**Local Control Accountability Plan and Annual Update (LCAP) Template**

| LEA Name | Contact Name and Title | Email and Phone |
| --- | --- | --- |
| Bert Corona Charter Middle School | Yvette King Berg, Executive Director | ykingberg@ypics.org<br>818 834-5805<br>http://coronacharter.org |

**2017-20 Plan Summary**

**The Story**

Describe the students and community and how the LEA serves them.

**Bert Corona Charter School** serves 381 students In the San Fernando Valley area of Los Angeles County. Represented with .8% African American, 45.3% Latino, .3% Asian, 18.9% White, 21.8% English Learners, 15.4%, Foster Care .5%, Students with Disabilities, and 86.7% of our students who participate for Free and Reduced Lunch.

**VISION** Our school is named in honor of and inspired by Bert Corona, a prominent Latino community-organizer who dedicated his life to lead the struggle of poor immigrant communities in California and across the nation for social and economic justice.

**MISSION The Bert Corona Charter School** prepares urban students in grades 5-8 for academic success and active community participation. The school is located in the San Fernando Valley of Los Angeles, California, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area come from predominantly Latino immigrant families where Spanish is spoken in the home. A significant number of area public school students are eligible for federal free or reduced meals, indicative of the high poverty levels in the area. **Bert Corona Charter School** seeks to close the achievement gap for these students by providing clear and high expectations for all students to achieve a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology in the classroom.

**LCAP Highlights**

Identify and briefly summarize the key features of this year's LCAP.

**Bert Corona Charter** has ensured that the following key factors are addressed:

**Rigorous Academics**
At **Bert Corona Charter MS** we seek to ensure that our Citizen Scholars have the skills they need to be successful in their college educations and in their careers. **BCCMS** utilizes our hallmarks to ensure our students have authentic learning opportunities that will help prepare them for the future. Through enhanced technology learning, project-based learning, service learning, and parent engagement we prepare our Citizen Scholars to be lifelong learners who are ready for college and for their careers.

**Support for All Learners**
One value and belief that is very important to us is that all kids have the ability to learn and should have the support they need to be successful in school. The needs of every child are different, and **Bert Corona Charter MS** is dedicated to ensuring that all students have equitable access to learning opportunities. Through project-based learning and an inclusive program, all students work together in general education classrooms to access the rigorous learning required by the California Standard which will push them to their highest potential. **Bert Corona Charter MS** dedicate time during professional development to analyze student data and outcomes to determine the best ways to support all learners. We leverage our partnerships and experience in the community to build programs that foster responsibility, creativity, cultural connections, active citizenship, and college readiness.

**Wrap Around Services to Support the Whole Learner**
We ask all of our Citizen Scholars to follow three basic expectations at **Bert Corona Charter MS**: Be Safe, Be Responsible, Be Respectful. Safety is first in the list of expectations because if a student does not feel safe and secure, less (if any) learning will take place. Our schools place tremendous importance on serving the "whole child," meaning academics are only part of what we pour into our kids. Our positive behavior interventions and supports 2019-20 BCCMS ypi lcaptemplate2019

2019-2020 BCCHS budgetoverviewparents

2019-2020 BCCMS budgetoverviewparents.xlsx

2019-2020 MORCS budgetoverviewparents

Final 2019-20 BCCHS LCAP - Yolanda Fuentes.docx

Final 2019-20 MORC ypi lcaptemplate2019_Rene Quon.docx plan includes counseling, incentives, celebrations, trips, and even administrators shaving their heads, all with the goal of making our schools places where students can be safe and happy and are therefore poised to learn. Once our Scholars feel safe and comfortable in their own skin, we push them to become citizens who are outwardly focused, looking to serve their community as change agents who seek out opportunities to positively impact others.

**Teaching Excellence**
Out of all the stakeholders who impact a child's education, none are more valuable than parents and teachers. We work with our teachers to build excellence and expertise in their fields. Constant feedback, support and reflection are provided to teachers through consistent professional development, professional learning communities, and through intentional and meaningful observations. To provide a structure for teacher growth, we employ the Marzano model of teaching and learning through our annual study of *The Art and Science of Teaching* and through observations using the iObservation platform. Using these tools, teachers can set professional goals, consult and conference with colleagues, and track their progress and growth over time. We are dedicated to teacher expertise and excellence because we know their growth will ultimately impact student learning and growth.

**Excellence in Leadership**
We believe that students and teachers thrive in an environment where they are supported. The administrative leadership team is dedicated to supporting our students and teachers with resources from our own experiences and through support from community partners. Using practices and structures outlined in *Leverage Leadership* by Paul Bambrick-Santoyo, we consistently reflect and refocus to ensure that the priorities of the organization are present in the classrooms and in the day-to-day work of our team. Our number one goal is support for all teachers and all learners.

**Sustainable Growth**

At **Bert Corona Charter MS**, we strive to build leaders in our school community. This effort is consistent for all stakeholders: parents, students, teachers, and staff. Our desire is to create a community where all members take responsibility for their own learning and growth; this ownership will cultivate motivation, learning and growth for all stakeholders and will in turn ignite consistent and sustainable growth in our community.

**Review of Performance**

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

**Greatest Progress**

**Bert Corona Charter School's** greatest progress is that all students have access to a rigorous academic program that has promoted a consistent growth trend as indicated below.

The **NWEA RIT Scale** is a curriculum scale that uses individual item difficulty values to estimate student achievement. An advantage of the RIT scale is that it can relate the numbers on the scale directly to the difficulty of items on the tests. In addition, the RIT scale is an equal interval scale. Equal interval means that the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT scale, and it has the same meaning regardless of grade level.

RIT scales, like scales underlying most educational tests, are built from data about the performance of individual examinees on individual items. The theory governing scale construction is called Item Response Theory (IRT). NWEA uses a specific IRT model conceived by Danish mathematician, Georg Rasch, (1901-1980). Rasch is best known for his contributions to psychometrics, and his model is used extensively in assessment in education, particularly for skill attainment and cognitive assessments.

<div align="center">2015-2016 School Year Reading Data</div>

Table 1:  Average RIT by Grade Level for Fall and Spring NWEA MAP
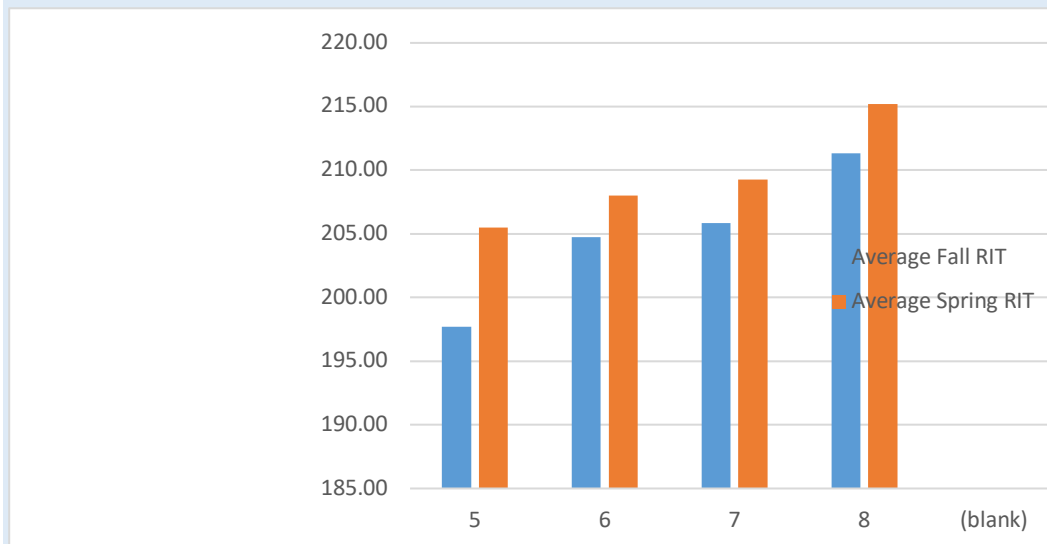
*RIT Rasch Unit Scale

The average Fall RIT for 5$^{th}$ Grade is 197.70 (Grade 3), compared to the average RIT in the Spring is 205.48 (Grade 4) an increase of 7.78 points or 8.05 points. The average Fall RIT for 6$^{th}$ Grade is 204.72 (Grade 4), compared to the average RIT in the Spring is 208.00 (Grade 5) an increase of 3.28 points. The average Fall RIT for 7$^{th}$ Grade is 205.85 (Grade 4, End of Year), compared to the average RIT in the Spring is 209.24 (Grade 5) an increase of 3.09 points. The average Fall RIT for 8$^{th}$ Grade is 211.34 (Grade 6), compared to the average RIT in the Spring is 215.19 (Grade 7) an increase of 3.85 points or 4.13. Schoolwide an average growth rate of 3.83 points supports that students are showing growth in relationship to their attendance at Bert Corona Middle School. BCMS students RIT values reflex growth.
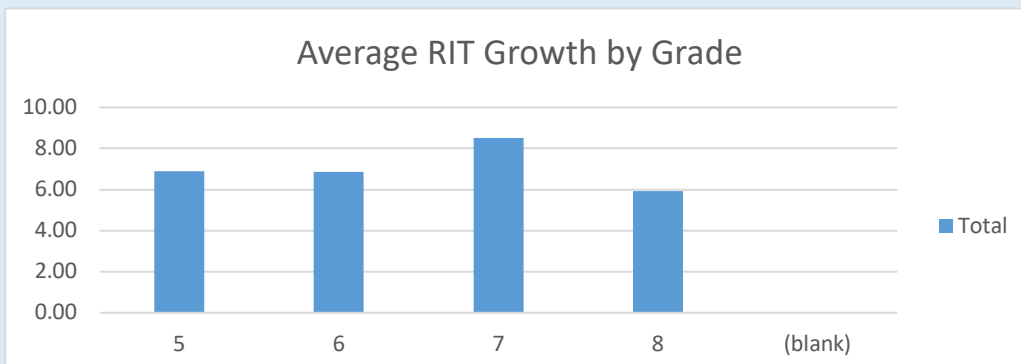
2016-2017 School Year Reading Data

