

1. **Please analyze and discuss the school's CAASPP (SBAC) results from the past two years, and other relevant source of quantitative performance data, to illustrate the extent to which the school's numerically significant subgroups and school-wide population have experienced increases in academic achievement.**
 - a. **Overall, what were the school's academic successes?**

After analyzing our 2015-2016 and 2016-2017 SBAC results BCCS identified a few highlights based on student growth. Our analysis consisted of looking at changes in overall proficiency levels and changes in student performance on the individual claims. Below are the highlights of our analysis.

ELA Highlights:

- 3% increase in students who met the standard on the SBAC
- 2% increase in students who scored above the standard on the reading claim
- 1% increase in students who scored above the standard on the listening claim
- 1% increase in EL students who exceeded the standard on the SBAC
- 1% increase in EL students who scored above standard on the reading claim
- 1% increase in EL students who scored above standard on the writing claim
- 1% increase in EL students who scored above standard on the research/inquiry claim

Math Highlights:

- 2% increase in students who met the standard on the SBAC
- 2% increase in students who scored near standard on the concepts & procedures claim

Our initial analysis of our data shows a need for increased growth in Mathematics. To get a better understanding of how our students are growing, BCCS conducted an analysis that looked at student SBAC scores for students who tested with us during the 15-16 and 16-17 school year. What BCCS found is that while we are not seeing much growth year to year on our overall SBAC scores, BCCS is seeing growth year to year as our students progress through the grade levels. Below are the highlights of our analysis.

ELA Highlights:

All Students

- 4% decrease in students who did not meet the standards on the SBAC
- 5% growth in students who met the standard on the SBAC
- 9% decrease in students who scored below standard on the reading claim
- 4% increase in students who scored near standard on the reading claim
- 5% increase in students who scored above the standard on the reading claim
- 2% increase in students who scored above the standard on the writing claim
- 3% decrease in students who scored below standard on the research/Inquiry claim

Class of 2019

- 11% increase in students who scored standard nearly met on the SBAC
- 5% increase in students who scored standard met on the SBAC

- 11% increase in students who scored near standard on the reading claim
- 6% increase in students who scored near standard on the writing claim
- 11% increase in students who scored near standard on the listening claim

Class of 2018

- 8% increase in students who scored standard met on the SBAC
- 1% increase in students who scored standard exceeded on the SBAC
- 7% increase in students who scored above standard on the reading claim
- 3% increase in students who scored above standard on the writing claim
- 1% increase in students who scored above standard on the reading claim

Class of 2017

- 6% decrease in students who did not meet the standards on the SBAC
- 5% increase in students who scored above the standard on the reading claim
- 1% increase in students who scored above the standard on the writing claim
- 2% increase in students who scored near the standard on the listening claim
- 2% increase in students who scored above the standard on the research/inquiry claim
- 2% increase in students who scored near the standard on the research/inquiry claim

English Learners

- 2% increase in EL students who scored standard exceeded on the SBAC
- 2% increase in EL students who scored standard nearly met on the SBAC
- 2% increase in EL students who scored standard exceeded on the reading claim
- 2% increase in EL students who scored standard exceeded on the writing claim

Special Education

- 16% increase in students who scored standard exceeded on the reading claim
- 15% increase in students who scored near the standard on the research/inquiry claim

Math Highlights:

All Students

- 4% increase in students who meet the standards on the SBAC
- 3% increase in students who scored above standard on the concepts & procedures claim
- 2% increase in students who scored near standard on the concepts & procedures claim
- 3% increase in students who scored above standard on the problem solving & modeling data claim
- 3% increase in students who scored near standard on the problem solving & modeling data claim

Class of 2019

- 11% increase in students who exceeded the standards on the SBAC

- 16% decrease in students who scored below standard on the concepts & procedures claim
- 6% increase in students who scored above standard on the concepts & procedures claim
- 11% decrease in students who scored below standard on the problem solving & modeling data claim
- 6% increase in students who scored above standard on the problem solving & modeling data claim

Class of 2018

- 4% increase in students who scored above standard on the concepts & procedures claim
- 4% increase in students who scored near standard on the concepts & procedures claim
- 2% increase in students who scored above standard on the problem solving & modeling data claim
- 1% increase in students who scored above standard on the problem communicating reasoning claim

Class of 2017

- 1% increase in students who who exceeded the standards on the SBAC
- 2% increase in students who who met the standards on the SBAC
- 2% increase in students who scored above standard on the concepts & procedures claim
- 2% increase in students who scored above standard on the problem solving & modeling data claim
- 1% increase in students who scored above standard on the problem communicating reasoning claim

English Learners

- 2% increase in students who who met the standards on the SBAC
- 2% increase in students who scored above standard on the concepts & procedures claim
- 5% increase in students who scored near standard on the concepts & procedures claim
- 2% increase in students who scored above standard on the problem communicating reasoning claim

Special Education

- 15% increase in students who scored above standard on the problem communicating reasoning claim

