly coaching observations by an instructional lead (Executive Administrator, Mentor Teacher, or Lead Teacher) who will provide bite-sized, actionable, and observable feedback that can be accomplished in a week. The Executive Administrator will facilitate weekly data meetings to drive instruction and results.

The Relay Graduation School of Education[2] focuses on two elements of instructional Leadership:

- Data Driven Instruction, which focuses on school-wide systems for collecting and analyzing student work to ensure that all students meet rigorous expectations
- Observation and Feedback, which guides leaders to help teachers grow to their full potential by building a schedule that supports frequent classroom observations and focused feedback meetings. The program is delivered in 15 professional

[1] Bambrick-Santoyo, P, (2016) Jossey-Bass, San Francisco, CA.

[2] https://relay.edu/school-leaders

development sessions spaced over a school year. Each session builds on the previous to deepen observers' skills and effectiveness. Topics include:

- Get better Faster Teacher Development Scope and Sequence[3]- Teacher actions
- Observation and Feedback Protocols- Leader and Coach actions
- Inter-rater reliability for observers-Leader and Coach actions
- Constructing effective feedback-Leader and Coach Actions
- Weekly Data Meeting Leader Moves and Actions
- Analyzing data on teacher practice for trends and patterns- Teacher, Leader, and Coach actions
- Collecting data to convene collegial conversation- Teacher, Leader, and Coach actions
- Connecting teacher practice to student achievement- Teacher, Leader, and Coach actions

Backwards-planning guides teachers through the unit and lesson design process:

- Deconstruction and analysis of the Common Core State Standards
- Differentiated assessment design aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives
- Aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and accessible projects.

At Bert Corona Charter Middle 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 actively 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 that engage them in conversations about their child's education will also ensure that the academic program reflects the diversity of the BCCS 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) are used 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,

[3] Bambrick-Santoyo, P, (2016, p.XXXi) Jossey-Bass, San Francisco, CA.

Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

This approach further encourages teachers to develop standards-aligned assessments and project- based instructional activities at each grade level, and across the content areas. The professional development preparation 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
- Group Practice
- Independent Practice
- Guided Discourse
- Socratic Discourse
- Modeling (I do / we do / you do)
- Project-based learning
- Cooperative group work
- Interdisciplinary driving questions
- The presentation of clearly defined "Learning Targets" for all students by all
    - Teachers
    - Rubric self-assessment
    - Clearly defined reteaching structures
- The involvement of community members and educational partners in instructional
    - Presentation
    - Mentoring program
    - Defined reteaching structures
- Teachers may also implement other strategies to meet the needs of students with reading difficulties, students with disabilities, advanced learners, and English learners, students with culturally diverse backgrounds, and students with combinations of special instructional needs. Strategies useful in planning for universal access may include:
    - Utilizing frequent progress-monitoring assessments and checks for understanding
    - Engaging in careful planning and organization
    - Differentiating to meet students' instructional needs
    - Reteaching and conferencing to allow for authentic questions
    - Allowing students to work past deadlines
    - Cooperative group learning with a "more knowledgeable other"

English Language Development

Bert Corona Charter Middle is committed to the California State Board of Education (SBE) adopted California Common Core State Standards for English Language Arts, English Language Development, Literacy in History/Social Studies, Science, and Technical Subjects (Common Core State Standards), all of which describe the knowledge, skills, and abilities in reading, writing, speaking and listening, conventions, knowledge of language, and vocabulary that all students need for college and career readiness across key academic content areas. These NEXT Generation Standards, along with the Common Core State Standards for Mathematics and the NEXT Generation Science Standards, ensure K–12 students gain the necessary literacy and mathematical understanding and practices required in 21st-century higher education and workplace communities.

The Bert Corona Charter's Board strongly believes that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners. However, these students will require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

The Bert Corona Charter's ELs will need instructional support in developing proficiency in English language and literacy as they engage in learning academic content based on these new, rigorous standards. ELs may face an additional challenge in developing literacy in English since they must develop oral proficiency in English— including depth and breadth of vocabulary—at the same time that they are learning to read and write. Bert Corona Charter Middle will follow the new CA Common Core English Language Development Standards to clarify what knowledge, skills, and abilities are needed to help ELs engage with and master next generation standards, including college- and career-readiness standards.

Bert Corona Charter's English Learner Students

ELs will come to Bert Corona Charter Middle with a range of cultural and linguistic backgrounds, although Spanish is the largest first language, experiences with formal schooling, proficiency with native language and English literacy, migrant statuses, and socioeconomic statuses, as well as other experiences in the home, school, and community. All of these factors inform how educators support ELs to achieve school success through implementation of the new CA Common Core ELD Standards and the academic content standards. Some of these key factors follow:

- Stages of Cognitive Development. It is important to note how ELs learn the English language at different stages of their cognitive development. Most notably, it is important to distinguish between students in the primary grades, for whom the focus is "learning to read" while also engaging in challenging content learning, and students in the intermediate and secondary grades, for whom the focus is "reading to learn" in various content areas. EL students who enter Bert Corona Charter Middle in middle school grades, depending upon the level and extent of previous schooling they have received, may need additional support mastering certain linguistic and cognitive skills in order to fully engage in intellectually challenging academic tasks.

- Native Language Literacy. Adolescent ELs who enter Bert Corona Charter Middle in the middle school grades may have varying levels of native language foundations in literacy. All students will be able to draw upon knowledge of oral vocabulary and structures (e.g., recognition of cognates) to inform their English language learning to some extent, depending on their native language oral proficiency and how closely their native language is related to English. Students with established native language literacy and content knowledge would be able to transfer these skills and knowledge to English with appropriate instructional support.

Programs and Services for English Learners. At Bert Corona Charter Middle EL could be in a newcomer program, a structured English immersion program, and a mainstream program where ELs may receive specialized ELD instruction, or a separate ELD class. The new CA Common Core ELD Standards will apply to all of these settings and designed to be used by all teachers of academic content and of ELD in these settings. Bert Corona Charter Middle will use the new CA Common Core ELD Standards in ways that are appropriate to the school setting and identified student needs. For example, they are the focal standards in settings specifically designed for English language development— such as an ELD class where ELs are grouped by English language proficiency level. Bert Corona Charter Middle will use supplemental EL materials found on the CDE approved list of materials for ELs. Bert Corona Charter Middle teachers will use the new CA Common Core ELD Standards in tandem with other academic content standards to support ELs in mainstream academic content classrooms.

Organization of the Proficiency Level Descriptors

The organization of the PLDs represents English language development as a continuum of increasing proficiency in language learning and use, starting with native language competencies students possess when they enter school, and concluding (though not ending) with lifelong language learning that all language users engage. The three levels are labeled to represent three stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

1 Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
2 Expanding: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
3 Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all

content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

The PLDs also emphasize that ELs at all proficiency levels are capable of higher-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student's English language proficiency level. Within the PLDs, three general levels of support are identified: Substantial, Moderate, and Light. The descriptors for these general levels of support are intended to signal the extent of linguistic scaffolding most likely needed for implementing the CA ELD Standards appropriately at each proficiency level. They are not intended to explain how to provide support or differentiate instruction for ELs at each level.

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 Middle will receive Title III funds that are reviewed each year, as required under every Student Succeeds Act, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners:

Table 1: AMAO's and Measurable Goals

Table 1: AMOS for English Learners

Annual Measurable Achievement Outcomes	**Measurable Goals**
• Progress in learning English • Increase one proficiency level • Initial Fluent (IFEP) Well developed, Intermediate English Learner-somewhat to moderately developed, Novice English Learner - minimally developed must reach English Proficient level bringing all skills to Intermediate Level. • English Proficient levels are expected to maintain that level. • Emerging: Students at this level typically progress very quickly, learn to use English for immediate needs, and begin to understand and use academic language for the grade level, with substantial language support provided. • Expanding: Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided. • Bridging: Students at this level can independently use a variety of high-level English language skills and fully participate in grade-level academic activities in all content areas, with light language support provided.	Administer the ELPAC to ascertain the level of proficiency. • Conduct analysis of ELs • Identify factors that contribute to meeting or not meeting AMAOs. • Use the Bert Corona Charter Middle English Learner Plan of Action-will be visited yearly and/or on an ongoing basis. • Work with teachers, parents and staff to provide services. • Use of MTSS process for all students
Progress in the percentage of students who become proficient in English	Increase English Learner reclassification ratio yearly. Continue to Monitor students who have been reclassified and work with students at each level.
Academic targets in English-language Arts Participation Rate Percentage Proficient or Above	Monitor and assist EL students to meet academic targets in English Language Arts of 5% (Increasing yearly)

Holding quarterly meetings with parents to discuss each student's progress toward English language proficiency.

English Learners will achieve and sustain high levels of academic, linguistic and cultural competency. The goals are:

- The BCCS' *English Learner Master Plan* program will be developed and fully implemented.
- **ALL** English Learners will master the English language as efficiently and effectively as possible.
- **ALL** English Learners will achieve academic success.
- ELs and RFEPs will have representation in success with college entrance exams and enrollments in colleges and universities consistent with their size of the entire student enrollment.
- ELs and RFEPs will continue traditions of responsibility and positive relationships within their families and home community and will be prepared develop the ability to live and work productively in various cultural settings throughout the wider society.
- ELs and English Only students enrolled in programs where they will master listening, speaking, reading, and writing in Spanish as well as English.
- Parents of ELs and RFEPs will be engaged and represented in their children's education consistent with the proportion of the students enrolled.

English Learners will develop the skills necessary to be successful citizens. These skills include:

- Academic preparation
- Information literacy
- Fluency in technology
- Cross-Cultural sensitivity
- Interpersonal communication
- Community and civic participation
- Social and environmental responsibility.

Essential Elements for English Learner Programs

The enrollment process begins when a parent or guardian takes their child to BCCS and completes the enrollment packet. A key component of the enrollment process is the Home Language Survey (HLS). The HLS is a questionnaire used to determine the student's primary language and whether the student will be required to take an assessment for English language proficiency. The results of the English language proficiency assessment will determine the appropriate instructional services a student will need to meet their full academic potential.

- California *Education Code* (EC), Section 52164.1 (a) contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. Please see the California Department of Education website for more information.

The HLS consists of the following four questions:

- What language did the student learn when he or she first began to talk?
- What language does this student most frequently use at home?
- What language do you use most frequently to speak to this student?
- Which language do the adults at home most often use?

A home language determination is required only once. The information provided by the parent/guardian on the initial HLS takes precedence over any information provided on subsequent surveys. Parents/guardians are to receive an explanation regarding the purpose of the HLS, as well as the possibility that their child may be given an assessment to determine their level of English language proficiency. The explanation should be given:

- Orally during enrollment
- During an initial consultation on programs for ELs
- Through the initial parent/guardian notification letter Schools should reassure parents/guardians that the HLS is used solely to offer appropriate educational services, not for determining legal status or for immigration purposes.

Amending the Home Language Survey: The parent/guardian has the right to amend the HLS at any time. However, any changes to the HLS will need to be made by the parent/guardian prior to the ELPAC Summative Assessment window. If the parent/guardian amends the HLS prior to ELPAC Summative administration, the school must honor the changes made while continuing to take reasonable doubt into consideration. If there is no reasonable doubt as to the student's English language proficiency, the school must initiate the Language Classification Correction process.

Parent/Guardian Notification Requirements: Research shows that strong family-school relationships are an indicator of student success. Schools have an obligation to ensure meaningful communication with parents/guardians in a language they can understand and to adequately notify parents/guardians of information about language instructional programs and services. When 15 percent or more of the student population speaks a single primary language other than English, as determined from the preceding year's Census data submitted to the Department of Education, the school is required to send all correspondence to parents/guardians in English and the primary language (California EC 48985).

Title I [*Elementary and Secondary Elementary Act*, Section 1112 (g)(1)(A)] requires schools to inform parents/guardians of initially identified ELs within 30 days after the beginning of the school year/track (or, if during the school year, within two weeks of the child being placed in a program).

After the student completes the initial English language proficiency assessment, parents/guardians must receive in timely manner information about the student's

English Language Proficiency (ELP), instructional program options, and of their right to opt out of an EL instructional program. Translating this information into the family's home

language is critical, and if a written translation is not provided, an oral interpretation should be made available whenever needed.

In order to create the necessary conditions for English Learners to achieve at higher levels Bert Corona Charter Middle will implement the following essential elements.

Learning Environment
English Learners at Bert Corona Charter Middle will be provided a safe, non-threatening and affirming learning environment in which it is the norm for them to:

- Interact, collaborate, communicate, and negotiate with their peers.
- Experience an education that is rich and challenging, which will prepare the student to be college and career ready.
- Use and fully develop their language and culture.
- Have their voices heard and reflected throughout the school community.
- Share equitably in the allocation of access and resources.

Instructional Resource
Success for All (SFA)

BACKGROUND

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.

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

Studies of SFA have taken place in districts throughout the U.S., including Baltimore, Memphis, Philadelphia, Miami, Tucson, Houston, Ft. Wayne (IN), Modesto (CA), Riverside (CA), Montgomery (AL), Charleston (SC), St. Mary's County (MD), Caldwell (ID), Clarke County (GA), Little Rock (AR), Clover Park (WA), and Louisville (KY). A

statewide study of all 111 Texas SFA schools found that these schools gained substantially more on the TAAS than other Texas schools. An independent evaluation of Memphis schools using the Tennessee Value-Added Assessment Scale found Success for All to produce the highest scores among eight reform models. Statewide studies of MathWings similarly found significantly greater gains in MathWings schools on state accountability measures. Not every study has found positive results, but the great majority have. When SFA is well implemented, results are always positive compared to control groups.

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

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

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

3. 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.

4. 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 involved the ESL adaptation. A summary of this research can be found on this website under Research/Results or in the following article:

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

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

5. 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.

6. 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.

Curriculum
English Learners will have access to a challenging, well-articulated curriculum, which builds bilingualism and bi-literacy. This curriculum will be:

- Based on and aligned to the California Common Core State Standards, English Language Development, California Department of Education State and Bert Corona Charter Middle standards.
- Rigorous, meaningful, purposeful, interesting, and rich.
- Student-centered and student-friendly.
- Multicultural
- Designed to provide authentic and ongoing reflection

Pedagogy
English Learners will have access to culturally and linguistically responsive teaching strategies that are focused on their experiences, interests, and needs. This includes:

- Complex, hands-on learning experiences.
- Opportunities for active processing, deep and critical thinking, and reflection.
- Connections between new and prior knowledge.
- Examining issues of social justice, which have daily impact on students' families and their communities.

Instructional Resource

I. English Language Arts

The CA Common Core State Standards was updated as stated in the Department of Education Publications Senate Bill 1200, Statutes of 2012 and provided an update for: English Language Arts and Literacy in History/ Social Studies, Science and Technical Subjects (CA CCSS for ELA/Literacy). The CA CCSS for ELA/Literacy were modified on March 13, 2013, following the recommendation of State Superintendent of Public Instruction Tom Torlakson, to include the addition of the College and Career Readiness Anchor Standards and technical changes.

The English Language Arts courses will prepare students for thoughtful study by conveying the importance of being active thinkers during reading and writing exercises. In

the area of curriculum development and language arts instruction for grades 9th-12th, Bert Corona Charter Middle will:

- Develop and or adopt an English Language Arts curriculum that incorporates the grade-level curriculum content specified in the Common Core State Standard. (
- Integrate reading, writing, speaking, and listening to form a greater understanding of history-social science, mathematics, and science.
- Develop important "habits of mind" in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful writers, poets, researchers, and speakers.
- Teach students to read with ease, fluency, and enjoyment.
- Expose students to multicultural fiction, non-fiction, poetry, essays, and scripts.
- Teach students to write with clarity, expression, and purpose.
- Coach students to deliver and critique oral presentations effectively.
- Engage students to reflect upon ways literature and writing impact their lives through authentic writing and multicultural literature selections.
- Integrate appropriate technology and technological analysis into the study of English-Language Arts.
- Adopt and implement Common Core State Standards.

As stated the CA ELD Standards, which emphasize that ELs at all, English language proficiency levels are engaged in the type of rich instruction called for in the CA CCSS for ELA/Literacy, with appropriate scaffolding that attends to their particular language learning needs. The goal of the CA ELD Standards is that at each grade level or span, is to ensure that ELs are fully supported as they read, analyze, interpret, create a variety of literary and informational text types;

- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and Develop proficiency in shifting registers based on task, purpose, audience, and text type.
- This framework for implementation of the CA CCSS for ELA/Literacy and CA ELD Standards is a critical and essential contribution toward achieving this goal.

Guiding Principles

The following guiding principles and beliefs informed the development of the framework:

- Schooling should help all students achieve their highest potential.
- The responsibility for learners' literacy and language development is shared. An ELA/ELD curriculum is designed, comprehensive, and integrated. Effective teaching is essential to student success.
- Motivation and engagement play crucial roles in learning.

BACKGROUND

Family and Community Engagement

Bert Corona Charter Middle promotes strong family and community engagement programs. These programs include: Quarterly Parent Conferences, Parent Advisory Committee equivalent to the English Learners Advisory Committee (ELAC), Bi-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 that 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. Further, they recruit and organize family/community to support parents in their Bert Corona Charter Middle 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 a 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 Middle has developed 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.

Record Keeping

To ensure that accurate records are kept, every student identified as EL attending Bert Corona Charter Middle has an English Learner Folder (ELF). The ELF is maintained with the Coordinator of Instruction and shared with student's ELD teacher in grades 9th - through 12th. The ELF contains the following:

1. ELPAC Reports
2. Primary Language Assessments (IPT-Spanish)
3. Reclassification Documents
4. Home Language Survey

5. Parent Notifications
6. Waiver Documents
7. Other Norm-Referenced Standardized Test Results
8. Alternative Reclassification
9. Follow Up Reclassification
10. All assessments and scores

INITIAL IDENTIFICATION
(CCR-EL4)

Initial Identification

EL4 Bert Corona Charter Middle will properly identified, assessed, and supports all students who have a primary language other than English.

Home Language Survey

EL4a A Home Language Survey (HLS) is used to determine the primary language and is on file for each student at Bert Corona Charter.

Schools in California are required, at the time of the student's enrollment into Bert Corona Charter Middle to determine the language(s) spoken in the student's home in order to provide meaningful and appropriate instruction. This information is provided on the Home Language Survey (HLS). When enrolling a student at Bert Corona Charter, a parent or guardian is required to complete a Home Language Survey as part of the process.

Assessment of English Language Proficiency

EL4b Each student whose home language is other than English as determined on the HLS has been assessed within 30 school days of initial enrollment in English comprehension, speaking, reading, and writing using the state-designated instrument.

Note: Administration of the HLS must include all four questions. The decision to test students who indicate a language other than English only on the fourth question should be made on an individual basis. Alternative assessments may be used for special education students with low-incidence and severe disabilities.

All students who's Home Language Survey indicates a language other than English on the survey's first three questions must be assessed in English language skills within thirty calendar days of initial enrollment in Bert Corona Charter. The questions are: (1) first language learned by the child, (2) the language most frequently spoken by the child at home, and (3) which language is most frequently used by the parents or guardians when speaking with the child.

The California English Language Proficiency Assessment (ELPAC), the state approved instrument for testing English language proficiency, is used for this purpose. The ELPAC assesses the student's proficiency in English reading, writing, speaking, and listening skills. Students identified as having a home language other than English by the Home Language Survey, but score at the Early Advanced or Advanced levels on the ELPAC are designated initially as fluent English Proficient and placed in the appropriate language program.

- Initial Fluent (IFEP) Well developed, Intermediate English Learner-somewhat to moderately developed, Novice English Learner - minimally developed must reach English Proficient level bringing all skills to Intermediate Level.
- English Proficient levels are expected to maintain that level.
- Emerging: Students at this level typically progress very quickly, learn to use English for immediate needs, and begin to understand and use academic language for the grade level, with substantial language support provided.
- Expanding: Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided.
- Bridging: Students at this level can independently use a variety of high-level English language skills and fully participate in grade-level academic activities in all content areas, with light language support provided.

Students who indicate a language other than English only on the fourth question of the HLS, the language spoken most frequently by adults in the home need not be assessed with the ELPAC, and will be initially designated as English Only (EO) and placed in the appropriate program.

Primary Language Proficiency Assessment

EL4c Bert Corona Charter Middle has further assessed each English learner for primary-language proficiency, including comprehension, speaking, reading, and writing within 90 calendar days of initial enrollment. Parallel forms of the tests to determine English-language proficiency are used if available.

All identified English Learner students are assessed for primary language proficiency in reading, writing, speaking, and listening within ninety (90) calendar days of initial enrollment. An administrator trained and a fluent speaker of the student's primary language conducts the assessment. When no staff person is available for speakers of other languages, an informal assessment will be administered.

Parental Notification

EL4d All parents of EL and FEP students have been notified in writing of their child's English-language and primary-language proficiency results.

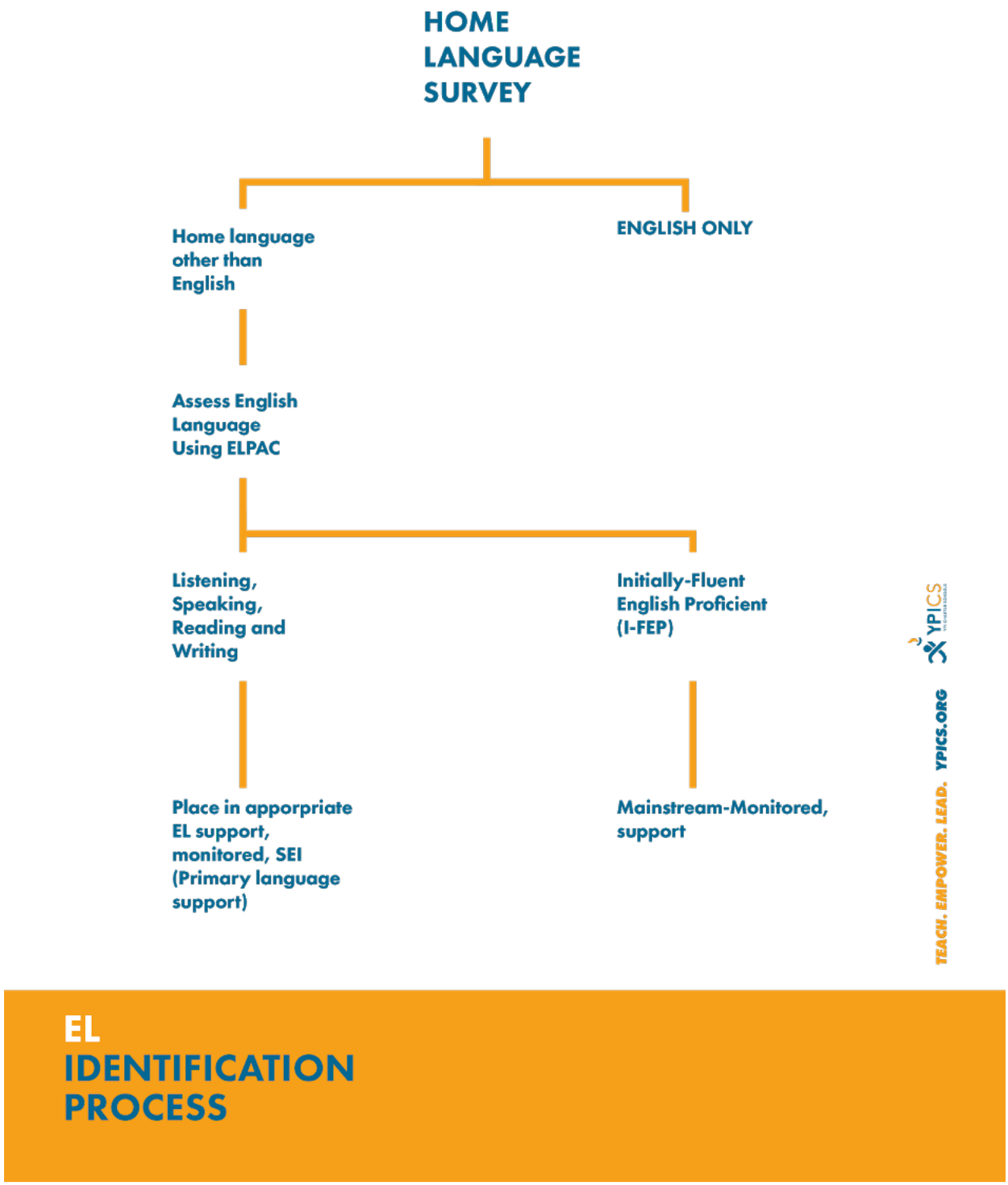
Every effort should be made to inform parents immediately of results of assessments; no later than ten (10) days following the completion of all initial assessments, the Initial Language Identification Form and the Initial Primary Language Identification Form will be sent to parents by the site resource teacher.

Maintenance of Records

Upon completion of the assessment process in Grades 5th through 8th , the school will record the results into Bert Corona Charter Middle database. Results of initial assessments are entered for each student and communicated to the student's teacher(s). A copy of the Home Language Survey, original forms with assessment results in English and Primary Language, and Parent Notification forms are placed in the student's English Learner Folder (ELF).

FLOW CHART – Figure 1

Assessment for Initial identification and Program Placement



The instruction for Bert Corona Charter Middle English Learners consist of two primary programs which comply with all current state and federal laws,

1. Structured English Immersion
2. English Learners Mainstream Programs

These programs consist of a Common Core State Standards-English Language Development component and access to the core curriculum including the following:

1. Self-image/Cross-Cultural Awareness
2. Differentiated Instruction
3. Differential Materials
4. Student Assessments (multiple measures)
5. Qualified Staff
6. Catch-Up Plan (Computer Assisted Learning)

Parental Involvement

Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children including waivers for alternative programs.

All descriptions of the program are disseminated in the language comprehensible by the parent.

Instructional Programs
[CCR-EL3]

Instructional Programs

EL3 Bert Corona Charter Middle provides services to English learners to ensure that they are acquiring English-language proficiency and recovering any academic deficits that may have been incurred, in other areas of the core curriculum. Bert Corona Charter Middle provides additional and appropriate educational services to English learners in grades 5th through 8th in all classroom situations. These services are for the purposes of enabling English learners to overcome language barriers and must be provided until they have demonstrated English-language proficiency comparable to that of the Bert Corona Charter Middle average native English-language speakers and recouped any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

EL3a Each English learner receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and as effectively as possible.

EL3b English learners are meeting Bert Corona Charter Middle content and performance standards for their respective grade levels in core curricular areas. Bert Corona Charter Middle may choose to ensure that English learners acquire English and learn grade-level academic content simultaneously by implementing a program designed to keep English learners at grade level in all areas of the curriculum. Bert Corona Charter Middle may choose to concentrate first on teaching English so long as Bert Corona Charter Middle subsequently brings students to grade level in all other areas of the curriculum within a reasonable amount of time. Bert Corona Charter Middle has a plan that describes any academic deficits will be monitored and provided intervention.

These models comply with all current state and federal laws. Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children.

In July 2017, the California State of Education adopted a historic new English learner education policy, the English Learner Roadmap. This policy recognizing English learners as a system-wide responsibility, recognizing a need to provide EL students with rich and challenging curriculum from early childhood to grade 12, and respects the value of English learner's primary language and culture. On July 1, 2018 the California Department of Education regulations for implementing Prop. 58 to establish programs for English Learners that promote proficiency in multiple languages and leverage students' home language as an asset, the following principles as outline at *cde.ca.gov*:

All programs for English Learners provide Common Core State Standards English Language Development (ELD) and access to the core curriculum. All descriptions of programs are disseminated in the language comprehensible to the parent.

Placement in Structured English Immersion (SEI) or the English Language Mainstream setting is based on assessment, of the student's English proficiency. ELs that lack Reasonable Fluency in English are initially placed in SEI with support in primary language when needed. Those scoring above this level are placed in the English Language Mainstream.

Elements of Program Options
The goal and expectations for two English Learners programs are as follows: In the SEI, students scoring at ELPAC Levels 1 and 2, are expected to reach reasonable fluency 1-3 years with a time period of 5 to 7 years to be reclassified as FEP.

In our Mainstream program, students are expected to be reclassified in 3-5 years and 5 to 7 years to be reclassified as FEP.

English Learners Program Settings* -

*All of the instructional programs designed for English Learners must contain the following components:

1. Explicit, well-articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English Learners;
2. Well –articulated standards-based core curriculum instruction provided with primary language support and/or through specially designed academic instruction in English (SDAIE); and
3. Structured activities designed to develop multicultural competency and positive self-esteem, integrated through the core curriculum.

Task-based instruction allows students to work with concepts and language in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, or keep diaries);

1. Grade-level content instruction in English designed for English Learner;
2. Facilitating English Learners in accessing the same core curriculum as that of English-only students;
3. Language-sensitive and culture-sensitive content teaching;
4. Developed through comprehensible language;
5. Making accommodations in the learning environment so more students are able to access the content;
6. An ideal place to use language for communication;
7. A natural vehicle through which to teach English;
8. Good language teaching when the input is made comprehensible;
9. Instruction encouraging the active use of language and the emphasis on big ideas;

10. Instruction that allows the teacher to check for understanding frequently using interactive strategies;
11. Integrating assessment in an on-going and formative manner through observations portfolios, journals, and product-development; and
12. Built on language modifications such as pause time, questioning, pacing, and highlighting.

Key Features of SDAIE

In effective SDAIE classrooms, leaders, and teachers work together to ensure the use of sound practices that make content comprehensible for English Learners. These practices include:

1) modeling
2) contextualizing
3) reframing
4) checking for comprehension
5) questioning
6) orchestrating all modalities of learning
7) bridging
8) building schema
9) developing metacognition
10) monitoring/assessing
11) adjusting speech register
12) interacting

For English Learners at Beginning, Early Intermediate, and sometimes at the Intermediate level, access to the core can be facilitated by primary language support. The assignment of a BCLAD teacher is always the best method for providing language support.

However, when there are 10 or more students of the same language who need a particular course and a BCLAD teacher is not available, then the students will be grouped together with a CLAD-certificated teacher and provided a bilingual instructional assistant, who will use the primary language to motivate, clarify, direct, support, and explain.

Structured English Immersion (SEI)
The Structured English Immersion Program is an English language acquisition process for young children in whom nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Students are taught subjects “nearly all,” but not exclusively in English. Teachers may use the student’s primary language to motivate, clarify, direct, support, and explain. The goal of this program is for English Learners to demonstrate a reasonable fluency in English.

Bert Corona Charter Middle makes every effort to use a simultaneous approach designed to allow English Learners to learn English and to keep up academically on grade level in the content areas. In instances when a student does fall behind in his/her academic progress, an individualized catch-up/recovery plan will be developed to address specific needs. Student identified for this type of support will be placed in a setting that offers additional English Learner Support.

English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) are both used to meet the requirements of Structured English Immersion.

ELD specifically teaches students English: listening, speaking, reading and writing. SDAIE provides grade level academic instruction that gives students access to the core curriculum and teaches English vocabulary and reinforces English structures. Primary language support is provided as needed for the student to access the core.

Program Requirements

- All teachers must be appropriately certified, i.e., CLAD, BCLAD or in training, providing core instruction for ELs.
- Parents must be informed of the placement of their children in a Structured English Immersion Program and must be notified of the opportunity to apply for a parental exception waiver. In order to request a waiver, parents must visit the school unless a specific hardship exists.
- Core instruction in Language Arts, Math, Science, and Social Science is taught "overwhelmingly" in English using primary language support and SDAIE strategies.
- ELD instruction is provided daily using the Bert Corona Charter Middle adopted programs delivered by an appropriately certified teacher, i.e., CLAD, BCLAD or in training. In grades 5th through 8th students are grouped according to their level of English proficiency, for 45 minutes, this is provided during the Success For All Reading period, as determined by the ELPAC and other local ELD assessments students are provided ELD instruction per day at ELPAC levels 1 and 2, and at ELPAC Levels 3-5 placement is determined per each individual student diagnosis. At all levels, ELD instruction is coordinated with English Proficiency levels as determined by the ELPAC. Instruction must include listening, speaking, reading, and writing.
- Primary language materials may be used in all subjects.
- All students participate in activities that promote a positive self-image and cross-cultural understanding.
- After participating in this program for one year, students will be placed in the English Language Mainstream Program unless the student has not reached the level of reasonable fluency.

***Note:** Best practice and evidence from schools throughout the state support a design that provides substantial ELD (Two to three separate periods daily) for ELs at ELPAC levels 1 and 2. It is also good practice to have separate, 2-hour blocks of ELD for ELPAC level 3. A reading laboratory, as well as access to articles through Achieve 3000 and materials on the Internet will be provided in Bert Corona Charter Middle Advisory, PASS (Passport to Student Success)/ Rti to support student advisement, and supplemental support.

However, for some ELPAC 3s, and for ELPAC 4s, ELD instruction may be provided within sheltered or even "mainstream" English Language Arts/Literature (ELA) classes. Here are reasonable criteria for judging whether such ELD instruction meets the needs of students and the requirements of law:

a. The ELA teacher knows the ELPAC levels of students (oral, reading, and writing).
b. The teacher holds a CLAD, BCLAD, or equivalent EL authorization.

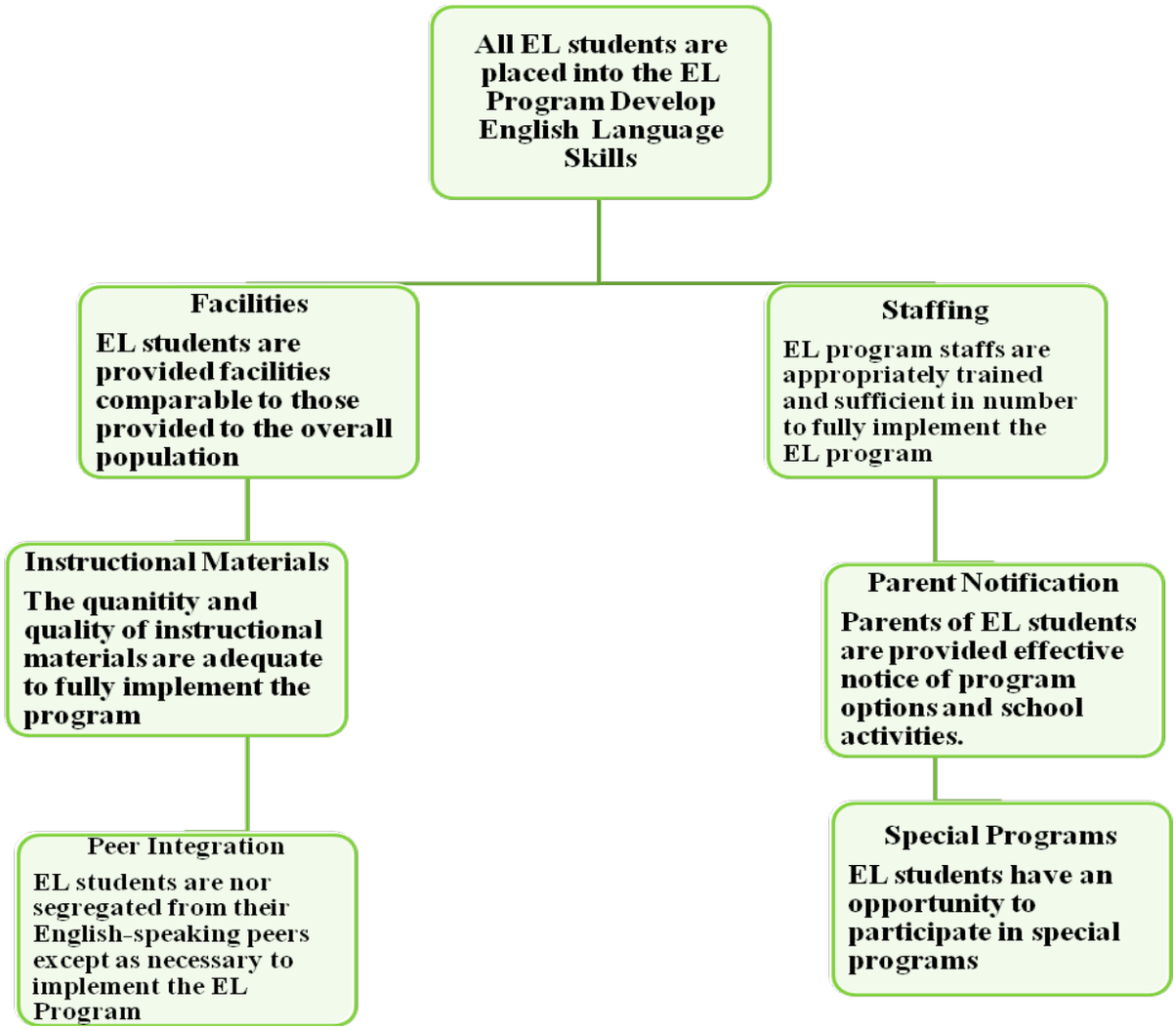
c. The teacher also uses interim ELD assessments beyond ELPAC
d. ELs are grouped (for at least some time) for ELD instruction by ELD level, and that instruction matches their ELD diagnosed need. It is different from the grade-level, ELA content. ELD need not be taught daily. Time and frequency should be justified.
e. The teacher and students can identify which ELD Standards are being taught.
f. The right materials for ELD are available and used.
g. The teacher has evidence (see "c", above) that ELs are making reasonable progress (i.e., there is progress toward reaching ELD benchmarks).

English Language Mainstream Program

In the English Language Mainstream Program, the student is placed into an all-English class with minimal primary language support. The student will receive ELD from the classroom teacher and be assigned to a section of ELD until they acquire reasonable fluency in English. English Language Mainstream Program teachers will be responsible for providing ELD instruction that continues the students' English language development, preparing them for reclassification, and make up any academic deficits which may have been incurred in the core curriculum as a result of language barriers. In addition, students will be provided with one or more core subjects taught using SDAIE. SDAIE is an instructional methodology designed to make lessons as comprehensible as possible to non-native speakers of English so that these students will be able to progress in their studies of Language Arts, Math, Science, and Social Science and meet grade-level standards.