Table 2: Average RIT by Grade Level for Fall and Spring NWEA MAP
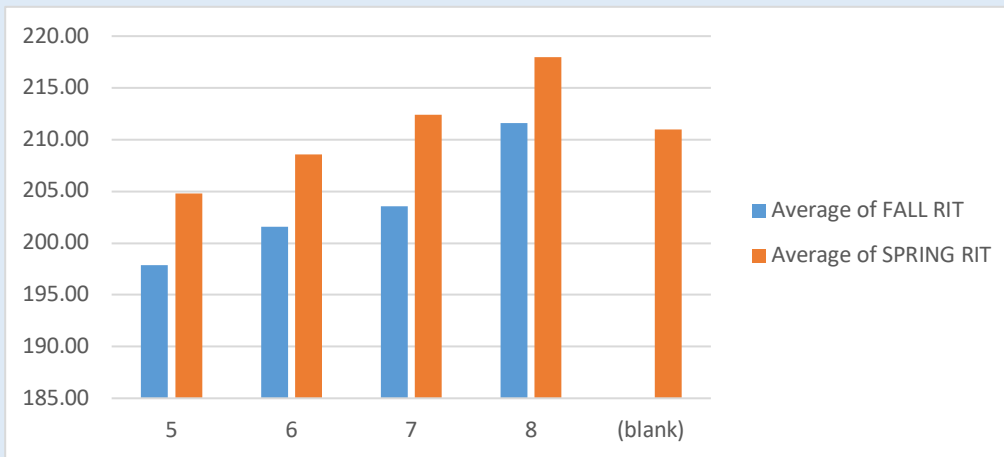


The average Fall RIT for 5$^{th}$ Grade is 197.89(Grade 3), compared to the average RIT in the Spring is 204.78 (Grade 4) an increase of 6.89 points. The average Fall RIT for 6$^{th}$ Grade is 201.57 (Grade 4), compared to the average RIT in the Spring is 208.00 (Grade 5) an increase of 6.43 points. The average Fall RIT for 7$^{th}$ Grade is 203.54 (Grade 4), compared to the average RIT in the Spring is 212.39 (Grade 6) an increase of 8.85 points. The average Fall RIT for 8$^{th}$ Grade is 211.62 (Grade 6), compared to the average RIT in the Spring is 217.96 (Grade 7) an increase of 6.34 points. School wide an average growth rate of 7.17 points supports that students are showing growth in relationship to their attendance at Bert Corona Middle School. There is consistent growth except for 7$^{th}$ graders RIT at grade 4 and increase to 6$^{th}$ grade. Eighth graders RIT is at 6$^{th}$ grade and ends with an RIT of Grade 7.

Table 3 : Average RIT Growth by Grade

Graph  1



2017-2018 School Year Reading Data

Table 4: _Average RIT by Grade Level for Fall and Spring NWEA MAP



The average Fall RIT for 5$^{th}$ Grade is 192.07(Grade 3), compared to the average RIT in the Spring is 198.55 (Grade 4) an increase of  6.48  points.  The average Fall RIT for 6$^{th}$ Grade is 199.25 (Grade 4), compared to the average RIT in the Spring is 206.33 (Grade 5) an increase of 7.08 points.  The average Fall RIT for 7$^{th}$ Grade is 208.90 (Grade 5), compared to the average RIT in the Spring is 213.06 (Grade 6) an increase of 4.16 points. The average Fall RIT for 8$^{th}$ Grade is 211.92 (Grade 6), compared to the average RIT in the Spring is 214.39 (Grade 7) an increase of 2.47 points.   School wide an average growth rate of 4.73 points supports that students are showing growth in relationship to their attendance at Bert Corona Middle School.

Table 5:__ Average RIT by Grade Level



2018-2019 School Year Reading Data

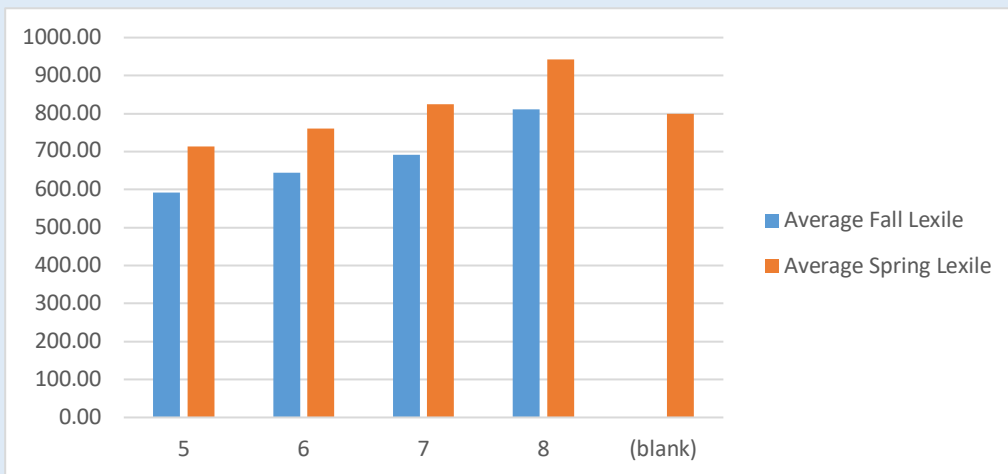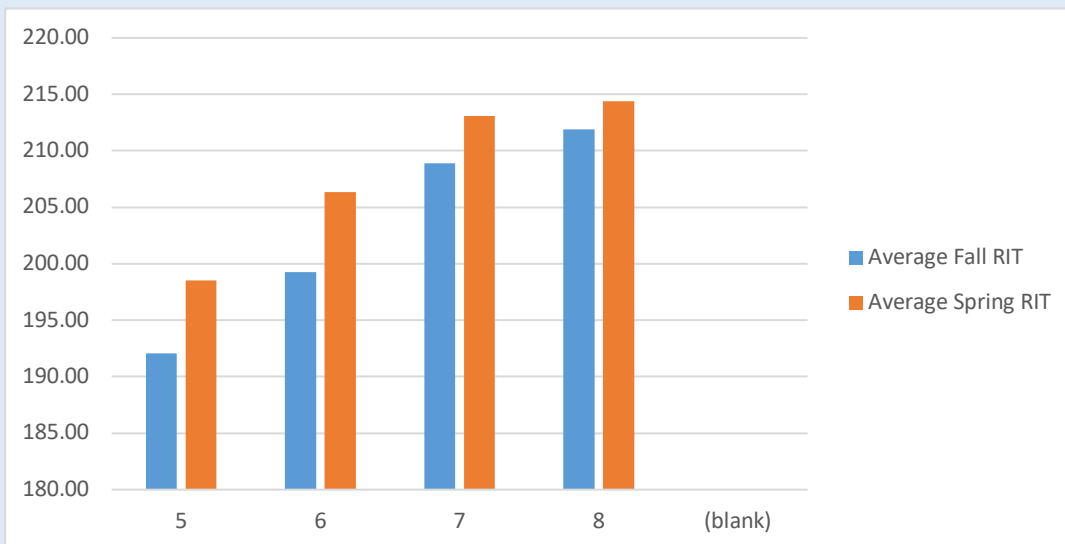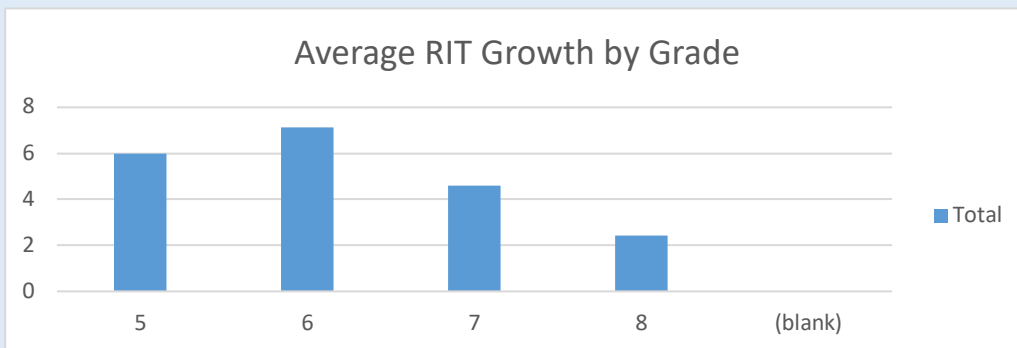Table 6:_ Average RIT by Grade Level for Fall and Spring NWEA MAP



The average Fall RIT for 5th Grade is 193.68 (Grade 3), compared to the average RIT in the Spring is 202.56 (Grade 4) an increase of 8.88 points.  The average Fall RIT for 6th Grade is 201.24 (Grade 4), compared to the average RIT in the Spring is 205.49 (Grade 5) an increase of 4.25 points.  The average Fall RIT for 7th Grade is 207.33 (Grade 5), compared to the average RIT in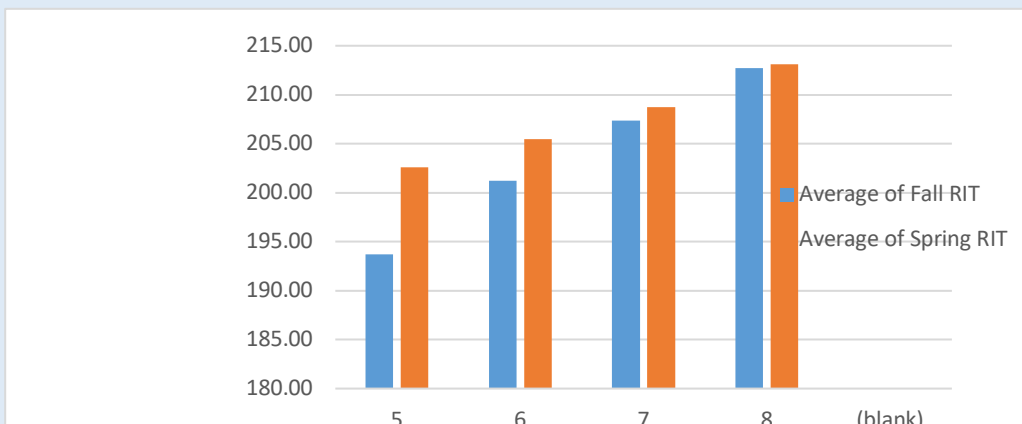 the Spring is 208.76 (Grade 5) an increase of 1.43 points. The average Fall RIT for 8th Grade is 212.69 (Grade 6), compared to the average RIT in the Spring is 213.10 (Grade 6) an increase of  .41 points.  Schoolwide an average growth rate of 75.267 points supports that students are showing growth in relationship to their attendance at Bert Corona Middle School.