In addition to our SBAC scores, BCCS uses the NWEA MAP Growth test to measure student progress throughout the school year. This year BCCS has only administered the MAP test once. Next week BCCS will be administering the NWEA MAP Growth test in reading and math. After the students

complete the test the staff will analyze the results of the test and identify areas of strengths and growth by comparing the results to the baseline test that was administered in August. The staff will analyze the data to look for areas of grade level, cohort, and individual student strengths and improvements. Teachers will then identify students who have shown growth and students who have not shown growth. Using this information the teachers will reflect back on their instruction to identify instructional or cultural changes that they made that they feel have made a positive impact. During this time the teachers will specifically look at their students with IEPs and EL students to see how their RIT scores and proficiency scores are increasing. After teachers analyze and reflect on the data of their practice, the general education, special education teachers, and tutors will identify three to four focus students that they will work with over the next few weeks. This information will also be used by our parent engagement committee to identify students who will be invited to academic nights.

b. Please address the decrease in Students with Disabilities of 5.15 percentage points in ELA and 2.18 percentage points in Math. Include a description of any plans for improvement in this area.

To address the decrease in scores, BCCS has increased or focus on collaboration between RSP teachers and general education teachers. Our RSP teachers meet in person or communicate digitally weekly about upcoming assignments and what accommodations would work best to support the students. Each grade level has also set aside time during their grade level meetings to discuss how to support students with IEPs.

During our professional development sessions, the BCCS Lead RSP Teacher lead a small group in a four week exploration of best practices for supporting students with IEPs. During these meetings the teachers discussed individual student needs and how to accommodate work to meet the students needs. In addition to our in house professional development BCCS was able to send several staff members to this year's COP 3 Special Education Summit.

Last year during our NWEA testing BCCS started having students with IEPs test in a small group setting. Our goal was to try and mimic the same setting that the students will test in during the SBAC testing. This year BCCS is planning to continue this practice.

2. Please review, analyze, and reflect on the school's record of performance in meeting the need of your English Learners.

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

BCCS begins each year with a focus on data and how the school can strategically meet the needs of all of our students. Since our school is almost exclusively Latino students and BCCS has a very high percentage of students from a low socio-economic status, our most significant subgroups are students with special needs and our EL students. Our EL population stands out as our most prominent subgroup. After analyzing our data, BCCS always has trainings specifically connected to our English learners and how best to support them. One of our partners, EL Expert Elizabeth Jimenez, GEMAS Consulting, provides support and trainings on EL strategies to the instructional team. BCCS also uses the SFA program and strategies to assist the teaching team to support EL

students in our integrated ELD instructional program. Finally, Achieve3000 helps us to provide differentiated resources and practice to all students.

This year, Ms. Jimenez's training focused on specific SDAIE and EL strategies that will work in the gen ed classroom, as well as strategies to use with newcomer students with little English proficiency. Some of these strategies address explicit vocabulary instruction, sentence frames, language usage and goals, use of visuals, collaborative learning strategies, and release of control to help students build proficiency through the course of the year. She provided us with [resources](#) that would aid our teachers in helping students develop their language proficiency in all classes.

The Success for All Reading Edge program uses a collaborative and modeled learning process to help students learn reading, speaking, writing, and critical thinking skills. The cycle of effective instruction provided through the program helps teachers learn a structure for instruction that will help our English Learners fully process the information being taught in all classes. The cycle begins with setting goals and objectives for the day, then moves into direct instruction and teacher modeling. Then students participate in either a structured partner reading time or individual reading practices, followed by a discussion time where they answer questions as a group. Finally, students are given time to reflect on their learning at the end of the class. After several days of this cycle, the students are assessed individually through a cycle test and writing prompt. The final day of the cycle includes time for the students to review their data and to set goals for their next cycle of learning. Each step of the process includes a rubric that is used to assess students and to help them reflect on their mastery. While there are many benefits to the Reading Edge Program, there are two main benefits that should be highlighted when it comes to supporting our English Learners through our integrated program:

1) The cycle utilized by the program is a cycle that is effective for supporting our English learners in all classes. The routine is helpful for students to have consistent, daily practice in pertinent language skills and for them to know what is expected of them each step of the way. This helps them to engage in the lessons more confidently and effectively without having a fear of being incorrect or making a mistake. BCCS ask that our teachers use this model and these strategies in their general education classes to help our students succeed.

2) The Reading Edge program helps students build skills they may not have mastered in previous years. Students are grouped according to their ability level, so the skills that are being addressed are those that they still need to master. As the students show mastery, they continue to progress, the goal being that they eventually reach their grade level class. This is particularly helpful for our EL students because they have one period per day where they can focus on the reading, writing, language, and critical thinking skills in a class designed at their current ability level.