Program Requirements

- All teachers must be appropriately certified, i.e., CLAD, BCLAD, Hughes or in training for these authorizations.
- ELD instruction is provided using Bert Corona Charter-adopted program from an appropriately certified teacher, i.e., CLAD, or BCLAD. In Grades 5th through 8th , students are provided 1 period of ELD instruction per day at ELPAC Levels 1 and 2, and at ELPAC Levels 3-5. At all levels, ELD instruction is coordinated with English proficiency levels as determined by the ELPAC. Instruction must include listening, speaking, reading, and writing.


All EL students are placed into the EL Program Develop English Language Skills
Facilities
EL students are provided facilities comparable to those provided to the overall population
Staffing
EL program staffs are appropriately trained and sufficient in number to fully implement the EL program
Instructional Materials
The quanitity and quality of instructional materials are adequate to fully implement the program
Parent Notification
Parents of EL students are provided effective notice of program options and school activities.
Peer Integration
EL students are nor segregated from their English-speaking peers except as necessary to implement the EL Program
Special Programs
EL students have an opportunity to participate in special programs

Expanded Program (Grades 5th through 8th)

The Instructional program for students enrolling with ELPAC scores at levels 1 or 2, will consist of a 4-year program and/or a modified program.

Example of Teacher Monitoring Template (To be completed by English Language Arts Teacher and conference all teachers)

Sample

Year	Criteria	ELPAC Score	Smarter Balance English Language Arts	Grade English Language Arts	SBAC Interim Assessment Results	Teacher Recommendation

ENGLISH LEARNERS (EL's)

Bert Corona Charter Middle will administer the ELPAC initial identification assessment to students within 30 calendar days of enrollment for those students who indicate on the Home Language Survey that their primary language as other than English and for those students who have no record of English language development assessment results. Bert Corona Charter Middle will also administer the ELPAC annually to identify English Learners until they are re-designated from English Learner to Fluent English Proficient. According to the California State Board of Education Common Core ELD Standards:

- Initial Fluent (IFEP) Well developed, Intermediate English Learner-somewhat to moderately developed, Novice English Learner - minimally developed must reach English Proficient level bringing all skills to Intermediate Level.
- English Proficient levels are expected to maintain that level.
- Emerging: Students at this level typically progress very quickly, learn to use English for immediate needs, and begin to understand and use academic language for the grade level, with substantial language support provided.
- Expanding: Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided.
- Bridging: Students at this level can independently use a variety of high-level English language skills and fully participate in grade-level academic activities in all content areas, with light language support provided.

Reclassification

The California State Board of Education' s Reclassification Guidelines for English Learners

1. Comparison of performance in basic skills – earning C grades on core subject of English at grade level.
2. Assessment of English Proficiency- English Language Proficiency Assessment (ELPAC 4) and NWEA MAP
3. Teacher evaluation of student academic performance
4. Parent opinion and consultation

Table 2: EL Assessments

Grade Level	Performance in Basic Skills	Formative Assessment	Classroom Performance	Teacher Evaluation
5th-8th	• ELPAC Results (4 Score) • Smarter Balanced (Standard Met or Standard Exceeded)	• SBAC Interim Assessments • I-Ready Results • NWEA • Achieve3000 • Other to be adopted	• Grade in English Language Arts Course (C or better)	• Teacher Observation Rubrics • Teacher Judgment that is students is sufficiently prepared to perform in core curriculum at a level equal to Native English speakers

As stated Bert Corona Charter Middle continues to work closely, one-on-one with teachers reviewing student portfolios in determine if students are eligible for the reclassification redesignation process; which indicates that students, while achieving an early advanced and advanced on the ELPAC were not able to be re-designated as the student did not meet the criteria listed above, specifically the comparison of performance in basic skills.

The *Language Census Repor*t concludes that ELs are placed in other (undefined) instructional setting and not in a structured ELD program. Every Student Succeeds Act requires a development of a *Local Education Plan*. Bert Corona Charter Middle is following and adhering to the California Common Core State Standards/English Language Arts/English Language Development and as outlined in our EL Master Plan for English Learners. Further an assessment of the student's primary language literacy level skill will be used to determine the student's English level, and used as a base for English Language Development.

Goals for ELs are:

1. English learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 *USC* 1703[f], 6892; *EC* 300[f], 5 *CCR* 11302[a])

2. ELs meet state standards for academic achievement. (20 *USC* 1703[f], 6812, 6892; 5 *CCR* 11302[b]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989.)

The instructional improvement plan is based on the student academic achievement, student goals, organizational components of Bert Corona Charter Middle and various organizational perspectives or frameworks.

Stage 1: Implementing an English Mainstream Service Option
Time Frame: September 2016 through June 30, 2022
Implementation Target Date: September 1, 2018

- Integration of the Common Core State Standards English Language Development (ELD) standards into the school-wide curriculum with performance indicators
- Staff development on reviewing ELD Curriculum and ELD/language arts program, and programs to increase vocabulary and English acquisition.
- Staff development on utilizing curriculum standards instruction and assessments to determine academic levels upon enrollment
- Implement assessments to determine academic levels upon enrolling
- Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD Teaching strategies.
- Coordinator of Instruction and ELD Teacher observations of other charter school's EMI model
- Implementation of an English Language Development Course, at least two courses ELD 1 for beginning and Early Intermediate. ELD 2 for Intermediate and Early Advance. Since most courses have multiple levels professional development will be provided to staff to differentiate ELD for the multiple proficiency levels.
- Implement state-approved ELD language arts program into ELD courses.
- Action Research: Stages of Concern.

Stage 2: Follow-up and Monitor Progress
Time Frame: September 2016 through June 30, 2022
Implementation target date: September 1, 2020

- Action Research: Survey Levels of Use (LOU)
- Coordinator of Instruction, Director of Academic Achievement, and Student Achievement/Executive Administrator s will be available to encourage teachers to focus on lesson design and delivery on the diagnosed linguistic needs of EL's.
- Staff development follow-up to review ELD strategies and ELD program
- Monitor and follow-up on post-assessment results on a monthly basis
- Monitor teachers that are working toward CLAD/BCLAD emphasis.
- Implement ELD component to student portfolio (writing sample graded on set rubric and rubrics for professional levels). A pre and post-writing sample is to be implemented rubric for proficiency levels.
- Provide staff development on the student language proficiency reclassification process
- Implement student language proficiency reclassification process.

Table 3: Professional Development

Training Component **Professional Development as per California Department of Education**	Staff development on reviewing and implementing ELD Curriculum and ELD/Language arts program, and other vocabulary and language acquisition programs. Three Series (Introduction, Implementation, Follow-up) 2 workshops each	Staff development on use assessments aligned to ELD standards to determine academic levels upon enrollment.	Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD teaching strategies.
Theory Presentation	Power Point Presentation on English Learner Program	Professional trainer will conduct workshop on using the assessment	Current English Mainstream Instruction (EMI) teachers will conduct an ELD lesson, focusing on ELD strategies.
Modeling	The various features of the materials will be modeled	The trainer will model how to set up the assessments on the computer.	Current EMI teachers will come and conduct an ELD lesson, focusing on ELD strategies.
Practice	Participants will practice using the instructional materials	Participants will practice using the computerized assessment	Participants will form groups and practice ELD strategies on each other
Feedback	Facilitator and other participants will provide feedback.	Facilitator will provide feedback	Current EMI teachers will provide feedback to groups.
Coaching	Facilitator will provide coaching to participants' groups	Facilitator will provide coaching to participants' groups	Current coach will provide support to individual teachers

Success Indicators

The implementation of the ELD program will be reviewed by using assessment data results from indicators as it relates to student academic achievement. Growth on ELPAC assessment will be used to determine if students are meeting set growth target as indicated in their individual learning plan. Goals for ELs are:

1. English learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 *USC* 1703[f], 6892; *EC* 300[f], 5 *CCR* 11302[a])

2. ELs meet state standards for academic achievement. (20 *USC* 1703[f], 6812, 6892; 5 *CCR* 11302[b]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989.)

The following assessment instruments will be used to monitor progress and to determine student placement.

- Set growth achievement detailed in individual student learning plan.
- I-Ready
- Annual Smarter Balanced Assessment
- Performance Assessments, including an oral presentation and inquiry format
- Student Portfolio: Writing Sample
- ELPAC

In addition, Bert Corona Charter Middle will work during the 2019-2020 school year toward achieving the following success indicators:

1. English Learners will increase by +3% on the basic re-designation in the Smarter Balanced scores for English/Language Arts section
2. English Learners will increase by +3% on the basic re-designation in Smarter Balanced scores for the mathematics section.

The English Learner Master Plan will be used as a resource guide for curriculum planning. Teachers will attend appropriate English Learner training or receive such staff development. This will allow our teachers to become qualified to train other teachers during in-service professional development.

Bert Corona Charter Middle teachers also participate in BTSA professional development, or provided via staff development or university training.

Professional Development

The development of the faculty and staff is of primary importance to the Bert Corona Charter Middle community. As the school progresses, student learning needs will be primarily addressed through the formal faculty meetings, leadership meetings, and assessment of student achievement data. For example, 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 will be taken every year to increase professional development for leadership and staff. Bert Corona Charter Middle recognizes the importance of being strategic and allocates sufficient funding to ensure ongoing professional development.

Continuous Professional Development

A key component of the Bert Corona Charter Middle instructional goals is the use of backward design in teacher developing their unit plans and instructional effectively. For support Bert Corona Charter Middle has received instructional coaching and professional development from the Success For All Foundation, GEMAS Consulting, and Loyola Marymount University, this includes ELD, SDAIE, strategic design unit planning and instructional support.

During ongoing professional development teachers use benchmark results, mid-year and end of the year assessments, as well as other student data. 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 has adopted an instructional model that focuses on the following strategies:

- Collaborative and project-based learning
- Writing to learn in all subjects
- Literacy groups during SFA and throughout the day
- Questioning strategies, which include reading strategies such as clarify, predicting and summarizing; learned in SFA and expected in all instruction.
- Scaffolding texts; which is modeled and used throughout the SFA program.
- Academic classroom talk, we believe the power is in the discussion.
- Interactive computer assisted instruction

A main component of the induction process is the Bert Corona Charter Middle teacher's summer preparation session. This is a two-week teacher led orientation prior to the start of the academic school year. New teachers attend various meetings and workshops that acquaint them with procedures and processes relative to the operation of the school and culture of the campus. Teachers are introduced to the Bert Corona Charter Middle instructional model and veteran teachers present workshops. In addition, new teachers will be enrolled in the sponsored Beginning Teacher Support and Assessment Process.

All Bert Corona Charter teachers take part in a weekly teacher meeting that focuses on instruction. These meetings are held every Monday from 2:30 p.m. to 4:00 p.m. The initiation of ongoing professional development follows from mid-year and end of the year assessments. Reflective data taken from leadership, faculty, staff, and parents helps develop the planning for professional development. As stated above, the school has focused much of the professional development towards the strengthening of instructional strategies.

Bert Corona Charter Middle will provide 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 and staff will participate in the training 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 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 Every *Student Succeeds Act (*ESSA) legislation will be incorporated in this plan. (Change as per new adoption).

Staff professional development is aimed at closing the achievement gap. Orientation begins two 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 throughout the school year. Operation check-in meetings are held on Tuesday mornings from 3:45 pm until 4:15 pm. Teachers are offered the opportunity to observe their colleagues teach, be observed by staff or education consultants; as well as other stakeholders Teachers have been provided with weekly, individual planning time to be used to plan, reflect, and improve their quality of teaching. All teachers have specific planning time. Bert Corona Charter Middle Block Schedule allows for teacher to prepare, observe other classroom, research, and work on individual student plans.

Teachers will have the opportunity to review benchmarks, assessments, and progress of each of their students in their classroom and progress in other classes. They also can gain knowledge from observed trends in data collected, data analysis, strategies that work, challenges and strategize to meet student needs. Staff is encouraged to attend workshops and professional development seminars throughout the year.

In-service themes include: Special Education-Teaching strategies, Student Study Team (SST), effective school-wide study practices, and an opportunity for teachers to collectively reflect and assess individual student academic achievement. Experienced staff members, educational consultants or professional experts facilitate these faculty meetings and in-services. Staff development supports the quality of teaching that occurs at Bert Corona Charter Middle and assist teachers with planning and implementing a rigorous, college preparatory curriculum that is research-based and aligned to the California Common Core ELD State Standards. Professional development also provides teachers with resources and strategies to collaborate and share their expertise.

Collaboration and Integration

Bert Corona Charter Middle 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 Middle 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.

Bert Corona Charter Middle understands 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 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:

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

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

This process of aligning standards and assessments to real-world learning applications those take the shape of meaningful, rigorous, and assessable projects. At Bert Corona Charter 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 formatively and summative 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 are 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. 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 brought to light 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.

The professional development in preparation will continue to focus on this integration, as a transition period towards 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.
- Scope and Sequence
- Curriculum will address all state required standards and will utilize:

Bert Corona Charter Middle has incorporated the following recommendations:

- Have uniform standards: Bert Corona Charter Middle will have clear and high expectations of all students that fully align with the California Common Core State Standards.
- 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 Middle core subject teachers will have an appropriate credential in their subject matter based on ESSA requirements for highly qualified teachers. In addition, regular planning and professional development time will allow teachers to improve their practice.

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 Middle School.

Program Goals

Bert Corona Charter Middle will create 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:

- 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.

These foundational values inform the school's philosophy and the Schoolwide Learner Outcomes (SLOs). The faculty through discussion and collaboration developed the SLOs. The school leader annually sets academic goals and the SLOs to evaluate both students and faculty. In this respect, the school's vision, philosophy, goals, core values and SLOs have a common thread of setting high expectations for students in academic and personal success.

How Students Become Self-Motivated, Competent, Lifelong Learners

Bert Corona Charter Middle 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 Middle continually strives to develop a culture that fosters in student's self-motivation, competence and the foundation of lifelong learning.

Purpose

Administrators, faculty, parents and staff working with students demonstrate a shared purpose to develop each student's knowledge and skill 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 is shared among administrators, faculty, classified staff, students and parents. Decisions are reached through consensus and minority opinions are considered and valued. Departments and individual teachers enjoy a large degree of professional autonomy. They are encouraged to use their best professional judgment in

accordance with California State Department of Education, and/or Common Core State Standards, and NGSS in achieving high levels of student learning.

Environment
The environment of the school is safe, orderly and supportive. Students find the school a good place to study and a pleasant place to be. Schoolwide standards for students' behavior are perceived by students and staff members to be fair and equitably enforced. Instances of vandalism and violence on campus are dealt with in a timely manner; student absenteeism and dropout rates are maintained at a minimum level.

Diagnostic assessments that will be used to enable Bert Corona Charter Middle to monitor the effects of proposed changes on student performance

Bert Corona Charter Middle Assessments
ELPAC-- the California English Language Proficiency Assessment is 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 the following is a sample of the kinds of standardized reports available to the school community for analysis:

Measurable Goals of the Educational Program

Please refer to the LCFF State Priorities table in Element 1 for a description of the measurable goals and objectives of Bert Corona Charter Middle School educational program. Bert Corona Charter Middle School educational goals or objectives, include a description of the knowledge, skills, and aptitudes to be measured. Each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each State priority.

Specific performance targets (pupil outcomes), for all pupils (i.e. school-wide) and for each subgroup of pupils identified pursuant to Education Code § 52052, that align with the eight (8) state priorities identified in Education Code § 52060(d).

Ensure English proficiency and academic achievement

BCCS will access for student need, provide differentiated instruction, monitor student achievement, and revise application of teaching as needed. Targeted intervention and acceleration will be provided based on the analysis of formative and summative data. Additionally, targeted instruction will be provided to address specific student needs and gaps, focusing on skills needed to master grade-level content in language arts, mathematics, and ELD. Services for this support will take place during the instructional day and enable an extensive range of services from general education, special education teachers, support staff, and administration. 1) BCCS staff will provide prevention and intervention strategies. Students will be targeted by the use of all school assessments, teacher observation, parent input, SBAC, NWEA Map, and ELPAC. Teachers will modify instruction, target specific skills, provide small group instruction,

and reach out for support services as needed. The School will use multiple assessments to monitor and inform instructional practices and decisions. 2) All identified struggling students will be provided a block of intensive MTSS intervention support during the day. A credentialed teacher will provide this support. Frequent progress monitoring and modifications will be provided based on data and outcomes. 3) Students who continue to struggle will be referred to the Coordination of Services Team.

This team is composed of an administrator, classroom teacher, and a special education representative to discuss the needs of a general education student who continues to struggle with academics or behavior. The team identifies areas of need and designs a plan to address the needs of the specific student. 4) A student who struggles over time will be referred to the Student Study Team (SST). The SST will hold a meeting to design a more intensive academic program and goals for academic success. Students also receive assistance through the following services:

- Small group and individualized instruction in all classrooms
- After school tutoring
- One to one computer-assisted learning
- Individualized assistance from paraprofessionals
- Parent workshops to support home-school activities and communication
- Supplementary materials aligned with core programs for use in intersession and after-

Measurable Pupil Outcomes: Summative Assessment Performance Targets

BCCS is committed to doing just that. To reach each of its goals, and to continually improve the quality of the education that students are receiving, the BCCS community utilizes data-driven decision-making. This process begins with teachers and administrators working together to collect key assessments, setting benchmarks, and pieces of student work. Academic files for every student are created. Before the students culminate they must present work from different classes. In essence, they must defend the knowledge they have acquired throughout their matriculation at Bert Corona Charter School. Data also will include all CDE determined growth targets, reports and Smarter Balanced California Standards Test results taken in each grade, published and teacher generated classroom assessments to determine student needs and the curricular and instructional approaches that best address those needs. This process keeps all involved community members, including teachers and students, accountable for teaching and learning. With an overall intent to meet all CDE determined growth targets and as set forth in the Every Student Succeeds Act (ESSA) the following goals shall be pursued by Bert Corona Charter School. Bert Corona 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 coaching in the following areas:

Student-Level Outcomes

It is important to note that while our primary focus in all aspects of our curriculum, direct subject-matter instruction, project-based learning time and instruction in the arts is in ensuring each student's mastery of grade level standards in the core content areas, as a mission-based school, we also value highly qualities and skills above and beyond the core state standards. As detailed throughout this petition, our "backwards design" approach to lesson planning and our focus on data-informed instruction both work to clearly define and then assess which state standards and other objectives are desired and then achieved.

Bert Corona Charter Middle School utilizes a variety of assessment tools in evaluating student achievement of stated objectives across all disciplines. Among the assessments used are teachers' assessments of student work and mastery of applicable standards and other learning objectives, student work portfolios, teacher observation, and conferencing with students.

The skills, knowledge, and attitudes in the chart below are measurable school-wide learning objectives derived from state and national standards, as well as school-wide learning outcomes. The use of in-house assessments and the frequency of assessment are also addressed. Bert Corona Charter Middle School uses the following online assessments.

Prevention/Intervention/Acceleration Reading Program:

All 5th grade students are leveled and placed into a reading elective block based on their instructional level. Therefore, if an 9th-grade student with special learning needs or an English Language Learner is reading at the 4th reading level based on the Gates-MacGinitie normed reference test he or she is assigned to a certificated teacher that is responsible for teaching reading at the 4th-gradereading level. The reverse is also true, if there is a 7th-grade gifted student that is reading at the 12th-grade reading level based on the Gates-MacGinitie, then he or she will have the opportunity to participate in an elective 12th grade Reading Edge Course.

The Reading Edge is a research-based, and research-proven program designed to meet the unique needs of young adolescent readers. Since the range of reading achievement is extremely broad in this age group, the Reading Edge provides instruction for students at beginning through 8th-grade+ reading levels. Students are assessed and placed at their appropriate reading levels. Students reading at a third-grade level or higher will focus on developing comprehension strategies using both narrative and expository texts. Students reading at earlier levels use high-interest fiction, nonfiction, and reader's theatre to develop basic decoding skills, reading fluency, vocabulary building, and comprehension. All levels focus on building background knowledge and developing study skills to foster future success in school and beyond. Additionally, the Reading Edge uses cooperative-learning techniques to engage students with their learning and to create and foster a positive classroom environment.

Students who are reading at a second and third-grade level have mastered basic phonics skills, but they haven't achieved enough reading fluency and vocabulary to make contact with the world of adult reading, contact that first occurs at the fourth-grade

reading level. The goal of these units is to give students at this level the help they need to achieve a fourth-grade reading level as quickly as possible. This general goal can be broken down into the following areas:

- The students will acquire word recognition skills. In levels 2 - 3, students are provided direct instruction in techniques and strategies they can use to successfully decode unfamiliar words, such as using phonetic clues within the word, using other words in the text as clues, breaking down multisyllabic words, and identifying prefixes, suffixes, and base words.
- The students will achieve greater reading fluency. Fluency is the ability to read smoothly at an acceptable speed with few errors and with good expression. While students can sometimes read fluently without understanding what they read, achieving fluency frees up the intellectual resources that students need to accomplish comprehension tasks.
- The students will continue to develop their vocabulary. These students need help with both learning completely new words (a task that is particularly critical for students who are learning English as a second language) and with learning to read words that are already in their spoken vocabulary. Levels 2 - 3 offer activities that assist with both aspects of vocabulary development.
- The students will learn basic comprehension strategies. While levels 2 - 3 appropriately emphasize fluency over comprehension, the students will learn that fluency is only important to the extent that it results in better and more efficient understanding. Fluency is thus always taught in tandem with guidance and validates s for comprehension. The comprehension strategies that are offered range from basic clarifying techniques (such as sounding words out, looking at other words and pictures for clues, and asking for help) to important strategies that contribute to active reading, such as predicting, asking questions, making mind movies, and summarizing.
- The students will learn to write in response to what they read. Levels 2 - 3 focuses on helping students write correct and complete sentences, applying appropriate punctuation, capitalization, grammar, and spelling, as well as vocabulary building.
- Reading Level 1 (first-grade reading level) focuses on giving beginning readers the tools they need for literal comprehension. It uses a sequence of illustrated stories, presented with phonetically regular text that becomes more difficult as students master new skills.
- Reading Levels 2 - 3 (grades 2 and 3 reading levels) use simple fiction, nonfiction, and reader's theater to focus on basic decoding skills and improving reading fluency.

Once students are reading at levels 4 – 8+ (grades 4 through 8+ reading levels), content educators will continue to use short stories, novels, poetry, and nonfiction to help students learn effective comprehension strategies.

Frequent feedback motivates students in all instructional levels:

- Students get weekly feedback on their progress.
  They set individual and team goals and track their progress. Being aware of their

own gains and experiencing success a step at a time motivates students to take on new challenges with confidence.

- As soon as they are ready, students are moved to the next level.
  Every eight weeks students are given a test to identify their reading level. Assessing reading skills regularly assures that students are continually challenged and do not lose momentum.
- The Reading Edge is flexible.
  Teachers can use formal and informal assessment data from The Reading Edge to tailor instruction so that it meets the needs of their students and the school and state goals.

All instructional levels of the Reading Edge allow students to progress at their own pace, gaining pride and confidence in their abilities as readers. Instruction is consistently matched to students' gains in ability. Within each class, motivated students are given the option to forge ahead with new material, even as they help their partners and teammates. All students, regardless of achievement levels, receive instruction that is keyed to their particular needs and to level-appropriate goals.

Core Subject Classes:
When entering a classroom, visitors will see standards-based instruction. Visitors will also see a unit section, which will identify the state standards being addressed, the assessments being utilized, and specific learning objectives and outcomes for the day. Often in the first ten minutes of the classroom teachers will utilize a warm-up to help students activate background knowledge. Or, teachers may use the time to provide direct instruction to help students acquire new knowledge.

All instruction will follow the Strategic Design Model, which trains teachers to use backwards-planning process to make deliberate decisions to provide effective instruction. The Designing for Student Achievement method by Insight Education Group, teaches teachers to identify desired outcomes (Standards and Bloom's taxonomy) align those outcomes to multiple assessments (formative, and summative assessment options are used) and to develop and differentiate instruction toward student needs (Bloom's Taxonomy, research-based strategies, and differentiated instruction.)

Students work in both leveled and collaborative groups to actively engage in culturally relevant project-based learning. While in their groups, students will utilize Thinking Maps to help them to think critically across all subject areas and to complete all of their standards-based tasks and assessments. The following CRRE (Culturally Relevant and Responsive Education) instructional strategies will also be utilized throughout the day:

Contrastive Analysis: Oral and written language skills: integrating linguistic knowledge of SAAE (Standard American Academic English) into home language of Standard English Learners.

- Personal Thesaurus: To build on prior knowledge.

- Culturally Relevant Literature: Draws upon personal knowledge to make meaning of the text: Learning environments that facilitate literacy acquisition and establish linkages between the home and school cultures.
- Building on the Learning Styles and Strengths of SELs (Standard English Learner) learning styles: Individual preferred orientations, social interactions during study time, and types of reward structures that motivate the individual to persist and reach their individual goals.

The NWEA MAP Test (Measures of Academic Progress) creates a personalized assessment experience by adapting to each student's learning level—precisely measuring progress and growth for each student. If your child correctly answers a question, the computer assessment provides a harder question next. If they miss that same question, then an easier question is asked. This provides essential information about what your child knows and is ready to learn.

The NWEA MAP is published by the Northwest Evaluation Association (NWEA) and is given via computer to children in grades K-12. Its structure is cross-grade, which provides the measurement of students who perform on, above, and below grade level. It is multiple choice and contains questions that are the depth of knowledge so that you can see if your child performs at level 1, 2 or 3 of difficulties. The test is untimed, but students generally spend about 60 minutes per subject area. Feedback results are available in 24 hours. The MAP is not a high-stakes test but is given to students at the beginning, middle, and end of the school year to measure a student's academic achievement and calculate academic growth. The MAP offers teachers a way to focus and plan for how they use the time for either intervening with students or providing enrichment (if your child qualifies) to challenge higher-level students.

The NWEA MAP Test assessments reveal precisely which academic skills and concepts your child has acquired and what he/she is ready to learn. MAP assessments are grade independent and adapt to each student's instructional level so that you can track your child's achievement and notice trends to help with setting objectives. Every item on a MAP assessment is anchored to a vertically aligned equal interval scale, called the RIT scale for Rasch Unit—a stable measurement, like inches on a ruler that covers all grades. Because the measurement is reliable and accurate, RIT scores serve as an essential data point in a student's learning plan; educators can see their precise learning level and respond accordingly.

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

Student Grades: Reports are mailed home frequently (every 5 weeks) during the year to indicate student progress. Parents may contact teachers or meet with Advisor on a regular basis.

Alert Solution: Phone communication tool used to provide parents with up-to-date information about their students' attendance, class performance and test scores, as well as school events and upcoming activities.

State Assessments

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

Bert Corona Charter Middle Outcome Goals-Skills, Knowledge, and Attitudes

Bert Corona Charter Middle will satisfy state requirements for student assessments as required by law. Bert Corona Charter Middle School is committed to closing achievement gaps and increasing the academic performance of all its students, including low achievers, high achievers, and English Language Learners and students with special needs. The goals and performance outcomes for all students and the school are as follows.

College-Readiness

All students matriculating through Bert Corona Charter Middle will complete a board-approved mandated scope and sequence of courses, at a graded level of performance of C or better. These courses are based on CA Common Core State Standards, approved by the CA State Department of Education, and required by every student seeking a completion of grades 5th through 8th

Life-Long Learning

Students at Bert Corona Charter Middle will be monitored for reading level growth (grade-level lexile), writing accuracy and effectiveness, and problem solving ability. Formal interim assessments as well as state and national criterion-referenced measurement tools will give multiple points of feedback to students as they seek to become skilled in capacities they will need to continue their educational journeys in post-secondary training and beyond. These capacities will include a toolkit of immediately employable job skills in the area of digital media production and publishing, which the school will instill in each of its students through a four year rigorous continuum of courses taught by a highly skilled and credentialed teachers.

Active Citizens

Students at Bert Corona Charter Middle will be encouraged to invest volunteer service hours over the course of their school enrollment. Students will be trained in the protocols of community partnership and taught the history of activism and service modeled by the schools' founding namesake, Mr. Bert Corona. Both staff and parent stakeholders will continue to build relationships with local service organizations, resulting in sustained, annual service opportunities for all students. The school will be known within its local community as the school that lives out the legacy of Bert Corona in its service to Pacoima and the San Fernando Valley.

Reclassification Form for English Learners

Student Name:_____ Birthday:_____

Date of ELAC Meeting:_____ Grade: _____

Student Performance:

Assessment	Date	Score	Required Score
1. Smarter Balanced Achievement Level – ELA/NWEA MAP ELA RIT			(NWEA MAP) 212 or higher RIT (SBAC) Upper Level 2 or higher Upper Nearly Met Standards or higher
2.ELPAC– Overall Proficiency			4 or 5
3.ELPAC– Listening			3, 4, or 5
4. ELPAC – Speaking			3, 4, or 5
5. ELPAC- Reading			3, 4, or 5
6. ELPAC– Writing			3, 4, or 5
7. Academic Performance			Grade of C or higher in English – Language Arts

Reclassification Committee Recommendation: ☐ Yes ☐ No

Student has acquired sufficient English language fluency and academic skills to succeed in an English-only program.

Action Taken:

_____ Student meets the district's reclassification criteria.

_____ Student does not meet the district's reclassification criteria.

Comments:

_____

_____

_____

Executive Administrator Signature: _____

Committee's Signature: _____

Teacher's Signature: _____

Parent's Signature: _____ Date: _____

BERT CORONA
CHARTER HIGH SCHOOL

ENGLISH LEARNER PLAN (EL)

VISION

The vision for Bert Corona Charter High (BCCH) 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 Media Arts Career Technical Education (CTE) Pathway and technology integration across subjects. Early College Access, Service-Learning, and Linked Learning (Media Arts CTE Pathway) is the basis of the Bert Corona High School's educational focus and builds on core strengths from the Bert Corona Charter Middle School Service- Learning, Project-Based Learning, and the strong technology integration (all students receive chrome books for class and homework assignments).

MISSION

Bert Corona 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.

School Year 2019-2020 (*Working Document*)

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Introduction

Included in this revised English Language Learners Performance and Improvement Plan is the use of the following supporting two main legislations addressing the needs of English Learners? In July 2017, the California State of Education adopted a historic new English learner education policy, the English Learner Roadmap. This policy recognizing English learners as a system-wide responsibility, recognizing a need to provide EL students with rich and challenging curriculum from early childhood to grade 12, and respects the value of English learner's primary language and culture. On July 1, 2018 the California Department of Education regulations for implementing Prop. 58 to establish programs for English Learners that promote proficiency in multiple languages and leverage students' home language as an asset, the following principles as outline at *cde.ca.gov*:

Principle One: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle Two: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle Three: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Principle Four: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

This document builds on our core beliefs. First, students' learning and achievement are at the center of all our policy decisions and are the focus of the English Learner Master Plan. Families are critical partners in the privilege and responsibility of ensuring that all multilingual students become proficient in English and master the academic content required of every student in California. English learners face the dual tasks of learning rigorous academic subject matter while simultaneously mastering a new language.

We acknowledge that English learners face enormous challenges, yet they also bring vital linguistic and cultural assets to our community. At Bert Corona Charter High we value and promote 21st Century college and career ready knowledge and skills, as well as multilingual and multicultural proficiencies that provide real advantages to our students in today's complex, interconnected world. We strive to achieve these academic and linguistic goals by implementing the highest quality, evidence-based programs and services for these students. While the plan describes procedures and systems that are required by state and federal law, this plan describes what is to occur in the classroom. We promote culturally responsive teaching that acknowledges the strong cultural heritages of all ethnic and linguistic members that live in Los Angeles.

Our goal is to build on that rich heritage and expand upon it to ensure that our students have the tools they need to achieve their dreams. A teacher handbook is included with this document that describes some of the research-based practices that Bert Corona Charter High endorses and expects to see these strategies used in classrooms. Professional development efforts will be focused around the use and implementation of California Common Core State Standards for English Language Development strategies.

The mastery of standard, academic English is an issue of access, equity, and social justice. The Bert Corona Charter High believes that a student's education should not be determined by his or her race, ethnicity, linguistic background, or socioeconomic status. We acknowledge the role that each of our individual characteristics plays in making our students who they are, and in our language learners; whether we are learning a new language, new vocabulary related to a program of study or a job, or different registers of speech in varied social settings. We are all continually learning to use language. Therefore, all teachers are teachers of language. With California's adoption of the new Common Core State Standards, and their emphasis on academic language and literacy across the disciplines using the English Language Development component will further support our students in the acquisition of English.

Bert Corona Charter High further supports and provides language enrichment through the use of Success for All program as we build students' mastery of standard, academic English and academic content proficiency. In this plan, we endorse teaching practices and strategies that respect, affirm, and build upon the language and culture of each child.

The ***English Learners Plan*** was developed to successfully provide educational services to our English Learners by addressing the following eight components:

1. Goals for English Learners
2. Initial Student Identification
3. Instructional Programs
4. Placement of Students and Reclassification Process
5. Evaluation, Monitoring and Accountability
6. Staffing and Professional Development
7. Parent Advisory Committees
8. Funding

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.

This *EL Plan* is the structure and foundation for an effective and successful instructional program for our EL students. The plan will be monitored and evaluated for necessary modifications to best meet the needs of our students on an ongoing process.

All Bert Corona Charter High personnel, teachers, staff, and administrators-are expected to follow the procedures specified in this EL *Master Plan*. *S*taff members who find ways to improve on these practices are encouraged to bring any proposed modifications to the attention of the Executive Administrator, for written approval to ensure that any such modifications meet the standards set by our governing board and are consistent with state and federal law. **All** responsible personnel of Bert Corona Charter High are to fully

implement this EL *Master Plan;* failure to do so will be reflected in the employees' evaluation.

The major goals for English learners are to develop proficiency in English and in the school's core curriculum as rapidly and as effectively as possible in an established English-language classroom. English learners are reclassified as fluent English proficient after meeting established criteria to ensure these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school's average native English-language speakers.

English Learners Vision Statement

> *We believe in the potential of our students.*
> *We believe* ***ALL*** *students must have equal access to a high quality education.*
> *We believe and acknowledge that English Learner (EL) students have a rich language and cultural background that provides a strong foundation for learning.*
> *We hold that knowledge is not language-based.*
> *We acknowledge that academic proficiency in the English Language is necessary for educational and professional success.*

Based on these beliefs, Bert Corona Charter High addresses the needs of its EL students, grades 9th through12th through a comprehensive educational plan, which incorporates the acquisition of the English language while providing the option of increasing academic proficiency in the students' primary language and preserving their cultural heritage.

Components of the Vision

1. English is a vehicle for access to education. Not being able to speak the language used in schools for instruction is, therefore, a barrier to an education and limits the potential of students in Bert Corona High School.
2. A child's primary language is part of his or her identity. Learning to speak and write in one's home language, having that language incorporated into one's education, and making the choice about how and when one uses it are basic human rights. To ask children not to use their home language or adopt a new language is the same as asking them to deny their identity or to take on a new one.
3. Language resources. A child's home language is a resource to be conserved, protected, and developed. **ALL** EL students should have the option to become fully bilingual and bi-literate.

As we create an excellent English Learner Program for our students, it is important that our school community embraces the following:

- Builds an understanding about the needs of English Learners and about the impact of language and culture on education.
- Provides the leadership, builds the will, and create the attitudes to better enable educators to welcome and embrace English Learners.

- Creates the structures that support academic success for English Learners.
- Builds the capacity to deliver programs that address the specific needs of our English Learners.
- Implements an accountability model that ensures the success of English Learners in our schools.

Goals For English Learners Program
Bert Corona Charter High will incorporate an ELD program that is aligned with the California Common Core State Standards-English Language Development that will target students who are developing their English language skills that will include:

- Ongoing measurement of each EL student's progress toward English language proficiency, through the use of ELD portfolios.
- Use of Explicit Direct Instruction, small group instruction, and small group tutoring throughout the day to assist EL students.
- Ongoing professional development in the area of sheltered instruction and specially designed academic instruction in English (SDAIE) for all subject area teachers, primarily using the Sheltered Instructional Observation Protocol (SIOP) model.
- Opportunities for ELD level 1 and 2 students to receive additional instructional support during the Success For All Reading Block with the Rosetta Stone Program.

Instructional Vision
Bert Corona Charter High will empower Citizen Scholars, California's future leaders, to succeed in the global community by setting high expectations for academic achievement, technological collaboration, research skills, problem solving, and social competence.

Instructional Mission
The mission of Bert Corona Charter High is to deliver rigorous, data-driven instruction in a service-oriented, project-based, culturally relevant, and technologically enhanced environment. BCCH Citizen Scholars will be college-ready, active citizens, and lifelong learners.

The BCCH educational approach includes the following:

- Access to instructional curriculum that meets the challenges of College and Career Readiness, and integrates Common Core Standards.
- Credentialed teachers supporting all students.
- A technology-rich learning environment, including access to technology both at school and at home to support academic achievement and access to research, Google Suite for Education, and other adaptive programs that provide timely and actionable feedback.
- College readiness assessments, including universal PSAT and SAT.
- College-ready skill benchmark assessments throughout all curricular domains, including reading for research, writing for argumentation, and presentation for defense.

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- CTE vocational skill instruction and independent skill development taught by a credentialed and industry-experienced professional, using industry-standard digital and media arts tools and technology.

Students will explore how subjects relate to each other, through interdisciplinary project-based learning, while achieving proficiency in the core academic and technical subjects and becoming critical thinkers. Teachers will engage students by organizing curricula around essential questions, building on students' prior knowledge, and connecting learning to students' lives.