Table 7:   English Language Arts CAASPP/Smarter Balanced 2017-2018

| Standard | 5th Grade | 6th Grade | 7th Grade | 8th Grade | All |
|---|---|---|---|---|---|
| Standard Exceeded | 0% | 2.54% | 1.67% | 4.76% | 2.72% |
| Standard Met | 20% | 16.1% | 27.5% | 17.14% | 20.38% |
| Standard Nearly Met | 16% | 35.59% | 36.67% | 39.05% | 35.6% |
| Standard Not Met | 64% | 45.76% | 34.17% | 39.05% | 41.4% |

Table 8:  Achievement Level Historical Data

| Achievement Level Distribution Over Time | | | |
|---|---|---|---|
| Achievement Level | 6th Grade (2016) | 7th Grade (2017) | 8th Grade (2018) |
| Mean Scale Score | 2472.1 | 2499.2 | 2507.4 |
| Standard Exceeded: Level 4 | 3 % | 2.78 % | 4.76 % |
| Standard Met: Level 3 | 20 % | 26.85 % | 17.14 % |
| Standard Nearly Met: Level 2 | 33 % | 28.70 % | 39.05 % |
| Standard Not Met: Level 1 | 44 % | 41.67 % | 39.05 % |

Cde.ca.gov Historical Data 2018

Table 9:   CAASPP/Smarter Balanced Results Standard Exceeded and Standard Met for ELA

| Population | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|
| All | 27% | 28.14% | 23.10% |
| Latinos | 25% | 28.13% | 23.18% |
| Low Socio Economic | 27% | 28.20% | 23.93% |
| Disability | 7% | 1.85% | 7.02% |

Mathematics Summary

2015-2016 School Year Math Data

Table 10: Mathematics Average RIT by Grade Level for Fall and Spring NWEA MAP
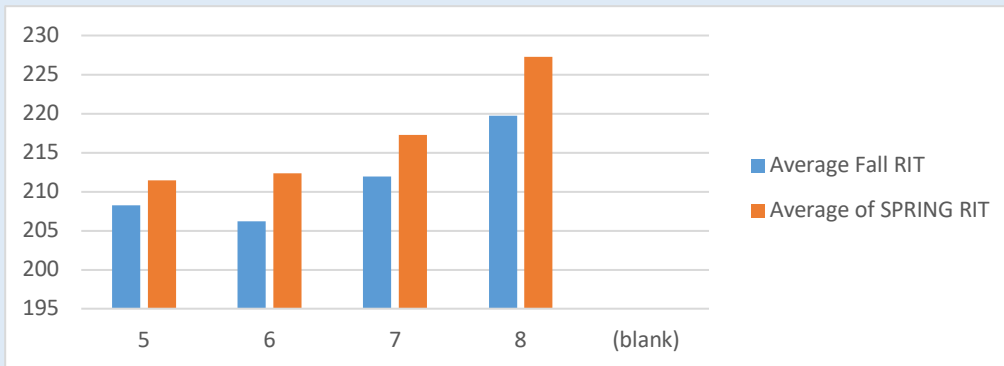


The average Fall RIT for 5th Grade is 208.24 (Grade 3), compared to the average RIT in the Spring is 211.48 (Grade 4) an increase of 7.78 points or 8.05 points.  The average Fall RIT for 6th Grade is 206.18 (Grade 4), compared to the average RIT in the Spring is 212.33 (Grade 5) an increase of 3.28 points.  The average Fall RIT for 7th Grade is 211.95 (Grade 4, End of Year), compared to the average RIT in the Spring is 217.23 (Grade 5) an increase of 3.09 points. The average Fall RIT for 8th Grade is 219.71 (Grade 6), compared to the average RIT in the Spring is 227.27 (Grade 7) an increase of  3.85 points or 4.13.   Schoolwide an average growth rate of 3.83 points supports that students are showing growth in relationship to their attendance at Bert Corona Middle School.  BCMS students RIT values reflex growth.

Table 11:  Mathematics CAASPP/Smarter Balanced 2017-2018

| Standard | 5th Grade | 6th Grade | 7th Grade | 8th Grade | All |
|---|---|---|---|---|---|
| Standard Exceeded | 0% | 5.08% | 2.58% | 2.86% | 3.26% |
| Standard Met | 8% | 10.17% | 8.33% | 9.52% | 9.24% |
| Standard Nearly Met | 24% | 27.97% | 40.83% | 24.76% | 30.98% |
| Standard Not Met | 68% | 56.78% | 62.86% | 62.86% | 56.52% |

Table 12:  Achievement Level Historical Data Mathematics

| Achievement Level Distribution Over Time | | | |
|---|---|---|---|
| Achievement Level | 6th Grade (2016) | 7th Grade (2017) | 8th Grade (2018) |
| Mean Scale Score | 2460.3 | 2472.8 | 2471.7 |

| Achievement Level Distribution Over Time | | | |
|---|---|---|---|
| Achievement Level | 6th Grade (2016) | 7th Grade (2017) | 8th Grade (2018) |
| Standard Exceeded: Level 4 | 4 % | 0.00 % | 2.86 % |
| Standard Met: Level 3 | 9 % | 16.67 % | 9.52 % |
| Standard Nearly Met: Level 2 | 32 % | 27.78 % | 24.76 % |
| Standard Not Met: Level 1 | 55 % | 55.56 % | 62.86 % |

Cde.ca.gov Historical Data 2018

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

**Greatest Needs**

Chronic Absenteeism-Orange, Suspension Rate-Green, English Learner Progress-No Performance Color, English Language Arts-Orange, Mathematics Red, Basics-Standard Met, Implementation of Academic Standards-Standards, Parent Involvement-Standard Met, Local Climate Survey-Standard Met, Access to a Broad Course of Study-Standard Met.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

# Performance Gaps

## Chronic Absenteeism

**All Students** | **State**

Orange

6.7% chronically absent

Increased 1.5%

### EQUITY REPORT
Number of Student Groups in Each Color

| 0 Red | 4 Orange | 0 Yellow |
|-------|----------|----------|
| 0 Green | | 0 Blue |

## English Language Arts

**All Students** | **State**

Orange

62.5 points below standard

Declined 9.8 Points

### EQUITY REPORT
Number of Student Groups in Each Color

| 2 Red | 2 Orange | 0 Yellow |
|-------|----------|----------|
| 0 Green | | 0 Blue |

## Mathematics

**All Students** | **State**

Red

100.6 points below standard

Declined 11.4 Points

### EQUITY REPORT
Number of Student Groups in Each Color

| 4 Red | 0 Orange | 0 Yellow |
|-------|----------|----------|
| 0 Green | | 0 Blue |

## Suspension Rate

**All Students** | **State**

Green

6.7% suspended at least once

Declined 1.7%

### EQUITY REPORT
Number of Student Groups in Each Color

| 0 Red | 0 Orange | 1 Yellow |
|-------|----------|----------|
| 3 Green | | 0 Blue |

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Bert Corona Charter will address each of the areas identified by the California School Dashboard as follows:

- Success For All literacy program is provided to learners daily. Provides learners with targeted literacy instruction to provide support and enrichment for learners specific reading level. Achieve, a computer-based program, is provided to learners. Targets learners based on their lexile levels, provides informational texts and activities to foster comprehension and lexile growth.
- Resource teachers collaborate with general education teachers, families, learners, and other professionals to develop Individualized Education Plans that provide educational benefit to learners. The team is using benchmark goals and consistently reviewing learners progress towards meeting their IEP goals.
- Aleks, a computer-based program, is provided to learners. The program provides targeted instruction to learners based on their math achievement. Teachers provided targeted instruction to focus on establishing the foundational skills for learners to successful progress through the program. Enrichment is provided to learners in mathematics as well as intervention through additional periods of math instruction provided through electives. Learners, in these electives, are grouped based on their math levels and receive targeted instruction.
- Learners through after-school intervention programs receive targeted Mathematics instruction through the use of gamified computer-based intervention.
- Using Data to drive instruction
- Making a high use of conferencing with learners to review data, set expectations, and goal set
- Classroom stations will be employed to engage learners, provide for targeted instruction, computer-based intervention and enrichment.
- Cooperative grouping is a center-piece of instruction to ensure team collaboration, team recognition, and team roles for accountability.
- Assess math and ELA programs, recommit to or acquire a new curriculum to meet needs of students with special needs

- Relay Graduate Study training for all administration and coaches to ensure data driven instruction, teacher observation and feedback and rigorous thinking, as well as classroom management.

## Root Cause 1

In the community of Pacoima, CA, that most learners of **Bert Corona Charter** reside in, 55% of residents have a high school diploma and only 10% of the community has an earned B.A. degree. This lack of educational achievement in the community makes it challenging for families to support learners in mastering middle school level ELA and Mathematics. **Bert Corona Charter** needs to work to continue strengthening its parent outreach, training, and offerings to families and students to ensure academic achievement.

## Root Cause 2

Pacoima, CA is a historically disadvantaged community in the San Fernando Valley. The community is 88.5% Hispanic with many residents (46%) being foreign born. Of the students with IEPS, 56% are English Language Learners (42 of 75). 66% of all learners at **Bert Corona Charter** are EL learners and or RFEPs. For many the majority of learners in the community we serve English is not a primary language. This creates a challenge for families to support ELA development and growth. In reviewing the three local feeder elementary schools 2 of the 3 are in the red on California 5 x 5 and one is in the orange. Special Education Learners are arriving to **Bert Corona Charter** with significant deficiencies in ELA.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Bert Corona Charter Middle School

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Support is identified as follows:

- Mathematics was identified as red and is being addressed by a new math adoption for 2019-2020
- Success For All literacy program is provided to learners daily. Provides learners with targeted literacy instruction to provide support and enrichment for learners specific reading level. Achieve, a computer-based program, is provided to learners. Targets learners based on their lexile levels, provides informational texts and activities to foster comprehension and lexile growth.
- Resource teachers collaborate with general education teachers, families, learners, and other professionals to develop Individualized Education Plans that provide educational benefit to learners. The team is using benchmark goals and consistently reviewing learners progress towards meeting their IEP goals.
- Aleks, a computer-based program, is provided to learners. The program provides targeted instruction to learners based on their math achievement. Teachers provided targeted instruction to focus on establishing the foundational skills for learners to successful progress through the program. Enrichment is provided to learners in mathematics as well as intervention through additional periods of math instruction provided through electives. Learners, in these electives, are grouped based on their math levels and receive targeted instruction.
- Learners through after-school intervention programs receive targeted Mathematics instruction through the use of gamified computer-based intervention.
- Using Data to drive instruction
  - using conference and rotations in the classroom

-Assess math and ELA programs, recommit to or acquire a new curriculum to meet needs of students with spcial needs
- strong observation and feedback cycle of instruction
- Instructional leadership training

- In addition the use of the i-Ready program, which is based on actionable insights, engaging instruction and a proven program that offers diagnostic results for a class, instructional groupings, diagnostic results for a student which serves as an overall standards of mastery indicator.
- The i-Ready program is neither credit-bearing nor degree-bearing. The program does not lead to any certification or licensure. Upon participant request, Relay will furnish a letter attesting to the number of hours a participant has attended at the end of each term.
- Selecting and sponsoring qualified leaders who are dedicated to fully   engaging in the full year program.

**Monitoring and Evaluating Effectiveness**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Administrative Team will monitor and evaluate the implementation and effectiveness of CSI plan to support student and school improvement.  This process will be conducted through the implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school will provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.  In addition the use of the i-Ready diagnostic process will replace NWEA.