Additionally, BCCS provided teachers with a professional development opportunity to learn more about the new EL PAC Assessment. Teachers made the connections between the four EL PAC tested domains, listening, speaking, reading, and writing to the CORE components of the SFA Program. Implementing the SFA program with fidelity provides BCCS ELs the opportunity to practice and grow in each of the EL PAC tested domains throughout the school year.

Finally, Achieve3000 is an online program utilized by our general education teachers, predominantly our English teachers. Achieve3000 provides BCCS students with the opportunity to practice increasing their reading ability in the area of Informational text. The students are assessed in this program and when the teacher creates an assignment for the class, the students are provided with

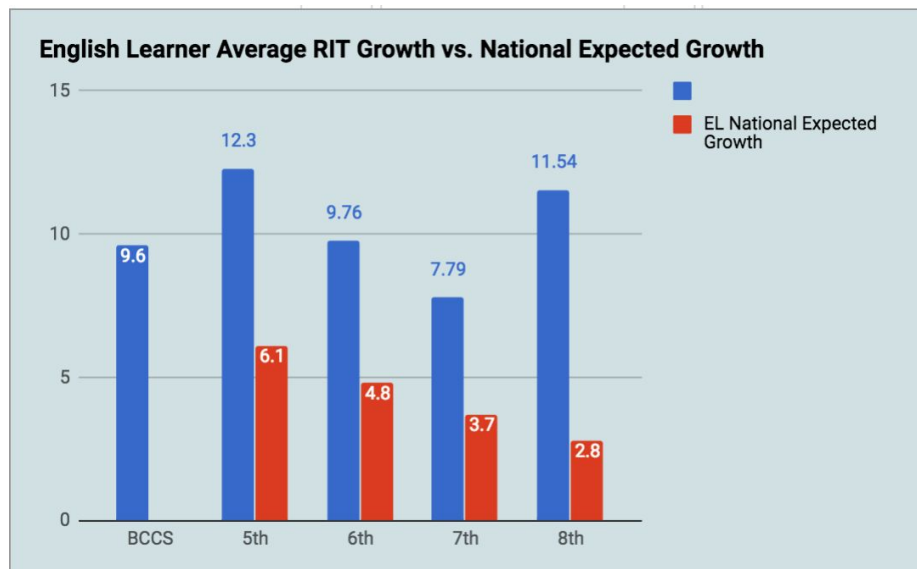
an article and comprehension questions at their ability level. The program uses Lexile scores to measure student understanding and to assign an assignment at an appropriate instructional level.

b. A lower reclassification rate for 2016-2017 at 8.9%, which is lower than district average at 16.8%?

During the 16-17 school year BCCS reclassified 17 students. Based on our numbers during the 16-17 school year our reclassification rate for the year would be 13.93%. Our Coordinator of Compliance looked into why our reported reclassification rate is showing up as 8.9% and found that BCCS reclassified the 17 students after the December 2016 CALPADS certification date. BCCS was not able to meet the December 2016 deadline because CELDT did not send us a score file until January 18, 2017. Our Coordinator of Compliance recently looked up the 17 students BCCS reclassified in CALPADS and they are all currently showing up as being reclassified. Our reclassification rate should be updated the next time CALPADS is certified.

| 2016/2017 | |
|----------------------------|--------|
| RFEP Students | 17 |
| EL Students | 105 |
| Total EL Students for Year | 117 |
| Percent Redesignated | 13.93% |

One of the qualifications for reclassification is a score of Nearly Met or above on a benchmark exam. For the past few years, BCCS has used the MAP test as a our benchmark and also as our data point for reclassification. As you can see in our chart below, many our EL students showed very strong growth over the course of the year; the national expected growth on the MAP test ranges from 2.8 points for 8th grade to 6.1 points for 5th grade. In all grade levels, our English Learners demonstrated higher growth than expected nationally.



Although BCCS had shown strong growth for our English Learners, the total score needed for proficiency or to obtain a certain level changes from benchmark to benchmark. BCCS had 20 more students who could have potentially reclassified because they passed the CELDT exam, but they were not able to get the overall necessary score on their MAP test to reclassify. As BCCS works and