Bert Corona Charter High 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 coaching in the following areas:

- Designing standards-based instruction using the principles of backwards designs and aligns learning objectives to interim assessments.
- Implementing instructional activities that are aligned to CA Common Core standards and reflect research-based best practices.
- Incorporating instructional strategies detailed in Get Better Faster (GBF)[1], including the use of Bambrick-Santoyo's observation and self- assessments instruments.
- The use of Whetstone, an online platform system (aligned to GBF) for leaders and teachers, which manages walkthroughs, observations, feedback, reporting, data-driven instruction and professional development. Additionally, Whetstone will allow the Instructional Leadership Team to see real-time data on observation frequency, action steps, and teacher coaching trends.
- Professional development will be provided to teachers in the use of all teaching protocols, setting of benchmarks, methodology and annual Get Better Faster Teacher Development growth plans. Professional development will focus on training for collective and differentiated skills gaps and creating action plans for follow-up.
- Supervise and Support Effective Teachers in Every Classroom-Teachers will have weekly coaching observations by an instructional lead (Executive Administrator, Mentor Teacher, or Lead Teacher) who will provide bite-sized, actionable, and observable feedback that can be accomplished in a week. The Executive Administrator will facilitate weekly data meetings to drive instruction and results.

The Relay Graduation School of Education[2] focuses on two elements of instructional Leadership:

- Data Driven Instruction, which focuses on school-wide systems for collecting and analyzing student work to ensure that all students meet rigorous expectations
- Observation and Feedback, which guides leaders to help teachers grow to their full potential by building a schedule that supports frequent classroom observations and focused feedback meetings. The program is delivered in 15 professional

[1] Bambrick-Santoyo, P, (2016) Jossey-Bass, San Francisco, CA.

[2]https://relay.edu/school-leaders

development sessions spaced over a school year. Each session builds on the previous to deepen observers' skills and effectiveness. Topics include:

- Get better Faster Teacher Development Scope and Sequence[3]- Teacher actions
- Observation and Feedback Protocols- Leader and Coach actions
- Inter-rater reliability for observers-Leader and Coach actions
- Constructing effective feedback-Leader and Coach Actions
- Weekly Data Meeting Leader Moves and Actions
- Analyzing data on teacher practice for trends and patterns- Teacher, Leader, and Coach actions
- Collecting data to convene collegial conversation- Teacher, Leader, and Coach actions
- Connecting teacher practice to student achievement- Teacher, Leader, and Coach actions

Backwards-planning guides teachers through the unit and lesson design process:

- Deconstruction and analysis of the Common Core State Standards
- Differentiated assessment design aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives
- Aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and accessible 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 actively 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 that engage them in conversations about their child's education will also ensure that the academic program reflects the diversity of the BCCH 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) are used 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,

[3] Bambrick-Santoyo, P, (2016, p.XXXi) Jossey-Bass, San Francisco, CA.

Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

This approach further encourages teachers to develop standards-aligned assessments and project- based instructional activities at each grade level, and across the content areas. The professional development preparation 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
- Group Practice
- Independent Practice
- Guided Discourse
- Socratic Discourse
- Modeling (I do / we do / you do)
- Project-based learning
- Cooperative group work
- Interdisciplinary driving questions
- The presentation of clearly defined "Learning Targets" for all students by all
    - Teachers
    - Rubric self-assessment
    - Clearly defined reteaching structures
- The involvement of community members and educational partners in instructional
    - Presentation
    - Mentoring program
    - Defined reteaching structures
- Teachers may also implement other strategies to meet the needs of students with reading difficulties, students with disabilities, advanced learners, and English learners, students with culturally diverse backgrounds, and students with combinations of special instructional needs. Strategies useful in planning for universal access may include:
    - Utilizing frequent progress-monitoring assessments and checks for understanding
    - Engaging in careful planning and organization
    - Differentiating to meet students' instructional needs
    - Reteaching and conferencing to allow for authentic questions
    - Allowing students to work past deadlines
    - Cooperative group learning with a "more knowledgeable other"

English Language Development

Bert Corona Charter High is committed to the California State Board of Education (SBE) adopted California Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects (Common Core State Standards), all of which describe the knowledge, skills, and abilities in reading, writing, speaking and listening, conventions, knowledge of language, and vocabulary that all students need for college and career readiness across key academic content areas. These NEXT Generation Standards, along with the Common Core State Standards for Mathematics and the NEXT Generation Science Standards, ensure K–12 students gain the necessary literacy and mathematical understanding and practices required in 21st-century higher education and workplace communities.

The Bert Corona Charter High's Board strongly believes that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners. However, these students will require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

The Bert Corona Charter High's ELs will need instructional support in developing proficiency in English language and literacy as they engage in learning academic content based on these new, rigorous standards. ELs may face an additional challenge in developing literacy in English since they must develop oral proficiency in English— including depth and breadth of vocabulary—at the same time that they are learning to read and write. Bert Corona Charter High will follow the new CA Common Core English Language Development Standards to clarify what knowledge, skills, and abilities are needed to help ELs engage with and master next generation standards, including college- and career-readiness standards.

Bert Corona High School's English Learner Students

ELs will come to Bert Corona Charter High with a range of cultural and linguistic backgrounds, although Spanish is the largest first language, experiences with formal schooling, proficiency with native language and English literacy, migrant statuses, and socioeconomic statuses, as well as other experiences in the home, school, and community. All of these factors inform how educators support ELs to achieve school success through implementation of the new CA Common Core ELD Standards and the academic content standards. Some of these key factors follow:

- Stages of Cognitive Development. It is important to note how ELs learn the English language at different stages of their cognitive development. Most notably, it is important to distinguish between students in the primary grades, for whom the focus is "learning to read" while also engaging in challenging content learning, and students in the intermediate and secondary grades, for whom the focus is "reading to learn" in various content areas. EL students who enter Bert Corona Charter High in secondary grades, depending upon the level and extent of previous schooling they have received, may need additional support mastering certain linguistic and cognitive skills in order to fully engage in intellectually challenging academic tasks.

- Native Language Literacy. Adolescent ELs who enter Bert Corona Charter High in the secondary grades may have varying levels of native language foundations in literacy. All students will be able to draw upon knowledge of oral vocabulary and structures (e.g., recognition of cognates) to inform their English language learning to some extent, depending on their native language oral proficiency and how closely their native language is related to English. Students with established native language literacy and content knowledge would be able to transfer these skills and knowledge to English with appropriate instructional support.

Programs and Services for English Learners. At Bert Corona Charter High EL could be in a newcomer program, a structured English immersion program, and a mainstream program where ELs may receive specialized ELD instruction, or a separate ELD class. The new CA Common Core ELD Standards will apply to all of these settings and designed to be used by all teachers of academic content and of ELD in these settings. Bert Corona Charter High will use the new CA Common Core ELD Standards in ways that are appropriate to the school setting and identified student needs. For example, they are the focal standards in settings specifically designed for English language development— such as an ELD class where ELs are grouped by English language proficiency level. Bert Corona Charter High will use supplemental EL materials found on the CDE approved list of materials for ELs. Bert Corona Charter High teachers will use the new CA Common Core ELD Standards in tandem with other academic content standards to support ELs in mainstream academic content classrooms.

Organization of the Proficiency Level Descriptors

The organization of the PLDs represents English language development as a continuum of increasing proficiency in language learning and use, starting with native language competencies students possess when they enter school, and concluding (though not ending) with lifelong language learning that all language users engage. The three levels are labeled to represent three stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

1 Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
2 Expanding: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
3 Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

The PLDs also emphasize that ELs at all proficiency levels are capable of higher-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student's English language proficiency level. Within the PLDs, three general levels of support are identified: Substantial, Moderate, and Light. The descriptors for these general levels of support are intended to signal the extent of linguistic scaffolding most likely needed for implementing the CA ELD Standards appropriately at each proficiency level. They are not intended to explain how to provide support or differentiate instruction for ELs at each level.

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 will receive Title III funds that are reviewed each year, as required under every Student Succeeds Act, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners:

Table 1: AMAO's and Measurable Goals

Table 1: AMOS for English Learners

Annual Measurable Achievement Outcomes	**Measurable Goals**
• Progress in learning English • Increase one proficiency level • Initial Fluent (IFEP) Well developed, Intermediate English Learner-somewhat to moderately developed, Novice English Learner - minimally developed must reach English Proficient level bringing all skills to Intermediate Level. • English Proficient levels are expected to maintain that level. • Emerging: Students at this level typically progress very quickly, learn to use English for immediate needs, and begin to understand and use academic language for the grade level, with substantial language support provided. • Expanding: Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided. • Bridging: Students at this level can independently use a variety of high-level English language skills and fully participate in grade-level academic activities in all content areas, with light language support provided.	Administer the ELPAC to ascertain the level of proficiency. • Conduct analysis of ELs • Identify factors that contribute to meeting or not meeting AMAOs. • Use the Bert Corona Charter High English Learner Plan of Action-will be visited yearly and/or on an ongoing basis. • Work with teachers, parents and staff to provide services. • Use of MTSS process for all students
Progress in the percentage of students who become proficient in English	Increase English Learner reclassification ratio yearly. Continue to Monitor students who have been reclassified and work with students at each level.
Academic targets in English-language Arts Participation Rate Percentage Proficient or Above	Monitor and assist EL students to meet academic targets in English Language Arts of 5% (Increasing yearly)

Holding quarterly meetings with parents to discuss each student's progress toward English language proficiency.

English Learners will achieve and sustain high levels of academic, linguistic and cultural competency. The goals are:

- The BCCH *English Learner Master Plan* program will be developed and fully implemented.
- **ALL** English Learners will master the English language as efficiently and effectively as possible.
- **ALL** English Learners will achieve academic success.
- ELs and RFEPs will have representation in success with college entrance exams and enrollments in colleges and universities consistent with their size of the entire student enrollment.
- ELs and RFEPs will continue traditions of responsibility and positive relationships within their families and home community and will be prepared develop the ability to live and work productively in various cultural settings throughout the wider society.
- ELs and English Only students enrolled in programs where they will master listening, speaking, reading, and writing in Spanish as well as English.
- Parents of ELs and RFEPs will be engaged and represented in their children's education consistent with the proportion of the students enrolled.

English Learners will develop the skills necessary to be successful citizens. These skills include:

- Academic preparation
- Information literacy
- Fluency in technology
- Cross-Cultural sensitivity
- Interpersonal communication
- Community and civic participation
- Social and environmental responsibility.

Essential Elements for English Learner Programs

The enrollment process begins when a parent or guardian takes their child to BCCH and completes the enrollment packet. A key component of the enrollment process is the Home Language Survey (HLS). The HLS is a questionnaire used to determine the student's primary language and whether the student will be required to take an assessment for English language proficiency. The results of the English language proficiency assessment will determine the appropriate instructional services a student will need to meet their full academic potential.

- California *Education Code* (EC), Section 52164.1 (a) contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. Please see the California Department of Education website for more information.

The HLS consists of the following four questions:

- What language did the student learn when he or she first began to talk?
- What language does this student most frequently use at home?
- What language do you use most frequently to speak to this student?
- Which language do the adults at home most often use?

A home language determination is required only once. The information provided by the parent/guardian on the initial HLS takes precedence over any information provided on subsequent surveys. Parents/guardians are to receive an explanation regarding the purpose of the HLS, as well as the possibility that their child may be given an assessment to determine their level of English language proficiency. The explanation should be given:

- Orally during enrollment
- During an initial consultation on programs for ELs
- Through the initial parent/guardian notification letter Schools should reassure parents/guardians that the HLS is used solely to offer appropriate educational services, not for determining legal status or for immigration purposes.

Amending the Home Language Survey: The parent/guardian has the right to amend the HLS at any time. However, any changes to the HLS will need to be made by the parent/guardian prior to the ELPAC Summative Assessment window. If the parent/guardian amends the HLS prior to ELPAC Summative administration, the school must honor the changes made while continuing to take reasonable doubt into consideration. If there is no reasonable doubt as to the student's English language proficiency, the school must initiate the Language Classification Correction process.

Parent/Guardian Notification Requirements: Research shows that strong family-school relationships are an indicator of student success. Schools have an obligation to ensure meaningful communication with parents/guardians in a language they can understand and to adequately notify parents/guardians of information about language instructional programs and services. When 15 percent or more of the student population speaks a single primary language other than English, as determined from the preceding year's Census data submitted to the Department of Education, the school is required to send all correspondence to parents/guardians in English and the primary language (California EC 48985).

Title I [*Elementary and Secondary Elementary Act*, Section 1112 (g)(1)(A)] requires schools to inform parents/guardians of initially identified ELs within 30 days after the beginning of the school year/track (or, if during the school year, within two weeks of the child being placed in a program).

After the student completes the initial English language proficiency assessment,

parents/guardians must receive in timely manner information about the student's

English Language Proficiency (ELP), instructional program options, and of their right to opt out of an EL instructional program. Translating this information into the family's home language is critical, and if a written translation is not provided, an oral interpretation should be made available whenever needed.

In order to create the necessary conditions for English Learners to achieve at higher levels Bert Corona Charter High will implement the following essential elements.

Learning Environment
English Learners at Bert Corona Charter High will be provided a safe, non-threatening and affirming learning environment in which it is the norm for them to:

- Interact, collaborate, communicate, and negotiate with their peers.
- Experience an education that is rich and challenging, which will prepare the student to be college and career ready.
- Use and fully develop their language and culture.
- Have their voices heard and reflected throughout the school community.
- Share equitably in the allocation of access and resources.

Curriculum
English Learners will have access to a challenging, well-articulated curriculum, which builds bilingualism and bi-literacy. This curriculum will be:

- Based on and aligned to the California Common Core State Standards, English Language Development, California Department of Education State and Bert Corona Charter High standards.
- Rigorous, meaningful, purposeful, interesting, and rich.
- Student-centered and student-friendly.
- Multicultural
- Designed to provide authentic and ongoing reflection

Pedagogy
English Learners will have access to culturally and linguistically responsive teaching strategies that are focused on their experiences, interests, and needs. This includes:

- Complex, hands-on learning experiences.
- Opportunities for active processing, deep and critical thinking, and reflection.
- Connections between new and prior knowledge.
- Examining issues of social justice, which have daily impact on students' families and their communities.

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Instructional Resource

I. English Language Arts

The CA Common Core State Standards was updated as stated in the Department of Education Publications Senate Bill 1200, Statutes of 2012 and provided an update for: English Language Arts and Literacy in History/ Social Studies, Science and Technical Subjects (CA CCSS for ELA/Literacy). The CA CCSS for ELA/Literacy were modified on March 13, 2013, following the recommendation of State Superintendent of Public Instruction Tom Torlakson, to include the addition of the College and Career Readiness Anchor Standards and technical changes.

The English Language Arts courses will prepare students for thoughtful study by conveying the importance of being active thinkers during reading and writing exercises. In the area of curriculum development and language arts instruction for grades 9th-12th, Bert Corona Charter High will:

- Develop and or adopt an English Language Arts curriculum that incorporates the grade-level curriculum content specified in the Common Core State Standard. (
- Integrate reading, writing, speaking, and listening to form a greater understanding of history-social science, mathematics, and science.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful writers, poets, researchers, and speakers.
- Teach students to read with ease, fluency, and enjoyment.
- Expose students to multicultural fiction, non-fiction, poetry, essays, and scripts.
- Teach students to write with clarity, expression, and purpose.
- Coach students to deliver and critique oral presentations effectively.
- Engage students to reflect upon ways literature and writing impact their lives through authentic writing and multicultural literature selections.
- Integrate appropriate technology and technological analysis into the study of English-Language Arts.
- Adopt and implement Common Core State Standards.

As stated the CA ELD Standards, which emphasize that ELs at all, English language proficiency levels are engaged in the type of rich instruction called for in the CA CCSS for ELA/Literacy, with appropriate scaffolding that attends to their particular language learning needs. The goal of the CA ELD Standards is that at each grade level or span, is to ensure that ELs are fully supported as they read, analyze, interpret, create a variety of literary and informational text types;

- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;

- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and Develop proficiency in shifting registers based on task, purpose, audience, and text type.
- This framework for implementation of the CA CCSS for ELA/Literacy and CA ELD Standards is a critical and essential contribution toward achieving this goal.

Guiding Principles

The following guiding principles and beliefs informed the development of the framework:

- Schooling should help all students achieve their highest potential.
- The responsibility for learners' literacy and language development is shared. An ELA/ELD curriculum is designed, comprehensive, and integrated. Effective teaching is essential to student success.
- Motivation and engagement play crucial roles in learning.

BACKGROUND

Family and Community Engagement

Bert Corona Charter High promotes strong family and community engagement programs. These programs include: Quarterly Parent Conferences, Parent Advisory Committee equivalent to the English Learners Advisory Committee (ELAC), Bi-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 that 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. Further, they recruit and organize family/community to support parents in their Bert Corona Charter High 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 a 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 has developed 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.

Record Keeping

To ensure that accurate records are kept, every student identified as EL attending Bert Corona Charter High has an English Learner Folder (ELF). The ELF is maintained with the Coordinator of Instruction and shared with student's ELD teacher in grades 9th -through 12th. The ELF contains the following:

1. ELPAC Reports
2. Primary Language Assessments (IPT-Spanish)
3. Reclassification Documents
4. Home Language Survey
5. Parent Notifications
6. Waiver Documents
7. Other Norm-Referenced Standardized Test Results
8. Alternative Reclassification
9. Follow Up Reclassification
10. All assessments and scores

INITIAL IDENTIFICATION
(CCR-EL4)

Initial Identification

EL4 Bert Corona Charter High will properly identified, assessed, and supports all students who have a primary language other than English.

Home Language Survey

EL4a A Home Language Survey (HLS) is used to determine the primary language and is on file for each student at Bert Corona Charter.

Schools in California are required, at the time of the student's enrollment into Bert Corona Charter High to determine the language(s) spoken in the student's home in order to provide meaningful and appropriate instruction. This information is provided on the Home Language Survey (HLS). When enrolling a student at Bert Corona Charter High, a parent or guardian is required to complete a Home Language Survey as part of the process.

Assessment of English Language Proficiency

EL4b Each student whose home language is other than English as determined on the HLS has been assessed within 30 school days of initial enrollment in English comprehension, speaking, reading, and writing using the state-designated instrument.

Note: Administration of the HLS must include all four questions. The decision to test students who indicate a language other than English only on the fourth question should be made on an individual basis. Alternative assessments may be used for special education students with low-incidence and severe disabilities.

All students who's Home Language Survey indicates a language other than English on the survey's first three questions must be assessed in English language skills within thirty calendar days of initial enrollment in Bert Corona Charter High. The questions are: (1) first language learned by the child, (2) the language most frequently spoken by the child at home, and (3) which language is most frequently used by the parents or guardians when speaking with the child.

The California English Language Proficiency Assessment (ELPAC), the state approved instrument for testing English language proficiency, is used for this purpose. The ELPAC assesses the student's proficiency in English reading, writing, speaking, and listening skills. Students identified as having a home language other than English by the Home Language Survey, but score at the Early Advanced or Advanced levels on the ELPAC are designated initially as fluent English Proficient and placed in the appropriate language program.

- Initial Fluent (IFEP) Well developed, Intermediate English Learner-somewhat to moderately developed, Novice English Learner - minimally developed must reach English Proficient level bringing all skills to Intermediate Level.
- English Proficient levels are expected to maintain that level.
- Emerging: Students at this level typically progress very quickly, learn to use English for immediate needs, and begin to understand and use academic language for the grade level, with substantial language support provided.
- Expanding: Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided.
- Bridging: Students at this level can independently use a variety of high-level English language skills and fully participate in grade-level academic activities in all content areas, with light language support provided.

Students who indicate a language other than English only on the fourth question of the HLS, the language spoken most frequently by adults in the home need not be assessed with the ELPAC, and will be initially designated as English Only (EO) and placed in the appropriate program.

Primary Language Proficiency Assessment

EL4c Bert Corona Charter High has further assessed each English learner for primary-language proficiency, including comprehension, speaking, reading, and writing within 90 calendar days of initial enrollment. Parallel forms of the tests to determine English-language proficiency are used if available.

All identified English Learner students are assessed for primary language proficiency in reading, writing, speaking, and listening within ninety (90) calendar days of initial enrollment. An administrator trained and a fluent speaker of the student's primary language conducts the assessment. When no staff person is available for speakers of other languages, an informal assessment will be administered.

Parental Notification

EL4d All parents of EL and FEP students have been notified in writing of their child's English-language and primary-language proficiency results.

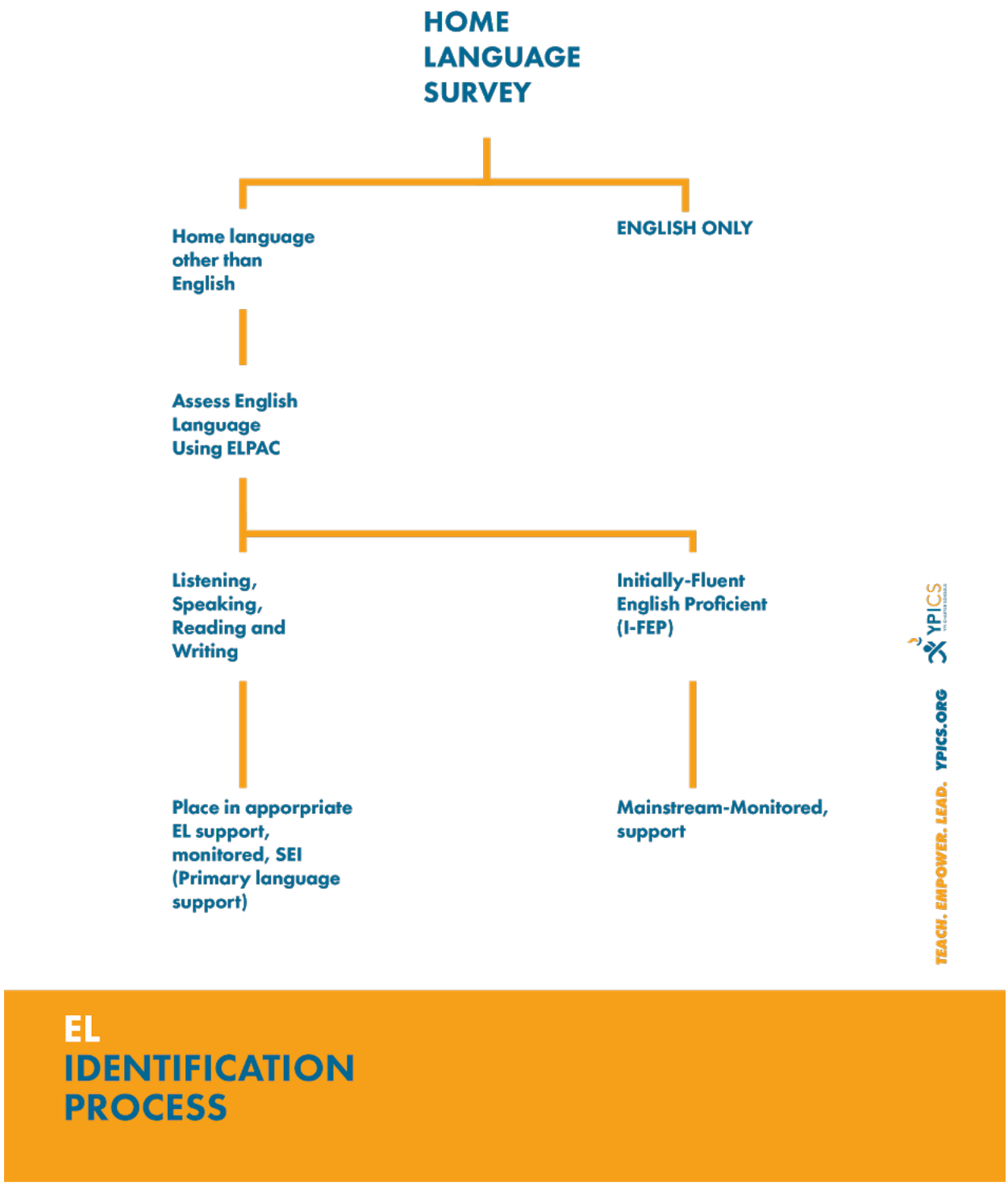
Every effort should be made to inform parents immediately of results of assessments; no later than ten (10) days following the completion of all initial assessments, the Initial Language Identification Form and the Initial Primary Language Identification Form will be sent to parents by the site resource teacher.

Maintenance of Records

Upon completion of the assessment process in grades 9th through 12th, the school will record the results into Bert Corona Charter High database. Results of initial assessments are entered for each student and communicated to the student's teacher(s). A copy of the Home Language Survey, original forms with assessment results in English and Primary Language, and Parent Notification forms are placed in the student's English Learner Folder (ELF).

FLOW CHART – Figure 1

Assessment for Initial identification and Program Placement



The instruction for Bert Corona Charter High English Learners consist of two primary programs which comply with all current state and federal laws,

1. Structured English Immersion
2. English Learners Mainstream Programs

These programs consist of a Common Core State Standards-English Language Development component and access to the core curriculum including the following:

1. Self-image/Cross-Cultural Awareness
2. Differentiated Instruction
3. Differential Materials
4. Student Assessments (multiple measures)
5. Qualified Staff
6. Catch-Up Plan (Computer Assisted Learning)

Parental Involvement

Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children including waivers for alternative programs.

All descriptions of the program are disseminated in the language comprehensible by the parent.

Instructional Programs
[CCR-EL3]

Instructional Programs

EL3 Bert Corona Charter High provides services to English learners to ensure that they are acquiring English-language proficiency and recovering any academic deficits that may have been incurred, in other areas of the core curriculum. Bert Corona Charter High provides additional and appropriate educational services to English learners in grades 9th through 12th in all classroom situations. These services are for the purposes of enabling English learners to overcome language barriers and must be provided until they have demonstrated English-language proficiency comparable to that of the Bert Corona Charter High average native English-language speakers and recouped any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

EL3a Each English learner receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and as effectively as possible.

EL3b English learners are meeting Bert Corona Charter High content and performance standards for their respective grade levels in core curricular areas. Bert Corona Charter High may choose to ensure that English learners acquire English and learn grade-level academic content simultaneously by implementing a program designed to keep English learners at grade level in all areas of the curriculum. Bert Corona Charter High may choose to concentrate first on teaching English so long as Bert Corona Charter High subsequently brings students to grade level in all other areas of the curriculum within a reasonable amount of time. Bert Corona Charter High has a plan that describes any academic deficits will be monitored and provided intervention.

These models comply with all current state and federal laws. Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children.

In July 2017, the California State of Education adopted a historic new English learner education policy, the English Learner Roadmap. This policy recognizing English learners as a system-wide responsibility, recognizing a need to provide EL students with rich and challenging curriculum from early childhood to grade 12, and respects the value of English learner's primary language and culture. On July 1, 2018 the California Department of Education regulations for implementing Prop. 58 to establish programs for English Learners that promote proficiency in multiple languages and leverage students' home language as an asset, the following principles as outline at *cde.ca.gov*:

All programs for English Learners provide Common Core State Standards English Language Development (ELD) and access to the core curriculum. All descriptions of programs are disseminated in the language comprehensible to the parent.

Placement in Structured English Immersion (SEI) or the English Language Mainstream setting is based on assessment, of the student's English proficiency. ELs that lack Reasonable Fluency in English are initially placed in SEI with support in primary language when needed. Those scoring above this level are placed in the English Language Mainstream.

Elements of Program Options
The goal and expectations for two English Learners programs are as follows: In the SEI, students scoring at ELPAC Levels 1 and 2, are expected to reach reasonable fluency 1-3 years with a time period of 5 to 7 years to be reclassified as FEP.

In our Mainstream program, students are expected to be reclassified in 3-5 years and 5 to 7 years to be reclassified as FEP.

English Learners Program Settings* -

*All of the instructional programs designed for English Learners must contain the following components:

1. Explicit, well-articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English Learners;
2. Well –articulated standards-based core curriculum instruction provided with primary language support and/or through specially designed academic instruction in English (SDAIE); and
3. Structured activities designed to develop multicultural competency and positive self-esteem, integrated through the core curriculum.

Task-based instruction allows students to work with concepts and language in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, or keep diaries);

1. Grade-level content instruction in English designed for English Learner;
2. Facilitating English Learners in accessing the same core curriculum as that of English-only students;
3. Language-sensitive and culture-sensitive content teaching;
4. Developed through comprehensible language;
5. Making accommodations in the learning environment so more students are able to access the content;
6. An ideal place to use language for communication;
7. A natural vehicle through which to teach English;
8. Good language teaching when the input is made comprehensible;
9. Instruction encouraging the active use of language and the emphasis on big ideas;

10. Instruction that allows the teacher to check for understanding frequently using interactive strategies;
11. Integrating assessment in an on-going and formative manner through observations portfolios, journals, and product-development; and
12. Built on language modifications such as pause time, questioning, pacing, and highlighting.

Key Features of SDAIE

In effective SDAIE classrooms, leaders, and teachers work together to ensure the use of sound practices that make content comprehensible for English Learners. These practices include:

1) modeling
2) contextualizing
3) reframing
4) checking for comprehension
5) questioning
6) orchestrating all modalities of learning
7) bridging
8) building schema
9) developing metacognition
10) monitoring/assessing
11) adjusting speech register
12) interacting

For English Learners at Beginning, Early Intermediate, and sometimes at the Intermediate level, access to the core can be facilitated by primary language support. The assignment of a BCLAD teacher is always the best method for providing language support.

However, when there are 10 or more students of the same language who need a particular course and a BCLAD teacher is not available, then the students will be grouped together with a CLAD-certificated teacher and provided a bilingual instructional assistant, who will use the primary language to motivate, clarify, direct, support, and explain.

Structured English Immersion (SEI)
The Structured English Immersion Program is an English language acquisition process for young children in whom nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Students are taught subjects “nearly all,” but not exclusively in English. Teachers may use the student’s primary language to motivate, clarify, direct, support, and explain. The goal of this program is for English Learners to demonstrate a reasonable fluency in English.

Bert Corona Charter High makes every effort to use a simultaneous approach designed to allow English Learners to learn English and to keep up academically on grade level in the content areas. In instances when a student does fall behind in his/her academic progress, an individualized catch-up/recovery plan will be developed to address specific needs. Student identified for this type of support will be placed in a setting that offers additional English Learner Support.

English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) are both used to meet the requirements of Structured English Immersion. ELD specifically teaches students English: listening, speaking, reading and writing. SDAIE

provides grade level academic instruction that gives students access to the core curriculum and teaches English vocabulary and reinforces English structures. Primary language support is provided as needed for the student to access the core.

Program Requirements

- All teachers must be appropriately certified, i.e., CLAD, BCLAD or in training, providing core instruction for ELs.
- Parents must be informed of the placement of their children in a Structured English Immersion Program and must be notified of the opportunity to apply for a parental exception waiver. In order to request a waiver, parents must visit the school unless a specific hardship exists.
- Core instruction in Language Arts, Math, Science, and Social Science is taught "overwhelmingly" in English using primary language support and SDAIE strategies.
- ELD instruction is provided daily using the Bert Corona Charter High adopted programs delivered by an appropriately certified teacher, i.e., CLAD, BCLAD or in training. In grades 9th through 12th students are grouped according to their level of English proficiency, for 45 minutes, this is provided during the Success For All Reading period, as determined by the ELPAC and other local ELD assessments students are provided ELD instruction per day at ELPAC levels 1 and 2, and at ELPAC Levels 3-5 placement is determined per each individual student diagnosis. At all levels, ELD instruction is coordinated with English Proficiency levels as determined by the ELPAC. Instruction must include listening, speaking, reading, and writing.
- Primary language materials may be used in all subjects.
- All students participate in activities that promote a positive self-image and cross-cultural understanding.
- After participating in this program for one year, students will be placed in the English Language Mainstream Program unless the student has not reached the level of reasonable fluency.

***Note:** Best practice and evidence from schools throughout the state support a design that provides substantial ELD (Two to three separate periods daily) for ELs at ELPAC levels 1 and 2. It is also good practice to have separate, 2-hour blocks of ELD for ELPAC level 3. A reading laboratory, as well as access to articles through Achieve 3000 and materials on the Internet will be provided in Bert Corona Charter High Advisory, PASS (Passport to Student Success)/ Rti to support student advisement, and supplemental support.

However, for some ELPAC 3s, and for ELPAC 4s, ELD instruction may be provided within sheltered or even "mainstream" English Language Arts/Literature (ELA) classes. Here are reasonable criteria for judging whether such ELD instruction meets the needs of students and the requirements of law:

a. The ELA teacher knows the ELPAC levels of students (oral, reading, and writing).
b. The teacher holds a CLAD, BCLAD, or equivalent EL authorization.
c. The teacher also uses interim ELD assessments beyond ELPAC

d. ELs are grouped (for at least some time) for ELD instruction by ELD level, and that instruction matches their ELD diagnosed need. It is different from the grade-level, ELA content. ELD need not be taught daily. Time and frequency should be justified.
e. The teacher and students can identify which ELD Standards are being taught.
f. The right materials for ELD are available and used.
g. The teacher has evidence (see "c", above) that ELs are making reasonable progress (i.e., there is progress toward reaching ELD benchmarks).

English Language Mainstream Program

In the English Language Mainstream Program, the student is placed into an all-English class with minimal primary language support. The student will receive ELD from the classroom teacher and be assigned to a section of ELD until they acquire reasonable fluency in English. English Language Mainstream Program teachers will be responsible for providing ELD instruction that continues the students' English language development, preparing them for reclassification, and make up any academic deficits which may have been incurred in the core curriculum as a result of language barriers. In addition, students will be provided with one or more core subjects taught using SDAIE. SDAIE is an instructional methodology designed to make lessons as comprehensible as possible to non-native speakers of English so that these students will be able to progress in their studies of Language Arts, Math, Science, and Social Science and meet grade-level standards.

Program Requirements

- All teachers must be appropriately certified, i.e., CLAD, BCLAD, Hughes or in training for these authorizations.
- ELD instruction is provided using Bert Corona High School-adopted program from an appropriately certified teacher, i.e., CLAD, or BCLAD. In grades 9th through 12th, students are provided 1 period of ELD instruction per day at ELPAC Levels 1 and 2, and at ELPAC Levels 3-5. At all levels, ELD instruction is coordinated with English proficiency levels as determined by the ELPAC. Instruction must include listening, speaking, reading, and writing.

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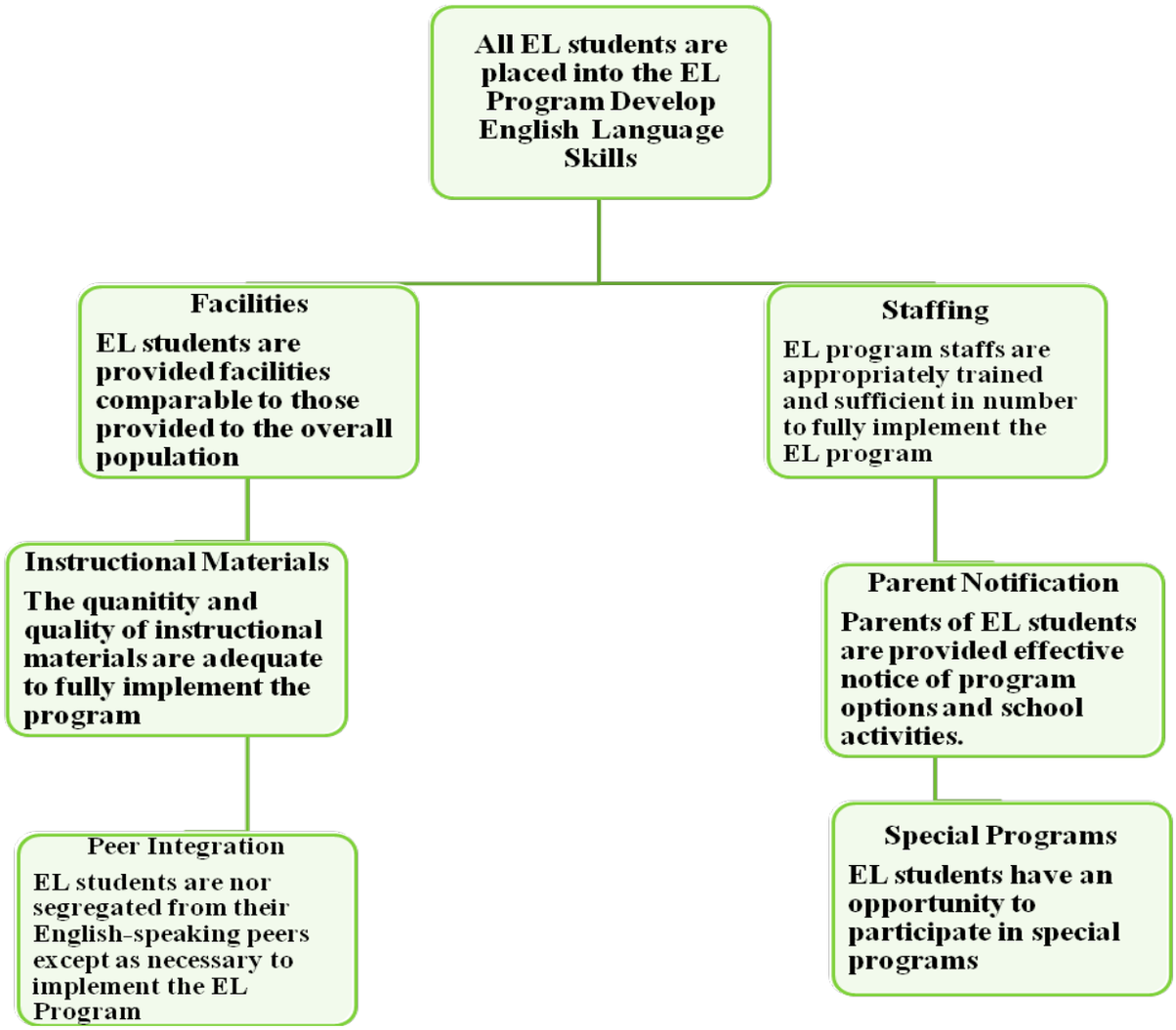
All EL students are placed into the EL Program Develop English Language Skills
Facilities
EL students are provided facilities comparable to those provided to the overall population
Staffing
EL program staffs are appropriately trained and sufficient in number to fully implement the EL program
Instructional Materials
The quanitity and quality of instructional materials are adequate to fully implement the program
Parent Notification
Parents of EL students are provided effective notice of program options and school activities.
Peer Integration
EL students are nor segregated from their English-speaking peers except as necessary to implement the EL Program
Special Programs
EL students have an opportunity to participate in special programs

Expanded Program (Grades 9th through 12th)

The Instructional program for students enrolling with ELPAC scores at levels 1 or 2, will consist of a 4-year program and/or a modified program.