**Annual Update**

**LCAP Year Reviewed: 2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

**Goal 1**

State Priority 1: Basic Services will be provided to all students

State and/or Local Priorities addressed by this goal:

A. 100% of teachers will be fully credentialed and appropriately assigned. 100% Compliance with ESSA and Authorizer requirements for credentialing and certification

B. Provide pupils with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition

C. School facilities are maintained in good repair

Local Priorities: Conditions of Learning, LAUSD Authorized

**Annual Measureable Outcomes**

| Expected | Actual |
|---|---|
| Verification of credential through the CA Commission on Teacher Credentialing | Human Resources, Administrator completed 100% compliance |
| Retention of Teachers | Retention of teachers was maintained-teachers moving to areas out of state or other areas of the **BCCMS** area. |
| Professional Development | Professional Development schedules of on-going teacher and staff training. |
| Master Schedule | The Master Schedule affirms teachers' assignments are in their area of certification. |

| Expected | Actual |
|---|---|
| Invoice for purchases | Purchase of materials, textbooks and supplies for equitable student access. |
| Facility inspection documents | Daily general cleaning by custodial staff will maintain campus cleanliness; logs are competed on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed, cleanliness spot checks will also be performed.<br><br>Health and Safety Inspections conducted by CDE-Facilities, and Charter Safe Inspection conducted twice (2) a year |

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| • *Annual review of teacher credentials and other certifications-* ***Bert Corona Charter School MS*** will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance<br>• CCSS training will be embedded into professional development meetings.<br>• Progress towards this goal will be measured through SARC report, documentation<br>• The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth<br>• CCSS ELD Strategies for EL students to access core curriculum/attain academic English<br>• Implementation of ***Bert Corona Charter School*** English Learner Plan<br>• CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science<br>• Effective use of multimedia and technology in the classroom<br>• Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, | • *Annual review of teacher credentials and other certifications-* ***Bert Corona Charter School MS*** will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance<br>• CCSS training will be embedded into professional development meetings.<br>• Progress towards this goal will be measured through SARC report, documentation<br>• The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth<br>• CCSS ELD Strategies for EL students to access core curriculum/attain academic English<br>• Implementation of ***Bert Corona Charter School*** English Learner Plan<br>• CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science<br>• Effective use of multimedia and technology in the classroom<br>• Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, | $478,000<br>LCFF S&C<br>1000-1999 Certificated Salaries, 3000-3999 Benefits,<br>4000-4999 Books & Supplies,<br>5000-5999 Services | $515,353<br>LCFF S&C<br>1000-1999 Certificated Salaries, 3000-3999 Benefits,<br>4000-4999 Books & Supplies,<br>5000-5999 Services |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Close Reading Strategies, and Text Dependent Questions<br>• Using CC SBAC interim assessments, NWEA Assessment Program<br>• Strategies for SWD to access core curriculum in general classroom<br>• Positive Behavior and Intensive Support (PBIS) and alternatives to suspension<br>• Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.<br>• **Bert Corona Charter School MS** will fully implement the Common Core in Math and ELA by 2016-17. **Bert Corona Charter School MS** will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year.<br>• Provide Professional Development at all levels, First Year Teachers (Coach), Second Year Teacher (Coach), 3-5 Year Teachers (Peer Support).<br>• Revisit teacher pay schedule-increase to keep employment competitive and encourage retention. | Close Reading Strategies, and Text Dependent Questions<br>• Using CC SBAC interim assessments, NWEA Assessment Program<br>• Strategies for SWD to access core curriculum in general classroom<br>• Positive Behavior and Intensive Support (PBIS) and alternatives to suspension<br>• Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.<br>• **Bert Corona Charter School MS** will fully implement the Common Core in Math and ELA by 2016-17. **Bert Corona Charter School MS** begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year.<br>• Provide Professional Development at all levels, First Year Teachers (Coach), Second Year Teacher (Coach), 3-5 Year Teachers (Peer Support).<br>• Conducted evaluation using teacher goals. | | |

**Analysis**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Priority 1: Basic Services

A. Teachers at **Bert Corona MS** are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching: Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers." 100% compliance

B. 100% of students have access to standards-aligned materials and additional instructional materials as stated in our petition.

C. School facilities are maintained in good condition.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

100% of teachers will hold ESSA required authorizations.

Classroom materials were purchased.

Facilities are maintained-inspection documents

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted expenditures added a Resource Teacher (RSP) for each grade level (adding two additional RSP teachers for individualized support). These positions were added to support students in mastery of learning and student advocacy.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal-teachers are participating in weekly Professional Development that includes support, coaching and teacher intervention.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference.

**Annual Update**

**LCAP Year Reviewed: 2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

**Goal 2**

State Priority 2:

State and/or Local Priorities addressed by this goal:

State Priorities: Goal 2: Proficiency for all students will achieve proficiency in English Language Arts and Mathematics.

Implementation of State Academic Standards

**Annual Measureable Outcomes**

| | |
|---|---|
| Curriculum and strategy use is an important component in the effective use of CCS **Bert Corona MS** will provide the following:<br><br>• Supplemental curriculum and materials supporting CCSS<br>• Digital Curriculum aligned to CCSS<br>• iObservation Platform/Coaching-<br>• Textbooks and instructional materials. Purchased<br>• Professional development provided for teachers and staff in Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc.<br>• Professional Development in schoolwide includes Project Based Learning (PBL).<br>• Technology support<br>• Full implementation of Reading program, and other programs.<br>• Professional development provided for teachers and staff in Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc.<br>• Professional Development in schoolwide SFA that includes Project Based Learning (PBL).<br>• Technology support, which includes videotaping of instructional delivery cycle.<br>. | Curriculum and strategy use is an important component in the effective use of CCS **Bert Corona MS** provided the following:<br><br>• Supplemental curriculum and materials supporting CCSS<br>• Digital Curriculum aligned to CCSS<br>• iObservation Platform/ Coaching-<br>• Textbooks and instructional materials. Purchased<br>• Professional development provided for teachers and staff in Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc.<br>• Professional Development in schoolwide includes Project Based Learning (PBL).<br>• Technology support<br>• Full implementation of Reading program, and other programs.<br>• Professional Development in schoolwide SFA that includes Project Based Learning (PBL).<br>• Technology support, which includes videotaping of instructional delivery cycle. |

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.
Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| <ul><li>Students will receive access to CCSS, English, ELD, Mathematics and NEXT Generation</li><li>Conduct ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, low income students and foster youth (2) set internal baseline performance targets, and (3) design and deliver appropriate professional development.</li><li>Provide professional development on the CA Common Core implementation strategies for ELA, ELD and Mathematics, including lesson design and delivery with a focus on critical thinking, problem-solving and real-world applications.</li><li>Implement personalized intervention strategies and programs, including coaching, co-teaching model of small group instruction for English Learners and students with disabilities in order to meet individual academic needs of specific students.</li></ul> | Professional Development, Counseling, support from Operations <ul><li>Students will receive access to CCSS, English, ELD, Mathematics and NEXT Generation</li><li>Conduct ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, low income students and foster youth (2) set internal baseline performance targets, and (3) design and deliver appropriate professional development.</li><li>Provide professional development on the CA Common Core implementation strategies for ELA, ELD and Mathematics, including lesson design and delivery with a focus on critical thinking, problem-solving and real-world applications.</li><li>Implement personalized intervention strategies and programs, including coaching, co-teaching model of small group instruction for English Learners and students with disabilities in order to meet individual academic needs of specific students.</li></ul> | $118,000<br><br>LCFF S&C<br><br>1000-1999 Certificated Salaries, 3000-3999 Benefits,<br><br>4000-4999 Books & Supplies | $117,175<br><br>LCFF S&C<br><br>1000-1999 Certificated Salaries, 3000-3999 Benefits,<br><br>4000-4999 Books & Supplies |

**Analysis**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Priority 2: Proficiency for all students will achieve proficiency in English Language Arts and Mathematics.

Goal 2:  Teachers participated in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Priority 2: Basic Services to provide for student academic achievement.  Continued professional development teachers were provided with 3 weeks of training in effective instructional practices and supported in institutionalizing what was learned, assisted with pace plans, lesson plans, projects and other teaching/learning activities.

Chronic Absenteeism-Orange, Suspension Rate-Green, English Learner Progress-No Performance Color, English Language Arts-Orange, Mathematics Red, Basics-Standard Met, Implementation of Academic Standards-Standards, Parent Involvement-Standard Met, Local Climate Survey-Standard Met, Access to a Broad Course of Study-Standard Met.

To be measured by student academic results and ongoing benchmarks

In addition to general implementation to all students, there will be an added focus on EL students gaining content knowledge. Success with subgroups will be measured by teacher lesson plans; daily class schedule; class roster and continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.

Use of RTI model and afterschool intervention.

Added Counselor to support student educational program and college and career assisting students to pursue their college preparation and goals.

Support of instructional program includes: Counselor, Parent Coordinator, and other support professionals.

SFA, Achieve 3000, Illuminate, NWEA, and other assessments reflect that students are achieving at greater than National Expected growth. Our Smarter Balanced findings indicate that **Bert Corona MS** needs to continue to implement a learning+ component that infuses a rigorous curriculum to support students and addressing of individual student challenges on a daily basis.  Partnerships with college have provided additional course offerings. Use of SFA with fidelity and increase writing across the curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference.

**Annual Update**

**LCAP Year Reviewed: 2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

**Goal 3**

State **Goal 3:** Knowing that parents serve a critical role in a students' success, **Bert Corona Charter School MS** strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.

Parent Engagement

State and/or Local Priorities addressed by this goal:

State Priority 2 and 3: Goal 3: Maintain parent representation on the Parent Committee

Local Priorities: Parent Engagement

**Annual Measureable Outcomes**

| Expected | Actual |
|---|---|
| Parents will serve as participants in quarterly meetings<br><br>Action: Establish opportunities for parent exposure, participation and input on decision-making, which will be measured by meeting agendas and sign-ins. | Parents served as participants in quarterly meetings<br><br>Establish opportunities for parent exposure, participation and input on decision-making, which was measured by meeting agendas and sign-ins.<br><br>School Site Council (SSC), ELAC, and other meetings. |

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 3**

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Parent Input: access to opportunities for participation and input on decision-making<br><br>To be measured by meeting agendas and sign ins.<br><br>Parents participated in activities with students<br><br>Held informational meetings with parents | Parent Input: access to opportunities for participation and input on decision-making<br><br>To be measured by meeting agendas and sign ins.<br><br>Formed an active SSC, ELAC,<br><br>Parents participated in various activities while visiting classrooms<br><br>Held informational meetings with parents | $61,000<br><br>LCFF S&C<br><br>2000-2999 Classified Salaries, 3000-3999 Benefits | $62,250<br><br>LCFF S&C<br><br>2000-2999 Classified Salaries, 3000-3999 Benefits |

**Analysis**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 3:  Maintain parent representation on Parent Committees.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Parent Input:  access to opportunities for participation and input on decision-making

To be measured by meeting agendas and sign in sheets.