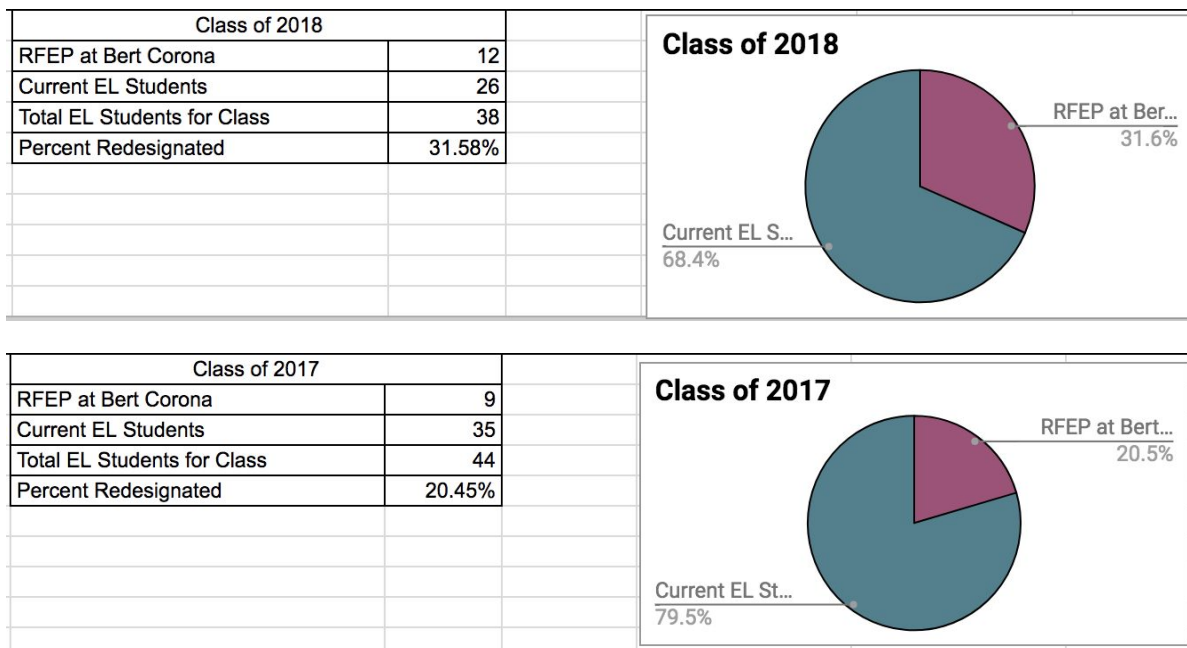
addresses our ELs to help them prepare for the new ELPAC exam, BCCS will be putting strategies and incentives in place with their teachers to help them achieve a “Nearly Met” score on their Winter or Spring MAP tests. BCCS will also be working with and communicated with the parents of these students to ensure students are practicing at home and that BCCS is supporting them from all sides to help them reclassify. To help our students to reclassify, BCCS has been implementing the following structures and strategies this year:

- Implementation of IWBAT learning goals to help students personalize the learning goal
- Use of language goals in student learning goals
- Use of the Success for All Reading Edge Program
- Use of Achieve3000 to provide students with opportunities to read at their reading level
- Increased focus on best practices for ELs during our professional development

c. A significantly higher percentage of Long Term English Learners at 27.8%, which is substantially higher than the District average at 8.3%.

Similar to the response above, our students who have not yet reclassified are having difficulty demonstrating a certain level of proficiency on our benchmark exam. Last year, BCCS had approximately 20 more students who were eligible for reclassification based on their CELDT scores, but were able to pass the MAP test at a “Nearly Met” level.

Similar to our SBAC scores, BCCS conducted an analysis of how many of our EL students are reclassifying during their time at BCCS. What BCCS found is that when students stay with us for multiple years (2-3 years) BCCS has a higher rate of reclassification over time. BCCS continues to monitor students who are reclassified for the required 2 years. Below is the data from last year’s 7th and 8th graders.



As BCCS continues to work with our LTELs, we are putting the following strategies in place to help them reclassify on the ELPAC this spring:

- Implementation of IWBAT learning goals to help students personalize the learning goal
- Use of language goals alongside subject and content learning goals

- Use of the Success for All Reading Edge Program
- Use of Achieve3000 to provide students with opportunities to read at their reading level
- Increased focus on best practices for ELs during our professional development
- An increased focus on literacy, reading, and writing projects, for example the 7th CASA novel writing project, and the 8th grade pages read self-based competition. 8th grade students set a goal of reading 500 pages each by winter break. They have each read over 1,000 pages each as of November 17, 2017. In their own words, “We are a reading force to be reckoned with!”

3. Please review the school’s progress in implementing CSD’s recommendations outlined in the 2016-17 Oversight report. Specifically for the areas noted for further growth and/or improvement, including Standards–based instruction, Meeting the needs of all students, Implementation of key features of educational program, and Professional development.

After reflecting on the suggestions from last year’s CSD visit BCCS has put structures and routines in place to help our teachers grow in standards-based mastery grading, meeting the needs of all students, and implementation of the key features of our educational program. To address these areas BCCS has been deliberate about making sure that we provide time during our professional development and one-on-one meetings for teachers to learn and collaborate.

To help our teachers grow in their implementation of standards-based mastery grading BCCS has set aside time during our summer professional development and during our full-day professional development days for teachers to plan. During their planning time the teachers focused on creating units and rubrics that align to state standards. During our most recent full day professional development day our teachers and instructional staff worked on using the SBAC claims and targets to create their units and rubrics. This year BCCS has continued to have teachers participate in critical friends groups where they present an artifact from their class (a unit plan, rubric, lesson plan, etc) to their peers and then receive both positive and constructive feedback. In addition to professional development meetings each teacher meets with an instructional coach twice a month. During these meetings the coach and the teacher discuss student academic progress and discuss upcoming lessons, units, and rubrics.