Example of Teacher Monitoring Template (To be completed by English Language Arts Teacher and conference all teachers)

Sample

Year	Criteria	ELPAC Score	Smarter Balance English Language Arts	Grade English Language Arts	SBAC Interim Assessment Results	Teacher Recommendation

ENGLISH LEARNERS (EL's)

Bert Corona Charter High will administer the ELPAC initial identification assessment to students within 30 calendar days of enrollment for those students who indicate on the Home Language Survey that their primary language as other than English and for those students who have no record of English language development assessment results. Bert Corona Charter High will also administer the ELPAC annually to identify English Learners until they are re-designated from English Learner to Fluent English Proficient. According to the California State Board of Education Common Core ELD Standards:

- Initial Fluent (IFEP) Well developed, Intermediate English Learner-somewhat to moderately developed, Novice English Learner - minimally developed must reach English Proficient level bringing all skills to Intermediate Level.
- English Proficient levels are expected to maintain that level.
- Emerging: Students at this level typically progress very quickly, learn to use English for immediate needs, and begin to understand and use academic language for the grade level, with substantial language support provided.
- Expanding: Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided.
- Bridging: Students at this level can independently use a variety of high-level English language skills and fully participate in grade-level academic activities in all content areas, with light language support provided.

Reclassification

The California State Board of Education' s Reclassification Guidelines for English Learners

1. Comparison of performance in basic skills – earning C grades on core subject of English at grade level.
2. Assessment of English Proficiency- English Language Proficiency Assessment (ELPAC 4) and NWEA MAP
3. Teacher evaluation of student academic performance
4. Parent opinion and consultation

Table 2: EL Assessments

Grade Level	Performance in Basic Skills	Formative Assessment	Classroom Performance	Teacher Evaluation
9th-12th	• ELPAC Results (4 Score) • Smarter Balanced (Standard Met or Standard Exceeded)	• SBAC Interim Assessments • I-Ready Results • NWEA • Achieve3000 • Other to be adopted	• Grade in English Language Arts Course (C or better)	• Teacher Observation Rubrics • Teacher Judgment that is students is sufficiently prepared to perform in core curriculum at a level equal to Native English speakers

As stated Bert Corona Charter High continues to work closely, one-on-one with teachers reviewing student portfolios in determine if students are eligible for the reclassification redesignation process; which indicates that students, while achieving an early advanced and advanced on the ELPAC were not able to be re-designated as the student did not meet the criteria listed above, specifically the comparison of performance in basic skills.

The *Language Census Repor*t concludes that ELs are placed in other (undefined) instructional setting and not in a structured ELD program. Every Student Succeeds Act requires a development of a *Local Education Plan*. Bert Corona Charter High is following and adhering to the California Common Core State Standards/English Language Arts/English Language Development and as outlined in our EL Master Plan for English Learners. Further an assessment of the student's primary language literacy level skill will be used to determine the student's English level, and used as a base for English Language Development.

Goals for ELs are:

1. English learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 *USC* 1703[f], 6892; *EC* 300[f], 5 *CCR* 11302[a])

2. ELs meet state standards for academic achievement. (20 *USC* 1703[f], 6812, 6892; 5 *CCR* 11302[b]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989.)

The instructional improvement plan is based on the student academic achievement, student goals, organizational components of Bert Corona Charter High and various organizational perspectives or frameworks.

Stage 1: Implementing an English Mainstream Service Option
Time Frame: September 2016 through June 30, 2022
Implementation Target Date: September 1, 2018

- Integration of the Common Core State Standards English Language Development (ELD) standards into the school-wide curriculum with performance indicators
- Staff development on reviewing ELD Curriculum and ELD/language arts program, and programs to increase vocabulary and English acquisition.
- Staff development on utilizing curriculum standards instruction and assessments to determine academic levels upon enrollment
- Implement assessments to determine academic levels upon enrolling
- Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD Teaching strategies.
- Coordinator of Instruction and ELD Teacher observations of other charter school's EMI model
- Implementation of an English Language Development Course, at least two courses ELD 1 for beginning and Early Intermediate. ELD 2 for Intermediate and Early Advance. Since most courses have multiple levels professional development will be provided to staff to differentiate ELD for the multiple proficiency levels.
- Implement state-approved ELD language arts program into ELD courses.
- Action Research: Stages of Concern.

Stage 2: Follow-up and Monitor Progress
Time Frame: September 2016 through June 30, 2022
Implementation target date: September 1, 2020

- Action Research: Survey Levels of Use (LOU)
- Coordinator of Instruction, Director of Academic Achievement, and Student Achievement/Executive Administrator s will be available to encourage teachers to focus on lesson design and delivery on the diagnosed linguistic needs of EL's.
- Staff development follow-up to review ELD strategies and ELD program
- Monitor and follow-up on post-assessment results on a monthly basis
- Monitor teachers that are working toward CLAD/BCLAD emphasis.
- Implement ELD component to student portfolio (writing sample graded on set rubric and rubrics for professional levels). A pre and post-writing sample is to be implemented rubric for proficiency levels.
- Provide staff development on the student language proficiency reclassification process
- Implement student language proficiency reclassification process.

Table 3: Professional Development

Training Component **Professional Development as per California Department of Education**	Staff development on reviewing and implementing ELD Curriculum and ELD/Language arts program, and other vocabulary and language acquisition programs. Three Series (Introduction, Implementation, Follow-up) 2 workshops each	Staff development on use assessments aligned to ELD standards to determine academic levels upon enrollment.	Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD teaching strategies.
Theory Presentation	Power Point Presentation on English Learner Program	Professional trainer will conduct workshop on using the assessment	Current English Mainstream Instruction (EMI) teachers will conduct an ELD lesson, focusing on ELD strategies.
Modeling	The various features of the materials will be modeled	The trainer will model how to set up the assessments on the computer.	Current EMI teachers will come and conduct an ELD lesson, focusing on ELD strategies.
Practice	Participants will practice using the instructional materials	Participants will practice using the computerized assessment	Participants will form groups and practice ELD strategies on each other
Feedback	Facilitator and other participants will provide feedback.	Facilitator will provide feedback	Current EMI teachers will provide feedback to groups.
Coaching	Facilitator will provide coaching to participants' groups	Facilitator will provide coaching to participants' groups	Current coach will provide support to individual teachers

Success Indicators

The implementation of the ELD program will be reviewed by using assessment data results from indicators as it relates to student academic achievement. Growth on ELPAC assessment will be used to determine if students are meeting set growth target as indicated in their individual learning plan. Goals for ELs are:

1. English learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 *USC* 1703[f], 6892; *EC* 300[f], 5 *CCR* 11302[a])

2. ELs meet state standards for academic achievement. (20 *USC* 1703[f], 6812, 6892; 5 *CCR* 11302[b]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989.)

The following assessment instruments will be used to monitor progress and to determine student placement.

- Set growth achievement detailed in individual student learning plan.
- I-Ready
- Annual Smarter Balanced Assessment
- Performance Assessments, including an oral presentation and inquiry format
- Student Portfolio: Writing Sample
- ELPAC

In addition, Bert Corona Charter High will work during the 2019-2020 school year toward achieving the following success indicators:

1. English Learners will increase by +3% on the basic re-designation in the Smarter Balanced scores for English/Language Arts section
2. English Learners will increase by +3% on the basic re-designation in Smarter Balanced scores for the mathematics section.

The English Learner Master Plan will be used as a resource guide for curriculum planning. Teachers will attend appropriate English Learner training or receive such staff development. This will allow our teachers to become qualified to train other teachers during in-service professional development.

Bert Corona Charter High teachers also participate in BTSA professional development, or provided via staff development or university training.

Professional Development

The development of the faculty and staff is of primary importance to the Bert Corona Charter High community. As the school progresses, student learning needs will be primarily addressed through the formal faculty meetings, leadership meetings, and assessment of student achievement data. For example, 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 will be taken every year to increase professional development for leadership and staff. Bert Corona Charter High recognizes the importance of being strategic and allocates sufficient funding to ensure ongoing professional development.

Continuous Professional Development

A key component of the Bert Corona Charter High instructional goals is the use of backward design in teacher developing their unit plans and instructional effectively. For support Bert Corona Charter High has received instructional coaching and professional development from the Success For All Foundation, GEMAS Consulting, and Loyola Marymount University, this includes ELD, SDAIE, strategic design unit planning and instructional support.

During ongoing professional development teachers use benchmark results, mid-year and end of the year assessments, as well as other student data. 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 has adopted an instructional model that focuses on the following strategies:

- Collaborative and project-based learning
- Writing to learn in all subjects
- Literacy groups during SFA and throughout the day
- Questioning strategies, which include reading strategies such as clarify, predicting and summarizing; learned in SFA and expected in all instruction.
- Scaffolding texts; which is modeled and used throughout the SFA program.
- Academic classroom talk, we believe the power is in the discussion.
- Interactive computer assisted instruction

A main component of the induction process is the Bert Corona Charter High teacher's summer preparation session. This is a two-week teacher led orientation prior to the start of the academic school year. New teachers attend various meetings and workshops that acquaint them with procedures and processes relative to the operation of the school and culture of the campus. Teachers are introduced to the Bert Corona Charter High instructional model and veteran teachers present workshops. In addition, new teachers will be enrolled in the sponsored Beginning Teacher Support and Assessment Process.

All Bert Corona High School teachers take part in a weekly teacher meeting that focuses on instruction. These meetings are held every Monday from 2:30 p.m. to 4:00 p.m. The initiation of ongoing professional development follows from mid-year and end of the year assessments. Reflective data taken from leadership, faculty, staff, and parents helps develop the planning for professional development. As stated above, the school has focused much of the professional development towards the strengthening of instructional strategies.

Bert Corona Charter High will provide 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 and staff will participate in the training 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 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 Every *Student Succeeds Act (*ESSA) legislation will be incorporated in this plan. (Change as per new adoption).

Staff professional development is aimed at closing the achievement gap. Orientation begins two 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 throughout the school year. Operation check-in meetings are held on Tuesday mornings from 3:45 pm until 4:15 pm. Teachers are offered the opportunity to observe their colleagues teach, be observed by staff or education consultants; as well as other stakeholders Teachers have been provided with weekly, individual planning time to be used to plan, reflect, and improve their quality of teaching. All teachers have specific planning time. Bert Corona Charter High Block Schedule allows for teacher to prepare, observe other classroom, research, and work on individual student plans.

Teachers will have the opportunity to review benchmarks, assessments, and progress of each of their students in their classroom and progress in other classes. They also can gain knowledge from observed trends in data collected, data analysis, strategies that work, challenges and strategize to meet student needs. Staff is encouraged to attend workshops and professional development seminars throughout the year.

In-service themes include: Special Education-Teaching strategies, Student Study Team (SST), effective school-wide study practices, and an opportunity for teachers to collectively reflect and assess individual student academic achievement. Experienced staff members, educational consultants or professional experts facilitate these faculty meetings and in-services. Staff development supports the quality of teaching that occurs at Bert Corona Charter High and assist teachers with planning and implementing a rigorous, college preparatory curriculum that is research-based and aligned to the California Common Core ELD State Standards. Professional development also provides teachers with resources and strategies to collaborate and share their expertise.

Collaboration and Integration

Bert Corona Charter High 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 High 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.

Bert Corona Charter High understands 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 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:

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

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

This process of aligning standards and assessments to real-world learning applications those take the shape of meaningful, rigorous, and assessable projects. At Bert Corona Charter 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 formatively and summative 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 are 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. 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 brought to light 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.

The professional development in preparation will continue to focus on this integration, as a transition period towards 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.
- Scope and Sequence
- Curriculum will address all state required standards and will utilize:

Bert Corona Charter High has incorporated the following recommendations:

- Have uniform standards: Bert Corona Charter High will have clear and high expectations of all students that fully align with the California Common Core State Standards.
- 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 High core subject teachers will have an appropriate credential in their subject matter based on ESSA requirements for highly qualified teachers. In addition, regular planning and professional development time will allow teachers to improve their practice.

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 High School.

Program Goals

Bert Corona Charter High will create 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:

- 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.

These foundational values inform the school's philosophy and the Schoolwide Learner Outcomes (SLOs). The faculty through discussion and collaboration developed the SLOs. The school leader annually sets academic goals and the SLOs to evaluate both students and faculty. In this respect, the school's vision, philosophy, goals, core values and SLOs have a common thread of setting high expectations for students in academic and personal success.

How Students Become Self-Motivated, Competent, Lifelong Learners

Bert Corona Charter High 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 High continually strives to develop a culture that fosters in student's self-motivation, competence and the foundation of lifelong learning.

Purpose

Administrators, faculty, parents and staff working with students demonstrate a shared purpose to develop each student's knowledge and skill 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 is shared among administrators, faculty, classified staff, students and parents. Decisions are reached through consensus and minority opinions are considered and valued. Departments and individual teachers enjoy a large degree of professional autonomy. They are encouraged to use their best professional judgment in accordance with California State Department of Education, and/or Common Core State Standards, and NGSS in achieving high levels of student learning.

Environment

The environment of the school is safe, orderly and supportive. Students find the school a good place to study and a pleasant place to be. Schoolwide standards for students' behavior are perceived by students and staff members to be fair and equitably enforced. Instances of vandalism and violence on campus are dealt with in a timely manner; student absenteeism and dropout rates are maintained at a minimum level.

Diagnostic assessments that will be used to enable Bert Corona Charter High to monitor the effects of proposed changes on student performance

Bert Corona Charter High Assessments
ELPAC-- the California English Language Proficiency Assessment is 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 the following is a sample of the kinds of standardized reports available to the school community for analysis:

Measurable Goals of the Educational Program

Please refer to the LCFF State Priorities table in Element 1 for a description of the measurable goals and objectives of Bert Corona Charter High School educational program. Bert Corona Charter High School educational goals or objectives, include a description of the knowledge, skills, and aptitudes to be measured. Each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each State priority.

Specific performance targets (pupil outcomes), for all pupils (i.e. school-wide) and for each subgroup of pupils identified pursuant to Education Code § 52052, that align with the eight (8) state priorities identified in Education Code § 52060(d).

Table 4 Assessment Calendar for Bert Corona Charter School

BCCH Assessment Calendar		
Time Frame	**Units/Assessment**	**Notes**
PSAT October 19	PSAT: 9, 10, 11 grades	
Assessment #1 October 26-28 (9 weeks of instruction)	1st Semester Mid-Term (Interim Asst #1	
1 week 10/31-11/4	Scoring Analysis and Planning	
1 week 11/7-11/11	Re-Teach Objectives from Mid-Term	Re-Teach based on test results analysis
Assessment #2 January 18-20 (10 weeks of instruction)	1st Semester Final Interim Asst #2	
1 week 1/23-1/27	Scoring, Analysis, and Planning	
1 week 1/30-2/3	Re-Teach Objectives from final	Re-Teach based on test results analysis
Assessment #3 April 5-7 (10 weeks of instruction)	2nd Semester Mid-Term Interim Asst #3	
1 week 4/10-4/14	Scoring, Analysis, and Planning	
1 week 4/17-4/21	Re-Teach Objectives from Mid-Term	Re-Teach based on test results analysis
SAT & AP Exams May 1-12	May SAT Date for 11th graders AP Exams for Various Subjects	
Assessment #4 June 13-15 (9 weeks of instruction)	Year-end Final Exam (Interim Asst #4	

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Measurable Pupil Outcomes: Summative Assessment Performance Targets

Student-Level Outcomes

It is important to note that while our primary focus in all aspects of our curriculum, direct subject-matter instruction, project-based learning time and instruction in the arts is in ensuring each student's mastery of grade level standards in the core content areas, as a mission-based school, we also value highly qualities and skills above and beyond the core state standards. As detailed throughout this petition, our "backwards design" approach to lesson planning and our focus on data-informed instruction both work to clearly define and then assess which state standards and other objectives are desired and then achieved.

Bert Corona Charter High School utilizes a variety of assessment tools in evaluating student achievement of stated objectives across all disciplines. Among the assessments used are teachers' assessments of student work and mastery of applicable standards and other learning objectives, student work portfolios, teacher observation, and conferencing with students.

The skills, knowledge, and attitudes in the chart below are measurable school-wide learning objectives derived from state and national standards, as well as school-wide learning outcomes. The use of in-house assessments and the frequency of assessment are also addressed. Bert Corona Charter High School uses the following online assessments.

Prevention/Intervention/Acceleration Reading Program:

All 9th grade students are leveled and placed into a reading elective block based on their instructional level. Therefore, if an 9th-grade student with special learning needs or an English Language Learner is reading at the 4th reading level based on the Gates-MacGinitie normed reference test he or she is assigned to a certificated teacher that is responsible for teaching reading at the 4th-gradereading level. The reverse is also true, if there is a 10th-grade gifted student that is reading at the 12th-grade reading level based on the Gates-MacGinitie, then he or she will have the opportunity to participate in an elective 12th grade Reading Edge Course.

The Reading Edge is a research-based, and research-proven program designed to meet the unique needs of young adolescent readers. Since the range of reading achievement is extremely broad in this age group, the Reading Edge provides instruction for students at beginning through 8th-grade+ reading levels. Students are assessed and placed at their appropriate reading levels. Students reading at a third-grade level or higher will focus on developing comprehension strategies using both narrative and expository texts. Students reading at earlier levels use high-interest fiction, nonfiction, and reader's theatre to develop basic decoding skills, reading fluency, vocabulary building, and comprehension. All levels focus on building background knowledge and developing study skills to foster future success in school and beyond. Additionally, the Reading Edge uses cooperative-learning techniques to engage students with their learning and to create and foster a positive classroom environment.

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High school students who are reading at a second and third-grade level have mastered basic phonics skills, but they haven't achieved enough reading fluency and vocabulary to make contact with the world of adult reading, contact that first occurs at the fourth-grade reading level. The goal of these units is to give students at this level the help they need to achieve a fourth-grade reading level as quickly as possible. This general goal can be broken down into the following areas:

- The students will acquire word recognition skills. In levels 2 - 3, students are provided direct instruction in techniques and strategies they can use to successfully decode unfamiliar words, such as using phonetic clues within the word, using other words in the text as clues, breaking down multisyllabic words, and identifying prefixes, suffixes, and base words.
- The students will achieve greater reading fluency. Fluency is the ability to read smoothly at an acceptable speed with few errors and with good expression. While students can sometimes read fluently without understanding what they read, achieving fluency frees up the intellectual resources that students need to accomplish comprehension tasks.
- The students will continue to develop their vocabulary. These students need help with both learning completely new words (a task that is particularly critical for students who are learning English as a second language) and with learning to read words that are already in their spoken vocabulary. Levels 2 - 3 offer activities that assist with both aspects of vocabulary development.
- The students will learn basic comprehension strategies. While levels 2 - 3 appropriately emphasize fluency over comprehension, the students will learn that fluency is only important to the extent that it results in better and more efficient understanding. Fluency is thus always taught in tandem with guidance and validates s for comprehension. The comprehension strategies that are offered range from basic clarifying techniques (such as sounding words out, looking at other words and pictures for clues, and asking for help) to important strategies that contribute to active reading, such as predicting, asking questions, making mind movies, and summarizing.
- The students will learn to write in response to what they read. Levels 2 - 3 focuses on helping students write correct and complete sentences, applying appropriate punctuation, capitalization, grammar, and spelling, as well as vocabulary building.
- Reading Level 1 (first-grade reading level) focuses on giving beginning readers the tools they need for literal comprehension. It uses a sequence of illustrated stories, presented with phonetically regular text that becomes more difficult as students master new skills.
- Reading Levels 2 - 3 (grades 2 and 3 reading levels) use simple fiction, nonfiction, and reader's theater to focus on basic decoding skills and improving reading fluency.

Once students are reading at levels 4 – 8+ (grades 4 through 8+ reading levels), content educators will continue to use short stories, novels, poetry, and nonfiction to help students learn effective comprehension strategies.

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Frequent feedback motivates students in all instructional levels:

- Students get weekly feedback on their progress.
  They set individual and team goals and track their progress. Being aware of their own gains and experiencing success a step at a time motivates students to take on new challenges with confidence.
- As soon as they are ready, students are moved to the next level.
  Every eight weeks students are given a test to identify their reading level. Assessing reading skills regularly assures that students are continually challenged and do not lose momentum.
- The Reading Edge is flexible.
  Teachers can use formal and informal assessment data from The Reading Edge to tailor instruction so that it meets the needs of their students and the school and state goals.

All instructional levels of the Reading Edge allow students to progress at their own pace, gaining pride and confidence in their abilities as readers. Instruction is consistently matched to students' gains in ability. Within each class, motivated students are given the option to forge ahead with new material, even as they help their partners and teammates. All students, regardless of achievement levels, receive instruction that is keyed to their particular needs and to level-appropriate goals.

Core Subject Classes:
When entering a classroom, visitors will see standards-based instruction. Visitors will also see a unit section, which will identify the state standards being addressed, the assessments being utilized, and specific learning objectives and outcomes for the day. Often in the first ten minutes of the classroom teachers will utilize a warm-up to help students activate background knowledge. Or, teachers may use the time to provide direct instruction to help students acquire new knowledge.

All instruction will follow the Strategic Design Model, which trains teachers to use backwards-planning process to make deliberate decisions to provide effective instruction. The Designing for Student Achievement method by Insight Education Group, teaches teachers to identify desired outcomes (Standards and Bloom's taxonomy) align those outcomes to multiple assessments (formative, and summative assessment options are used) and to develop and differentiate instruction toward student needs (Bloom's Taxonomy, research-based strategies, and differentiated instruction.)

Students work in both leveled and collaborative groups to actively engage in culturally relevant project-based learning. While in their groups, students will utilize Thinking Maps to help them to think critically across all subject areas and to complete all of their standards-based tasks and assessments. The following CRRE (Culturally Relevant and Responsive Education) instructional strategies will also be utilized throughout the day:

Contrastive Analysis: Oral and written language skills: integrating linguistic knowledge of SAAE (Standard American Academic English) into home language of Standard English Learners.

- Personal Thesaurus: To build on prior knowledge.
- Culturally Relevant Literature: Draws upon personal knowledge to make meaning of the text: Learning environments that facilitate literacy acquisition and establish linkages between the home and school cultures.
- Building on the Learning Styles and Strengths of SELs (Standard English Learner) learning styles: Individual preferred orientations, social interactions during study time, and types of reward structures that motivate the individual to persist and reach their individual goals.

The NWEA MAP Test (Measures of Academic Progress) creates a personalized assessment experience by adapting to each student's learning level—precisely measuring progress and growth for each student. If your child correctly answers a question, the computer assessment provides a harder question next. If they miss that same question, then an easier question is asked. This provides essential information about what your child knows and is ready to learn.

The NWEA MAP is published by the Northwest Evaluation Association (NWEA) and is given via computer to children in grades K-12. Its structure is cross-grade, which provides the measurement of students who perform on, above, and below grade level. It is multiple choice and contains questions that are the depth of knowledge so that you can see if your child performs at level 1, 2 or 3 of difficulties. The test is untimed, but students generally spend about 60 minutes per subject area. Feedback results are available in 24 hours. The MAP is not a high-stakes test but is given to students at the beginning, middle, and end of the school year to measure a student's academic achievement and calculate academic growth. The MAP offers teachers a way to focus and plan for how they use the time for either intervening with students or providing enrichment (if your child qualifies) to challenge higher-level students.

The MAP Test assessments reveal precisely which academic skills and concepts your child has acquired and what he/she is ready to learn. MAP assessments are grade independent and adapt to each student's instructional level so that you can track your child's achievement and notice trends to help with setting objectives. Every item on a MAP assessment is anchored to a vertically aligned equal interval scale, called the RIT scale for Rasch Unit—a stable measurement, like inches on a ruler that covers all grades. Because the measurement is reliable and accurate, RIT scores serve as an essential data point in a student's learning plan; educators can see their precise learning level and respond accordingly.

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

Student Grades: Reports are mailed home frequently (every 5 weeks) during the year to indicate student progress. Parents may contact teachers or meet with Advisor on a regular basis.

Alert Solution: Phone communication tool used to provide parents with up-to-date information about their students' attendance, class performance and test scores, as well as school events and upcoming activities.

State Assessments

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

Bert Corona Charter High Outcome Goals-Skills, Knowledge, and Attitudes

Bert Corona Charter High will satisfy state requirements for student assessments as required by law. Bert Corona Charter High School is committed to closing achievement gaps and increasing the academic performance of all its students, including low achievers, high achievers, and English Language Learners and students with special needs. The goals and performance outcomes for all students and the school are as follows

College-Readiness

All students matriculating through Bert Corona Charter High will complete a board-approved A through G, CSU and UC mandated scope and sequence of courses, at a graded level of performance of C or better. These courses are based on CACC state standards, approved by the UC Regents, and required by every student seeking a diploma. There are no non-diploma course sequences available to students at Bert Corona High School. All graduates of Bert Corona Charter High will be immediately eligible for admission to a CSU or UC institution of higher education, the determination of which being dependent on GPA and SAT performance. All seniors will be required to take the PSAT NMSQT and the SAT prior to graduation.

Life-Long Learning

Students at Bert Corona Charter High will be monitored for reading level growth (grade-level lexile), writing accuracy and effectiveness, and problem solving ability. Formal interim assessments as well as state and national criterion-referenced measurement tools will give multiple points of feedback to students as they seek to become skilled in

capacities they will need to continue their educational journeys in post-secondary training and beyond. These capacities will include a toolkit of immediately employable job skills in the area of digital media production and publishing, which the school will instill in each of its graduates through a three year CTE continuum of courses taught by a highly skilled and credentialed multi-media artist with industry experience.

Active Citizens

Students at Bert Corona Charter High will be required to invest a minimum of 100 hours of volunteer service over the course of their high school enrollment. Students will be trained in the protocols of community partnership and taught the history of activism and service modeled by the schools' founding namesake, Mr. Bert Corona. Both staff and parent stakeholders will continue to build relationships with local service organizations, resulting in sustained, annual service opportunities for all students. The school will be known within its local community as the high school that lives out the legacy of Bert Corona in its service to Pacoima and the San Fernando Valley.

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Reclassification Form for English Learners

Student Name:_____ Birthday:_____

Date of ELAC Meeting:_____ Grade: _____

Student Performance:

Assessment	Date	Score	Required Score
1. Smarter Balanced Achievement Level – ELA/NWEA MAP ELA RIT			(NWEA MAP) 212 or higher RIT (SBAC) Upper Level 2 or higher Upper Nearly Met Standards or higher
2.ELPAC– Overall Proficiency			4 or 5
3.ELPAC– Listening			3, 4, or 5
4. ELPAC – Speaking			3, 4, or 5
5. ELPAC- Reading			3, 4, or 5
6. ELPAC– Writing			3, 4, or 5
7. Academic Performance			Grade of C or higher in English – Language Arts

Reclassification Committee Recommendation: ☐ Yes ☐ No

Student has acquired sufficient English language fluency and academic skills to succeed in an English-only program.

Action Taken:

_____ Student meets the district's reclassification criteria.

_____ Student does not meet the district's reclassification criteria.

Comments:

_____

_____

_____

Executive Administrator Signature: _____

Committee's Signature: _____

Teacher's Signature: _____

Parent's Signature: _____ Date: _____

LCAP Summary 2019

LCAP Goals	Analysis Results	Measurement/Achievement
State Priority 1: Basic Services provided to all students. (Conditions of Learning)		
1A: Maintain the appropriate assignment of fully credentialed teachers in the appropriate subject areas.	• Teachers at BCCH are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching: Charter determined annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.	Priority Met • Annual review of faculty, staff, and vendor Department of Justice and TB clearance • CCSS training is embedded into professional development. • CCSS ELD Strategies for EL students to access core curriculum/attainment academic English • 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, 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.

1B: Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.	• Students do have access to standards-aligned materials and curriculum in all classes for all subjects both physically in the classroom and through online E-textbooks. • All textbooks and materials align to UCCI courses that have been approved by UC Doorways.	Priority Met 100% of students have access to standards-aligned materials and additional instructional materials as stated in our petition. • Reviewed standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation. • Teachers are provided Professional Development • Purchased 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. • Use of NWEA, Illuminate, ALEKS, Achieve3000, and other resources.
1C: Maintain a clean and safe school facility.	• BCCH works together to maintain a clean campus by partnering with the MaClay Middle school Plant Manager to ensure that all trash is removed and the grounds are swept and kept clean along with the bathrooms twice a day. • BCCH encourages students to take ownership of their campus by participating in a once a month campus beautification projects and to ensure that their learning and playing spaces are kept as clean as possible.	Priority Met: • BCCH works together to maintain a clean campus by partnering with the MaClay Middle school Plant Manager to ensure that all trash is removed and the grounds are swept and kept clean along with the bathrooms twice a day. • BCCH encourages students to take ownership of their campus by participating in a once a month campus beautification projects and to ensure that their learning and playing spaces are kept as clean as possible. • School Facilities are maintained in good repair.

	• School Facilities are maintained in good repair.	
State Priority 2: Proficiency for all Students in Student Academic Achievement specifically in English Language Arts, Mathematics, NGSS		
Priority 2: Basic Services to provide for student academic achievement.	• Supplemental curriculum and materials supporting CCSS • Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, (Multiple emphasis on biological and physical sciences, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and e-texts. • Supported by Success for All program, and protocols. • *Blended Learning approaches and) implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction through small group instruction, gather real-time data and provide leveled instructional resources for students.*	Priority met • To be measured by student academic results and ongoing benchmarks • In addition to general implementation to all students, added focus on EL students gaining content knowledge. • Success with subgroups is 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: Academic Counselor, Parent Coordinator (Director of Operations), and Coordinator of Instruction and the Executive Administrator.
State Priority Goal 3: Knowing that parents serve a critical role in a students' success, BCCH strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life. (Parent Engagement)		

3:Maintain parent representation on the School Advisory Council.	• Parent engagement is a key component of BCCH. Parent representatives who have been elected by the parents to the School Advisory Council (SAC) have the opportunity to meet every other month and provide input towards key school initiatives and systems. • The SAC committee, parents communicate directly with the administrative team during monthly "Pan con Café". • Parent workshops are offered on a weekly basis including, FAFSA, Junior Parent Meetings (College Applications and SAT Requirements, EL Parent Meeting, Parent Conferences and LCAP Meetings were apart of the SAC meetings this year.	Priority Met: • Continued support for parent involvement.
State Priority 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 (Pupil Outcomes)		

Goal 4: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 measured by the 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.	Benchmarks for growth were established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.	Priority Met (Growth as indicated in data below) • Continued effort to provide students with academic achievement. • 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.
State Priority Goal 5: Pupil Engagement as measured by: **School attendance rates;** **Chronic absenteeism rates;** **School dropout rates;** **High School graduation rates** **(Student Engagement/Family Engagement)**		
5A: School will maintain a high Average Daily Attendance Rate (ADA)	• ADA counts have been strong all school year. • ADA has offset the fact that our enrollment is a bit lower than expected. The school's most recent ADA report is 96.7%.	Priority Met Above >95% rate

State Priority 6: School Climate will be maintained applicable to the following: **Pupil suspension rates;** **Pupil expulsion rate; and** **Other measures including surveys** **(Engagement)**		
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	• 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	Priority Met Decreased Suspension Rates
State Priority 7: Students, including all student subgroups, unduplicated students, and students will have access to academic and educational program as stated in the schools' charter. (Conditions of Learning)		

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 BCCH 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. • Standards Based Grading/ mastery learning. • Reflection that leads to academic self-awareness and increased success. • Accountability.	Priority Met Measured through SFA, Achieve3000, Illuminate • Multi-tiered System of Support (MTSS) • Positive Behavior Intervention and Supports (PBISS) • Effective cycle of Instruction including Direct instruction • Standards Based Grading/Mastery Learning • Research based projects • Cooperative group work and projects • Interdisciplinary 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. • Computer Assisted learning as described in Blended Learning • Provided a fitness program
State Priority 8: Teachers receive dashboard with student performance and expectation for achievement.		

	• 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. • Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement. • Use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.	Priority Met • Multi-tiered System of Support (MTSS) • High School graduation • College and career indications • Career Pathways

BCCH LCAP Summary 2019

ENGLISH LEARNER PLAN (EL)

MISSION

The mission of **Monseñor Oscar Romero Charter** 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** 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 Schoolwide Learner Outcomes (SLO), every student who graduates from **Monseñor Oscar Romero Charter** 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

School Year 2019-2020 (*Working Document*)

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Introduction

Included in this revised English Language Learners Performance and Improvement Plan is the use of the following supporting two main legislations addressing the needs of English Learners. In July 2017, the California State of Education adopted a historic new English learner education policy, the English Learner Roadmap. This policy recognizing English learners as a system-wide responsibility, recognizing a need to provide EL students with rich and challenging curriculum from early childhood to grade 12, and respects the value of English learner's primary language and culture. On July 1, 2018 the California Department of Education regulations for implementing Prop. 58 to establish programs for English Learners that promote proficiency in multiple languages and leverage students' home language as an asset, the following principles as outline at *cde.ca.gov*:

Principle One: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle Two: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle Three: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Principle Four: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

This document builds on our core beliefs. First, students' learning and achievement are at the center of all our policy decisions and are the focus of the English Learner Master Plan. Families are critical partners in the privilege and responsibility of ensuring that all multilingual students become proficient in English and master the academic content required of every student in California. English learners face the dual tasks of learning rigorous academic subject matter while simultaneously mastering a new language.

We acknowledge that English learners face enormous challenges, yet they also bring vital linguistic and cultural assets to our community. At Monseñor Oscar Romero Charter we value and promote 21st Century college and career ready knowledge and skills, as well as multilingual and multicultural proficiencies that provide real advantages to our students in today's complex, interconnected world. We strive to achieve these academic and linguistic goals by implementing the highest quality, evidence-based programs and services for these students. While the plan describes procedures and systems that are required by state and federal law, this plan describes what is to occur in the classroom. We promote culturally responsive teaching that acknowledges the strong cultural heritages of all ethnic and linguistic members that live in Los Angeles.

Our goal is to build on that rich heritage and expand upon it to ensure that our students have the tools they need to achieve their dreams. A teacher handbook is included with this document that describes some of the research-based practices that Monseñor Oscar Romero Charter endorses and expects to see these strategies used in classrooms. Professional development efforts will be focused around the use and implementation of California Common Core State Standards for English Language Development strategies.

The mastery of standard, academic English is an issue of access, equity, and social justice. The Monseñor Oscar Romero Charter believes that a student's education should not be determined by his or her race, ethnicity, linguistic background, or socioeconomic status. We acknowledge the role that each of our individual characteristics plays in making our students who they are, and in our language learners; whether we are learning a new language, new vocabulary related to a program of study or a job, or different registers of speech in varied social settings. We are all continually learning to use language. Therefore, all teachers are teachers of language. With California's adoption of the new Common Core State Standards, and their emphasis on academic language and literacy across the disciplines using the English Language Development component will further support our students in the acquisition of English.

Monseñor Oscar Romero Charter further supports and provides language enrichment through the use of Success for All program as we build students' mastery of standard, academic English and academic content proficiency. In this plan, we endorse teaching practices and strategies that respect, affirm, and build upon the language and culture of each child.

The ***English Learners Plan*** was developed to successfully provide educational services to our English Learners by addressing the following eight components:

1. Goals for English Learners
2. Initial Student Identification
3. Instructional Programs
4. Placement of Students and Reclassification Process
5. Evaluation, Monitoring and Accountability
6. Staffing and Professional Development
7. Parent Advisory Committees
8. Funding

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.

This *EL Plan* is the structure and foundation for an effective and successful instructional program for our EL students. The plan will be monitored and evaluated for necessary modifications to best meet the needs of our students on an ongoing process.

All Monseñor Oscar Romero Charter personnel, teachers, staff, and administrators-are expected to follow the procedures specified in this EL *Master Plan.* Staff members who find ways to improve on these practices are encouraged to bring any proposed modifications to the attention of the Executive Administrator, for written approval to ensure that any such modifications meet the standards set by our governing board and are consistent with state and federal law. **All** responsible personnel of Monseñor Oscar

Romero Charter are to fully implement this EL *Master Plan;* failure to do so will be reflected in the employees' evaluation.

The major goals for English learners are to develop proficiency in English and in the school's core curriculum as rapidly and as effectively as possible in an established English-language classroom. English learners are reclassified as fluent English proficient after meeting established criteria to ensure these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school's average native English-language speakers.

English Learners Vision Statement

> *We believe in the potential of our students.*
> *We believe* ***ALL*** *students must have equal access to a high quality education.*
> *We believe and acknowledge that English Learner (EL) students have a rich language and cultural background that provides a strong foundation for learning.*
> *We hold that knowledge is not language-based.*
> *We acknowledge that academic proficiency in the English Language is necessary for educational and professional success.*

Based on these beliefs, Monseñor Oscar Romero Charter addresses the needs of its EL students, grades 6th through 8th through a comprehensive educational plan, which incorporates the acquisition of the English language while providing the option of increasing academic proficiency in the students' primary language and preserving their cultural heritage.