Formed an active SSC, ELAC,  and community groups

Parents participated in activities with students

Held informational meetings

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference.

**Annual Update**

**LCAP Year Reviewed: 2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

**Goal 4**

State Priority    Goal **Bert Corona Charter School MS** prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measures, English Learner testing.

State and/or Local Priorities addressed by this goal:

Statewide assessments

The percentage of English Learner pupils who make progress toward English proficiency as measure by the CELDT/ELPAC

English learner reclassification rate

Local Priorities: Pupil Outcomes

**Annual Measureable Outcomes**

| Expected | Actual |
|---|---|
| Expected Annual Outcome: Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.<br><br>Action: All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics. Bert Corona MS will provide highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school will provide technology | Benchmarks for growth were established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.<br><br>All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.   will provide highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school will provide technology support and resources for instructional staff to continuously monitor student |

|  | Expected | Actual |
|---|---|---|

| Expected | Actual |
|---|---|
| support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan. | achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan. |
| Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. | Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs. |
| • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. | • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. |
| • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments. | • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments. |

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| **Expected Annual Outcome:** Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.<br><br>**Action:** All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth set by the State on the CAASPP Statewide assessment in | Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.<br><br>All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth set by the State on the CAASPP Statewide assessment in the areas of English | $53,000<br>LCFF S&C<br>1000-1999 Certificated Salaries, 3000-3999 Benefits | $52,263<br>LCFF S&C<br>1000-1999 Certificated Salaries, 3000-3999 Benefits |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| the areas of English Language Arts/Literacy and Mathematics. Bert Corona MS will provide highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school will provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan. | Language Arts/Literacy and Mathematics. Bert Corona MS will provide highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school will provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan. | | |

**Analysis**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

**Bert Corona MS** provided highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall actions support an environment where students are motivated and encouraged to learn. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference.

**Annual Update**

**LCAP Year Reviewed: 2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

**Goal 5**

State Priority    Increase Pupil Engagement as measured by:

School attendance rates;

Chronic absenteeism rates,

School dropout rates;

Increase school attendance rates

Decrease Chronic absenteeism rates,

Monitor school dropout rates;

Prepare students for high school

Student Engagement

Local Priorities: Student Engagement/Family Engagement School Culture

**Annual Measureable Outcomes**

| Expected | Actual |
|---|---|
| School will continue to maintain a high ADA rate above 96%. | School will continue to maintain a high ADA rate above 96%. |
| Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of the following:<br><br>English Language Arts/Literacy and Mathematics.<br><br> Classroom instruction will incorporate testing strategies in preparation for the Smarter Balance/CAASPP<br><br>Continue professional development<br><br>Activities initiated in 2013-2014 school year focused on CCSS implementation | Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of the following:<br><br>English Language Arts/Literacy and Mathematics.<br><br> Classroom instruction will incorporate testing strategies in preparation for the Smarter Balance/CAASPP<br><br>Continue professional development<br><br>Continue with activities initiated in 2013-2014 school year focused on CCSS |

| Expected | Actual |
|---|---|
| with ELs.<br><br>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.<br><br>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA). | implementation with ELs.<br><br>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.<br><br>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA). |

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 5**

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| <ul><li>Attendance Manager will monitor student attendance and communicate with families.</li><li>Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li><li>School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li><li>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.</li><li>Alternatives to Suspension will be considered prior to administering consequences.</li></ul> School will use Family Support Team process that mirrors the School Support Team model | <ul><li>Attendance Manager will monitor student attendance and communicate with families.</li><li>Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li><li>School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li><li>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.</li><li>Alternatives to Suspension will be considered prior to administering consequences.</li></ul> School will use Family Support Team process that mirrors the School Support Team model | $53,000 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits | $48,405 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits |

**Analysis**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 5: School maintained a high Average Daily Attendance (ADA) rate.

Increase school attendance rates

Decrease Chronic absenteeism rates,

Monitor school dropout rates;

Prepare students for high school

Student Engagement

Coordinator and Staff continued to monitor student attendance and communicate with families.

Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.

School will implement Social emotional curriculum, SWPBIS, Training, and the Responsive Classroom approach to teaching.

Continue to implement in-house suspension.

Teachers conducted home visits and assist in monitoring of all student attendance

Partnering with local Mental Health Agencies; such as Luminaries who work with individual families, trauma, stress related issues, counseling on cultural relevant group counseling, etc.

DIS Counseling with students with IEPs.

One on one support with other mental health agencies

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Program Coordinator and Compliance Coordinator continued to monitor student attendance and communicate with families. Director of School Climate and Culture, Coordinator of Operations, Parent Coordinator continued parent outreach and communicating the importance of attendance and arriving at school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference.

**Annual Update**

**LCAP Year Reviewed: 2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

**Goal 6**

Maintain School Climate applicable to the following:

Pupil suspension rates;

Pupil expulsion rate; and

Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: School Climate will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the Survey report the overall score for all students and student groups.

Local Priorities: Engagement

**Annual Measureable Outcomes**

| Expected | Actual |
|---|---|
| School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement | • School offer edan academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement |

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 6**

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| <ul><li>Attendance Manager will monitor student attendance and communicate with families.</li><li>Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li><li>School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li><li>Teachers will be trained in the Schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.</li><li>Alternatives to Suspension will be considered prior to administering consequences.</li></ul>School will use Family Support Team process that mirrors the School Support Team. | <ul><li>Attendance Manager monitored student attendance and communicate with families.</li><li>Parent outreach and communications was stress the importance of attendance and arriving at school on time each day.</li><li>School implemented Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li><li>Teachers were trained in the Schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.</li><li>Alternatives to Suspension were considered prior to administering consequences.</li></ul>School used Family Support Team process that mirrors the School Support Team. | $54,000<br><br>LCFF S&C<br><br>1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits | $54,216<br><br>LCFF S&C<br><br>1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits |

**Analysis**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the Schoolwide Behavior Support Plan and Family Support Team created and maintained a lower annual expulsion rate.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall implementation as conducted provided with establishing measures to support students and families to understanding that as a community are committed to each student's academic achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference.

**Annual Update**

**LCAP Year Reviewed: 2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

**Goal 7**

State Priority 7:  Course access addresses the extent to which pupils have access to and are enrolled in:

Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs. Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to academic and educational program as stated in the school's charter

State and/or Local Priorities addressed by this goal:

State Priority 7:  Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to academic and educational program as stated in the school's charter

Local Priorities: Conditions of learning

**Annual Measureable Outcomes**

| Expected | Actual |
|---|---|
| Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available | Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available |
| Multi-tiered System of Support (MTSS) | Offers a framework and resources that aligns Response to Instruction and Intervention with the State standards and the systems necessary for academic behavior, and social success. |
| Positive Behavior Interventions and Supports (PBIS) | Use strategies found to promote the conditions that improve learning and behavior for all students and used to guide individualized Education Program (IEP) decisions for Free Appropriate Public Education (FAPE) in the Least Restrictive Environment  (LRE) |

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 7**

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content). | Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content). | $21,000 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits | $20,231 LCFF S&C 1000-1999 Certificated Salaries, 3000-3999 Benefits |

**Analysis**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Access to and enroll in all core and non-core subjects' content areas available to all students. Parents are provided classes/workshops in SBAC, CCSS, SFA and technology.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Student academic achievement was measured through results from SFA, Achieve 3000, Illuminate and SBAC,

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material difference.

**Stakeholder Engagement**

LCAP Year: **2018-2019**

**Involvement Process for LCAP and Annual Update**

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Board of Directors Meetings

July 21, 2018, July 27, 2018

August 28, 2018

September 10, 2018,

September 24, 2018

November 5, 2018

November 18, 2018, Academic Excellence Committee

December 3, 2018

December 10, 2018, Ad Hoc Finance Meeting

December 15, 2018 Special Board Meeting

January 11, 2019 Special Board Meeting

January 28, 2019,

February 11, 2019

February 25, 2019, Academic Excellence Committee

March 11, 2019, Ad Hoc Finance Meeting

March 18, 2019

April 22, 2019

May 28, 2019

June 4, 2019, Ad Hoc Finance Meeting

June 17, 2019

June 28, 2018, Academic Excellence Committee

LCAP Meeting Dates

LCAP Review/ Revisions (session 1 of 4) August 30, 2018 8:30-9:30am

LCAP Data Update (session 2 of 4)   October 25, 2018 5:30-6:30pm

LCAP Parent Discussion/Feedback  (session 3 of 4)   December 13, 2018 5:30-6:30pm

LCAP Data Review/Discussion/Recommendations (Session 4 of 4) April 18, 2019 8:30-9:30am

School Advisory Council (SSC and ELAC)

9/21/18

10/19/18

1/25/19

2/27/19

3/25/19

4/26/19

6/12/19

**Impact on LCAP and Annual Update**

How did these consultations impact the LCAP for the upcoming year?

[The impact of these consultations provided for an opportunity for all stakeholders to become involved and contribute to Bert Corona MS successes.

The involvement of all stakeholders has been a tiered process that provides the opportunity for all; teachers, administrators, Board Members, parents, community members and others to closely review data and discuss the school's priorities as it related to all facets of an educational process.  The **Bert Corona MS** will review all internal data on an ongoing basis, benchmarks, NWEA, SFA, Achieve 3000, Illuminate assessments and other

internally created documents and processes, Teachers assessments, grades and also the English Language Arts/Literacy and Mathematics Summative Assessments.

Additionally:

Small focus groups were held with school leaders, parents, teachers, and students throughout the year to collect comments/advise about the LCAP process and implementation.

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

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

School Accountability Report Cards

English Learner Reports (Annual Measurable Achievement Objectives 1 and 2 and Reclassification Rates) (Suspended due to transition from CDE)

Course Grades

Attendance Reports

NWEA, SFA, Achieve 3000, and other assessment results.

**Goals, Actions, & Services 2018-2021**

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Goal 1: Basic Services will be provided to all students. (Conditions of learning)

**Goal 1**

Basic Services

A. The quality of teachers has an impact on student success. **Bert Corona MS** promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom.
B. Pupils at Bert Corona MS have 100% access to the standards-aligned instructional materials;
C. School facilities are maintained in good repair.

**State and/or Local Priorities addressed by this goal:**

State Priorities: Basic Services

The quality of teachers has an impact on student success. Bert Corona MS promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom or in support positions as required by ESSA and the Charter and are highly trained.