To address meeting the needs of all students BCCS has placed an increased focused on professional development for supporting EL students and students with IEPs. During our summer professional development our new teachers took part in an EL and SPED 101 session lead by our Director of Special Education. On September 5th, BCCS brought in Elizabeth Jimenez, an EL expert, to work with our teachers on best practices for supporting EL students. During a full day professional development on October 2nd, our Executive Director lead a session on the transition from CELDT to the ELPAC and how the transition impacts instruction. During October and November two of our SFA Coordinators and Special Education Lead Teacher both lead small groups in a deep dive in using SFA strategies to support ELs and providing equal access for all students. BCCS has also used our success survey time to have teachers share in small groups what EL and special education strategies are working with their students. Throughout all of our professional development sessions we have also asked our facilitators to model for their audience best practices for supporting all students.

In addition to working on standards-based mastery grading and meeting the needs of all students our professional development has focused on PBIS, technology integration, student conferencing, and

building a positive school environment for all stakeholders. The focus of our PD was determined by synthesizing various data sources i.e. SBAC, NWEA, teacher formative assessments, other indicators. BCCS choose to focus on working with EL students and students with IEPs based on our high percentage of LTELs and decrease in students with IEPs scores on the 16-17 SBAC test. To continue to strengthen our implementation of standards-based mastery grading BCCS has had professional development sessions where teachers have the opportunity to look at their units and rubrics and provide their colleagues with feedback. Teachers have also worked to align their units to the SBAC claims. Since BCCS is in year four of PBIS implementation we are continuing to have professional development around best practices for PBIS. The PBIS program further supports BCCS' addressing AB 2246 (2016), codified in Education Code section 215, on Suicide Prevention because building a positive culture and helping students feel connected while they are in a safe school environment

BCCS has decided to continue to focus on technology integration based on enhanced learning being one of our school hallmarks. Based on a suggestion made by a member of the CSD last year during our visit, BCCS conducted a professional development survey where BCCS teachers identified the areas that they wanted to focus on. This information has been used to determine topics for our differentiated professional development series and full day professional developments. This year BCCS is also piloting a micro-credential program that will provide our teachers with road maps on how to grow in specific areas. This year our micro-credential is focusing on helping teachers create authentic learning and assessment by using data and evidence to drive instruction.

- 4. Please describe the professional development plan for the 2017-18 school year and identify the main areas of focus for the school. How does the plan align with the needs identified through your classroom observations, and your analysis of formative and summative assessments? Please provide 2017-2018 targeted instructional practices that will be observed to support all students, in particular subgroups of students at the school (3-4 at most), as this will guide us during our classroom visitations (in essence what can we expect to hear and see in each classroom during our classroom visits).**

BCCS' Professional Development model is the backward design by Wiggins reinforced with Universal Instructional Design which offers access to all students. In this model teachers use the CA Common Core State Standards in English Language Arts, English Language Development, Mathematics, History and NEXT Generation Science. In addition, teachers are using and ensuring that core content areas indicates Content Learning Goals and Language Goal in their Subject Area Goal Board-Agendas. Thus, addressing passive learning that characterizes Long-Term English Learners; therefore decreasing passive learning.

Our Monday professional development days now are strictly held for professional learning. Any operational announcements, trainings, etc. now take place on Tuesday afternoon during our weekly staff meeting. Creating this separation has helped ensure that our Monday meetings are a place that teachers know is used for professional learning and growth. Switching to this model has also allowed us to add an additional twenty to thirty minutes of professional learning, which has allowed the teaching staff to go deeper into the material.

This year our professional development has focused on working with EL students and students with IEPs, standards based mastery grading, PBIS, technology integration, and aligning our units to the SBAC claims. The focus of our PD was determined by synthesizing various data sources i.e. SBAC, NWEA, teacher formative assessments, other indicators. BCCS chose to focus on working with EL students and students with IEPs based on our high percentage of LTELS and decrease in students with IEPs scores on the 16-17 SBAC test. To build on the lessons BCCS has learned from our first year of standards-based mastery grading implementation; professional development sessions where teachers have had the opportunity to look at their units and rubrics and provide their colleagues with feedback. In an effort to better align our units to the SBAC teachers have also been given planning time where they worked on aligning their units to the SBAC claims. Since BCCS is in year four of our PBIS implementation we are continuing to have professional development around best practices for PBIS. BCCS has decided to focus on technology integration based on enhanced learning being one of our school hallmarks. Based on a suggestion from the CSD last year BCCS has had teachers complete a professional development survey where they identified the areas that they wanted to focus on. BCCS used this information to decide what the topics are for our differentiated professional development series. Looking forward to next semester BCCS will continue to dive deeper into all of our focus areas to build our staff instructional capacity.