Components of the Vision

1. English is a vehicle for access to education. Not being able to speak the language used in schools for instruction is, therefore, a barrier to an education and limits the potential of students in Bert Corona Charter.
2. A child's primary language is part of his or her identity. Learning to speak and write in one's home language, having that language incorporated into one's education, and making the choice about how and when one uses it are basic human rights. To ask children not to use their home language or adopt a new language is the same as asking them to deny their identity or to take on a new one.
3. Language resources. A child's home language is a resource to be conserved, protected, and developed. **ALL** EL students should have the option to become fully bilingual and bi-literate.

As we create an excellent English Learner Program for our students, it is important that our school community embraces the following:

- Builds an understanding about the needs of English Learners and about the impact of language and culture on education.

- Provides the leadership, builds the will, and create the attitudes to better enable educators to welcome and embrace English Learners.
- Creates the structures that support academic success for English Learners.
- Builds the capacity to deliver programs that address the specific needs of our English Learners.
- Implements an accountability model that ensures the success of English Learners in our schools.

Goals For English Learners Program
Monseñor Oscar Romero Charter will incorporate an ELD program that is aligned with the California Common Core State Standards-English Language Development that will target students who are developing their English language skills that will include:

- Ongoing measurement of each EL student's progress toward English language proficiency, through the use of ELD portfolios.
- Use of Explicit Direct Instruction, small group instruction, and small group tutoring throughout the day to assist EL students.
- Ongoing professional development in the area of sheltered instruction and specially designed academic instruction in English (SDAIE) for all subject area teachers, primarily using the Sheltered Instructional Observation Protocol (SIOP) model.
- Opportunities for ELD level 1 and 2 students to receive additional instructional support during the Success For All Reading Block with the Rosetta Stone Program.

Instructional Vision
Monseñor Oscar Romero Charter will empower Citizen Scholars, California's future leaders, to succeed in the global community by setting high expectations for academic achievement, technological collaboration, research skills, problem solving, and social competence.

Instructional Mission
The mission of Monseñor Oscar Romero Charter is to deliver rigorous, data-driven instruction in a service-oriented, project-based, culturally relevant, and technologically enhanced environment. MORCS Citizen Scholars will be college-ready, active citizens, and lifelong learners.

The MORCS educational approach includes the following:

- Access to instructional curriculum that meets the challenges of their middle school academic achievements, College and Career Readiness, and integrates Common Core Standards.
- Credentialed teachers supporting all students.
- A technology-rich learning environment, including access to technology both at school and at home to support academic achievement and access to research, Google Suite for Education, and other adaptive programs that provide timely and actionable feedback.

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- College-ready skill benchmark assessments throughout all curricular domains, including reading for research, writing for argumentation, and presentation for defense.
- CTE vocational skill instruction and independent skill development taught by a credentialed and industry-experienced professional, using industry-standard digital and media arts tools and technology.

Students will explore how subjects relate to each other, through interdisciplinary project-based learning, while achieving proficiency in the core academic and technical subjects and becoming critical thinkers. Teachers will engage students by organizing curricula around essential questions, building on students' prior knowledge, and connecting learning to students' lives.

Monseñor Oscar Romero Charter 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 coaching in the following areas:

- Designing standards-based instruction using the principles of backwards designs and aligns learning objectives to interim assessments.
- Implementing instructional activities that are aligned to CA Common Core standards and reflect research-based best practices.
- Incorporating instructional strategies detailed in Get Better Faster (GBF)[1], including the use of Bambrick-Santoyo's observation and self- assessments instruments.
- The use of Whetstone, an online platform system (aligned to GBF) for leaders and teachers, which manages walkthroughs, observations, feedback, reporting, data-driven instruction and professional development. Additionally, Whetstone will allow the Instructional Leadership Team to see real-time data on observation frequency, action steps, and teacher coaching trends.
- Professional development will be provided to teachers in the use of all teaching protocols, setting of benchmarks, methodology and annual Get Better Faster Teacher Development growth plans. Professional development will focus on training for collective and differentiated skills gaps and creating action plans for follow-up.
- Supervise and Support Effective Teachers in Every Classroom-Teachers will have weekly coaching observations by an instructional lead (Executive Administrator, Mentor Teacher, or Lead Teacher) who will provide bite-sized, actionable, and observable feedback that can be accomplished in a week. The Executive Administrator will facilitate weekly data meetings to drive instruction and results.

The Relay Graduation School of Education[2] focuses on two elements of instructional Leadership:

- Data Driven Instruction, which focuses on school-wide systems for collecting and analyzing student work to ensure that all students meet rigorous expectations

[1] Bambrick-Santoyo, P, (2016) Jossey-Bass, San Francisco, CA.

[2] https://relay.edu/school-leaders

- Observation and Feedback, which guides leaders to help teachers grow to their full potential by building a schedule that supports frequent classroom observations and focused feedback meetings. The program is delivered in 15 professional development sessions spaced over a school year. Each session builds on the previous to deepen observers' skills and effectiveness. Topics include:

    - Get better Faster Teacher Development Scope and Sequence[3]- Teacher actions
    - Observation and Feedback Protocols- Leader and Coach actions
    - Inter-rater reliability for observers-Leader and Coach actions
    - Constructing effective feedback-Leader and Coach Actions
    - Weekly Data Meeting Leader Moves and Actions
    - Analyzing data on teacher practice for trends and patterns- Teacher, Leader, and Coach actions
    - Collecting data to convene collegial conversation- Teacher, Leader, and Coach actions
    - Connecting teacher practice to student achievement- Teacher, Leader, and Coach actions

Backwards-planning guides teachers through the unit and lesson design process:

- Deconstruction and analysis of the Common Core State Standards
- Differentiated assessment design aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives
- Aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and accessible projects.

At Monseñor Oscar Romero Charter 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 actively 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 that engage them in conversations about their child's education will also ensure that the academic program reflects the diversity of the MORCS 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

[3] Bambrick-Santoyo, P, (2016, p.XXXi) Jossey-Bass, San Francisco, CA.

Pollock) are used 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 encourages teachers to develop standards-aligned assessments and project- based instructional activities at each grade level, and across the content areas. The professional development preparation 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
- Group Practice
- Independent Practice
- Guided Discourse
- Socratic Discourse
- Modeling (I do / we do / you do)
- Project-based learning
- Cooperative group work
- Interdisciplinary driving questions
- The presentation of clearly defined "Learning Targets" for all students by all
    - Teachers
    - Rubric self-assessment
    - Clearly defined reteaching structures
- The involvement of community members and educational partners in instructional
    - Presentation
    - Mentoring program
    - Defined reteaching structures
- Teachers may also implement other strategies to meet the needs of students with reading difficulties, students with disabilities, advanced learners, and English learners, students with culturally diverse backgrounds, and students with combinations of special instructional needs. Strategies useful in planning for universal access may include:
    - Utilizing frequent progress-monitoring assessments and checks for understanding
    - Engaging in careful planning and organization
    - Differentiating to meet students' instructional needs
    - Reteaching and conferencing to allow for authentic questions
    - Allowing students to work past deadlines
    - Cooperative group learning with a "more knowledgeable other"

English Language Development

Monseñor Oscar Romero Charter is committed to the California State Board of Education (SBE) adopted California Common Core State Standards for English Language Arts, English Language Development, Literacy in History/Social Studies, Science, and Technical Subjects (Common Core State Standards), all of which describe the knowledge, skills, and abilities in reading, writing, speaking and listening, conventions, knowledge of language, and vocabulary that all students need for college and career readiness across key academic content areas. These NEXT Generation Standards, along with the Common Core State Standards for Mathematics and the NEXT Generation Science Standards, ensure K–12 students gain the necessary literacy and mathematical understanding and practices required in 21st-century higher education and workplace communities.

The Bert Corona Charter's Board strongly believes that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners. However, these students will require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

The Bert Corona Charter's ELs will need instructional support in developing proficiency in English language and literacy as they engage in learning academic content based on these new, rigorous standards. ELs may face an additional challenge in developing literacy in English since they must develop oral proficiency in English— including depth and breadth of vocabulary—at the same time that they are learning to read and write. Monseñor Oscar Romero Charter will follow the new CA Common Core English Language Development Standards to clarify what knowledge, skills, and abilities are needed to help ELs engage with and master next generation standards, including college- and career-readiness standards.

Bert Corona Charter's English Learner Students

ELs will come to Monseñor Oscar Romero Charter with a range of cultural and linguistic backgrounds, although Spanish is the largest first language, experiences with formal schooling, proficiency with native language and English literacy, migrant statuses, and socioeconomic statuses, as well as other experiences in the home, school, and community. All of these factors inform how educators support ELs to achieve school success through implementation of the new CA Common Core ELD Standards and the academic content standards. Some of these key factors follow:

- Stages of Cognitive Development. It is important to note how ELs learn the English language at different stages of their cognitive development. Most notably, it is important to distinguish between students in the primary grades, for whom the focus is "learning to read" while also engaging in challenging content learning, and students in the intermediate and secondary grades, for whom the focus is "reading to learn" in various content areas. EL students who enter Monseñor Oscar Romero Charter in middle school grades, depending upon the level and extent of previous

schooling they have received, may need additional support mastering certain linguistic and cognitive skills in order to fully engage in intellectually challenging academic tasks.

- Native Language Literacy. Adolescent ELs who enter Monseñor Oscar Romero Charter in the middle school grades may have varying levels of native language foundations in literacy. All students will be able to draw upon knowledge of oral vocabulary and structures (e.g., recognition of cognates) to inform their English language learning to some extent, depending on their native language oral proficiency and how closely their native language is related to English. Students with established native language literacy and content knowledge would be able to transfer these skills and knowledge to English with appropriate instructional support.

Programs and Services for English Learners. At Monseñor Oscar Romero Charter EL could be in a newcomer program, a structured English immersion program, and a mainstream program where ELs may receive specialized ELD instruction, or a separate ELD class. The new CA Common Core ELD Standards will apply to all of these settings and designed to be used by all teachers of academic content and of ELD in these settings. Monseñor Oscar Romero Charter will use the new CA Common Core ELD Standards in ways that are appropriate to the school setting and identified student needs. For example, they are the focal standards in settings specifically designed for English language development— such as an ELD class where ELs are grouped by English language proficiency level. Monseñor Oscar Romero Charter will use supplemental EL materials found on the CDE approved list of materials for ELs. Monseñor Oscar Romero Charter teachers will use the new CA Common Core ELD Standards in tandem with other academic content standards to support ELs in mainstream academic content classrooms.

Organization of the Proficiency Level Descriptors

The organization of the PLDs represents English language development as a continuum of increasing proficiency in language learning and use, starting with native language competencies students possess when they enter school, and concluding (though not ending) with lifelong language learning that all language users engage. The three levels are labeled to represent three stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

1 Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
2 Expanding: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
3 Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” is the transition to full engagement in grade-level academic tasks and activities in a variety of content

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areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

The PLDs also emphasize that ELs at all proficiency levels are capable of higher-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student's English language proficiency level. Within the PLDs, three general levels of support are identified: Substantial, Moderate, and Light. The descriptors for these general levels of support are intended to signal the extent of linguistic scaffolding most likely needed for implementing the CA ELD Standards appropriately at each proficiency level. They are not intended to explain how to provide support or differentiate instruction for ELs at each level.

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 will receive Title III funds that are reviewed each year, as required under every Student Succeeds Act, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners:

Table 1: AMAO's and Measurable Goals

Table 1: AMOS for English Learners

Annual Measurable Achievement Outcomes	**Measurable Goals**
• Progress in learning English • Increase one proficiency level • Initial Fluent (IFEP) Well developed, Intermediate English Learner-somewhat to moderately developed, Novice English Learner - minimally developed must reach English Proficient level bringing all skills to Intermediate Level. • English Proficient levels are expected to maintain that level. • Emerging: Students at this level typically progress very quickly, learn to use English for immediate needs, and begin to understand and use academic language for the grade level, with substantial language support provided. • Expanding: Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided. • Bridging: Students at this level can independently use a variety of high-level English language skills and fully participate in grade-level academic activities in all content areas, with light language support provided.	Administer the ELPAC to ascertain the level of proficiency. • Conduct analysis of ELs • Identify factors that contribute to meeting or not meeting AMAOs. • Use the Monseñor Oscar Romero Charter English Learner Plan of Action-will be visited yearly and/or on an ongoing basis. • Work with teachers, parents and staff to provide services. • Use of MTSS process for all students
Progress in the percentage of students who become proficient in English	Increase English Learner reclassification ratio yearly. Continue to Monitor students who have been reclassified and work with students at each level.
Academic targets in English-language Arts Participation Rate Percentage Proficient or Above	Monitor and assist EL students to meet academic targets in English Language Arts of 5% (Increasing yearly)

Holding quarterly meetings with parents to discuss each student's progress toward English language proficiency.

English Learners will achieve and sustain high levels of academic, linguistic and cultural competency. The goals are:

- The MORCS' *English Learner Master Plan* program will be developed and fully implemented.
- **ALL** English Learners will master the English language as efficiently and effectively as possible.
- **ALL** English Learners will achieve academic success.
- ELs and RFEPs will have representation in success with college entrance exams and enrollments in colleges and universities consistent with their size of the entire student enrollment.
- ELs and RFEPs will continue traditions of responsibility and positive relationships within their families and home community and will be prepared develop the ability to live and work productively in various cultural settings throughout the wider society.
- ELs and English Only students enrolled in programs where they will master listening, speaking, reading, and writing in Spanish as well as English.
- Parents of ELs and RFEPs will be engaged and represented in their children's education consistent with the proportion of the students enrolled.

English Learners will develop the skills necessary to be successful citizens. These skills include:

- Academic preparation
- Information literacy
- Fluency in technology
- Cross-Cultural sensitivity
- Interpersonal communication
- Community and civic participation
- Social and environmental responsibility.

Essential Elements for English Learner Programs

The enrollment process begins when a parent or guardian takes their child to MORCS and completes the enrollment packet. A key component of the enrollment process is the Home Language Survey (HLS). The HLS is a questionnaire used to determine the student's primary language and whether the student will be required to take an assessment for English language proficiency. The results of the English language proficiency assessment will determine the appropriate instructional services a student will need to meet their full academic potential.

- California *Education Code* (EC), Section 52164.1 (a) contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. Please see the California Department of Education website for more information.

The HLS consists of the following four questions:

- What language did the student learn when he or she first began to talk?
- What language does this student most frequently use at home?
- What language do you use most frequently to speak to this student?
- Which language do the adults at home most often use?

A home language determination is required only once. The information provided by the parent/guardian on the initial HLS takes precedence over any information provided on subsequent surveys. Parents/guardians are to receive an explanation regarding the purpose of the HLS, as well as the possibility that their child may be given an assessment to determine their level of English language proficiency. The explanation should be given:

- Orally during enrollment
- During an initial consultation on programs for ELs
- Through the initial parent/guardian notification letter Schools should reassure parents/guardians that the HLS is used solely to offer appropriate educational services, not for determining legal status or for immigration purposes.

Amending the Home Language Survey: The parent/guardian has the right to amend the HLS at any time. However, any changes to the HLS will need to be made by the parent/guardian prior to the ELPAC Summative Assessment window. If the parent/guardian amends the HLS prior to ELPAC Summative administration, the school must honor the changes made while continuing to take reasonable doubt into consideration. If there is no reasonable doubt as to the student's English language proficiency, the school must initiate the Language Classification Correction process.

Parent/Guardian Notification Requirements: Research shows that strong family-school relationships are an indicator of student success. Schools have an obligation to ensure meaningful communication with parents/guardians in a language they can understand and to adequately notify parents/guardians of information about language instructional programs and services. When 15 percent or more of the student population speaks a single primary language other than English, as determined from the preceding year's Census data submitted to the Department of Education, the school is required to send all correspondence to parents/guardians in English and the primary language (California EC 48985).

Title I [*Elementary and Secondary Elementary Act*, Section 1112 (g)(1)(A)] requires schools to inform parents/guardians of initially identified ELs within 30 days after the beginning of the school year/track (or, if during the school year, within two weeks of the child being placed in a program).

After the student completes the initial English language proficiency assessment, parents/guardians must receive in timely manner information about the student's

English Language Proficiency (ELP), instructional program options, and of their right to opt out of an EL instructional program. Translating this information into the family's home

language is critical, and if a written translation is not provided, an oral interpretation should be made available whenever needed.

In order to create the necessary conditions for English Learners to achieve at higher levels Monseñor Oscar Romero Charter will implement the following essential elements.

Learning Environment
English Learners at Monseñor Oscar Romero Charter will be provided a safe, non-threatening and affirming learning environment in which it is the norm for them to:

- Interact, collaborate, communicate, and negotiate with their peers.
- Experience an education that is rich and challenging, which will prepare the student to be college and career ready.
- Use and fully develop their language and culture.
- Have their voices heard and reflected throughout the school community.
- Share equitably in the allocation of access and resources.

Instructional Resource
Success for All (SFA)

BACKGROUND

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.

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

Studies of SFA have taken place in districts throughout the U.S., including Baltimore, Memphis, Philadelphia, Miami, Tucson, Houston, Ft. Wayne (IN), Modesto (CA), Riverside (CA), Montgomery (AL), Charleston (SC), St. Mary's County (MD), Caldwell (ID), Clarke County (GA), Little Rock (AR), Clover Park (WA), and Louisville (KY). A

statewide study of all 111 Texas SFA schools found that these schools gained substantially more on the TAAS than other Texas schools. An independent evaluation of Memphis schools using the Tennessee Value-Added Assessment Scale found Success for All to produce the highest scores among eight reform models. Statewide studies of MathWings similarly found significantly greater gains in MathWings schools on state accountability measures. Not every study has found positive results, but the great majority have. When SFA is well implemented, results are always positive compared to control groups.

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

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

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

3. 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.

4. 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 involved the ESL adaptation. A summary of this research can be found on this website under Research/Results or in the following article:

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

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

5. 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.

6. 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.

Curriculum
English Learners will have access to a challenging, well-articulated curriculum, which builds bilingualism and bi-literacy. This curriculum will be:

- Based on and aligned to the California Common Core State Standards, English Language Development, California Department of Education State and Monseñor Oscar Romero Charter standards.
- Rigorous, meaningful, purposeful, interesting, and rich.
- Student-centered and student-friendly.
- Multicultural
- Designed to provide authentic and ongoing reflection

Pedagogy
English Learners will have access to culturally and linguistically responsive teaching strategies that are focused on their experiences, interests, and needs. This includes:

- Complex, hands-on learning experiences.
- Opportunities for active processing, deep and critical thinking, and reflection.
- Connections between new and prior knowledge.
- Examining issues of social justice, which have daily impact on students' families and their communities.

Instructional Resource

I. English Language Arts

The CA Common Core State Standards was updated as stated in the Department of Education Publications Senate Bill 1200, Statutes of 2012 and provided an update for: English Language Arts and Literacy in History/ Social Studies, Science and Technical Subjects (CA CCSS for ELA/Literacy). The CA CCSS for ELA/Literacy were modified on March 13, 2013, following the recommendation of State Superintendent of Public Instruction Tom Torlakson, to include the addition of the College and Career Readiness Anchor Standards and technical changes.

The English Language Arts courses will prepare students for thoughtful study by conveying the importance of being active thinkers during reading and writing exercises. In

the area of curriculum development and language arts instruction for grades 9th-12th, Monseñor Oscar Romero Charter will:

- Develop and or adopt an English Language Arts curriculum that incorporates the grade-level curriculum content specified in the Common Core State Standard. (
- Integrate reading, writing, speaking, and listening to form a greater understanding of history-social science, mathematics, and science.
- Develop important "habits of mind" in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful writers, poets, researchers, and speakers.
- Teach students to read with ease, fluency, and enjoyment.
- Expose students to multicultural fiction, non-fiction, poetry, essays, and scripts.
- Teach students to write with clarity, expression, and purpose.
- Coach students to deliver and critique oral presentations effectively.
- Engage students to reflect upon ways literature and writing impact their lives through authentic writing and multicultural literature selections.
- Integrate appropriate technology and technological analysis into the study of English-Language Arts.
- Adopt and implement Common Core State Standards.

As stated the CA ELD Standards, which emphasize that ELs at all, English language proficiency levels are engaged in the type of rich instruction called for in the CA CCSS for ELA/Literacy, with appropriate scaffolding that attends to their particular language learning needs. The goal of the CA ELD Standards is that at each grade level or span, is to ensure that ELs are fully supported as they read, analyze, interpret, create a variety of literary and informational text types;

- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and Develop proficiency in shifting registers based on task, purpose, audience, and text type.
- This framework for implementation of the CA CCSS for ELA/Literacy and CA ELD Standards is a critical and essential contribution toward achieving this goal.

Guiding Principles

The following guiding principles and beliefs informed the development of the framework:

- Schooling should help all students achieve their highest potential.
- The responsibility for learners' literacy and language development is shared. An ELA/ELD curriculum is designed, comprehensive, and integrated. Effective teaching is essential to student success.
- Motivation and engagement play crucial roles in learning.

BACKGROUND

Family and Community Engagement

Monseñor Oscar Romero Charter promotes strong family and community engagement programs. These programs include: Quarterly Parent Conferences, Parent Advisory Committee equivalent to the English Learners Advisory Committee (ELAC), Bi-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 that 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. Further, they recruit and organize family/community to support parents in their Monseñor Oscar Romero Charter 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 a clear and common vision of what constitutes effective teaching for English Learners, along with well-defined standards of practice and performance which explicitly state what teachers should know and do to meet the diverse needs of English Learners, Monseñor Oscar Romero Charter has developed 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.

Record Keeping

To ensure that accurate records are kept, every student identified as EL attending Monseñor Oscar Romero Charter has an English Learner Folder (ELF). The ELF is maintained with the Coordinator of Instruction and shared with student's ELD teacher in grades 9th -through 12th. The ELF contains the following:

1. ELPAC Reports
2. Primary Language Assessments (IPT-Spanish)
3. Reclassification Documents

4. Home Language Survey
5. Parent Notifications
6. Waiver Documents
7. Other Norm-Referenced Standardized Test Results
8. Alternative Reclassification
9. Follow Up Reclassification
10. All assessments and scores

INITIAL IDENTIFICATION
(CCR-EL4)

Initial Identification

EL4 Monseñor Oscar Romero Charter will properly identified, assessed, and supports all students who have a primary language other than English.

Home Language Survey

EL4a A Home Language Survey (HLS) is used to determine the primary language and is on file for each student at Bert Corona Charter.

Schools in California are required, at the time of the student's enrollment into Monseñor Oscar Romero Charter to determine the language(s) spoken in the student's home in order to provide meaningful and appropriate instruction. This information is provided on the Home Language Survey (HLS). When enrolling a student at Bert Corona Charter, a parent or guardian is required to complete a Home Language Survey as part of the process.

Assessment of English Language Proficiency

EL4b Each student whose home language is other than English as determined on the HLS has been assessed within 30 school days of initial enrollment in English comprehension, speaking, reading, and writing using the state-designated instrument.

Note: Administration of the HLS must include all four questions. The decision to test students who indicate a language other than English only on the fourth question should be made on an individual basis. Alternative assessments may be used for special education students with low-incidence and severe disabilities.

All students who's Home Language Survey indicates a language other than English on the survey's first three questions must be assessed in English language skills within thirty calendar days of initial enrollment in Bert Corona Charter. The questions are: (1) first language learned by the child, (2) the language most frequently spoken by the child at home, and (3) which language is most frequently used by the parents or guardians when speaking with the child.

The California English Language Proficiency Assessment (ELPAC), the state approved instrument for testing English language proficiency, is used for this purpose. The ELPAC assesses the student's proficiency in English reading, writing, speaking, and listening skills. Students identified as having a home language other than English by the Home Language Survey, but score at the Early Advanced or Advanced levels on the ELPAC are designated initially as fluent English Proficient and placed in the appropriate language program.

- Initial Fluent (IFEP) Well developed, Intermediate English Learner-somewhat to moderately developed, Novice English Learner - minimally developed must reach English Proficient level bringing all skills to Intermediate Level.
- English Proficient levels are expected to maintain that level.
- Emerging: Students at this level typically progress very quickly, learn to use English for immediate needs, and begin to understand and use academic language for the grade level, with substantial language support provided.
- Expanding: Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided.
- Bridging: Students at this level can independently use a variety of high-level English language skills and fully participate in grade-level academic activities in all content areas, with light language support provided.

Students who indicate a language other than English only on the fourth question of the HLS, the language spoken most frequently by adults in the home need not be assessed with the ELPAC, and will be initially designated as English Only (EO) and placed in the appropriate program.

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Primary Language Proficiency Assessment

EL4c Monseñor Oscar Romero Charter has further assessed each English learner for primary-language proficiency, including comprehension, speaking, reading, and writing within 90 calendar days of initial enrollment. Parallel forms of the tests to determine English-language proficiency are used if available.

All identified English Learner students are assessed for primary language proficiency in reading, writing, speaking, and listening within ninety (90) calendar days of initial enrollment. An administrator trained and a fluent speaker of the student's primary language conducts the assessment. When no staff person is available for speakers of other languages, an informal assessment will be administered.

Parental Notification

EL4d All parents of EL and FEP students have been notified in writing of their child's English-language and primary-language proficiency results.

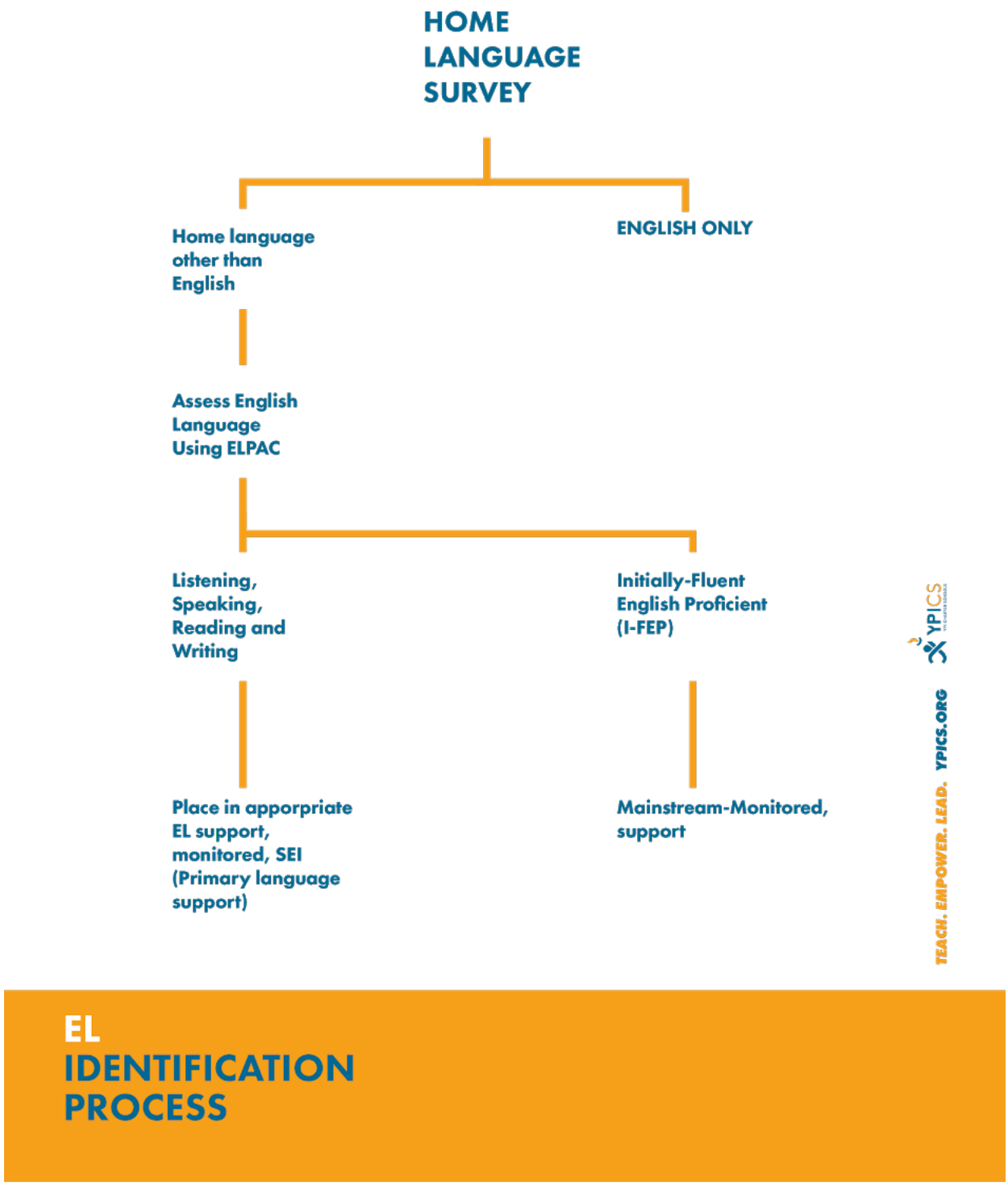
Every effort should be made to inform parents immediately of results of assessments; no later than ten (10) days following the completion of all initial assessments, the Initial Language Identification Form and the Initial Primary Language Identification Form will be sent to parents by the site resource teacher.

Maintenance of Records

Upon completion of the assessment process in Grades 6th through 8th , the school will record the results into Monseñor Oscar Romero Charter database. Results of initial assessments are entered for each student and communicated to the student's teacher(s). A copy of the Home Language Survey, original forms with assessment results in English and Primary Language, and Parent Notification forms are placed in the student's English Learner Folder (ELF).

FLOW CHART – Figure 1

Assessment for Initial identification and Program Placement



The instruction for Monseñor Oscar Romero Charter English Learners consist of two primary programs which comply with all current state and federal laws,

1. Structured English Immersion
2. English Learners Mainstream Programs

These programs consist of a Common Core State Standards-English Language Development component and access to the core curriculum including the following:

1. Self-image/Cross-Cultural Awareness
2. Differentiated Instruction
3. Differential Materials
4. Student Assessments (multiple measures)
5. Qualified Staff
6. Catch-Up Plan (Computer Assisted Learning)

Parental Involvement

Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children including waivers for alternative programs.

All descriptions of the program are disseminated in the language comprehensible by the parent.

Instructional Programs
[CCR-EL3]

Instructional Programs

EL3 Monseñor Oscar Romero Charter provides services to English learners to ensure that they are acquiring English-language proficiency and recovering any academic deficits that may have been incurred, in other areas of the core curriculum. Monseñor Oscar Romero Charter provides additional and appropriate educational services to English learners in grades 6th through 8th in all classroom situations. These services are for the purposes of enabling English learners to overcome language barriers and must be provided until they have demonstrated English-language proficiency comparable to that of the Monseñor Oscar Romero Charter average native English-language speakers and recouped any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

EL3a Each English learner receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and as effectively as possible.

EL3b English learners are meeting Monseñor Oscar Romero Charter content and performance standards for their respective grade levels in core curricular areas. Monseñor Oscar Romero Charter may choose to ensure that English learners acquire English and learn grade-level academic content simultaneously by implementing a program designed to keep English learners at grade level in all areas of the curriculum. Monseñor Oscar Romero Charter may choose to concentrate first on teaching English so long as Monseñor Oscar Romero Charter subsequently brings students to grade level in all other areas of the curriculum within a reasonable amount of time. Monseñor Oscar Romero Charter has a plan that describes any academic deficits will be monitored and provided intervention.

These models comply with all current state and federal laws. Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children.

In July 2017, the California State of Education adopted a historic new English learner education policy, the English Learner Roadmap. This policy recognizing English learners as a system-wide responsibility, recognizing a need to provide EL students with rich and challenging curriculum from early childhood to grade 12, and respects the value of English learner's primary language and culture. On July 1, 2018 the California Department of Education regulations for implementing Prop. 58 to establish programs for English Learners that promote proficiency in multiple languages and leverage students' home language as an asset, the following principles as outline at *cde.ca.gov*:

All programs for English Learners provide Common Core State Standards English Language Development (ELD) and access to the core curriculum. All descriptions of programs are disseminated in the language comprehensible to the parent.

Placement in Structured English Immersion (SEI) or the English Language Mainstream setting is based on assessment, of the student's English proficiency. ELs that lack Reasonable Fluency in English are initially placed in SEI with support in primary language when needed. Those scoring above this level are placed in the English Language Mainstream.

Elements of Program Options
The goal and expectations for two English Learners programs are as follows: In the SEI, students scoring at ELPAC Levels 1 and 2, are expected to reach reasonable fluency 1-3 years with a time period of 5 to 7 years to be reclassified as FEP.

In our Mainstream program, students are expected to be reclassified in 3-5 years and 5 to 7 years to be reclassified as FEP.

English Learners Program Settings* -

*All of the instructional programs designed for English Learners must contain the following components:

1. Explicit, well-articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English Learners;
2. Well –articulated standards-based core curriculum instruction provided with primary language support and/or through specially designed academic instruction in English (SDAIE); and
3. Structured activities designed to develop multicultural competency and positive self-esteem, integrated through the core curriculum.

Task-based instruction allows students to work with concepts and language in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, or keep diaries);

1. Grade-level content instruction in English designed for English Learner;
2. Facilitating English Learners in accessing the same core curriculum as that of English-only students;
3. Language-sensitive and culture-sensitive content teaching;
4. Developed through comprehensible language;
5. Making accommodations in the learning environment so more students are able to access the content;
6. An ideal place to use language for communication;
7. A natural vehicle through which to teach English;
8. Good language teaching when the input is made comprehensible;
9. Instruction encouraging the active use of language and the emphasis on big ideas;

10. Instruction that allows the teacher to check for understanding frequently using interactive strategies;
11. Integrating assessment in an on-going and formative manner through observations portfolios, journals, and product-development; and
12. Built on language modifications such as pause time, questioning, pacing, and highlighting.

Key Features of SDAIE

In effective SDAIE classrooms, leaders, and teachers work together to ensure the use of sound practices that make content comprehensible for English Learners. These practices include:

1) modeling
2) contextualizing
3) reframing
4) checking for comprehension
5) questioning
6) orchestrating all modalities of learning
7) bridging
8) building schema
9) developing metacognition
10) monitoring/assessing
11) adjusting speech register
12) interacting

For English Learners at Beginning, Early Intermediate, and sometimes at the Intermediate level, access to the core can be facilitated by primary language support. The assignment of a BCLAD teacher is always the best method for providing language support.

However, when there are 10 or more students of the same language who need a particular course and a BCLAD teacher is not available, then the students will be grouped together with a CLAD-certificated teacher and provided a bilingual instructional assistant, who will use the primary language to motivate, clarify, direct, support, and explain.

Structured English Immersion (SEI)
The Structured English Immersion Program is an English language acquisition process for young children in whom nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Students are taught subjects “nearly all,” but not exclusively in English. Teachers may use the student’s primary language to motivate, clarify, direct, support, and explain. The goal of this program is for English Learners to demonstrate a reasonable fluency in English.

Monseñor Oscar Romero Charter makes every effort to use a simultaneous approach designed to allow English Learners to learn English and to keep up academically on grade level in the content areas. In instances when a student does fall behind in his/her academic progress, an individualized catch-up/recovery plan will be developed to address specific needs. Student identified for this type of support will be placed in a setting that offers additional English Learner Support.

English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) are both used to meet the requirements of Structured English Immersion.

ELD specifically teaches students English: listening, speaking, reading and writing. SDAIE provides grade level academic instruction that gives students access to the core curriculum and teaches English vocabulary and reinforces English structures. Primary language support is provided as needed for the student to access the core.

Program Requirements

- All teachers must be appropriately certified, i.e., CLAD, BCLAD or in training, providing core instruction for ELs.
- Parents must be informed of the placement of their children in a Structured English Immersion Program and must be notified of the opportunity to apply for a parental exception waiver. In order to request a waiver, parents must visit the school unless a specific hardship exists.
- Core instruction in Language Arts, Math, Science, and Social Science is taught "overwhelmingly" in English using primary language support and SDAIE strategies.
- ELD instruction is provided daily using the Monseñor Oscar Romero Charter adopted programs delivered by an appropriately certified teacher, i.e., CLAD, BCLAD or in training. In grades 6th through 8th students are grouped according to their level of English proficiency, for 45 minutes, this is provided during the Success For All Reading period, as determined by the ELPAC and other local ELD assessments students are provided ELD instruction per day at ELPAC levels 1 and 2, and at ELPAC Levels 3-5 placement is determined per each individual student diagnosis. At all levels, ELD instruction is coordinated with English Proficiency levels as determined by the ELPAC. Instruction must include listening, speaking, reading, and writing.
- Primary language materials may be used in all subjects.
- All students participate in activities that promote a positive self-image and cross-cultural understanding.
- After participating in this program for one year, students will be placed in the English Language Mainstream Program unless the student has not reached the level of reasonable fluency.

***Note:** Best practice and evidence from schools throughout the state support a design that provides substantial ELD (Two to three separate periods daily) for ELs at ELPAC levels 1 and 2. It is also good practice to have separate, 2-hour blocks of ELD for ELPAC level 3. A reading laboratory, as well as access to articles through Achieve 3000 and materials on the Internet will be provided in Monseñor Oscar Romero Charter Advisory, PASS (Passport to Student Success)/ Rti to support student advisement, and supplemental support.

However, for some ELPAC 3s, and for ELPAC 4s, ELD instruction may be provided within sheltered or even "mainstream" English Language Arts/Literature (ELA) classes. Here are reasonable criteria for judging whether such ELD instruction meets the needs of students and the requirements of law:

a. The ELA teacher knows the ELPAC levels of students (oral, reading, and writing).
b. The teacher holds a CLAD, BCLAD, or equivalent EL authorization.

c. The teacher also uses interim ELD assessments beyond ELPAC
d. ELs are grouped (for at least some time) for ELD instruction by ELD level, and that instruction matches their ELD diagnosed need. It is different from the grade-level, ELA content. ELD need not be taught daily. Time and frequency should be justified.
e. The teacher and students can identify which ELD Standards are being taught.
f. The right materials for ELD are available and used.
g. The teacher has evidence (see "c", above) that ELs are making reasonable progress (i.e., there is progress toward reaching ELD benchmarks).