Pupils at Bert Corona MS have sufficient access to the standards-aligned instructional materials;

School facilities are maintained in good repair.

Bert Corona MS *will* determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance

CCSS training will be embedded into professional development meetings.

Progress towards this goal will be measured through SARC report, documentation

The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth

CCSS ELD Strategies for EL students to access core curriculum/attain academic English

Implementation of Bert Corona MS English Learner Plan

CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science

Effective use of multimedia and technology in the classroom

Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson,, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions

Using CCSS SBAC interim assessments, NWEA, SFA, Illuminate and other Assessment Program

Strategies for SWD to access core curriculum in general classroom

Positive Behavior and Intensive Support (PBIS) and alternatives to suspension

Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.

Bert Corona MS will fully implement the Common Core in Math and ELA by 2016-17.Bert Corona MS will transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year

**Expected Annual Measureable Outcomes**

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|
| Verification of credential/certification using the Commission of Teacher Credentialing, and Bert Corona MS Master Schedule | 100% | 100% | 100% | 100% |
| Teacher Rosters | 100% | 100% | 100% | 100% |
| Invoices for purchases | 100% | 100% | 100% | 100% |
| Classroom Materials | 100% | 100% | 100% | 100% |
| Facility Inspection documents | 100% | 100% | 100% | 100% |
| Teacher Retention | 100% | 100% | 100% | 100% |
| Professional Learning: Teaching and Management Strategies | 100% | 100% | 100% | 100% |
| Teacher Effectiveness | 100% | 100% | 100% | 100% |

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|
| Quality Professional Learning Standards (QPLS) | 100% | 100% | 100% | 100% |
| Administrator's Assignment Manual | 100% | 100% | 100% | 100% |
| California Teacher Induction | 100% | 100% | 100% | 100% |

**Planned Actions / Services**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

The quality of teachers has an impact on student success. **Bert Corona MS** promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom.

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| All Students | **Bert Corona MS** |
|---|---|

**OR**

Continuing to meet the increased and improved services requirement.

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners, Foster Youth and/or Low income. | Schoolwide | **Bert Corona MS** |
|---|---|---|

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Modified | Modified |

- *Annual review of teacher credentials and other certifications-**Bert Corona MS** will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance*
- CCSS training will be embedded into professional development meetings.
- Progress towards this goal will be measured through SARC report, documentation
- The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth
- CCSS ELD Strategies for EL students to access core curriculum/attain academic English
- Implementation of Bert Corona MS English Learner Plan
- CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
- Effective use of multimedia and technology in the classroom
- Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions
- Using CC SBAC interim assessments, and NWEA Assessment Program
- Strategies for SWD to access core curriculum in general classroom
- Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
- Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.

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- CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
- Effective use of multimedia and technology in the classroom
- Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson International Baccalaureate (IB) Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions
- Using CC SBAC interim assessments, SFA, Illuminate, SFA, Achieve 3000 and NWEA Assessment Program
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- 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.

**Budgeted Expenditures**

| Year | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|
| Amount | $478,000 | $481,000 | $481,000 |
| Source | LCFF S&C | LCFF S&C | LCFF S&C |
| Budget Reference | 1000-1999 Certificated Salaries, 3000-3999 Benefits,<br>4000-4999 Books & Supplies,<br>5000-5999 Services | 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits,<br>4000-4999 Books & Supplies,<br>5000-5999 Services | 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits,<br>4000-4999 Books & Supplies,<br>5000-5999 Services |

**Goals, Actions, & Services 2018-2021**

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Priority 2:  Proficiency for all students will achieve proficiency in English Language Arts and Mathematics.

**Goal 2**

Implementation of state board adopted academic content and performance standards for all students are:

English Language Arts=Common Core State standards (CCSS) for English Language Arts

Mathematics-CCSS for Mathematics

English Language Development (ELD)

Career Technical Education

Health Education Content Standards

History-Social Science

Model School Library Standards

Physical Education Model Content Standards

Next Generation Science Standards

Visual and Performing Arts

World Language; and

 How the programs and services will enable English Learners to access the CCSS and the ELD standards for purpose of gaining academic content knowledge and English language proficiency.

**State and/or Local Priorities addressed by this goal:**

State Priorities: Goal 2A: To provide for student academic achievement.

Local Priorities: Conditions of Learning

**Identified Need:**

To provide for student academic achievement. Increase in student proficiency in both English Language Arts and Mathematics. *Students will receive access to CCSS, English, ELD, Mathematics and NEXT Generation*

Conduct ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, low income students and foster youth (2) set internal baseline performance targets, and (3) design and deliver appropriate professional development.

Provide professional development on the CA Common Core implementation strategies for ELA, ELD and Mathematics, including lesson design and delivery with a focus on critical thinking, problem-solving and real-world applications.

Implement personalized intervention strategies and programs, including coaching, co-teaching model of small group instruction for English Learners and students with disabilities in order to meet individual academic needs of specific students.

**Expected Annual Measureable Outcomes**

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|
| English Language Arts | >5% | >7% | >8% | >10% |
| Mathematics | >5% | >7% | >8% | >10% |
| English Language Development | >5% | >7% | >8% | >10% |
| Career Technical Education | >5% | >7% | >8% | >10% |
| Health Education | >5% | >7% | >8% | >10% |
| Physical Education | >5% | >7% | >8% | >10% |
| Next Generation Science | >5% | >7% | >8% | >10% |
| Visual and Performing Arts | >5% | >7% | >8% | >10% |
| World Language | >5% | >7% | >8% | >10% |
| Purchase Orders | 100% | 100% | 100% | 100% |

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|
| Textbooks, materials | 100% | 100% | 100% | 100% |
| Professional Development-Curriculum design and implementation | 100% Participation | 100% | 100% | 100% |
| *Weekly and mini benchmarks, Quarterly Benchmarks results-reviewed by staff to ensure schoolwide RtI, setting of goals and academic achievement. Formative assessment conducted daily during instruction via SFA, Blended Learning-independent station as well as teacher created exit slips-using checking for student understanding on a daily basis* | CAASPP | 2% | 5% | 8% |
| *Annually increase the number of students achieving proficiency in English Language Arts.* | CAASPP | 2% | 5% | 8% |
| *Decrease the Number of long-term English Learners* | CAASPP | 2% | 5% | 8% |
| *Monitor and provide services to Foster Care students* | CAASPP | 2% | 5% | 8% |
| *Monitor and increase support for Students with Disability* | CAASPP | 2% | 5% | 8% |
| *Use of technology in the classroom to support differentiated instruction* | CAASPP/ Proficiency | 2% | 5% | 8% |

**Planned Actions / Services**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** | **Location(s):** |
|---|---|
| (Select from All, Students with Disabilities, or Specific Student Groups) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
| All, Students with Disabilities, or Specific Student Groups | **Bert Corona MS** |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** | **Scope of Services:** | **Location(s):** |
|---|---|---|
| (Select from English Learners, Foster Youth, and/or Low Income) | (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| English Learners, Foster Youth, and/or Low Income | Schoolwide | **Bert Corona MS** |

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Modified | Modified |

| 2018-19 Actions/Services | 2019-20 Actions/Services | 2020-21 Actions/Services |

| 2018-19 Actions/Services | 2019-20 Actions/Services | 2020-21 Actions/Services |
|---|---|---|
| Professional Development, Counseling, support from Administration<br><br>Curriculum and strategy use is an important component in the effective use of CCS. **Bert Corona MS** will provide the following:<br><br>- Supplemental curriculum and materials supporting CCSS<br>- Digital Curriculum aligned to CCSS<br>- iObservation Platform/Coaching-<br>- Textbooks and instructional materials. Purchased<br>- Professional development provided for teachers and staff in Mastery Learning, Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc.<br>- Professional Development in schoolwide includes Project Based Learning (PBL).<br>- Technology support<br>- Full implementation of Reading program, and other programs.<br>- Textbooks and instructional materials. Purchased<br>- Professional Development in schoolwide SFA that includes Project Based Learning (PBL).<br>- Technology support, which includes videotaping of instructional delivery cycle.<br><br>Full implementation of Reading program, and other programs | Professional Development, Counseling, support from Administration<br><br>- Mathematics was identified as red and is being addressed by a new math adoption for 2019-2020<br>- Success For All literacy program is provided to learners daily. Provides learners with targeted literacy instruction to provide support and enrichment for learners specific reading level. Achieve, a computer-based program, is provided to learners. Targets learners based on their lexile levels, provides informational texts and activities to foster comprehension and lexile growth.<br>- Resource teachers collaborate with general education teachers, families, learners, and other professionals to develop Individualized Education Plans that provide educational benefit to learners. The team is using benchmark goals and consistently reviewing learners progress towards meeting their IEP goals.<br>- Aleks, a computer-based program, is provided to learners. The program provides targeted instruction to learners based on their math achievement. Teachers provided targeted instruction to focus on establishing the foundational skills for learners to successful progress through the program. Enrichment is provided to learners in mathematics as well as intervention through additional periods of math instruction provided through electives. Learners, in these electives, are grouped based on their math levels and receive targeted instruction.<br>- Learners through after-school intervention programs receive targeted Mathematics instruction through the use of gamified computer-based intervention. Using Data to drive instruction<br>- using conference and rotations in the classroom<br>-Assess math and ELA programs, recommit to or acquire a new curriculum to meet needs of students with special needs students to ensure academic achievement. | Professional Development, Counseling, support from Administration<br><br>- Mathematics was identified as red and is being addressed by a new math adoption for 2019-2020<br>- Success For All literacy program is provided to learners daily. Provides learners with targeted literacy instruction to provide support and enrichment for learners specific reading level. Achieve, a computer-based program, is provided to learners. Targets learners based on their lexile levels, provides informational texts and activities to foster comprehension and lexile growth.<br>- Resource teachers collaborate with general education teachers, families, learners, and other professionals to develop Individualized Education Plans that provide educational benefit to learners. The team is using benchmark goals and consistently reviewing learners progress towards meeting their IEP goals.<br>- Aleks, a computer-based program, is provided to learners. The program provides targeted instruction to learners based on their math achievement. Teachers provided targeted instruction to focus on establishing the foundational skills for learners to successful progress through the program. Enrichment is provided to learners in mathematics as well as intervention through additional periods of math instruction provided through electives. Learners, in these electives, are grouped based on their math levels and receive targeted instruction.<br>- Learners through after-school intervention programs receive targeted Mathematics instruction through the use of gamified computer-based intervention. Using Data to drive instruction<br>- using conference and rotations in the classroom<br>-Assess math and ELA programs, recommit to or acquire a new curriculum to meet needs of students with special needs students to ensure academic achievement. |

**Budgeted Expenditures**

| Year | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|
| Amount | $118,000 | $182,000 | $182,000 |
| Source | LCFF S&C | LCFF S&C | LCFF S&C |
| Budget Reference | 1000-1999 Certificated Salaries, 3000-3999 Benefits, <br> 4000-4999 Books & Supplies | 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, <br> 4000-4999 Books & Supplies, <br> 5000-5999 Services | 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits, <br> 4000-4999 Books & Supplies, <br> 5000-5999 Services |

**Goals, Actions, & Services 2018-2021**

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

**Goal 3:** Knowing that parents serve a critical role in a students' success, **Bert Corona Charter School MS** strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.