Based on the success of last year, BCCS is continuing to implement our differentiated professional development series. Teachers this semester were able to select one of three areas that they wanted to study for five weeks. Currently our teachers are learning about strategies for SFA Reading strategies that support EL students, working with students with IEPs, or technology integration. BCCS is very proud that each of the three series are being designed and taught by teacher leaders. Each series is designed to help teachers learn background knowledge about the subject, provide opportunities to apply their learning to their current instruction, and receive feedback from their peers about strategy implementation. Each series also includes a weekly homework assignment where teachers take what they have learned that week and apply it to their weekly instruction. Our hope is that these professional growth assignments will help teachers make the connections between training and their instructional practice.

During our 2015-2016 CSD visit it was suggested that BCCS find a way to scale our best practices. Last year BCCS put into place structures and routines in place to help the sharing of best practices amongst the teaching staff. This year BCCS has tried to expand on these structures by implementing five week success surveys during our Monday meetings. During the five week success survey teachers were asked to brag about a particular area of their instruction that had a positive impact on their classroom. The teachers then shared their successes with their peers in small groups and have a discussion about how to bring the strategy to other classrooms. This semester the teachers have participated in two success surveys where they shared what EL strategies are working in their classroom.

In addition to our Monday meetings each teacher meets with an instructional coach twice a month: during these meetings, the coach and the teacher discussed student academic progress, addressed

any questions the teacher may have, or addressed specific situations the teacher is facing in their class. Teachers were also allowed to select a professional development book that they wanted to study this year. Teachers also participate in ten full days of professional development prior to the start of the school year, five full days during the school year, four half days during the school year, and two full days at the end of the school year. Our staff has also attended various trainings outside of our school site. Our staff attended a professional development at LACOE on creating NGSS units and lessons planning, UCLA Math Conference, PBIS Tier 3 implementation trainings, California League of Schools Safe & Civil Schools State Conference, National PBIS Leadership forum, Unidos US CASA Service Learning, COP3 Special Education Summit, the Arcadia Innovation Summit, CUE National Conference and SGVCUE Innovation Celebration. BCCS has also had staff present at the SGVCUE Innovation Celebration, COP3 summit, and Tier One training for COP3 schools.

Additionally, BCCS has continued to encourage our teaching staff to lead professional development on our full day professional development days and our Monday professional development days. This year our teachers have shared best practices for tech integration, Success for All Reading, PBIS, classroom management, and strategies for working with EL students and students with IEPs. BCCS has also brought in Elizabeth Jimenez, an EL expert, to work with our teachers on best practices for supporting EL students.

During our classroom visits we will see various supports in place to support students with IEPs and English Language Learners. In our math and science classes we will have the opportunity to see how our teachers are using blended learning to give students multiple ways of accessing the material and how blended learning is allowing our teachers more opportunities to provide one on one support to students. In our English Language Arts and Social Studies classes we will see our students working on their culturally relevant service learning projects. In our English Language Arts classes teachers will be using cooperative hands on learning, peer feedback, think-pair-share, and random selection. In our Communications and Physical Education classes teachers will be using modeling and direct vocabulary instruction.

BCCS is scheduled to have additional suicide prevention training through the COP mental health experts in January and February. Additionally, Bert has partnered with Mend and KH Family services to provide ongoing planning and PD opportunities for teachers, families, and students throughout the remainder of the year.

5. Please include a reflection on the quality and success of the school's implementation of its innovative program features. How has the school measured its success and addressed any challenges?

Parent Engagement:

BCCS believes that parent involvement translates into increased student achievement and contributes to feature of our innovative program. The philosophy of BCCS is to encourage, honor and respect the parent voice. Parent involvement and the inclusion of the parent voice will be ensured in the following manner:

School parent meetings will be held regularly while school is in session or more frequently if necessary in order to facilitate the communication process between parents and the governing board.

Parents are encouraged to serve on the School Site Advisory Council. Parents will be consulted and advised regarding the school's educational programs and student progress through meetings and informational bulletins on an ongoing basis. A school web site will facilitate the dissemination of information on areas of specific interest to parents.

Parents are encouraged to provide service to the school in areas that will enhance the educational development of their children. Service opportunities will include but not be limited to assistance in classrooms, tutoring, supervision, communications facilitation, clerical support, and supervision of student field trips. Service selections will be based on the strengths and preferences of parents and on student and school needs. Parents will determine the type of work they will contribute to the educational development of the children based on their own particular interests, strengths and free time. Details of the type and times of service will be requested during parent/staff conferences held prior to the onset of each school year. Parents will also be encouraged to spend at least one full day per school year in the classrooms with the child. These volunteer hours are not a condition of enrollment or continued enrollment. Alternative methods to fulfilling hours, such as in-house reading time or Saturday and holiday school will be provided for those parents that can't meet their commitment due to hardship conditions. Parents may opt out of their volunteer hours by marking "opt out" on the Volunteer Hours Commitment form. Alternatives include:

1. Attending Parent Conferences, School Site Council and Parent Forums, etc.
2. In-home reading time with school students
3. In-home trip scheduling
4. In-home communications with other parents

The school will provide parent workshops and education classes, in English and Spanish language, at times that are conducive and suitable for both stay home and working parents. Workshops may include the following:

- Monitoring Your Child's Use of the Internet
- Adolescent Psychology and Behavior
- Helping Your Child with Homework
- Planning Educational Family Outings
- Planning Your Child's Educational Future (High School and College)

The content of these workshops will be designed to assist parents in the educational development of their children. We believe that if given the proper tools parents will become equal partners with the school in the education of their children. We also believe that these workshops will help parents feel connected to each other and the school community.