English Language Mainstream Program

In the English Language Mainstream Program, the student is placed into an all-English class with minimal primary language support. The student will receive ELD from the classroom teacher and be assigned to a section of ELD until they acquire reasonable fluency in English. English Language Mainstream Program teachers will be responsible for providing ELD instruction that continues the students' English language development, preparing them for reclassification, and make up any academic deficits which may have been incurred in the core curriculum as a result of language barriers. In addition, students will be provided with one or more core subjects taught using SDAIE. SDAIE is an instructional methodology designed to make lessons as comprehensible as possible to non-native speakers of English so that these students will be able to progress in their studies of Language Arts, Math, Science, and Social Science and meet grade-level standards.

Program Requirements

- All teachers must be appropriately certified, i.e., CLAD, BCLAD, Hughes or in training for these authorizations.
- ELD instruction is provided using Bert Corona Charter-adopted program from an appropriately certified teacher, i.e., CLAD, or BCLAD. In Grades 6th through 8th , students are provided 1 period of ELD instruction per day at ELPAC Levels 1 and 2, and at ELPAC Levels 3-5. At all levels, ELD instruction is coordinated with English proficiency levels as determined by the ELPAC. Instruction must include listening, speaking, reading, and writing.

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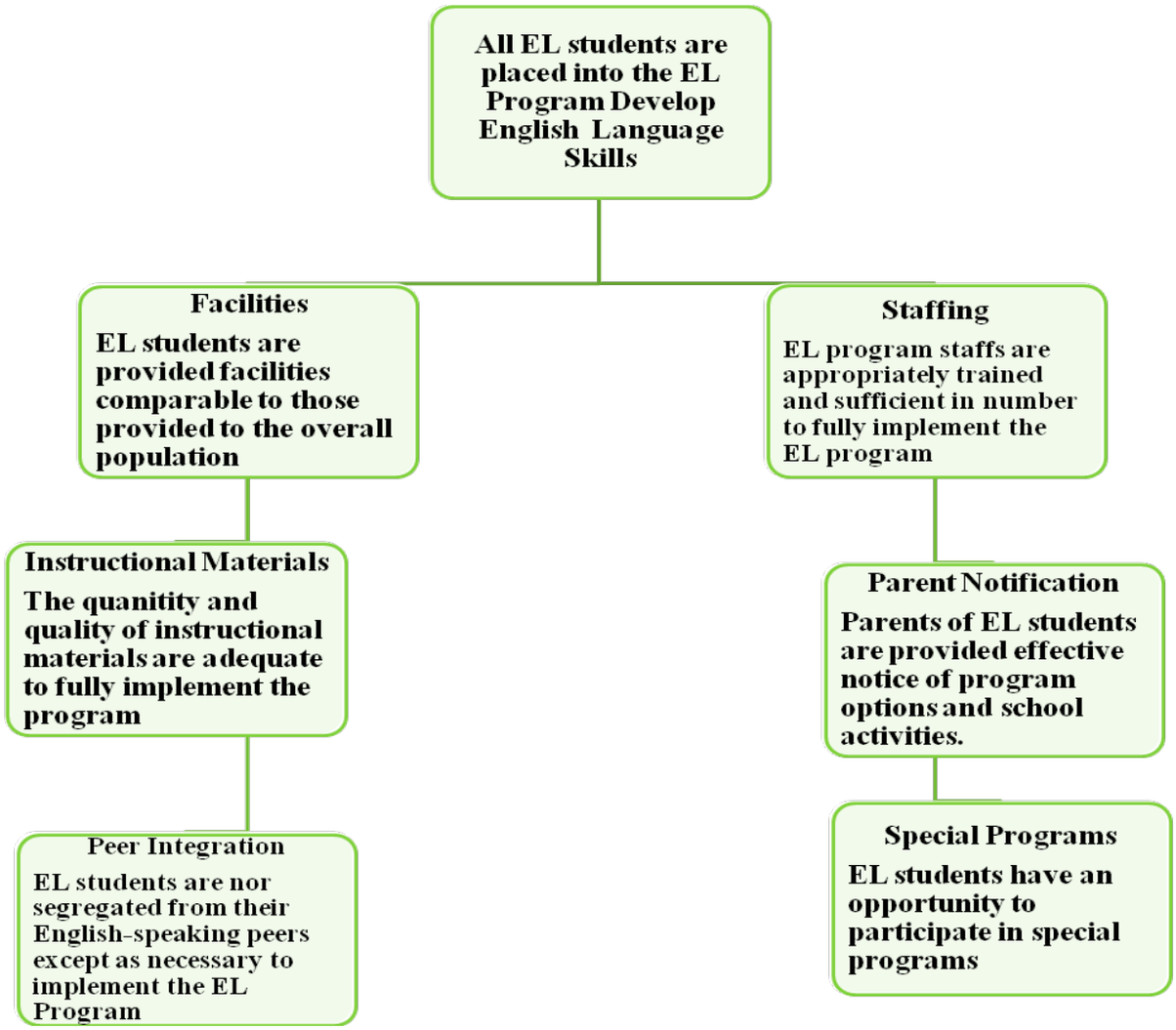
All EL students are placed into the EL Program Develop English Language Skills
Facilities
EL students are provided facilities comparable to those provided to the overall population
Staffing
EL program staffs are appropriately trained and sufficient in number to fully implement the EL program
Instructional Materials
The quanitity and quality of instructional materials are adequate to fully implement the program
Parent Notification
Parents of EL students are provided effective notice of program options and school activities.
Peer Integration
EL students are nor segregated from their English-speaking peers except as necessary to implement the EL Program
Special Programs
EL students have an opportunity to participate in special programs

Expanded Program (Grades 6th through 8th)

The Instructional program for students enrolling with ELPAC scores at levels 1 or 2, will consist of a 4-year program and/or a modified program.

Example of Teacher Monitoring Template (To be completed by English Language Arts Teacher and conference all teachers)

Sample

Year	Criteria	ELPAC Score	Smarter Balance English Language Arts	Grade English Language Arts	SBAC Interim Assessment Results	Teacher Recommendation

ENGLISH LEARNERS (EL's)

Monseñor Oscar Romero Charter will administer the ELPAC initial identification assessment to students within 30 calendar days of enrollment for those students who indicate on the Home Language Survey that their primary language as other than English and for those students who have no record of English language development assessment results. Monseñor Oscar Romero Charter will also administer the ELPAC annually to identify English Learners until they are re-designated from English Learner to Fluent English Proficient. According to the California State Board of Education Common Core ELD Standards:

- Initial Fluent (IFEP) Well developed, Intermediate English Learner-somewhat to moderately developed, Novice English Learner - minimally developed must reach English Proficient level bringing all skills to Intermediate Level.
- English Proficient levels are expected to maintain that level.
- Emerging: Students at this level typically progress very quickly, learn to use English for immediate needs, and begin to understand and use academic language for the grade level, with substantial language support provided.
- Expanding: Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided.
- Bridging: Students at this level can independently use a variety of high-level English language skills and fully participate in grade-level academic activities in all content areas, with light language support provided.

Reclassification

The California State Board of Education' s Reclassification Guidelines for English Learners

1. Comparison of performance in basic skills – earning C grades on core subject of English at grade level.
2. Assessment of English Proficiency- English Language Proficiency Assessment (ELPAC 4) and NWEA MAP
3. Teacher evaluation of student academic performance
4. Parent opinion and consultation

Table 2: EL Assessments

Grade Level	Performance in Basic Skills	Formative Assessment	Classroom Performance	Teacher Evaluation
6th -8th	• ELPAC Results (4 Score) • Smarter Balanced (Standard Met or Standard Exceeded)	• SBAC Interim Assessments • I-Ready Results • NWEA • Achieve3000 • Other to be adopted	• Grade in English Language Arts Course (C or better)	• Teacher Observation Rubrics • Teacher Judgment that is students is sufficiently prepared to perform in core curriculum at a level equal to Native English speakers

As stated Monseñor Oscar Romero Charter continues to work closely, one-on-one with teachers reviewing student portfolios in determine if students are eligible for the reclassification redesignation process; which indicates that students, while achieving an early advanced and advanced on the ELPAC were not able to be re-designated as the student did not meet the criteria listed above, specifically the comparison of performance in basic skills.

The *Language Census Repor*t concludes that ELs are placed in other (undefined) instructional setting and not in a structured ELD program. Every Student Succeeds Act requires a development of a *Local Education Plan*. Monseñor Oscar Romero Charter is following and adhering to the California Common Core State Standards/English Language Arts/English Language Development and as outlined in our EL Master Plan for English Learners. Further an assessment of the student's primary language literacy level skill will be used to determine the student's English level, and used as a base for English Language Development.

Goals for ELs are:

1. English learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 *USC* 1703[f], 6892; *EC* 300[f], 5 *CCR* 11302[a])

2. ELs meet state standards for academic achievement. (20 *USC* 1703[f], 6812, 6892; 5 *CCR* 11302[b]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989.)

The instructional improvement plan is based on the student academic achievement, student goals, organizational components of Monseñor Oscar Romero Charter and various organizational perspectives or frameworks.

Stage 1: Implementing an English Mainstream Service Option
Time Frame: September 2016 through June 30, 2022
Implementation Target Date: September 1, 2018

- Integration of the Common Core State Standards English Language Development (ELD) standards into the school-wide curriculum with performance indicators
- Staff development on reviewing ELD Curriculum and ELD/language arts program, and programs to increase vocabulary and English acquisition.
- Staff development on utilizing curriculum standards instruction and assessments to determine academic levels upon enrollment
- Implement assessments to determine academic levels upon enrolling
- Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD Teaching strategies.
- Coordinator of Instruction and ELD Teacher observations of other charter school's EMI model
- Implementation of an English Language Development Course, at least two courses ELD 1 for beginning and Early Intermediate. ELD 2 for Intermediate and Early Advance. Since most courses have multiple levels professional development will be provided to staff to differentiate ELD for the multiple proficiency levels.
- Implement state-approved ELD language arts program into ELD courses.
- Action Research: Stages of Concern.

Stage 2: Follow-up and Monitor Progress
Time Frame: September 2016 through June 30, 2022
Implementation target date: September 1, 2020

- Action Research: Survey Levels of Use (LOU)
- Coordinator of Instruction, Director of Academic Achievement, and Student Achievement/Executive Administrator s will be available to encourage teachers to focus on lesson design and delivery on the diagnosed linguistic needs of EL's.
- Staff development follow-up to review ELD strategies and ELD program
- Monitor and follow-up on post-assessment results on a monthly basis
- Monitor teachers that are working toward CLAD/BCLAD emphasis.
- Implement ELD component to student portfolio (writing sample graded on set rubric and rubrics for professional levels). A pre and post-writing sample is to be implemented rubric for proficiency levels.
- Provide staff development on the student language proficiency reclassification process
- Implement student language proficiency reclassification process.

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Table 3: Professional Development

Training Component **Professional Development as per California Department of Education**	Staff development on reviewing and implementing ELD Curriculum and ELD/Language arts program, and other vocabulary and language acquisition programs. Three Series (Introduction, Implementation, Follow-up) 2 workshops each	Staff development on use assessments aligned to ELD standards to determine academic levels upon enrollment.	Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD teaching strategies.
Theory Presentation	Power Point Presentation on English Learner Program	Professional trainer will conduct workshop on using the assessment	Current English Mainstream Instruction (EMI) teachers will conduct an ELD lesson, focusing on ELD strategies.
Modeling	The various features of the materials will be modeled	The trainer will model how to set up the assessments on the computer.	Current EMI teachers will come and conduct an ELD lesson, focusing on ELD strategies.
Practice	Participants will practice using the instructional materials	Participants will practice using the computerized assessment	Participants will form groups and practice ELD strategies on each other
Feedback	Facilitator and other participants will provide feedback.	Facilitator will provide feedback	Current EMI teachers will provide feedback to groups.
Coaching	Facilitator will provide coaching to participants' groups	Facilitator will provide coaching to participants' groups	Current coach will provide support to individual teachers

Success Indicators

The implementation of the ELD program will be reviewed by using assessment data results from indicators as it relates to student academic achievement. Growth on ELPAC assessment will be used to determine if students are meeting set growth target as indicated in their individual learning plan. Goals for ELs are:

1. English learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 *USC* 1703[f], 6892; *EC* 300[f], 5 *CCR* 11302[a])

2. ELs meet state standards for academic achievement. (20 *USC* 1703[f], 6812, 6892; 5 *CCR* 11302[b]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989.)

The following assessment instruments will be used to monitor progress and to determine student placement.

- Set growth achievement detailed in individual student learning plan.
- I-Ready
- Annual Smarter Balanced Assessment
- Performance Assessments, including an oral presentation and inquiry format
- Student Portfolio: Writing Sample
- ELPAC

In addition, Monseñor Oscar Romero Charter will work during the 2019-2020 school year toward achieving the following success indicators:

1. English Learners will increase by +3% on the basic re-designation in the Smarter Balanced scores for English/Language Arts section
2. English Learners will increase by +3% on the basic re-designation in Smarter Balanced scores for the mathematics section.

The English Learner Master Plan will be used as a resource guide for curriculum planning. Teachers will attend appropriate English Learner training or receive such staff development. This will allow our teachers to become qualified to train other teachers during in-service professional development.

Monseñor Oscar Romero Charter teachers also participate in BTSA professional development, or provided via staff development or university training.

Professional Development

The development of the faculty and staff is of primary importance to the Monseñor Oscar Romero Charter community. As the school progresses, student learning needs will be primarily addressed through the formal faculty meetings, leadership meetings, and assessment of student achievement data. For example, 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 will be taken every year to increase professional development for leadership and staff. Monseñor Oscar Romero Charter recognizes the importance of being strategic and allocates sufficient funding to ensure ongoing professional development.

Continuous Professional Development

A key component of the Monseñor Oscar Romero Charter instructional goals is the use of backward design in teacher developing their unit plans and instructional effectively. For support Monseñor Oscar Romero Charter has received instructional coaching and professional development from the Success For All Foundation, GEMAS Consulting, and Loyola Marymount University, this includes ELD, SDAIE, strategic design unit planning and instructional support.

During ongoing professional development teachers use benchmark results, mid-year and end of the year assessments, as well as other student data. 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 has adopted an instructional model that focuses on the following strategies:

- Collaborative and project-based learning
- Writing to learn in all subjects
- Literacy groups during SFA and throughout the day
- Questioning strategies, which include reading strategies such as clarify, predicting and summarizing; learned in SFA and expected in all instruction.
- Scaffolding texts; which is modeled and used throughout the SFA program.
- Academic classroom talk, we believe the power is in the discussion.
- Interactive computer assisted instruction

A main component of the induction process is the Monseñor Oscar Romero Charter teacher's summer preparation session. This is a two-week teacher led orientation prior to the start of the academic school year. New teachers attend various meetings and workshops that 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 instructional model and veteran teachers present workshops. In addition, new teachers will be enrolled in the sponsored Beginning Teacher Support and Assessment Process.

All Monseñor Oscar Romero Charter teachers take part in a weekly teacher meeting that focuses on instruction. These meetings are held every Monday from 2:30 p.m. to 4:00 p.m. The initiation of ongoing professional development follows from mid-year and end of the year assessments. Reflective data taken from leadership, faculty, staff, and parents helps develop the planning for professional development. As stated above, the school has focused much of the professional development towards the strengthening of instructional strategies.

Monseñor Oscar Romero Charter will provide 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 and staff will participate in the training 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 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 Every *Student Succeeds Act (*ESSA) legislation will be incorporated in this plan. (Change as per new adoption).

Staff professional development is aimed at closing the achievement gap. Orientation begins two 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 throughout the school year. Operation check-in meetings are held on Tuesday mornings from 3:45 pm until 4:15 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 Block Schedule allows for teacher to prepare, observe other classroom, research, and work on individual student plans.

Teachers will have the opportunity to review benchmarks, assessments, and progress of each of their students in their classroom and progress in other classes. They also can gain knowledge from observed trends in data collected, data analysis, strategies that work, challenges and strategize to meet student needs. Staff is encouraged to attend workshops and professional development seminars throughout the year.

In-service themes include: Special Education-Teaching strategies, Student Study Team (SST), effective school-wide study practices, and an opportunity for teachers to collectively reflect and assess individual student academic achievement. Experienced staff members, educational consultants or professional experts facilitate these faculty meetings and in-services. Staff development supports the quality of teaching that occurs at Monseñor Oscar Romero Charter and assist teachers with planning and implementing a rigorous, college preparatory curriculum that is research-based and aligned to the California Common Core ELD State Standards. Professional development also provides teachers with resources and strategies to collaborate and share their expertise.

Collaboration and Integration

Monseñor Oscar Romero Charter 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 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.

Monseñor Oscar Romero Charter understands 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 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:

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

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

This process of aligning standards and assessments to real-world learning applications those take the shape of meaningful, rigorous, and assessable projects. At Monseñor Oscar Romero Charter 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 formatively and summative 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 are 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. 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 brought to light 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.

The professional development in preparation will continue to focus on this integration, as a transition period towards 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.
- Scope and Sequence
- Curriculum will address all state required standards and will utilize:

Monseñor Oscar Romero Charter has incorporated the following recommendations:

- Have uniform standards: Monseñor Oscar Romero Charter will have clear and high expectations of all students that fully align with the California Common Core State Standards.
- 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 Monseñor Oscar Romero Charter core subject teachers will have an appropriate credential in their subject matter based on ESSA requirements for highly qualified teachers. In addition, regular planning and professional development time will allow teachers to improve their practice.

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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 Monseñor Oscar Romero Charter School.

Program Goals

Monseñor Oscar Romero Charter will create 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:

- 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.

These foundational values inform the school's philosophy and the Schoolwide Learner Outcomes (SLOs). The faculty through discussion and collaboration developed the SLOs. The school leader annually sets academic goals and the SLOs to evaluate both students and faculty. In this respect, the school's vision, philosophy, goals, core values and SLOs have a common thread of setting high expectations for students in academic and personal success.

How Students Become Self-Motivated, Competent, Lifelong Learners

Monseñor Oscar Romero Charter 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. Monseñor Oscar Romero Charter continually strives to develop a culture that fosters in student's self-motivation, competence and the foundation of lifelong learning.

Purpose

Administrators, faculty, parents and staff working with students demonstrate a shared purpose to develop each student's knowledge and skill 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 is shared among administrators, faculty, classified staff, students and parents. Decisions are reached through consensus and minority opinions are considered and valued. Departments and individual teachers enjoy a large degree of

professional autonomy. They are encouraged to use their best professional judgment in accordance with California State Department of Education, and/or Common Core State Standards, and NGSS in achieving high levels of student learning.

Environment
The environment of the school is safe, orderly and supportive. Students find the school a good place to study and a pleasant place to be. Schoolwide standards for students' behavior are perceived by students and staff members to be fair and equitably enforced. Instances of vandalism and violence on campus are dealt with in a timely manner; student absenteeism and dropout rates are maintained at a minimum level.

Diagnostic assessments that will be used to enable Monseñor Oscar Romero Charter to monitor the effects of proposed changes on student performance

Monseñor Oscar Romero Charter Assessments
ELPAC-- the California English Language Proficiency Assessment is 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 the following is a sample of the kinds of standardized reports available to the school community for analysis:

Measurable Goals of the Educational Program

Please refer to the LCFF State Priorities table in Element 1 for a description of the measurable goals and objectives of Monseñor Oscar Romero Charter School educational program. Monseñor Oscar Romero Charter School educational goals or objectives, include a description of the knowledge, skills, and aptitudes to be measured. Each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each State priority.

Specific performance targets (pupil outcomes), for all pupils (i.e. school-wide) and for each subgroup of pupils identified pursuant to Education Code § 52052, that align with the eight (8) state priorities identified in Education Code § 52060(d).

Ensure English proficiency and academic achievement

MORCS will access for student need, provide differentiated instruction, monitor student achievement, and revise application of teaching as needed. Targeted intervention and acceleration will be provided based on the analysis of formative and summative data. Additionally, targeted instruction will be provided to address specific student needs and gaps, focusing on skills needed to master grade-level content in language arts, mathematics, and ELD. Services for this support will take place during the instructional day and enable an extensive range of services from general education, special education teachers, support staff, and administration. 1) MORCS staff will provide prevention and intervention strategies. Students will be targeted by the use of all school assessments, teacher observation, parent input, SBAC, NWEA Map, and ELPAC.

Teachers will modify instruction, target specific skills, provide small group instruction, and reach out for support services as needed. The School will use multiple assessments to monitor and inform instructional practices and decisions. 2) All identified struggling students will be provided a block of intensive MTSS intervention support during the day. A credentialed teacher will provide this support. Frequent progress monitoring and modifications will be provided based on data and outcomes. 3) Students who continue to struggle will be referred to the Coordination of Services Team.

This team is composed of an administrator, classroom teacher, and a special education representative to discuss the needs of a general education student who continues to struggle with academics or behavior. The team identifies areas of need and designs a plan to address the needs of the specific student. 4) A student who struggles over time will be referred to the Student Study Team (SST). The SST will hold a meeting to design a more intensive academic program and goals for academic success. Students also receive assistance through the following services:

- Small group and individualized instruction in all classrooms
- After school tutoring
- One to one computer-assisted learning
- Individualized assistance from paraprofessionals
- Parent workshops to support home-school activities and communication
- Supplementary materials aligned with core programs for use in intersession and after-

Measurable Pupil Outcomes: Summative Assessment Performance Targets

MORCS is committed to doing just that. To reach each of its goals, and to continually improve the quality of the education that students are receiving, the MORCS community utilizes data-driven decision-making. This process begins with teachers and administrators working together to collect key assessments, setting benchmarks, and pieces of student work. Academic files for every student are created. Before the students culminate they must present work from different classes. In essence, they must defend the knowledge they have acquired throughout their matriculation at Monseñor Oscar Romero Charter School. Data also will include all CDE determined growth targets, reports and Smarter Balanced California Standards Test results taken in each grade, published and teacher generated classroom assessments to determine student needs and the curricular and instructional approaches that best address those needs. This process keeps all involved community members, including teachers and students, accountable for teaching and learning. With an overall intent to meet all CDE determined growth targets and as set forth in the Every Student Succeeds Act (ESSA) the following goals shall be pursued by Monseñor Oscar Romero Charter School. Bert Corona 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 coaching in the following areas:

Student-Level Outcomes

It is important to note that while our primary focus in all aspects of our curriculum, direct subject-matter instruction, project-based learning time and instruction in the arts is in ensuring each student's mastery of grade level standards in the core content areas, as a mission-based school, we also value highly qualities and skills above and beyond the core state standards. As detailed throughout this petition, our "backwards design" approach to lesson planning and our focus on data-informed instruction both work to clearly define and then assess which state standards and other objectives are desired and then achieved.

Monseñor Oscar Romero Charter School utilizes a variety of assessment tools in evaluating student achievement of stated objectives across all disciplines. Among the assessments used are teachers' assessments of student work and mastery of applicable standards and other learning objectives, student work portfolios, teacher observation, and conferencing with students.

The skills, knowledge, and attitudes in the chart below are measurable school-wide learning objectives derived from state and national standards, as well as school-wide learning outcomes. The use of in-house assessments and the frequency of assessment are also addressed. Monseñor Oscar Romero Charter School uses the following online assessments.

Prevention/Intervention/Acceleration Reading Program:

All 6th grade students are leveled and placed into a reading elective block based on their instructional level. Therefore, if an 9th-grade student with special learning needs or an English Language Learner is reading at the 4th reading level based on the Gates-MacGinitie normed reference test he or she is assigned to a certificated teacher that is responsible for teaching reading at the 4th-gradereading level. The reverse is also true, if there is a 7th-grade gifted student that is reading at the 12th-grade reading level based on the Gates-MacGinitie, then he or she will have the opportunity to participate in an elective 12th grade Reading Edge Course.

The Reading Edge is a research-based, and research-proven program designed to meet the unique needs of young adolescent readers. Since the range of reading achievement is extremely broad in this age group, the Reading Edge provides instruction for students at beginning through 8th-grade+ reading levels. Students are assessed and placed at their appropriate reading levels. Students reading at a third-grade level or higher will focus on developing comprehension strategies using both narrative and expository texts. Students reading at earlier levels use high-interest fiction, nonfiction, and reader's theatre to develop basic decoding skills, reading fluency, vocabulary building, and comprehension. All levels focus on building background knowledge and developing study skills to foster future success in school and beyond. Additionally, the Reading Edge uses cooperative-learning techniques to engage students with their learning and to create and foster a positive classroom environment.

Students who are reading at a second and third-grade level have mastered basic phonics skills, but they haven't achieved enough reading fluency and vocabulary to

make contact with the world of adult reading, contact that first occurs at the fourth-grade reading level. The goal of these units is to give students at this level the help they need to achieve a fourth-grade reading level as quickly as possible. This general goal can be broken down into the following areas:

- The students will acquire word recognition skills. In levels 2 - 3, students are provided direct instruction in techniques and strategies they can use to successfully decode unfamiliar words, such as using phonetic clues within the word, using other words in the text as clues, breaking down multisyllabic words, and identifying prefixes, suffixes, and base words.
- The students will achieve greater reading fluency. Fluency is the ability to read smoothly at an acceptable speed with few errors and with good expression. While students can sometimes read fluently without understanding what they read, achieving fluency frees up the intellectual resources that students need to accomplish comprehension tasks.
- The students will continue to develop their vocabulary. These students need help with both learning completely new words (a task that is particularly critical for students who are learning English as a second language) and with learning to read words that are already in their spoken vocabulary. Levels 2 - 3 offer activities that assist with both aspects of vocabulary development.
- The students will learn basic comprehension strategies. While levels 2 - 3 appropriately emphasize fluency over comprehension, the students will learn that fluency is only important to the extent that it results in better and more efficient understanding. Fluency is thus always taught in tandem with guidance and validates s for comprehension. The comprehension strategies that are offered range from basic clarifying techniques (such as sounding words out, looking at other words and pictures for clues, and asking for help) to important strategies that contribute to active reading, such as predicting, asking questions, making mind movies, and summarizing.
- The students will learn to write in response to what they read. Levels 2 - 3 focuses on helping students write correct and complete sentences, applying appropriate punctuation, capitalization, grammar, and spelling, as well as vocabulary building.
- Reading Level 1 (first-grade reading level) focuses on giving beginning readers the tools they need for literal comprehension. It uses a sequence of illustrated stories, presented with phonetically regular text that becomes more difficult as students master new skills.
- Reading Levels 2 - 3 (grades 2 and 3 reading levels) use simple fiction, nonfiction, and reader's theater to focus on basic decoding skills and improving reading fluency.

Once students are reading at levels 4 – 8+ (grades 4 through 8+ reading levels), content educators will continue to use short stories, novels, poetry, and nonfiction to help students learn effective comprehension strategies.

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Frequent feedback motivates students in all instructional levels:

- Students get weekly feedback on their progress.
  They set individual and team goals and track their progress. Being aware of their own gains and experiencing success a step at a time motivates students to take on new challenges with confidence.
- As soon as they are ready, students are moved to the next level.
  Every eight weeks students are given a test to identify their reading level. Assessing reading skills regularly assures that students are continually challenged and do not lose momentum.
- The Reading Edge is flexible.
  Teachers can use formal and informal assessment data from The Reading Edge to tailor instruction so that it meets the needs of their students and the school and state goals.

All instructional levels of the Reading Edge allow students to progress at their own pace, gaining pride and confidence in their abilities as readers. Instruction is consistently matched to students' gains in ability. Within each class, motivated students are given the option to forge ahead with new material, even as they help their partners and teammates. All students, regardless of achievement levels, receive instruction that is keyed to their particular needs and to level-appropriate goals.

Core Subject Classes:
When entering a classroom, visitors will see standards-based instruction. Visitors will also see a unit section, which will identify the state standards being addressed, the assessments being utilized, and specific learning objectives and outcomes for the day. Often in the first ten minutes of the classroom teachers will utilize a warm-up to help students activate background knowledge. Or, teachers may use the time to provide direct instruction to help students acquire new knowledge.

All instruction will follow the Strategic Design Model, which trains teachers to use backwards-planning process to make deliberate decisions to provide effective instruction. The Designing for Student Achievement method by Insight Education Group, teaches teachers to identify desired outcomes (Standards and Bloom's taxonomy) align those outcomes to multiple assessments (formative, and summative assessment options are used) and to develop and differentiate instruction toward student needs (Bloom's Taxonomy, research-based strategies, and differentiated instruction.)

Students work in both leveled and collaborative groups to actively engage in culturally relevant project-based learning. While in their groups, students will utilize Thinking Maps to help them to think critically across all subject areas and to complete all of their standards-based tasks and assessments. The following CRRE (Culturally Relevant and Responsive Education) instructional strategies will also be utilized throughout the day:

Contrastive Analysis: Oral and written language skills: integrating linguistic knowledge of SAAE (Standard American Academic English) into home language of Standard English Learners.

- Personal Thesaurus: To build on prior knowledge.
- Culturally Relevant Literature: Draws upon personal knowledge to make meaning of the text: Learning environments that facilitate literacy acquisition and establish linkages between the home and school cultures.
- Building on the Learning Styles and Strengths of SELs (Standard English Learner) learning styles: Individual preferred orientations, social interactions during study time, and types of reward structures that motivate the individual to persist and reach their individual goals.

The NWEA MAP Test (Measures of Academic Progress) creates a personalized assessment experience by adapting to each student's learning level—precisely measuring progress and growth for each student. If your child correctly answers a question, the computer assessment provides a harder question next. If they miss that same question, then an easier question is asked. This provides essential information about what your child knows and is ready to learn.

The NWEA MAP is published by the Northwest Evaluation Association (NWEA) and is given via computer to children in grades K-12. Its structure is cross-grade, which provides the measurement of students who perform on, above, and below grade level. It is multiple choice and contains questions that are the depth of knowledge so that you can see if your child performs at level 1, 2 or 3 of difficulties. The test is untimed, but students generally spend about 60 minutes per subject area. Feedback results are available in 24 hours. The MAP is not a high-stakes test but is given to students at the beginning, middle, and end of the school year to measure a student's academic achievement and calculate academic growth. The MAP offers teachers a way to focus and plan for how they use the time for either intervening with students or providing enrichment (if your child qualifies) to challenge higher-level students.

The NWEA MAP Test assessments reveal precisely which academic skills and concepts your child has acquired and what he/she is ready to learn. MAP assessments are grade independent and adapt to each student's instructional level so that you can track your child's achievement and notice trends to help with setting objectives. Every item on a MAP assessment is anchored to a vertically aligned equal interval scale, called the RIT scale for Rasch Unit—a stable measurement, like inches on a ruler that covers all grades. Because the measurement is reliable and accurate, RIT scores serve as an essential data point in a student's learning plan; educators can see their precise learning level and respond accordingly.

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

Student Grades: Reports are mailed home frequently (every 5 weeks) during the year to indicate student progress. Parents may contact teachers or meet with Advisor on a regular basis.

Alert Solution: Phone communication tool used to provide parents with up-to-date information about their students' attendance, class performance and test scores, as well as school events and upcoming activities.

State Assessments

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

Monseñor Oscar Romero Charter Outcome Goals-Skills, Knowledge, and Attitudes

Monseñor Oscar Romero Charter will satisfy state requirements for student assessments as required by law. Monseñor Oscar Romero Charter School is committed to closing achievement gaps and increasing the academic performance of all its students, including low achievers, high achievers, and English Language Learners and students with special needs. The goals and performance outcomes for all students and the school are as follows.

College-Readiness

All students matriculating through Monseñor Oscar Romero Charter will complete a board-approved mandated scope and sequence of courses, at a graded level of performance of C or better. These courses are based on CA Common Core State Standards, approved by the CA State Department of Education, and required by every student seeking a completion of grades 6th through 8th

Life-Long Learning

Students at Monseñor Oscar Romero Charter will be monitored for reading level growth (grade-level lexile), writing accuracy and effectiveness, and problem solving ability. Formal interim assessments as well as state and national criterion-referenced measurement tools will give multiple points of feedback to students as they seek to become skilled in capacities they will need to continue their educational journeys in post-secondary training and beyond. These capacities will include a toolkit of immediately employable job skills in the area of digital media production and

publishing, which the school will instill in each of its students through a four year rigorous continuum of courses taught by a highly skilled and credentialed teachers.

Active Citizens

Students at Monseñor Oscar Romero Charter will be encouraged to invest volunteer service hours over the course of their school enrollment. Students will be trained in the protocols of community partnership and taught the history of activism and service modeled by the schools' founding namesake, Mr. Bert Corona. Both staff and parent stakeholders will continue to build relationships with local service organizations, resulting in sustained, annual service opportunities for all students. The school will be known within its local community as the school that lives out the legacy of Bert Corona in its service to Pacoima and the San Fernando Valley.

Reclassification Form for English Learners

Student Name:_____ Birthday:_____

Date of ELAC Meeting:_____ Grade: _____

Student Performance:

Assessment	Date	Score	Required Score
1. Smarter Balanced Achievement Level – ELA/NWEA MAP ELA RIT			(NWEA MAP) 212 or higher RIT (SBAC) Upper Level 2 or higher Upper Nearly Met Standards or higher
2.ELPAC– Overall Proficiency			4 or 5
3.ELPAC– Listening			3, 4, or 5
4. ELPAC – Speaking			3, 4, or 5
5. ELPAC- Reading			3, 4, or 5
6. ELPAC– Writing			3, 4, or 5
7. Academic Performance			Grade of C or higher in English – Language Arts

Reclassification Committee Recommendation: ☐ Yes ☐ No

Student has acquired sufficient English language fluency and academic skills to succeed in an English-only program.

Action Taken:

_____ Student meets the district's reclassification criteria.

_____ Student does not meet the district's reclassification criteria.

Comments:

_____

_____

_____

Executive Administrator Signature: _____

Committee's Signature: _____

Teacher's Signature: _____

Parent's Signature: _____ Date: _____

Coversheet

FY20-21 Revised YPICS Budgets

Section: V. Items Scheduled For Action
Item: A. FY20-21 Revised YPICS Budgets
Purpose: Vote
Submitted by:
Related Material: 20-21_YPICS_Revised_Budget_Changes__1_.xlsx
FY20-21 Revised Budget YPICS.pptx

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:

20-21_YPICS_Revised_Budget_Changes__1_.xlsx

FY20-21 REVISED BUDGET

YPI Charter Schools, Inc

Revenue Assumptions

- LCFF - 0% COLA (June Budget -10%)
- SB740 assumes 0% funding for Other Costs and 20% reduction to Rent Reimbursement
- PPP Loan is not included in the budget
- Enrollment / ADA – FY19-20 P2
- Unduplicated Count
  - BCCS – 77%
  - MORCS – 94%
  - High School – 92%
  - LAUSD – 85.40%

Revenue Assumptions

- One time CARES Act Funding

	LLMF - CRF	LLMF - GF	LLMF - GEER	ESSER	Total	FY19-20 Expenses	FY20-21 Expenses
BCCS	$ 386,116	$ 31,393	$ 33,581	$ 111,213	$ 562,303	$ 104,189	$ 458,114
MORCS	$ 355,055	$ 31,499	$ 16,560	$ 124,055	$ 527,169	$ 47,990	$ 479,179
BCCHS	$ 258,188	$ 19,591	$ 23,921	$ 60,790	$ 362,490	$ 48,058	$ 314,432

- Budgeted Expenditures
  - Chromebooks
  - Summer School
  - Hotspots
  - Internet Stipends
  - Technology for teachers
  - Curriculum and PD to support distance learning
  - Counselor (BCCS)
  - PPE related purchases (hand washing stations, Air purifiers, Face Shields and masks, and others)

Expense Assumptions

- Salaries
  - Remove salary freeze
  - Updated Teacher Salary Table to reflect minimum exempt salary requirement
  - Adjusted to reflect the current staffing
    - Senior Director of Program Position Temporarily changed to part-time position
    - Move COO salary back to LSC to support Senior Director of Programs change
    - Move Mr. Myers from Part-Time Data Director Position to Full-time EA of Bert Corona Charter School Position
    - Due to increased marketing/outreach need with student losses retain Marketing position through EOY 20-21
- STRS 16.15%
- Health Insurance Costs are estimated to stay the same as FY19-20
- Added expenditures associated with CARES Act funding

Expense Assumptions

- Rent
  - BCCS ($10,300 a month)
  - M&O for MORCS $280K + $60K for Utilities
  - M&O contract assumes 3 years
  - Prop 39 for High School ($227K)
  - Central Admin building rent reduction to $3500 starting October 2020 (current Lease does not end until September 2021)
- MORCS Prop 1D repayment loan
- Indirect Cost – allocated based on the number of students.