**Goal 3**

Parent involvement addresses:

    A.  The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.

    B.  How the school district will promote parental participation in programs for unduplicated pupils; and

    C.  How the school district will promote parental participation in programs for individuals with exceptional needs

**State and/or Local Priorities addressed by this goal:**

State Priorities: Parental Involvement  (Engagement)

Local Priorities: Engagement

**Identified Need:**

Parent Involvement

**Expected Annual Measureable Outcomes**

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|
| Active participation in SSC, ELAC | > 75% | > 75% | > 75% | > 75% |
| | | | | |
| Attend informational meetings | > 75% | > 75% | > 75% | > 75% |
| Provide parent access to opportunities for participation and input on decision-making | 100% | 100% | 100% | 100% |
| At least 85% of parents will attend at least one school event each year 95% will attend parent-teacher conference. | At least 85% | At least 85% | At least 85% | At least 85% |
| 95% will attend parent-teacher conference | 95% | 95% | 95% | 95% |

**Planned Actions / Services**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 3**

| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |
|---|

| **Students to be Served:** | **Location(s):** |
|---|---|
| (Select from All, Students with Disabilities, or Specific Student Groups) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
| All, Students with Disabilities, or Specific Student Groups | **Bert Corona MS** |

**OR**

| **Students to be Served:** | **Scope of Services:** | **Location(s):** |
|---|---|---|
| (Select from English Learners, Foster Youth, and/or Low Income) | (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| English Learners, Foster Youth, and/or Low Income | Schoolwide | **Bert Corona MS** |

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Unchanged | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.<br><br>**Bert Corona MS** seeks parent input in making decisions for the district and school. Parent participation in programs for all students. | School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.<br><br>**Root Cause 1**<br><br>In the community of Pacoima, CA, that most learners of **Bert Corona Charter** reside in, 55% of residents have a high school diploma and only 10% of the community has an earned B.A. degree. This lack of educational achievement in the community makes it challenging for families to support learners in mastering middle school level ELA and Mathematics. **Bert Corona Charter** needs to work to continue strengthening its parent outreach, training, and offerings to families and students to ensure academic achievement.<br><br>**Root Cause 2**<br><br>Pacoima, CA is a historically disadvantaged community in the San Fernando Valley. The community is 88.5% Hispanic with many residents (46%) being foreign born. Of the students with IEPS, 56% are English Language Learners (42 of 75). 66% of all learners at **Bert Corona Charter** are EL learners and or RFEPs. For many the majority of learners in the community we serve English is not a primary language. This creates a challenge for families to support ELA development and growth. In reviewing the three local feeder elementary schools 2 of the 3 are in the red on California 5 x 5 and one is in the orange. Special Education Learners are arriving to **Bert Corona Charter** with significant deficiencies in ELA. | School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.<br><br>**Root Cause 1**<br><br>In the community of Pacoima, CA, that most learners of **Bert Corona Charter** reside in, 55% of residents have a high school diploma and only 10% of the community has an earned B.A. degree. This lack of educational achievement in the community makes it challenging for families to support learners in mastering middle school level ELA and Mathematics. **Bert Corona Charter** needs to work to continue strengthening its parent outreach, training, and offerings to families and students to ensure academic achievement.<br><br>**Root Cause 2**<br><br>Pacoima, CA is a historically disadvantaged community in the San Fernando Valley. The community is 88.5% Hispanic with many residents (46%) being foreign born. Of the students with IEPS, 56% are English Language Learners (42 of 75). 66% of all learners at **Bert Corona Charter** are EL learners and or RFEPs. For many the majority of learners in the community we serve English is not a primary language. This creates a challenge for families to support ELA development and growth. In reviewing the three local feeder elementary schools 2 of the 3 are in the red on California 5 x 5 and one is in the orange. Special Education Learners are arriving to **Bert Corona Charter** with significant deficiencies in ELA. |

**Budgeted Expenditures**

| Year | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|
| Amount | $61,000 | $68,000 | $68,000 |
| Source | LCFF S&C | LCFF S&C | LCFF S&C |
| Budget Reference | 2000-2999 Classified Salaries, 3000-3999 Benefits | 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits | 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits |

**Goals, Actions, & Services 2018-2021**

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

**Goal 4**

Goal 4: **Bert Corona Charter School MS** prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measures, English Learner testing.

Pupil Achievement as measure by all of the following

Statewide assessments

Completing Courses that satisfy University or California State University entrance requirements/study that aligned with State Board approved career technical educational standards and framework.

English Learners who make progress toward English proficiency

The English learner reclassification rate

College preparedness

**Goal 4**

**State and/or Local Priorities addressed by this goal:**

State Priorities: Statewide assessments (Pupil Outcomes)

Local Priorities: Pupil Outcomes

**Identified Need:**

Statewide assessments (Pupil Outcomes)

Student academic achievement

**Expected Annual Measureable Outcomes**

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|
| Statewide assessments | Increase English Language Arts and Mathematics SBAC results | > 6% | > 11% | > 16% |
| Build understanding and expertise through research-based professional development | Teacher participation | 100% | 100% | 100% |
| English Language Arts- Proficiency | CAASPP | 2% | 5% | 8% |
| Mathematics Proficiency | CAASPP | 2% | 5% | 8% |
| EL Proficiency | CAASPP/ELPAC | 2% | 5% | 8% |
| EL Reclassification | CAASPP/ELPAC | 2% | 5% | 8% |

**Planned Actions / Services**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 4**

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

| **Students to be Served:** | **Location(s):** |
|---|---|
| (Select from All, Students with Disabilities, or Specific Student Groups) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
| All Students, Students with Disabilities, and all subgroups | **Bert Corona MS** |

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** | **Scope of Services:** | **Location(s):** |
|---|---|---|
| (Select from English Learners, Foster Youth, and/or Low Income) | (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| English Learners, Foster Youth, and/or Low Income | Schoolwide | **Bert Corona MS** |

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Modified | Modified |

| 2018-19 Actions/Services | 2019-20 Actions/Services | 2020-21 Actions/Services |
|---|---|---|
| **Bert Corona MS** provided highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan. | **Bert Corona MS** provided highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan. | **Bert Corona MS** provided highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan. |
| To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches. | To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches | To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches |
| All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards. | All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards. | All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards. |

| 2018-19 Actions/Services | 2019-20 Actions/Services | 2020-21 Actions/Services |
|---|---|---|
| • Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.<br><br>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.<br><br>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments | • Continue professional development activities focused on new Mathematics adoption, i-Ready data driven instruction, tailored resources for teacher-led instruction and personalized online lessons for student.  Further supporting the growth of administrator and educational leaders in the Relay program.<br><br>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.<br><br>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments | • Continue professional development activities focused on new Mathematics adoption, i-Ready data driven instruction, tailored resources for teacher-led instruction and personalized online lessons for student.  Further supporting the growth of administrator and educational leaders in the Relay program.<br><br>• EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.<br><br>• Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments |

**Budgeted Expenditures**

| Year | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|
| Amount | $53,000 | $45,000 | $45,000 |
| Source | LCFF S&C | LCFF S&C | LCFF S&C |
| Budget Reference | 1000-1999 Certificated Salaries, 3000-3999 Benefits | 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits | 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits |

**Goals, Actions, & Services 2018-2021**

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

**Goal 5**

Priority Goal 5: Pupil Engagement as measured by all of the following:

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

**State and/or Local Priorities addressed by this goal:**

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|
| Monitor attendance monitoring | 95% | 95% | 95% | 95% |
| Provide PD on primary cause of lower academic achievement | 95% | 95% | 95% | 95% |
| Provide information on the affects other students and have a negative effects on the achievement of other students in the | 100% | 100% | 100% | 100% |

| classroom | | | | |
|---|---|---|---|---|

State Priorities: Goal 5: School Attendance/Absenteeism/High School Dropout Pupil Engagement

Local Priorities: Pupil Engagement

**Identified Need:**

Ensure students have access to daily instruction promoting student engagement reflected in the following:

Increase school attendance rates

Decrease Chronic absenteeism rates,

Monitor school dropout rates;

Prepare students for high school graduation rates.

**Expected Annual Measureable Outcomes**

**Planned Actions / Services**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** | **Location(s):** |
|---|---|
| (Select from All, Students with Disabilities, or Specific Student Groups) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
| All, Students with Disabilities, or Specific Student Groups | **Bert Corona MS** |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Modified | Modified |

| 2018-19 Actions/Services | 2019-20 Actions/Services | 2020-21 Actions/Services |
|---|---|---|
| Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance | Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance | Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance |
| Identify and address factors contributing to chronic absenteeism | Identify and address factors contributing to chronic absenteeism | Identify and address factors contributing to chronic absenteeism |
| Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions | Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions | Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions |
| Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism | Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism | Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism |

| 2018-19 Actions/Services | 2019-20 Actions/Services | 2020-21 Actions/Services |
|---|---|---|
| <ul><li>Attendance Manager will monitor student attendance and communicate with families.</li><li>Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li><li>School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li><li>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.</li><li>Alternatives to Suspension will be considered prior to administering consequences.</li><li>School will use Family Support Team process that mirrors the School Support Team model.</li></ul> | <ul><li>Attendance Manager will monitor student attendance and communicate with families.</li><li>Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li><li>School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li><li>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.</li><li>Alternatives to Suspension will be considered prior to administering consequences.</li><li>School will use Family Support Team process that mirrors the School Support Team model.</li></ul> | <ul><li>Attendance Manager will monitor student attendance and communicate with families.</li><li>Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</li><li>School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</li><li>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.</li><li>Alternatives to Suspension will be considered prior to administering consequences.</li><li>School will use Family Support Team process that mirrors the School Support Team model.</li></ul> |

**Budgeted Expenditures**

| Year | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|
| Amount | $53,000 | $32,000 | $32,000 |
| Source | LCFF S&C | LCFF S&C | LCFF S&C |
| Budget Reference | 2000-2999 Classified Salaries, 3000-3999 Benefits | 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits | 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries,3000-3999 Benefits |

**Goals, Actions, & Services 2019-2020**

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

**Goal 6**

Priority 6:  School Climate

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

**State and/or Local Priorities addressed by this goal:**

State Priorities: School Climate

Pupil Suspension rates;

Pupil expulsion rates; and

Other local measures, including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

Local Priorities: Engagement

**Identified Need:**

Support School Climate that includes school attendance/Chronic Absenteeism.