The staff and school site administrator will maintain open lines of communication at all times with all parents. Parents will meet with staff and administrators for conferences at regular intervals throughout the year. Parents will be advised that the administrators and teaching staff will be available for additional conferences as needed.

The School Advisory Council consists of parents, students, community members, teachers and school site administrators. Bert Corona Charter School's council will participate in developing recommendations for school policies and share in efforts to engage the support of the community. The council will make recommendations and decisions about issues related to the school and participate in reviewing parental and community concerns.. We have combined all parent advisory councils to meet the criteria for all areas of school parent involvement compliance, EL, Title 1, ESSA, LCAP, etc.

Back to School Night

| Fall 2017 | | | |
|-------------|-----------|------------|---------|
| Grade Level | Attending | Population | Percent |
| 5th Grade | 22 | 26 | 84.62% |
| 6th Grade | 90 | 117 | 76.92% |
| 7th Grade | 71 | 118 | 60.17% |
| 8th Grade | 44 | 106 | 41.51% |
| Schoolwide | 227 | 367 | 61.85% |

Back to School Night was an opportunity to open up our doors to BCCS' families and share classroom expectations and campus culture. Our parents visited their student's classrooms, learned about each classroom (core subject classes) expectations, and had the opportunity to meet all teacher's, staff and personal.

Parent Conferences

| Fall 2016 | | | |
|-------------|-----------|------------|---------|
| Grade Level | Attending | Population | Percent |
| 5th Grade | 28 | 29 | 96.55% |
| 6th Grade | 111 | 116 | 95.69% |
| 7th Grade | 102 | 109 | 93.58% |
| 8th Grade | 110 | 119 | 92.44% |
| Schoolwide | 351 | 373 | 94.10% |

Parent Conference was a great success with a 94.1 % overall participation. Parents were all scheduled 10 minute appointments with all core subject teachers. A resource packet was given to assist parents as they met with each teacher. This packet had sample questions they could ask each teacher's and served as a guide for parent conferences as it gave parents an ability to ask about their student's level of performance and what they could set as goals to support at home. In the packet the parents were also given access to their student's progress by getting access to Achieve and ALEKS reports. In regards to behavior parents were also given a PBIS Rewards report giving the parents an opportunity to see their own student behavior and track it for the future. BCCS took this

opportunity to plan ahead with our 8th grade parents in regards to what high school their own student would attend.

In partnership with Phoenix House BCCS started a weekly session of parent workshops to support parents with challenges that their students face during middle school. These sessions started in September and ended the last week of November. Topics discussed were about gangs, drugs, how to talk to their child/children about sex, suicide, resources available in the community and how to communicate with on site school resources.

New:

A parent committee composed of teachers is using student data to target parent engagement and support families. The parent committee analyzed the NWEA MAP data and decided to target students that received a 1 in math which are 221 and a 1 in English which are 120. Then after decided that a Family Game Math night would be a good way for our families to be informed about how to support their students in math at home. In November the Family Game Math night was offered to the students and parents and more than 60 families attended. In the workshop families were given resources to use at home to do math activities. On December 5th and 7th students with a 1 in English will be invited to participate in a workshop with their parents will be given strategies on how to support with reading to their own student. The committee will also hand out books out to families so they could read at home. This committee is planning in supporting with continuing to offer other workshops to support in both English and Math. In the workshop we also talk about the level that the students scored in the NWEA MAP test so as partners we could set goals not just with the students but also with the support of the parents.

Culture and Climate:

Culture and climate has implemented a variety of features throughout the school year in order to ensure that students are safe, respectful, and responsible. Through culture and climate BCCS utilizes the Positive Behavior Interventions and Support, or PBIS, framework to ensure that there is fidelity throughout the campus. PBIS is an approach for assisting school admin, staff, and teachers in adopting an evidence based behavioral intervention that helps and enhances academic, behavioral, and social outcomes for all students. While framework is not scripted there are several fidelity pieces that allow for a consistent approach to all students in order to ensure safety across the campus. This framework also maximizes the possible academic and behavioral success and outcomes for the students. It also supports all students with its three tiered system.