Expense Assumptions

- ExED contracts:
  - Management and Accounting Services :
    - $222,282 – no increase
  - CALPADS:
    - $11,500 per school (increase from $8,750 due to increase in complexity of CALPADS reporting)
- CASH Flow needs
  - Bert Corona High School will need to borrow from Monsenor Oscar Romero during the year to support cash flow needs due to the deferrals – up to $600K

Cash Deferrals - BCCS

BCCS

Regular Scheduled State Payment Date	Projected Monthly Payment without deferrals	% Deferred	Amount Deferred	Deferred to
Feb-21	173,234	53%	91,813.87	Nov-21
Mar-21	173,234	82%	142,051.65	Oct-21
Apr-21	173,234	82%	142,051.65	Sep-21
May-21	173,234	82%	142,051.65	Aug-21
Jun-21	173,234	100%	173,233.72	Jul-21
	866,169		**691,203**	

Projected Annual LCFF State Aid:	1,912,416
Deferred LCFF Revenue	36%

Cash Deferrals - MORCS

MORCS

Regular Scheduled State Payment Date	Projected Monthly Payment without deferrals	% Deferred	Amount Deferred	Deferred to
Feb-21	181,637	53%	96,267.61	Nov-21
Mar-21	181,637	82%	148,942.34	Oct-21
Apr-21	181,637	82%	148,942.34	Sep-21
May-21	181,637	82%	148,942.34	Aug-21
Jun-21	181,637	100%	181,637.00	Jul-21
	908,185		**724,732**	

Projected Annual LCFF State Aid:	2,018,642
Deferred LCFF Revenue	36%

Cash Deferrals - BCCHS

BCCHS

Regular Scheduled State Payment Date	Projected Monthly Payment without deferrals	% Deferred	Amount Deferred	Deferred to
Feb-21	152,199	53%	80,665.47	Nov-21
Mar-21	152,199	82%	124,803.18	Oct-21
Apr-21	152,199	82%	124,803.18	Sep-21
May-21	152,199	82%	124,803.18	Aug-21
Jun-21	152,199	100%	152,199.00	Jul-21
	760,995		**607,274**	

Projected Annual LCFF State Aid:	1,691,098
Deferred LCFF Revenue	36%

Central Admin – Summary Budget

YPI CHARTER SCHOOLS, INC - CENTRAL ADMIN

Multi-Year Budget Summary

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	2019-20	2020-21 Forecast	2021-22	2022-23	2023-24	2024-25
Total Enrollment	-	-	-	-	-	-
ADA	-	-	-	-	-	-
% Free and Reduced	0%	0%	0%	0%	0%	0%
% English Language Learners	0%	0%	0%	0%	0%	0%
% Unduplicated Low Income, EL, Foster Youth	0%	0%	0%	0%	0%	0%
INCOME						
8011-8098 · Local Control Funding Formula Sources	-	-	-	-	-	-
8100-8299 · Federal Revenue	-	-	-	-	-	-
8300-8599 · Other State Revenue	-	-	-	-	-	-
8600-8799 · Other Local Revenue	16,387	-	-	-	-	-
Grants/Fundraising	-	-	-	-	-	-
8999 · Other Prior Year Adjustment	-	-	-	-	-	-
TOTAL INCOME	**16,387**	-	**-**	-	-	**-**
EXPENSE						
1000 · Certificated Salaries	303,771	394,830	410,623	427,048	444,130	461,895
2000 · Classified Salaries	356,580	334,534	347,915	361,832	376,305	391,357
3000 · Employee Benefits	184,260	209,842	222,010	244,426	259,228	275,024
4000 · Supplies	3,620	3,170	3,266	3,363	3,464	3,568
5000 · Operating Services	(843,379)	(948,793)	(986,520)	(1,037,468)	(1,083,401)	(1,131,845)
6000 · Capital Outlay	9,275	6,417	2,707	799	274	-
7000 · Other Outgo	2,260	-	-	-	-	-
TOTAL EXPENSE	**16,387**	0	**(0)**	0	0	**-**
NET INCOME	**0**	(0)	**0**	(0)	(0)	**-**
Ending Cash Balance	1,499,094	1,569,433	1,672,140	1,672,939	1,673,212	1,673,212

BCCS – Budget

BERT CORONA CHARTER SCHOOL

Multi-Year Budget Summary

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	2019-20	2020-21 Forecast	2021-22	2022-23	2023-24	2024-25
Total Enrollment	371	371	358	371	371	371
ADA	354.27	356.16	343.68	356.16	356.16	356.16
% Free and Reduced	77%	77%	77%	77%	77%	77%
% English Language Learners	25%	25%	25%	25%	25%	25%
% Unduplicated Low Income, EL, Foster Youth	81%	77%	77%	77%	77%	77%
INCOME						
8011-8098 · Local Control Funding Formula Sources	3,683,607	3,640,790	3,491,764	3,591,169	3,591,169	3,680,801
8100-8299 · Federal Revenue	1,752,401	3,145,894	1,104,191	435,559	435,929	435,929
8300-8599 · Other State Revenue	376,784	365,412	362,449	365,234	365,444	367,214
8600-8799 · Other Local Revenue	265,150	251,531	244,118	251,531	251,531	251,531
Grants/Fundraising	36,500	10,000	10,000	10,000	10,000	10,000
8999 · Other Prior Year Adjustment	7,268	20	-	-	-	-
TOTAL INCOME	**6,121,710**	**7,413,647**	**5,212,523**	4,653,492	4,654,072	4,745,475
EXPENSE						
1000 · Certificated Salaries	1,248,899	1,354,091	1,332,472	1,363,492	1,404,397	1,446,529
2000 · Classified Salaries	964,766	573,822	508,371	513,972	529,391	545,273
3000 · Employee Benefits	680,531	612,899	635,339	687,792	716,547	746,596
4000 · Supplies	518,477	773,149	396,266	379,452	380,715	381,985
5000 · Operating Services	2,787,938	3,733,319	2,127,823	1,667,138	1,704,886	1,744,662
6000 · Capital Outlay	261,361	236,863	90,528	61,099	47,893	17,412
7000 · Other Outgo	5,684	-	-	-	-	-
TOTAL EXPENSE	**6,467,657**	**7,284,143**	**5,090,799**	4,672,946	4,783,829	4,882,457
NET INCOME	**(345,947)**	**129,504**	**121,725**	(19,453)	(129,757)	(136,983)
Ending Cash Balance	1,326,467	773,481	1,745,011	2,214,598	2,180,431	1,949,567

MORCS– Summary Budget

MONSENOR OSCAR ROMERO CHARTER SCHOOL
Multi-Year Budget Summary
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	2019-20	2020-21 Forecast	2021-22	2022-23	2023-24	2024-25
Total Enrollment	352	350	315	360	360	360
ADA	345.07	345.07	303.98	347.40	347.40	347.40
% Free and Reduced	94%	94%	94%	94%	94%	94%
% English Language Learners	29%	29%	29%	29%	29%	29%
% Unduplicated Low Income, EL, Foster Youth	96%	94%	94%	94%	94%	94%
INCOME						
8011-8098 · Local Control Funding Formula Sources	3,696,024	3,693,988	3,247,432	3,711,681	3,712,013	3,805,007
8100-8299 · Federal Revenue	497,807	941,871	462,430	499,998	501,502	501,502
8300-8599 · Other State Revenue	207,888	224,847	214,812	225,148	225,880	226,027
8600-8799 · Other Local Revenue	273,268	234,944	210,537	236,328	236,328	236,328
Grants/Fundraising	13,453	11,152	10,000	10,000	10,000	10,000
8999 · Other Prior Year Adjustment	14,124	1,081	-	-	-	-
TOTAL INCOME	**4,702,564**	5,107,884	4,145,211	4,683,155	4,685,723	4,778,863
EXPENSE						
1000 · Certificated Salaries	1,217,447	1,284,446	1,330,860	1,370,786	1,411,910	1,454,267
2000 · Classified Salaries	526,357	503,249	488,614	503,273	518,371	533,922
3000 · Employee Benefits	564,446	552,100	567,464	619,517	644,974	671,568
4000 · Supplies	419,672	801,881	318,697	363,416	364,884	366,364
5000 · Operating Services	1,512,858	1,661,131	1,542,457	1,433,579	1,470,257	1,508,962
6000 · Capital Outlay	819,474	814,365	808,449	790,132	769,765	738,792
7000 · Other Outgo	69,020	154,677	150,796	146,838	142,799	138,679
TOTAL EXPENSE	**5,129,275**	5,771,849	5,207,337	5,227,541	5,322,960	5,412,553
NET INCOME	**(426,711)**	(663,965)	(1,062,126)	(544,387)	(637,236)	(633,690)
Ending Cash Balance	2,814,264	1,479,020	1,247,443	941,968	1,017,964	823,042

HS– Summary Budget

Bert Corona Charter High School

Multi-Year Budget Summary

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	2019-20	2020-21 Forecast	2021-22	2022-23	2023-24	2024-25
Total Enrollment	194	197	199	209	219	229
ADA	181.14	181.14	188.06	197.51	206.96	216.41
% Free and Reduced	92%	92%	92%	92%	92%	92%
% English Language Learners	19%	19%	19%	19%	19%	19%
% Unduplicated Low Income, EL, Foster Youth	94%	91%	91%	91%	92%	92%
INCOME						
8011-8098 · Local Control Funding Formula Sources	2,298,837	2,256,770	2,357,210	2,472,846	2,591,747	2,778,321
8100-8299 · Federal Revenue	206,451	537,436	210,899	216,561	222,401	228,241
8300-8599 · Other State Revenue	55,571	70,207	71,646	74,162	76,793	79,663
8600-8799 · Other Local Revenue	129,356	122,583	126,690	132,302	137,915	143,527
Grants/Fundraising	13,202	12,000	-	-	-	-
8999 · Other Prior Year Adjustment	5,318	11	-	-	-	-
TOTAL INCOME	**2,708,735**	**2,999,006**	2,766,444	2,895,872	3,028,856	3,229,752
EXPENSE						
1000 · Certificated Salaries	905,595	937,697	985,024	1,024,425	1,065,402	1,108,018
2000 · Classified Salaries	303,496	310,081	330,146	343,352	357,086	371,369
3000 · Employee Benefits	390,733	419,255	429,700	471,110	493,040	516,029
4000 · Supplies	190,042	416,855	175,936	185,103	194,314	203,568
5000 · Operating Services	872,236	863,581	883,885	936,443	991,281	1,049,133
6000 · Capital Outlay	62,641	49,384	41,422	39,800	35,113	561
7000 · Other Outgo	119	-	-	-	-	-
TOTAL EXPENSE	**2,724,863**	**2,996,852**	2,846,113	3,000,233	3,136,235	3,248,678
NET INCOME	**(16,128)**	**2,154**	(79,669)	(104,361)	(107,379)	(18,926)
Ending Cash Balance	140,073	151,587	167,926	(358,524)	(405,542)	(490,304)

Coversheet

20-21 YPICS School Success Plans

Section: V. Items Scheduled For Action
Item: B. 20-21 YPICS School Success Plans
Purpose: Vote
Submitted by:
Related Material: BCCS School Success Plan 20-21 updated.pdf
MORCS School Sucess Plan 20-21 updated.pdf

BCCS School Success Data Report and Action Plan
10.16.2020

BCCS CA School Dashboard Data (2020-21)

BCCS School Population (2020-21 data)	Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
	348	84.77%	29.8%	.57%

Academic Performance Summary

English Language Arts (CAASPP 2018-19 Data)			
	Level	Status (Pts. Above/ Below standard)	Change (Pts. Ave Points Increased/ Decreased)
BCCS	Red	-78.8	-16.3
State	Green	-3	3.1
Mathematics (CAASPP 2018-19 Data)			
BCCS	Red	-109.5	-8.9
State	Orange	33.5	2.9
English Learner Progress (CAASPP 2018-19 Data)			
	Making Progress Towards Proficiency		Number of EL Learners
BCCS	37.2%		86
State	48.3%		844,257

Culture and Climate Summary

Suspension			
	BCCS (18-19)	State (18-19)	BCCS (19-20)
Level	Green	Yellow	
Status	6.2%	3.4%	
Change	-.5%	-.1%	50%
Suspension	40		20

Operations Summary

Chronic Absenteeism (2018-2019)			
Location	Level	Status	Change
BCCS	Yellow	7%	.03%
Local LAUSD (Maclay)	Red	17.8%	5.1%
State	Orange	10.1	1.1%

Detailed Report Links

SECTION 1: Academic Performance **p.**

1a. Data..... 3

1b. Data Analysis..... 4

1c. Action Plan..... 5

SECTION 2: Culture and Climate

2a. Data.....

2b. Data Analysis.....

2c. Action Plan.....

SECTION 3: Operations

3a. Data.....

3b. Data Analysis.....

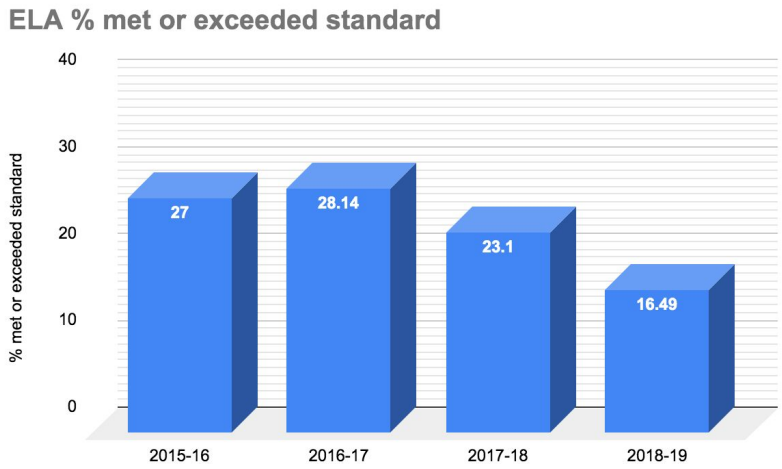
3c. Action Plan.....

SECTION 1a: Academic Performance Data (2020-21)

ENGLISH LANGUAGE ARTS (CAASPP)

	2015-16	2016-17	2017-18	2018-19	Maclay MS (2018-19)	LAUSD (2018-19)	State of CA (2018-19)
% met or exceeded standard	27	28.14	23.1	16.49	22.94	43.9	50.87

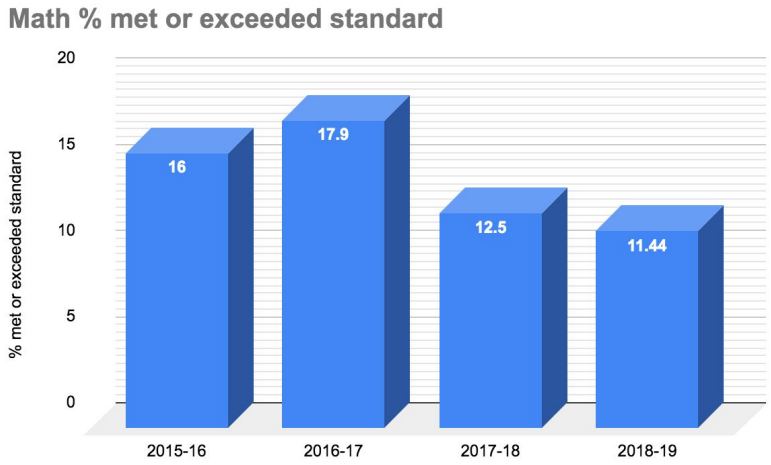
*Source: CAASPP website



MATHEMATICS (CAASPP)

	2015-16	2016-17	2017-18	2018-19	Maclay MS (2018-19)	LAUSD (2018-19)	State of CA (2018-19)
% met or exceeded standard	16	17.9	12.5	11.44	14.45	33.47	39.73

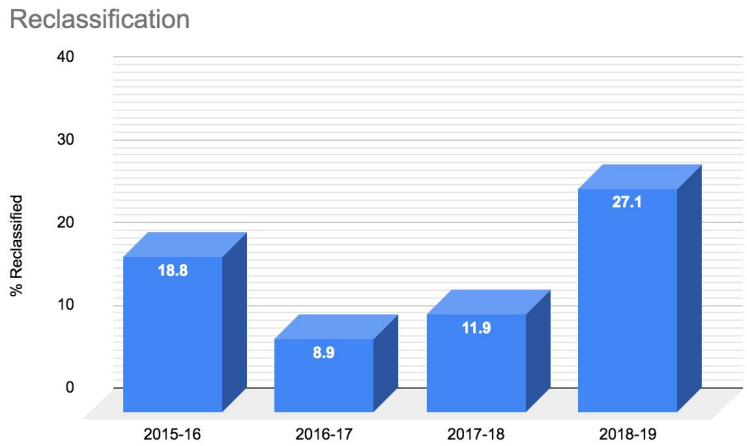
*source: CAASPP website



RECLASSIFICATION RATE (REDESIGNATED ENGLISH PROFICIENT)

	2015-16	2016-17	2017-18	2018-19	Macay MS (2018-19)	LAUSD (2018-19)	State of CA (2018-19)
% reclassified	18.8	8.9	11.9	27.1	16.1	22.8	13.8

*source: Dataquest



iReady Data

iReady	Reading 19-20 SY			Reading 20-21 SY		
Diagnostic	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Baseline	13%	14%	73%	13%	17%	70%
B1	17%	17%	66%			
B2	20%	19%	61%			
B3	25%	20%	55%			
Change	12%	6%	-18%			

iReady	Math 19-20 SY			Math 20-21 SY		
Diagnostic	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Baseline	9%	27%	64%	9%	26%	65%
B1	14%	33%	53%			
B2	17%	35%	48%			
B3	26%	31%	44%			
Change	17%	4%	-20%			

SECTION 1b: Academic Performance Data Analysis (2020-21)

Trend	Root Cause Analysis

In the 2019 - 2020 school year CAASPP testing was canceled by the state
 	
In the previous two academic years (17-18 and 18-19), the number of students Meeting or Exceeding Standard in ELA has declined by 11.65%
 	
and the number of students Meeting or Exceeding Standard in Math has declined by 6.46%
 	
iReady Data in 2019-2020 shows a 17% increase of students operating at or above grade level in Mathematics and a 12% increase of students operating at or above grade level in Reading.
	• Areas of academic need
	  ○ Need for consistent/effective implementation of curriculum in ELA and Math
	  ■ Effective differentiation of standards based on first time instruction
	  ■ Need for effective use of data to drive instruction.
	  ○ An effective and systematic MTSS
	  ■ With academic intervention
	  ■ With social emotional supports
	• Math
	  ○ At the end of the 2018-19 school year, the BCCS math department adopted a new math program (iReady Math) to be implemented in the 2019-20 school year
	  ■ The Math Department was trained in iReady Math and implemented the program with fidelity
	  • Need to continue to focus on the training math teachers in 2020-21 on iReady and fidelity of implementation
	  • Continue to support teachers to use iReady assessment data to identify academic interventions and supports for students
	  • 4 of 6 math teachers are new to BCCS and iReady in 2020-21
	• ELA
	  ○ ELA department is focusing on Service Learning to increase student engagement.
	  ■ Continue to support teachers to use iReady assessment data to identify academic interventions and supports
	  ■ One 7th Grade ELA teacher was replaced in November 2019 and one 8th Grade ELA Teacher did not return for the 2020-21 school year
	• Interventions and Supports
	  ○ Saturday Academy Program was created with support from Think Together and continues through the 2020-21 school year.
	  ■ Students identified based on iReady data and program focuses on areas of growth
	  ○ Students with social emotional and behavioral needs; receive counseling support and benefit from mentors (CSUN intern students workingon BA requirements) who work with a caseload of learners to promote good work habits and social emotional support
	  ■ The following support continued or have been increased through the 2020-21 school year
	  • Counseling support from Luminarias
	  • Quadrupled the number of mentors from 4 to 14
	  • A school counselor was hired (20-21 SY) to

	address the academic and social emotional needs of students
In the 2019 - 2020 school year ELPAC testing was canceled by the state Between the 2017 and 2019 academic years, the number of students that were reclassified fluent English Proficient has increased by 18.9%	● The number of EL learners increased to 100 students in the 2020-21 SY. ○ 92% of our EL population are Long Term EL Learners. ○ 41% of EL learners also have an IEP. ○ 97.5% of our EL learners with IEPs are LTELs ● In 2020-2021, the academic team is ○ Reviewing scholars' IEPs and identifying which sections of the ELPAC exam students with IEPs should be excused from based on their Special Education qualifying disability ○ The SpEd team is receiving training on: ■ ELPAC components ■ Recalssification criteria for students ● Supports provided include grade level tutors working with a caseload of EL scholars to provide targeted intervention and support ○ Tutors identify areas of student needs, provide support and track growth ■ Supports ● Conferencing regularly with scholars ● Goal setting with learners using data ● Identify appropriate targeted interventions to prepare students with ELPAC like activities. ● Targeting the specific needs of these learners is a focus of professional development for all teachers ensuring accessibility of curriculum and providing scaffolded support in ELA

SECTION 1c: Academic Performance Action Plan (2020-21)

Focus Area	Standards Based Grading	
Goal (SMART)	Full use of standards-based grading rubrics to set the rigor for achievement and provide a tool for scholars to self-assess, conference with teachers, and refine their work for their presentations of learning.	
Impact	Significantly more accurate assessment and communication of student proficiency and progress. Increased student proficiency in all content areas (measured by SBAC scores, grades, and benchmark scores).	
18-19 Action Plan	**19-20 Action Plan**	**20-21 Action Plan**
Increase collaborative planning time for teachers to develop standards based outcomes and rubrics.	Staff meet regularly though PD as a grade level team every 2-3 weeks. This time is used to plan instruction and assessment, as well as to target scholars with tier II and III academic needs. Data is tracked, intervention and supports are developed, growth is	PD is focused on the implementation of Critical Friends Groups (CFG); to develop professional learning communities that collaborate regularly. Teams meet weekly, focused on presenting teacher or student work, receiving feedback, agreeing to visit classrooms to see implementation of feedback and

	monitored, and effectiveness of intervention is identified. Results of assessments need to be reviewed by the grade level team. The rubrics used must be consistent. **There must be evidence present that scholars are using rubrics to self-assess and refine their work.**	making teacher and student work public. To identify and close the achievement gap data is collected and analyzed. Data is tracked, intervention and supports are developed, growth is monitored, and effectiveness of intervention is identified. Rubrics, assessments, and outcomes are reviewed by the grade level teams through the use of CFG protocols. **CFG implementation and effectiveness will be measured through agendas, teacher surveys, and teacher presentations of their work and the work of their students.**

Focus Area	Project Based Learning / Service-Learning
Goal (SMART)	Grade level specific service learning projects that are (aligned to our grade level themes) showcased through CASA Knight (students presentation of learning to the community of BCCS)
Impact	Student learning is maximized due to authentic learning experiences based on engaging, real-world problem scenarios, and which provide opportunities to practice critical thinking, problem solving, collaboration, communication, and presentation skills.

18-19 Action Plan	**19-20 Action Plan**	**20-21 Action Plan**
Embed PBL Planning into PD plan, at least once per quarter. Reflect on PBL Implementation at the end of each semester (in PD)	Through CASA Service Learning Projects are being planned and work towards at each grade level throughout the year. Grade level teams must collaborate through PD to develop their grade level project that align to their grade level theme. In collaboration with their scholars, teachers must set a driving question that will ensure essential learning and that scholars are providing service to their community. Teachers who have been with BCCS longer are doing a stronger job of PBL and implementing PBL projects in addition to the grade level CASA project.	The ELA team is leading the implementation of CASA service learning projects. In order to increase student engagement the team is focused on guiding CASA projects to make a high use of culturally relevant resources. Students across the grade level are reading culturally relevant literature to help them better understand the communities we live in and serve. Scholars will be challenged to identify root causes of our community's needs. Their service learning project will guide them through developing a project that addresses this need and provides service to the community. The ELA team is committed to developing authentic culturally relevant service learning and are meeting bi-weekly to collaborate, discuss implementation of CASA

	Though PD time newer teachers and veteran teachers, with the support of administration, will establish a plan of accountability to ensure PBL implementation. **Accountability plan will be reported on through lead teachers at School Site Leadership Meeting to ensure that POLs are completed to expectations at CASA Knight.**	across the grade levels, and share their progress through our CFG process. CASA will serve as an anchor and exemplar of PBL projects across the grade levels **Regular meetings guided by CFG protocols to share progress on CASA project and refine projects, teacher, and student work; showcased at CASA Knight**
Focus Area	Increase Math Proficiency	
Goal (SMART)	Increase students working at or above grade level as measured by i-Ready Diagnostic in Math to increase achievement as measured by CAASPP. In 2019-2020, i-Ready Diagnostic in math showed a 17% increase. Target Goal is for students to increase their achievement on CAASPP correlated to their graduation year. 21 point increase on individual scale score on CAASPP Mathematics in 2021. (22 point increase in 2022, 23 point increase in 2023, and 24 point increase in 2024 will bring all our scholars to grade level by 2024)	
Impact	Students leave BCCS with a powerful education in mathematics, including critical-thinking and problem solving which will prepare them for success in high school, college, and a number of careers which involve computation and analysis of numbers and data.	
18-19 Action Plan	**19-20 Action Plan**	**20-21 Action Plan**
Consistent usage of ALEKS in all math classrooms, using ALEKS competitions to set clear goals and to encourage students. Consistent after school tutoring for ELA and Math. For 2019-20, adopt new math curriculum and train teachers in implementation.	Ready Math Curriculum was adopted for 2019-2020 Professional Development is being provided quarterly by Curriculum Associates to help with implementation and training of teachers. Math teachers work to implement with fidelity the Ready Math Curriculum i-Ready Math diagnostic was adopted in 2019-2020 to support instruction. i-Ready diagnostic is aligned to Ready Curriculum which provides curriculum, planned intervention lessons, and adaptive computer-based supplemental instruction Provides actionable data for teachers and tutors. We are seeing growth from the baseline to B1 assessment.	Professional Development is being provided quarterly by Curriculum Associates to help with implementation and training of teachers. Math teachers are working to implement the Ready Math Curriculum i-Ready diagnostic is aligned to Ready Curriculum which provides curriculum, planned intervention lessons, and adaptive computer-based supplemental instruction Provides actionable data for teachers and tutors We are seeing growth from the baseline to B3 assessment of 26%. Ready Math curriculum aligns to YPICS instructional hallmarks by providing real-world problems solved

	Aligns to YPICS instructional hallmarks by providing real-world problems solved through collaborative grouping. Scaffolded to provide intervention for scholars based on their level of proficiency. **Effectiveness will be evidenced by scholars movement towards achieving typical growth on i-Ready Diagnostic Assessments.**	through collaborative grouping and is scaffolded to provide intervention for scholars based on their level of proficiency. **Effectiveness will be evidenced by scholars movement towards achieving typical growth on i-Ready Diagnostic Assessments.**

Focus Area	Increase ELA Proficiency
Goal (SMART)	Increase students working at or above grade level as measured by i-Ready Diagnostic in Reading to increase achievement as measured by CAASPP. In 2019-2020, i-Ready Diagnostic in reading showed a 12% increase. Target Goal is for students to increase their achievement on CAASPP correlated to their graduation year. 21 point increase on individual scale score on CAASPP ELA in 2021. (22 point increase in 2022, 23 point increase in 2023, and 24 point increase in 2024 will bring all our scholars to grade level by 2024)
Impact	Students will culminate from BCCS with excellent literacy and communication skills which will allow them to flourish in written and verbal communication.

18-19 Action Plan	**19-20 Action Plan**	**20-21 Action Plan**
Consistent implementation of SFA strategies in all classrooms. Consistent after school tutoring for ELA and Math. Focus on low level claims/standards from internal benchmark testing.	Quarterly, Success For All provides training to ensure that all new staff and returning staff are implementing Success for All Strategies Across the curriculum. SFA strategies are researched based and ensure support for all learners and necessary differentiated instruction coupled with engagement strategies and positive recognition strategies. Ensuring a high use of SFA strategies to support our Integrated English Language Development program and meet the specific needs of our LTEL population, our largest group of English Learners. Grade Level teams continue to refine power standards for their content areas, develop bite-sized daily learning outcomes that are	Quarterly, Success For All provides training to ensure that all new staff and returning staff are implementing Success for All Strategies Across the curriculum. SFA strategies are researched based and ensure support for all learners and necessary differentiated instruction coupled with engagement strategies and positive recognition strategies. Ensuring a high use of SFA strategies to support our Integrated English Language Development program and meet the specific needs of our LTEL population, our largest group of English Learners. Grade Level teams continue to refine power standards for their content areas, develop bite-sized daily learning outcomes that are

	measurable; which results inform instruction and intervention. Continue to develop common assessments and rubrics, calibrate scoring, and provide multiple assessments to demonstrate mastery. i-Ready Reading diagnostic was adopted in 2019-2020 to support instruction. i-Ready diagnostic Provides actionable data for teachers and tutors. We are seeing growth from the baseline to B1 assessment. Scholars are supported through Ready's adaptive computer-based supplemental instruction. **Effectiveness will be evidenced by scholars movement towards achieving typical growth on i-Ready Diagnostic Assessments.**	measurable; which results inform instruction and intervention. Through the critical friends group process, continue to refine instruction as well as develop common assessments, rubrics, calibrate scoring, and multiple assessments to demonstrate mastery. i-Ready diagnostic Provides actionable data for teachers and tutors to identify scholars strengths, areas for growth, and gives the instructional team the tools to provide targeted intervention. Our 2019-2020 data highlights the growth scholars had throughout the year from the baseline to our B3 assessment at the end of the year. Scholars benefit from i-Ready's adaptive computer-based supplemental instruction, as well as teacher assigned i-Ready lessons, assessments, and mastery checks. **Effectiveness will be evidenced by scholars movement towards achieving typical growth on i-Ready Diagnostic Assessments.**

Focus Area	Re-classification Rate (and EL Progress)
Goal (SMART)	Maintain a Reclassification Rate of 25% or greater for 2020-2021.
Impact	English Learners will make significant gains in mastery of English, including being able to read, write, speak, and listen effectively in English.

18-19 Action Plan	**19-20 Action Plan**	**20-21 Action Plan**
Create English Learner Snapshots for each EL student. Set individual goals and supports collaboratively with students, parents, teachers, and tutors. Tutors coach and support individual students and track progress.	We meet our Reclassification goal for 2018-2019 with a reclassification rate of 27.1% Make a high use of i-Ready diagnostic data to support English Learner Snapshot data tracking and goal setting and to identify scholars most ready to reclassify. Continue to provide grade level tutor support to general education English Learners to provide targeted intervention.	Ensure the instructional team is making a high use of i-Ready diagnostic data to support English Learners through our EL Snapshot data tracking and goal setting process. Supports the team in identifying scholars most ready to reclassify and benefit from targeted support. Grade level tutors are assigned to a caseload of general education English Learners to provide targeted support. In 2020-2021, the academic team is

	For 2019 we have identified that 49% of all current English Learners are long-term English Learners 5o% of all SPED learners are EL and 50% of them are LTEL Adopting new reclassification criteria that provides an alternative path towards reclassification for SPED learners who are LTEL **Effectiveness will be measured by maintaining or exceeding current growth rate in reclassification.**	reviewing EL scholars with IEPs; to identify which sections of the ELPAC exam students with IEPs should be excused from based on their Special Education qualifying disability. By determining scholars who meet updated reclassification criteria we will provide an alternative path towards reclassification for SPED learners who are LTEL 41% of all SPED learners are EL. A high percentage of the EL population are LTELs 97.5% **Effectiveness will be measured by maintaining or exceeding current growth rate in reclassification.**

Focus Area	Effective Teaching Strategies (ie. Questioning, Anticipatory Sets, Do Now, Exit Ticket, etc.)
Goal (SMART)	Teachers will progress through the phases of the GBF scope and sequence
Impact	Teachers will be able to hone their craft at various levels, whether they need support with classroom management, effective lesson structure, or more specific skills such as effective questioning strategies or promoting academic discourse.

18-19 Action Plan	**19-20 Action Plan**	**20-21 Action Plan**
Provide differentiated professional development through “Choose your own Professional Adventure” protocol once per month. Include measures such as Instructional Rounds to increase accountability.	In 2019-2020, YPICS has adopted Relay’s Get Better Faster coaching model and has focused on using this model to train staff regularly on Get Better Faster strategies to ensure strong management and rigor. Through the adoption of i-Ready diagnostic, staff have been making a high use of actionable data to inform their instruction and increase the differentiation scholars are provided and are better equipped to provide scholars the scaffolding needed to do rigorous work. This year, teachers are receiving lesson plan and instructional feedback focused on their Common Core aligned lessons. These supports are reinforced through observations and coaching provided to all teachers. Though PD data review assessment results are reviewed to measure progress of scholars towards mastery of standards and determine which CCSS standards need to be re-taught and reinforced. **Evidence will be gathered through observation data as documented in Whetstone (Observation and Data tracking platform that supports GBF coaching).**	YPICS continues to use Relay’s Get Better Faster coaching model and has focused on using this model to train staff regularly on Get Better Faster strategies to ensure strong management and rigor. Through the adoption of i-Ready diagnostic, staff have been making a high use of actionable data to inform their instruction and increase the differentiation scholars are provided and are better equipped to provide scholars the scaffolding needed to do rigorous work. This year, teachers are receiving feedback on lesson plans, instructions, and their students outcomes. The feedback is focused on identifying the achievement Gap and ensuring that Common Core aligned lessons are differentiated to provide scaffolding to meet the needs of all students that supports scholars in achieving rigorous outcomes. These supports are reinforced through observations and coaching, by administration, mentor teachers, and by colleagues through our grade level Critical Friends Groups. Though PD data assessment results are reviewed to measure progress of scholars towards mastery of standards and determine which CCSS standards need to be re-taught

		and reinforced. sCFG provides feedback on teacher and student work throughout the year. **Evidence will be gathered through observation data as documented in Whetstone (Observation and Data tracking platform that supports GBF coaching).**
Focus Area	Intervention	
Goal (SMART)	Provide the necessary scaffolding and differentiated instruction to sub-groups to ensure their growth matches or exceeds the rate of all scholars.	
Impact		
18-19 Action Plan	**19-20 Action Plan**	**20-21 Action Plan**
	We have created and implemented “EL snapshots” which create language acquisition goals for English Learners based on the needs of each student. Through i-Ready diagnostic data snapshots also include individualized support for each student, so that the grade-level teaching teams and tutors are aligned in their support for each English Learner. With the adoption of i-Ready Math and ELA computer-based adaptive instructional program and the i-Ready Diagnostic general education teachers are collaborating with special education teachers, special education tutors, and general education tutors to establish groups of scholars who would benefit from targeted instruction. Small group, mini-lessons, are providing learners with a higher degree of differentiated instruction in the classroom We provide after school math and ELA intervention/tutoring at each grade level to provide targeted support and differentiated instruction for students who are struggling to meet proficiency. These after school tutoring groups are small in size to allow students to have more time to interact directly with the teacher. Teachers utilize the intervention materials provided by iReady Math and iReady ELA. Ready adaptive computer programs support teachers in providing pre-teaching of difficult lessons to students, as well as	We have created and implemented “EL snapshots” which create language acquisition goals for English Learners based on the needs of each student. Through i-Ready diagnostic data snapshots also include individualized support for each student, so that the grade-level teaching teams and tutors are aligned in their support for each English Learner. With the adoption of i-Ready Math and ELA computer-based adaptive instructional program and the i-Ready Diagnostic general education teachers are collaborating with special education teachers, special education tutors, and general education tutors to establish groups of scholars who would benefit from targeted instruction. Small group, mini-lessons, are providing learners with a higher degree of differentiated instruction in the classroom We provide, through the school day math and ELA intervention/tutoring at each grade level to provide targeted support and differentiated instruction for students who are struggling to meet proficiency. In addition to the target support we provide. There are after school tutoring groups designed to provide small group instruction that allows students to have more time to interact directly with the teacher. Teachers utilize the intervention materials provided by iReady Math and iReady ELA. Ready adaptive computer programs support teachers in providing pre-teaching

	re-teach topics that students struggled with. Teachers through Ready Math assign specific lessons to help groups with similar needs fill their academic gaps and allows for instruction to be differentiated based on the need of each student. Support each general education grade level with at least one tutor. These tutors carry a caseload of scholars to focus on for support. These grade level tutors provide support in class, help conduct small group intervention and practice on targeted skills to ensure academic growth. Tutors regularly, in collaboration with teachers, identify focus areas for growth and regularly conference with these scholars to set goals. PD Grade Level Team Meeting This time is used to plan instruction and assessment, as well as target tier II and III scholars specific academic and behavioral needs. Data is tracked, intervention and supports are developed, growth is monitored, and effectiveness of intervention is identified. Next steps are planned to ensure scholars progress and movement towards grade level mastery and that behavioral incidents diminish. **Effectiveness will be evidence by scholars movement towards achieving typical growth on i-Ready Diagnostic Assessments**	of difficult lessons to students, as well as re-teach topics that students struggled with. Teachers through Ready Math assign specific lessons to help groups with similar needs fill their academic gaps and allows for instruction to be differentiated based on the need of each student. Support each general education grade level with at least one tutor. These tutors carry a caseload of scholars to focus on for support. These grade level tutors provide support in class, help conduct small group intervention and practice on targeted skills to ensure academic growth. Tutors regularly, in collaboration with teachers, identify focus areas for growth and regularly conference with these scholars to set goals. PD Grade Level Team Meeting This time is used to plan instruction and assessment, as well as target tier II and III scholars specific academic and behavioral needs. Data is tracked, intervention and supports are developed, growth is monitored, and effectiveness of intervention is identified. Next steps are planned to ensure scholars progress and movement towards grade level mastery and that behavioral incidents diminish. **Effectiveness will be evidence by scholars movement towards achieving typical growth on i-Ready Diagnostic Assessments**

SECTION 2a: Culture and Climate Data (2020-21)

SUSPENSION DATA

	2015-16	2016-17	2017-18	2018-19	2019-20	Maclay Middle School	LAUSD (2018-19)	State of CA (2018-19)
Total Suspensions	44	47	37	29	20	8	5096	45720
Unduplicated Ct.	29	32	25	24	16	6	4116	29819

Suspension Rate	7.6%	8.3%	6.7%	6.2%	4.2%	0.9%	0.7%	2.0%

*source: Dataquest

EXPULSION DATA

	2015-16	2016-17	2017-18	2018-19	2019-20	Maclay Middle School	LAUSD (2018-19)	State of CA (2018-19)
Total Expulsions	1	0	0	0	0	0	121	5236
Expulsion Rate	.26%	0%	0%	0%	0	0.0%	.02%	.08%

*source: Dataquest

TIERED FIDELITY INVENTORY (PBIS)

TFI Tier I Rating	2015-16	2016-17	2017-18	2018-19	2019-2020
B0	77%	40%	67%	60%	73%
Final	57%	63%	80%	93%	93%

SECTION 2b: Culture and Climate Data Analysis (2020-21)

Trend	Root Cause Analysis
The Suspension Rate has reduced over the past 5 years, from a high of 8.3% to low of 4.2% in the 2019-2020 SY.	● Implementation of PBIS practices (Tier 1) ○ ODR Minor - Major 4:1 Submissions ○ Narrowed focus of all the “Rules” to “Essential 5” ○ Conversion to Digital Token economy ○ Consistency of teaching BETM in multiple classes (I.E. Advisory) ○ Tier 1 implementation team ○ More defined procedures created for SCC department ● Increase use of Alternatives to Suspension ○ Infraction related coursework ○ Restorative conversations prior to reintegrating students ○ Saturday School ○ Consistency of hosted make up time, and communication home. ○ Behavior Contracts implemented every 5 weeks, or as needed ● Continued use of MTSS team structure to identify and provide supports for student and families to reduce undesired behaviors ○ MTSS Bi-Weekly Meetings ○ Follow up with teachers/parents/students ■ I.E. Student Support Success Team meetings, Family Support and Teacher meetings, etc.