**Expected Annual Measureable Outcomes**

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|
| Monitor attendance monitoring | 95% | 95% | 95% | 95% |
| Provide PD on primary cause of lower academic achievement | 95% | 95% | 95% | 95% |
| Provide information on the affects other students and have a negative effects on the achievement of other students in the classroom | 100% | 100% | 100% | 100% |

**Planned Actions / Services**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** | **Location(s):** |
|---|---|
| (Select from All, Students with Disabilities, or Specific Student Groups) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
| All, Students with Disabilities, or Specific Student Groups | **Bert Corona MS** |

<div align="center">**OR**</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** | **Scope of Services:** | **Location(s):** |
|---|---|---|
| (Select from English Learners, Foster Youth, and/or Low Income) | (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| English Learners, Foster Youth, and/or Low Income | Schoolwide | **Bert Corona MS** |

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Modified | Modified | Modified |

| 2018-19 Actions/Services | 2019-20 Actions/Services | 2020-21 Actions/Services |
|---|---|---|
| Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance | Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance | Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance |
| Identify and address factors contributing to chronic absenteeism | Identify and address factors contributing to chronic absenteeism | Identify and address factors contributing to chronic absenteeism |
| Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions | Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions | Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions |
| Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism | Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism | Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism |
| Provide multi-tiered system of support | Provide multi-tiered system of support | Provide multi-tiered system of support |
| School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school.  Process will be in place to review the students within the cohort to ensure proper accounting and placement | School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school.  Process will be in place to review the students within the cohort to ensure proper accounting and placement | School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school.  Process will be in place to review the students within the cohort to ensure proper accounting and placement |

**Budgeted Expenditures**

| Year | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|
| Amount | $54,000 | $48,000 | $48,000 |
| Source | LCFF S&C | LCFF S&C | LCFF S&C |
| Budget Reference | 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits | 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits, 5000-5999 Services | 1000-1999 Certificated Salaries, 2000-2999 Classified Salaries, 3000-3999 Benefits, 5000-5999 Services |

**Goals, Actions, & Services 2018-2020**

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Priority 7: Course access addresses the extent to which pupils have access to and are enrolled in:

Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs.

**Goal 7**

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled

**State and/or Local Priorities addressed by this goal:**

State Priorities: Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in

Local Priorities:  Course Access- Conditions of Learning

**Identified Need:**

Course access addresses the extent to which pupils have access to and are enrolled in:

Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

Programs and services developed and provided to unduplicated pupils; and

Programs and services developed and provided to individuals with exceptional needs.

**Expected Annual Measureable Outcomes**

| Metrics/Indicators | Baseline | 2018-19 | 2019-120 | 2020-21 |
|---|---|---|---|---|
| Broad course of study including courses described in EC sections 51210 and 51220(a)-(i). Programs and services developed and provided to unduplicated pupils; and Programs and services developed and provided to individuals with exceptional needs. Metric/Method for Measuring: Student Transcripts | 100% | 100% | 100% | 100% |
| Positive Behavior Interventions and Supports (PBIS) implementation | 100% | 100% | 100% | 100% |
| Multi-tiered System of Support (MTSS) | 100% | 100% | 100% | 100% |
| Equity and access to all course offerings Enrollment/ Transcripts | 100% | 100% | 100% | 100% |
| Response to Instruction and Intervention | 100% | 100% | 100% | 100% |

**Planned Actions / Services**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** | **Location(s):** |
|---|---|
| (Select from All, Students with Disabilities, or Specific Student Groups) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
| All, Students with Disabilities, or Specific Student Groups | **Bert Corona MS** |

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** | **Scope of Services:** | **Location(s):** |
|---|---|---|
| (Select from English Learners, Foster Youth, and/or Low Income) | (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| English Learners, Foster Youth, and/or Low Income | Schoolwide | **Bert Corona MS** |

**Actions/Services**

| Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 | Select from New, Modified, or Unchanged for 2020-21 |
|---|---|---|
| Modified | Modified | Modified |

| 2018-19 Actions/Services | 2019-20 Actions/Services | 2020-21 Actions/Services |
|---|---|---|
| Universal Access is available and provided to all students.  Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content). | Universal Access is available and provided to all students.  Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content). | Universal Access is available and provided to all students.  Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content). |

**Budgeted Expenditures**

| Year | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|
| Amount | $21,000 | $11,000 | $11,000 |
| Source | LCFF S&C | LCFF S&C | LCFF S&C |
| Budget Reference | 1000-1999 Certificated Salaries,  3000-3999 Benefits | 1000-1999 Certificated Salaries,  3000-3999 Benefits | 1000-1999 Certificated Salaries,  3000-3999 Benefits |

**Goals, Actions, & Services 2018-2021**

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Priority 8  Pupil Outcomes addresses

**Goal 8**

Priority 8  Pupil Outcomes addresses

**State and/or Local Priorities addressed by this goal:**

State Priorities: Priority 8  Pupil Outcomes addresses

Local Priorities: Pupil Outcomes

**Identified Need:**

Response to instruction and intervention with the State Standards and the system necessary for academic, behavior and social success

**Expected Annual Measureable Outcomes**

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|
| Multi-Tiered System of Support | 100% | 100% | 100% | 100% |
| Professional Development Support | 100% | 100% | 100% | 100% |
| High School Graduation Indicators | 100% | 100% | 100% | 100% |
| College and Career | 100% | 100% | 100% | 100% |

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|
| Indicators | | | | |

**Planned Actions / Services**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action  8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| **Students to be Served:** | **Location(s):** |
|---|---|
| (Select from All, Students with Disabilities, or Specific Student Groups) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
| All, Students with Disabilities, or Specific Student Groups | **Bert Corona MS** |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served: | Scope of Services: | Location(s): |
|---|---|---|
| (Select from English Learners, Foster Youth, and/or Low Income) | (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| English Learners, Foster Youth, and/or Low Income | Schoolwide | **Bert Corona MS** |

**Actions/Services**

| Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 | Select from New, Modified, or Unchanged for 2020-21 |
|---|---|---|
| | New | New |

| 2018-19 Actions/Services | 2019-20 Actions/Services | 2020-21 Actions/Services |
|---|---|---|
| Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovative and research-based language programs. | Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovative and research-based language programs. | Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovative and research-based language programs. |
| Provide Career Pathways, Project based learning leadership | Provide Career Pathways, Project based learning leadership | Provide Career Pathways, Project based learning leadership |
| College and Career Indicators | College and Career Indicators | College and Career Indicators |

**Budgeted Expenditures**

| Year | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|
| Amount | | $12,000 | $12,000 |
| Source | | LCFF S&C | LCFF S&C |
| Budget Reference | | 1000-1999 Certificated Salaries, 3000-3999 Benefits | 1000-1999 Certificated Salaries, 3000-3999 Benefits |

**Demonstration of Increased or Improved Services for Unduplicated Pupils**

LCAP Year: **2019-2010**

Estimated Supplemental and Concentration Grant Funds

$ [Add amount here]

Percentage to Increase or Improve Services

[Add percentage here] %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Actions/Services Contributing to meeting the increased or improved services and identified as Limited to Unduplicated Student Group(s).

**Priority Goals / Initiatives for 2019-20 School Year (Big Rocks):**

| GOAL | Area of Need Addr-essed | Led by | Details | Key Documents/Links |
|---|---|---|---|---|
| 1. Math Intervention | 1 | EA, Math Teachers | Taught during school day during Enrichment period by math teachers, focusing on small classes (15) of students at "Standard Nearly Met" level of CAASPP | Math Intervention: Action Plan & Resources (BCCMS 19-20) |
| 2. Enhanced Instructional Training & Support for all teachers | 1 | LIT Team | Support and Feedback provided for: <br> • CCSS-aligned Long Range Plans in all content areas <br> • Weekly lesson plans <br> Observations/Coaching provided for all teachers on weekly/bi-weekly basis | Enhanced Instructional Support: Action Plan & Resources (BCCMS 19-20) |

| | | | Updated PD Calendar w/Instructional Focus & Weekly Collaboration Time (GL/PLC/Content/Committee) | |
|---|---|---|---|---|
| 3. Enhanced Behavioral Expectations/ Systems | 2 | Culture Team | Effectively designed, communicated, and executed behavioral systems at the school-wide, grade-level, and classroom level | Enhanced Behavioral Systems: Action Plan & Resources (BCCMS 19-20) |
| 4. Restorative Practices | 3 | EA, RJ Coordinator, SCC | Community Circles, Conflict Circles, and Reintegration circles Conducted for Students/Staff | Restorative Practices: Action Plan & Resources (BCCMS 19-20) |
| 5. SEL Learning (in advisory) | 2, 3 | EA, Advisory Lead | SEL Learning (ie. Edge): student lessons on bullying, healthy relationships, being drug-free, healthy use of social media, bullying, dealing with trauma, etc (Assemblies / guest speakers?) | SEL Learning: Action Plan & Resources (BCCMS 19-20) |

Additional Key Initiatives for 2019-20:
- Updated Bell Schedule
- New Math Curriculum Adoption
- New Assessment/Diagnostic Program (iReady)
- Updated Support for: ELD, Electives, Advisory, SFA
- Committee Restructuring (LIT Team, Culture Team, Parent Committee, Attendance Committee, and Student/Staff Recognition Committee)
- End-of-Year GL Trip

Board of Directors Meetings

July 21, 2018, July 27, 2018

August 28, 2018

September 10, 2018,

September 24, 2018

November 5, 2018

November 18, 2018, Academic Excellence Committee

December 3, 2018

December 10, 2018, Ad Hoc Finance Meeting

December 15, 2018 Special Board Meeting

January 11, 2019 Special Board Meeting

January 28, 2019,

February 11, 2019

February 25, 2019, Academic Excellence Committee


March 11, 2019, Ad Hoc Finance Meeting

March 18, 2019

April 22, 2019

May 28, 2019

June 4, 2019, Ad Hoc Finance Meeting

June 17,  2019

June 28, 2018, Academic Excellence Committee


LCAP Meeting Dates


LCAP Review/ Revisions (session 1 of 4) August 30, 2018 8:30-9:30am

LCAP Data Update (session 2 of 4)   October 25, 2018 5:30-6:30pm

LCAP Parent Discussion/Feedback  (session 3 of 4)   December 13, 2018 5:30-6:30pm

LCAP Data Review/Discussion/Recommendations (Session 4 of 4) April 18, 2019 8:30-9:30am


School Advisory Council (SSC and ELAC)

9/21/18

10/19/18

1/25/19

2/27/19

3/25/19

4/26/19