SECTION 2c: Culture and Climate Action Plan (2020-21)

Focus Area	Alternatives to Suspension
Goal (SMART)	Continue to maintain a downward trend in annual suspensions. Our goal is to lower our unduplicated percentage of suspended students by .5% during the 20-21 school year.
Impact	Our goal will foster stronger relationships between students and their teachers. By increasing our restorative conversations between teachers and students, as well as students and students, it will better enable our students to build respectful relationships. This will in turn enable students to potentially see success in multiple avenues, which in turn will help them stay in the classroom

19-20 Action Plan	20-21 Action Plan
● Continued use of Saturday Make-Up Time. ● Continued use of Behavior contracts, that were implemented in Week 10 of the Fall Semester. ● Continued consistent use of Check in/Check Out, as it is built into student behavior contracts. ● January 2020 - Full implementation of Ripple Effects during Make up Time on Monday. ● February 2020, Transform make-up time on Saturdays from community service to Restorative practices, reflection, and review of the expectations on campus ● February 2020, meet with Tier 1 implementation team to provide teachers with opportunity to provide feedback on the Disciplinary code ● In February 2020, provide teachers with a	● Continued use of Saturday Make-Up Time. ● Continued use of behavior contracts to support scholars with Tier II identified behaviors. ● Continued consistent use of Check in/Check Out, as it is built into student behavior contracts. ● Ripple Effects support for students during Make up Time on Monday and Saturday Make-Up time. ● Saturday and Monday make-up time is focused on Restorative practices, reflection, and review of the expectations on campus ● Through PD meetings are held with the Tier 1 implementation team to provide teachers and tutors with opportunities to provide feedback on the Disciplinary code and continue to be trained regularly on student support and planning.

consistent opportunity to have restorative conversations with students. ● January 2020, the SCC department will pilot a restorative program through 7th grade teachers, this will enable teachers and students to have the opportunity to speak with the teachers as soon as both are able to. This is in an attempt at building relationships between teachers and students that are sent out of class. This will be in conjunction with the restorative circles that will take place in 7th grade. ● February 2020 - Implementation of restorative practices when students are sent from class in 7th and 8th grade. ● March 2020 - Implementation of restorative practices when students are sent from class in 5th - 8th grade	● When reintegrating students provide teachers with a consistent opportunity to have restorative conversations with students. ● Restorative circles will be used to reset whole-class behavior and expectations, and restorative conversations will be used in a timely manner to restore teacher student relationships **Effectiveness will be measured by reducing our percentage of unduplicated suspended students by .5% or greater.**

Focus Area	Decrease of repeated behaviors in an academic school year.
Goal (SMART)	Provide more individualized supports for students that commit a Category 2-3 infraction; suspendable offense. In addition, our goal is to continue to lower our suspensions that are repeat infractions through the 20-21 school year.
Impact	By providing students alternatives to suspension, and opportunities for students to educate themselves to address their behavioral concerns, students will stay in the classroom and ensure they continue to grow academically and have social emotional growth.

19-20 Action Plan	**20-21 Action Plan**
Continuing from Fall semester - Restorative Justice circles and Second step lessons with 5th grade. These lessons range from empathy training to drug use. ● Continuing from Fall semester - Saturday School. Increase sessions to 2 times a month. ● January 2020 - Begin our Restorative Justice Circles and Second step lessons with our 7th grade students. ● Starting March 2020 - Structured second step lessons for students that receive Saturday School.	● Our school counselor leads the team in weekly Social Emotional Learning Lessons that they provide to their SEL class,weekly, to provide greater Tier I support ● Restorative Justice Circles and Second Step lessons will be used across the grade levels to support our scholars social emotional learning needs. These lessons range from empathy training to drug use. ● Saturday School and Monday Make-Up time will be used to provide Tier II students with Ripple effects support. This will provide opportunities for students to participate in restorative practices, reflection, and review campus expectations. **Effectiveness will be measured by a reduction in the percentage of students identified needing Tler II supports..**

SECTION 3a: Operations Data (2020-21)

CHRONIC ABSENTEEISM

	16-17	17-18	18-19	19-20	McClay MS (18-19)	LAUSD (18-19)	State of CA (18-19)
% with chronic absenteeism	5.3%	6.7%	7%	9.91%	17.8%	18.2%	10.1%
# of Students	20	25	27	37			

*source: Dataquest

AVERAGE DAILY ATTENDANCE (ADA)

	2016-17	2017-18	2018-19	2019-2020	2020-2021
ADA	96.73%	96.55%	96.23%	95.49%	

MEAL PROGRAM

School Year	Free	Reduced	Paid
17-18	60.00 %	10.27 %	29.73 %
18-19	51.99%	13 %	35.01%
19-20	65.95 %	9.92 %	24.137 %
20-21	74.43	10.34%	15.23%

ENROLLMENT

	2015-16	2016-17	2017-18	2018-19	2019-2020	2020-21
Total 5th grade	23	29	25	25	22	11
Total 6th grade	115	116	119	118	120	104
Total 7th grade	117	111	120	118	114	119
Total 8th grade	116	115	106	115	117	114
Total Enrolled Students	371	371	370	376	373	348

*source: Dataquest

SECTION 3b: Operations Data Analysis (2020-21)

Trend	Root Cause Analysis
The number of students who	Students are not engaged or connect to school, have family medical conditions that are

are chronically absent has increased from 5.3% to 9.91% over the past 4 school years	preventing them from coming to school, and have other social emotional needs that are not being addressed. Parents and students need access to wrap around services to help keep students motivated to attend school.

SECTION 3c: Operations Action Plan (2020-21)

Focus Area	Reduce chronic absenteeism in targeted group	
Goal (SMART)	MTSS Committee will focus on using data to identify students at risk of being identified as chronically absent (10% of days enrolled in school). The committee completes home visits/parent conferences for all students identified at risk of being chronically absent.	
Impact	See a reduction of students identified as chronically absent below 8%	
19-20 Action Plan		**20-21 Action Plan**
Jan - Meet to discuss targeted group. Set an action plan for desired goals. Feb - Monitor progress and discuss trends. Mar - Monitor progress and discuss trends. April - Monitor progress and discuss trends. May - Report on progress made and make future recommendations for next year.		Identify target group Develop a Student Support Plan for each student Directly contact parents/students at least weekly Provide support services for student and parents Monitor progress and discuss trends Modify Student Support Plan **Effectiveness will be measured by a reduction in the percentage of students identified as chronically absent to below 8%.**

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Annual School Goals and Data Report 2020-2021

Major Accomplishments from Last School Year (2019-2020)

ACADEMIC

- Saw gain of **13% proficiency in Math** and **14% in Reading** over the course of the school year according to i-Ready diagnostic scores!
- Saw increase of **5% proficiency in Math** and **7% in Reading** comparing last year's iReady fall diagnostic to this year's fall test
- Implemented **new i-Ready math curriculum** and a **new Math Support instructional block** to support math proficiency
- Created **English Learner Snapshots** in order to collaboratively communicate needs, goals, and action plans for all EL students
- **Distributed over 130 chromebooks and 51 hotspots to families**. In March 2020, 61% of MORCS families had internet access and a working computer for their child, compared to 97% in May 2020
- Rapidly transitioned academic program to **full distance learning** on March 17th within 1 day of campus closure due to the pandemic

CULTURE AND CLIMATE

- **Reduced Suspensions drastically**--to lowest level in last 5 years (from a 12.25% average in 2015-2019 to 0.8% in 2019-2020)
- Reached **highest enrollment in MORCS history** at 356

STAFFING

- **Reduced teacher turnover** from 50% in 2018-19 and 50% in 2019-20, to 25% in 2020-21
- **Retained 100% of administrative team** for second consecutive year

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Annual School Goals and Data Report 2020-2021

Current School Goals and Areas of Focus (2020-2021)

ACADEMIC

- The Instructional Leadership Team (LIT) is providing a higher level of academic **support to all teachers**:
  - Weekly lesson plan reviews and feedback, weekly classroom walkthroughs and feedback, weekly coaching meetings based on student data and teacher observations
- Interventions:
  - Employment of **6 Interns from CSUN**, who are providing academic and socioemotional supports for high-need students
  - **Teaming with Gear Up** to provide academic support for students
  - **Targeted Support sessions** provided after content classes for high-need students to have additional practice time
  - **Saturday School** being offered to high need students and any students interested to provide additional instructional time and Art enrichment for students
  - **After School Tutoring** offered to supports students who are struggling academically
- Enacting **Computer Science / Programming club** with goal of making it into an elective class for next school year
- Applying for CTE grant to host **Film-making class** in January 2021
- Professional Development focused on: **vertical planning** in content teams and effective **exemplars** ("setting high expectations in High Def")

CULTURE AND CLIMATE

- **Socio-emotional Learning** class taught each morning
- Hosting bi-weekly **Multi-tiered System of Support (MTSS)** meetings in order to identify and enact supports for our highest need students
- Implementing **full Restorative Justice program** at MORCS

ATTENDANCE/ENROLLMENT

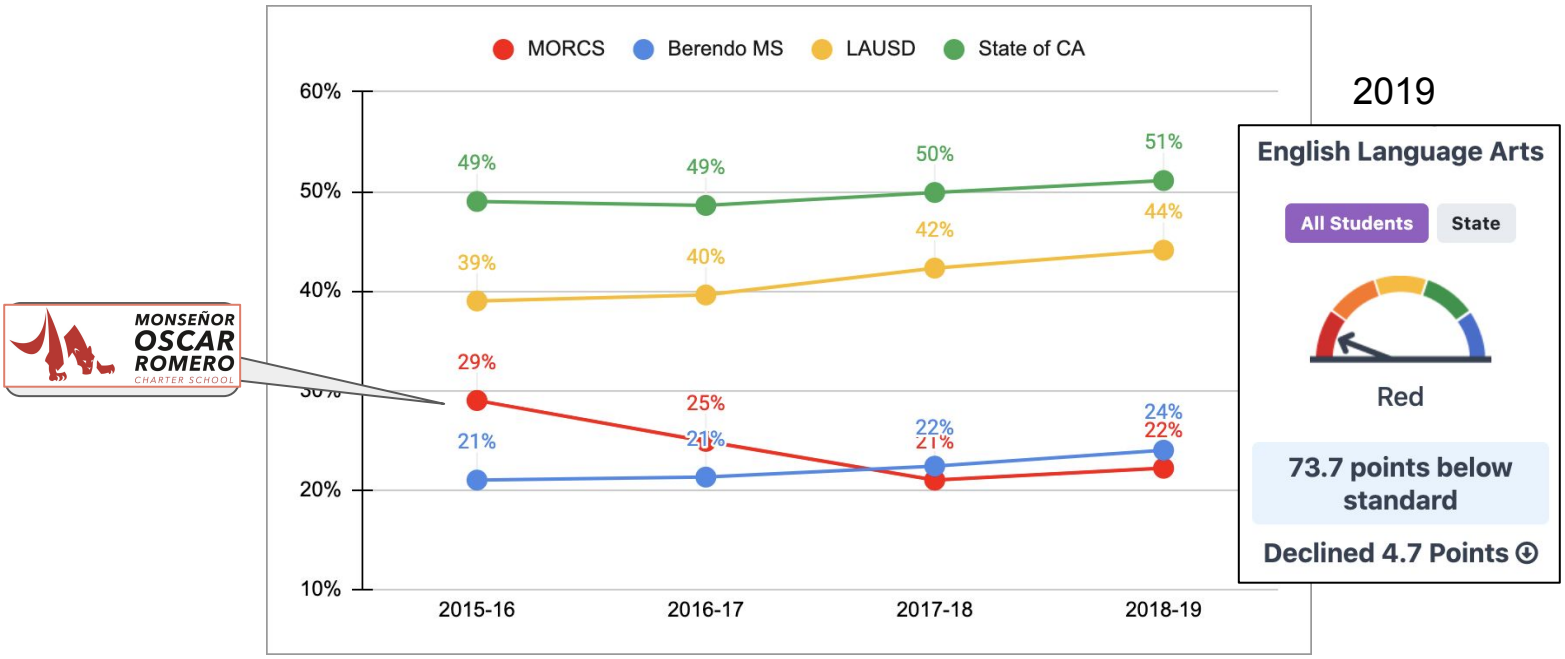
- **Finding innovative ways to increase outreach/enrollment** for 2021-2022

Demographic Data (2019-2020)

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
356	95.8%	29.2%	.002%

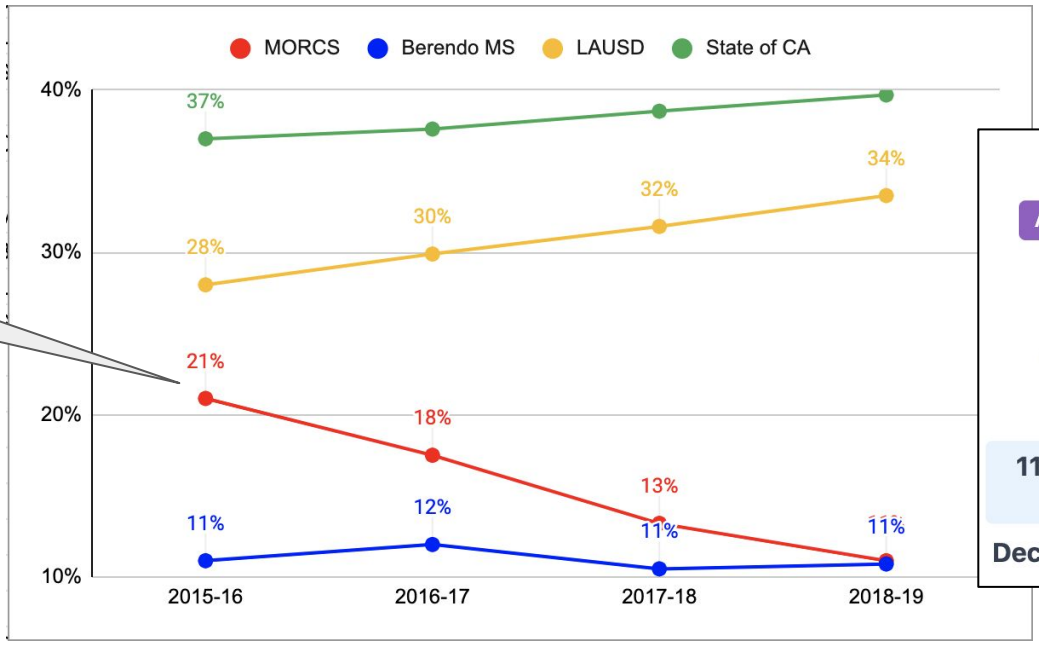
Academic Data

State Testing: CAASPP ELA



Academic Data (continued)

State Testing: CAASPP Math



2019

Mathematics

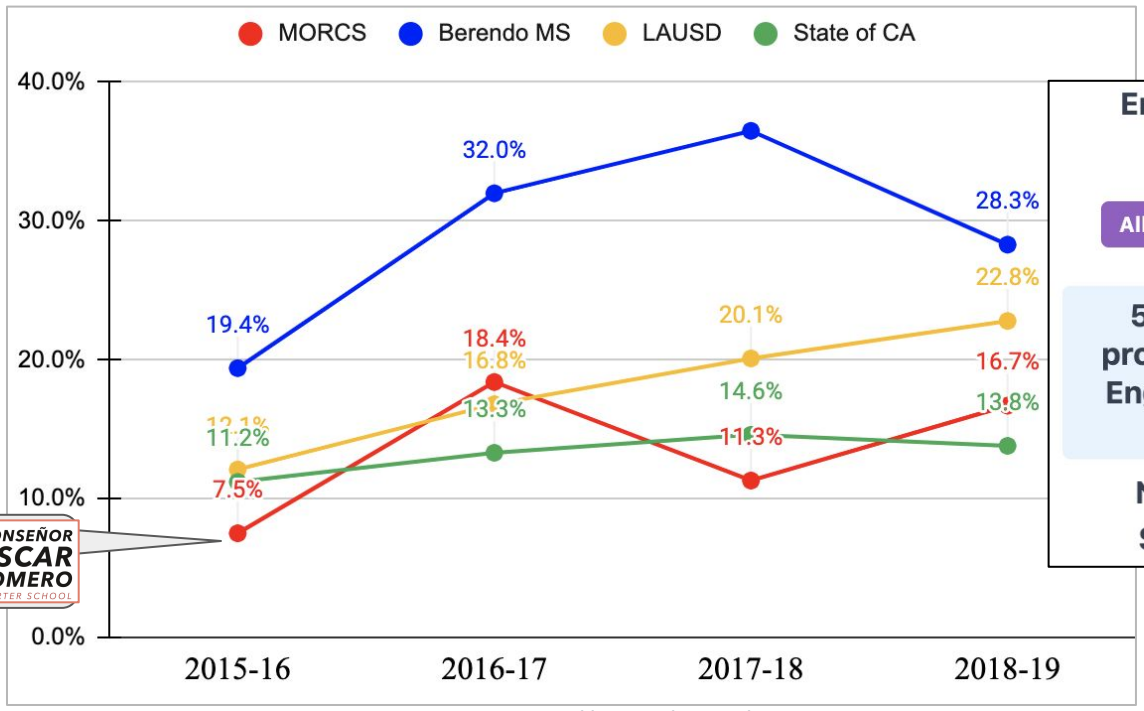
All Students | State

Red

119.8 points below standard

Declined 11.5 Points

Reclassification Rate



2019

English Learner Progress

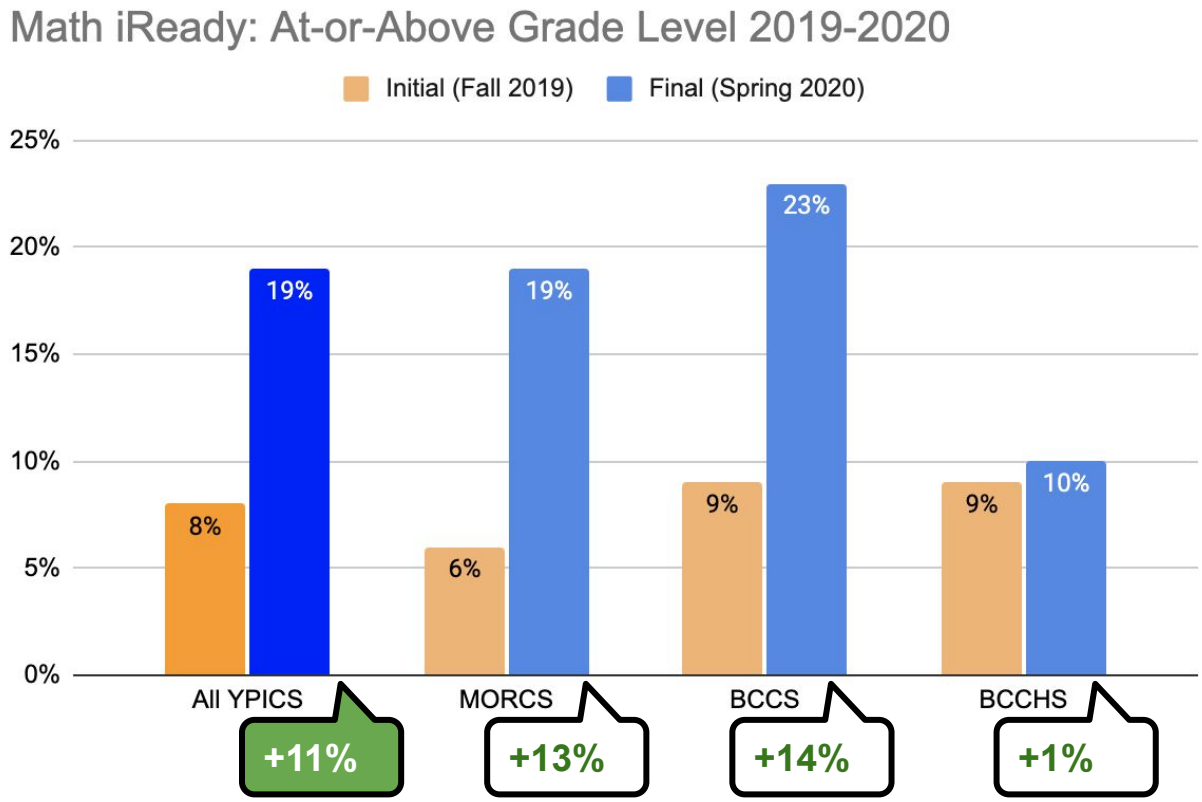
All Students | State

52.8% making progress towards English language proficiency

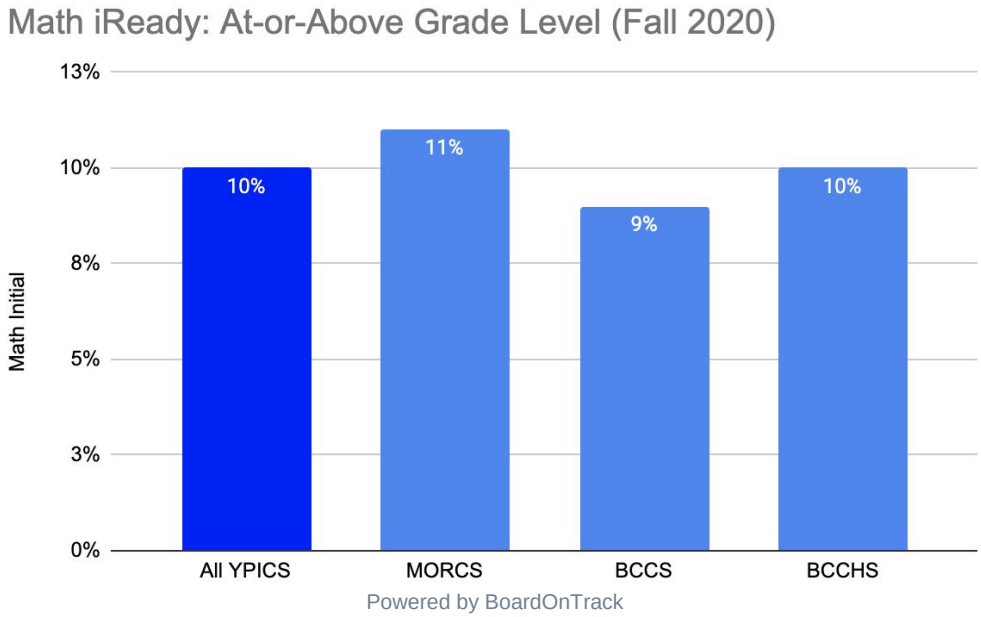
Number of EL Students: 89

Academic Data (continued)

Math Diagnostic Scores 2019-20

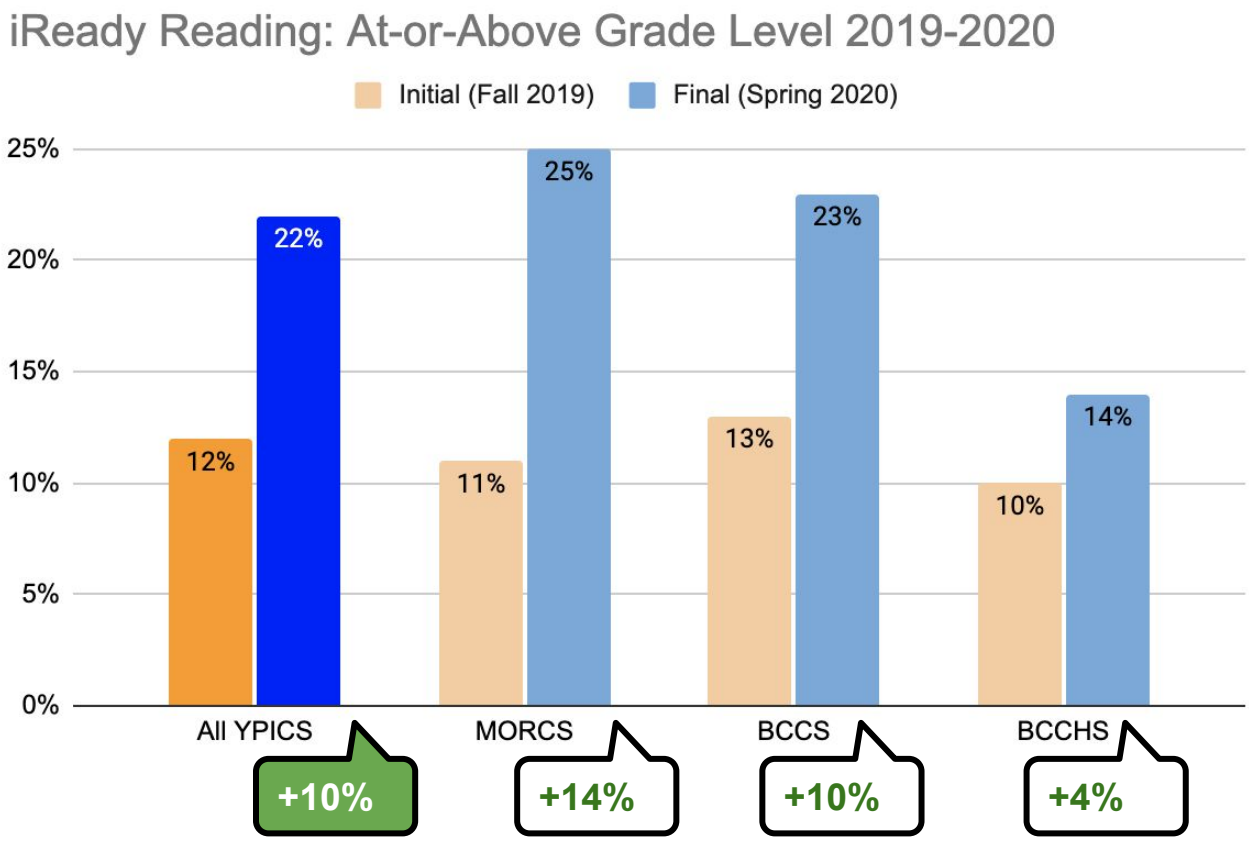


Math Diagnostic Scores Fall 2020

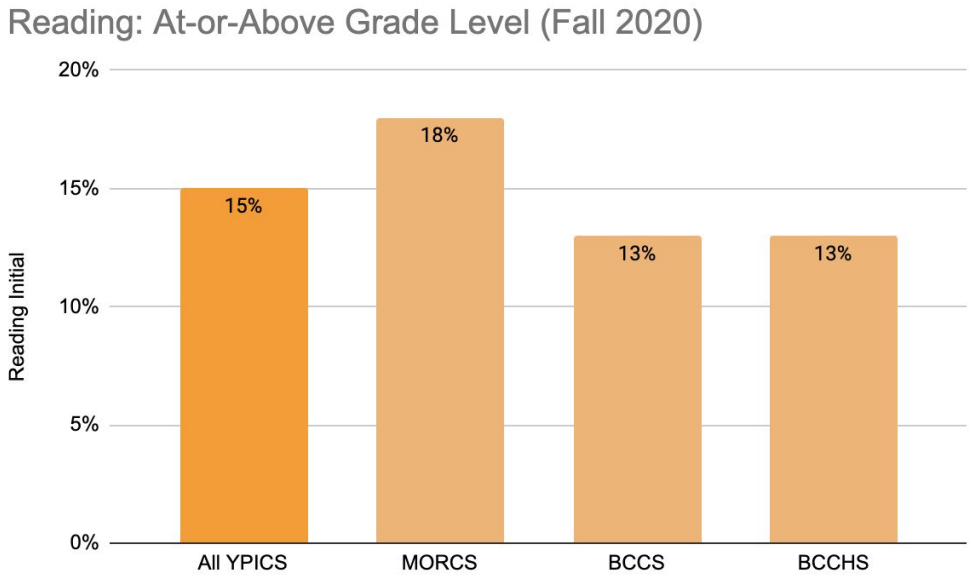


Academic Data (continued)

Reading Diagnostic Scores 2019-20



Reading Diagnostic Scores Fall 2020

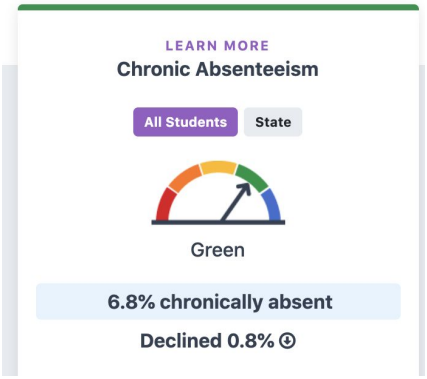


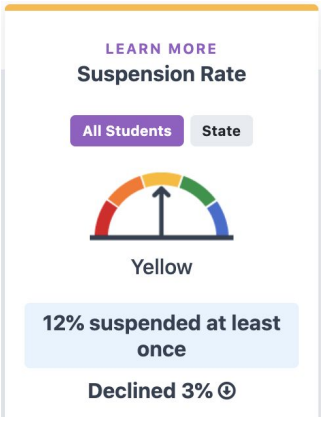
MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Additional Data

Enrollment Data

	2015-16	2016-17	2017-18	2018-19	2019-2020	Current Enrollment for 2020-21 (as of 10.19.20)
Total 6th grade	121	109	114	119	116	84
Total 7th grade	104	119	103	118	120	116
Total 8th grade	112	109	118	105	120	118
Total Enrolled Students	337	337	335	342	356	318





Suspension Data

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21 (as of 10.19.20)	Berendo MS (2018-19)	LAUSD (2018-19)	State of CA (2018-19)
Total Suspensions	45	88	92	65	3	0	6	---	---
Unduplicated Suspensions		45	55	43	3	0		---	---
Suspension Rate	9.1%	12.9%	15%	12%	0.8%	0%	0.7%	0.7%	3.5%

Academic Performance Action Plan (2020-2021)

Focus Area	Goal (SMART)	Impact	Action Plan (with Timeline)
Increasing Consistency with Mentoring/Coaching/Observing	• Meet with LIT team consistently to ensure effective support and progress with mentoring	• Promote consistency strong schoolwide teaching practices which will bolster academic performance	• Weekly check-ins with LIT team beginning Aug 2020
Continue heavy support for Math Curriculum and Intervention	• Meet with Math Team consistently to ensure effective support and progress	• Enhancing critical thinking and calculation skills in preparation for college, life, and career	• Schedule periodic check-ins with math team during 2020-2021 school year
Standards Based Grading	• Schedule CFG during Monday PDs more frequently	• Increase rigor to ensure that students are exposed to content that is appropriate to their performance level • Increased teacher proficiency of differentiation	• Aug - meet with LIT team to finalize Monday PD plan • Strategically include CFGs throughout the semester so that they happen at times that would benefit teachers (ex earlier in the semester, after significant assessments, near grading period deadlines) by the end of December
Project Based Learning	• At least one PBL project in every content area each semester in Fall 2020 / Spring 2021 semester. • Two projects per semester for returning teachers in 2020-2021 school year.	• Student learning is maximized due to authentic learning experiences based on engaging, real-world problem scenarios • Provide ample opportunities to practice critical thinking, problem solving, collaboration, and communication/presentation skills.	• Embed PBL Planning into PD plan, at least once per quarter. • Reflect on PBL Implementation at the end of each semester (in PD)
Focus on English Language Acquisition	• Implement new curriculum with newcomers (ELD)	• Build confidence in reading, writing, speaking, and listening with our low level ELs.	• Continue providing support that is based on performance data (ELPAC domains, Diagnostic, class grades).

Culture and Climate Action Plan (2020-2021)

Focus Area	Goal (SMART)	Impact	Action Plan (with Timeline)
Increasing positive interactions among students	Restructure fun friday	Improving relationships among students and teachers	Fall 2020
Teaching and re-teaching the use of positive language in advisory	Improving positive communication among students	Teaching how to effectively communicate / improve relationships	Fall 2020
Increase opportunities for emotional expression (restorative circles)	Students lead restorative circles / SCC will only facilitate	Repairing and restoring relationships promoting positive climate and culture	Spring 2021

Operations Action Plan (2020-2021)

Focus Area	Goal (SMART)	Impact	Action Plan (with Timeline)
Attendance	Increase Attendance	More funding	Buy MORCS Swag (umbrellas, ponchos, etc.) to increase students coming to school
Breakfast	Increase Meals Served (*Try to meet a consistency of 96%+ per month*)	More funding to help purchase new carts, keypads, etc.	Spring 2021
Parent Conferences	Increase Participation by at least 2%	Parents are more aware of where their student currently stands and what can they do to make sure they're successful	Restructure our current conference schedule/matrix (we are already phone banking, sending postcards, sending flyers, etc.) Hold a raffle after based on who attended (kitchenware, electronics, uniforms, sports equipment, gift cards etc.)
Enrollment	Increase our Number	Less students means less funding which leads to losing staff members	Communicate with local elementary schools Increase online / social media presence

Coversheet

COVID-19 Lottery Updated Enrollment Process

Section: V. Items Scheduled For Action
Item: C. COVID-19 Lottery Updated Enrollment Process
Purpose: Vote
Submitted by:
Related Material: COVID19 Updated Lottery Process.pdf

COVID-19
Updated Lottery Process
Open Enrollment Period

The open enrollment period for the upcoming school year will start at the beginning of October of the current school year and last until the lottery takes place (as needed), and no later than May 30. Parents/guardians of students who submitted applications and interested parties will be provided information about the timeline and procedures to be followed during the open enrollment and lottery process upon request. This information will be made available verbally, online and in print form.

Coversheet

Board Resolution 2020-8: Interagency Loan Agreement

Section:	V. Items Scheduled For Action
Item:	D. Board Resolution 2020-8: Interagency Loan Agreement
Purpose:	Vote
Submitted by:	
Related Material:	Board Resolution re Interagency Loan Final October 26 2020 .pdf

Board Resolution # 2020-8

RESOLUTION
OF THE
BOARD OF DIRECTORS OF
YPI CHARTER SCHOOLS, INC.
A California Nonprofit Public Benefit Corporation

INTERAGENCY LOAN APPROVAL

We, the Board of Directors of YPI Charter Schools, Inc., a California nonprofit public benefit corporation, hereby consent to and adopt the following Resolution:

WHEREAS, YPI Charter Schools, Inc., operates the Monseñor Oscar Romero Charter School, which maintains adequate reserves in excess of all obligations; and

WHEREAS, YPI Charter Schools, Inc. has opened an additional charter school, namely the Bert Corona Charter High School authorized through the Los Angeles Unified School District (the "District"); and

WHEREAS, Monseñor Oscar Romero Charter School is capable to provide an interagency loan to Bert Corona Charter High School in the amount of Six Hundred Thousand dollars ($600,000.00) without negatively affecting the operations of Monseñor Oscar Romero Charter School; and

WHEREAS, the Board of Directors believe the approval of such interagency loan is consistent with the charitable purpose of YPI Charter Schools, Inc., Monseñor Oscar Romero Charter School and Bert Corona Charter High School and is in the best interest of the corporation;

NOW THEREFORE BE IT RESOLVED, that the YPI Charter Schools, Inc., Board of Directors hereby approves of an interagency loan from Monseñor Oscar Romero Charter School to Bert Corona Charter High School in the amount of Six Hundred Thousand dollars ($600,000.00), to be paid back in equal installments or in lump sum without interest over a term of ten (10) years;

BE IT FURTHER RESOLVED, that the YPI Charter Schools, Inc., Board of Directors hereby approves and authorizes the administration and staff of Monseñor Oscar Romero Charter School, Bert Corona Charter High School, Bert Corona Charter School,and YPI Charter Schools, Inc., to undertake any action that may be necessary to effectuate the aforementioned resolutions and to provide such resolutions to the concerned parties at the Los Angeles Unified School District.

I, Michael Green, certify that the Board of Directors of YPI Charter Schools, Inc on October 26, 2020, adopted the foregoing resolution, at Los Angeles, California.

10660 White Oak Avenue, Granada Hills, California, CA 91344
Phone (818) 834-5805
Fax (818) 834-1505

By: _____
Michael Green, Board Treasurer

10660 White Oak Avenue, Granada Hills, California, CA 91344
Phone (818) 834-5805
Fax (818) 834-1505

Coversheet

CCU Credit Card Issuance Changes

Section: V. Items Scheduled For Action
Item: E. CCU Credit Card Issuance Changes
Purpose: Vote
Submitted by:
Related Material: Credit Card proposed changes 10-26-20.pdf

California Credit Union Credit Cards
Proposed Changes

Board approval is requested to issue and close CCU credit cards for the listed amounts:

Action	Name	Position	Limit
Close out card	Diana Gamez	Senior Director of Programs	$1,000
Issue card	Kevin Myers	Director of Data/ New BCCS EA	$5,000
Issue card	Daniel Rios	Director of Instruction	$1,000

10-23-2020