School-Wide Systems for Student Success: A Response to Intervention (Rti) Model



Tier 1 supports work with 100% of the students, however 80-90% of students will only need these supports in order to experience success at the school. 5-15% of students will need tier 2 supports, along with the tier 1 supports. 1-5% of students will need tier 3 supports along with tier 1 and 2. Each year these numbers are different based upon the support needed by each individual student. The behavioral systems is tiered based upon their ODR collection. Students with 0-1 Office disciplinary referrals(ODR's) receive tier 1 supports, while students with 2-5 ODR's receive tier 1 and 2 supports, and students with 6 or more ODR's receive tier 1,2 and 3 supports. Below are the breakdowns for students with tier 2 supports, and tier 3 supports.

Tier 2

Referrals by Location

Drill Down

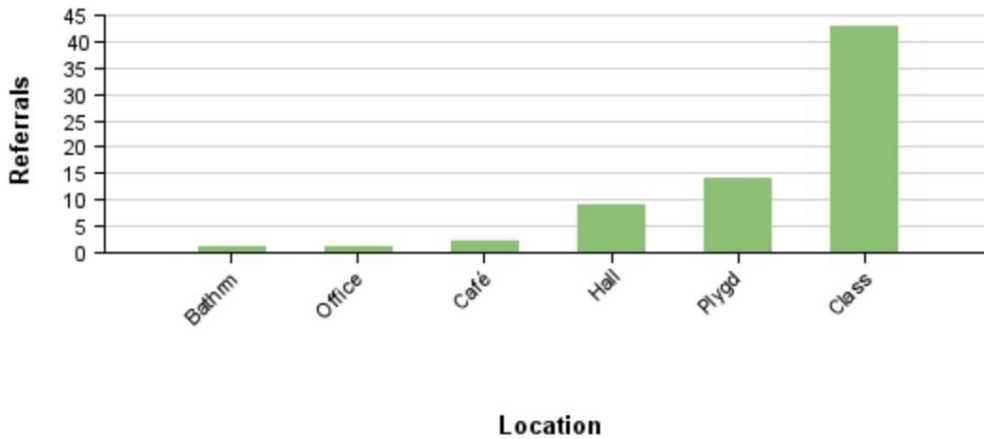


Graph Type*

Location

Options:

Show Values on the Graph



Summary

| | |
|-----------|----|
| Referrals | 70 |
| Students | 28 |
| Staff | 20 |

Tier 3

Referrals by Location

Drill Down

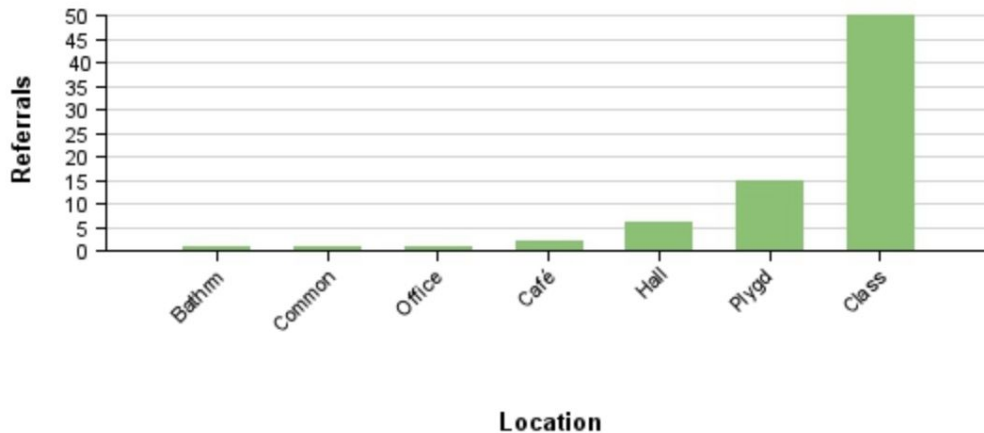


Graph Type*

Location

Options:

Show Values on the Graph



Summary

| | |
|-----------|----|
| Referrals | 76 |
| Students | 7 |
| Staff | 18 |

On top of these support breakdowns BCCS has the actual support systems that we put into place to help students. Our school-wide expectations, or behavior expectation teaching matrix, is reviewed each year and analyzed to ensure that it will support students. On top of that the expectations for each area are posted in various locations through the school, in offices, and each teacher's classroom.

Students and staff members took part in a school-wide survey, Youthtruth, in order for the school to survey successes and needs of the population on campus. Through this there were several takeaways that were provided in the data collected, this data is located in the SWPBIS binder. After analyzing data provided data was shared with teachers and leadership students in order to allow students and teachers a voice in decision making. The coordinator of school culture and climate has a scheduled meeting every other week with the Associate Student Body, where needs are addressed, and needs are brought up in order to address the data in the youthtruth survey and the requests of the students. On top of the student survey, teachers and staff had the opportunity to participate in a survey where data is discussed with them, and priorities were set with the teachers and staff in order to meet their needs. This data allows us to focus our time on both student concerns and teacher concerns in a specific process that models the fidelity of PBIS.

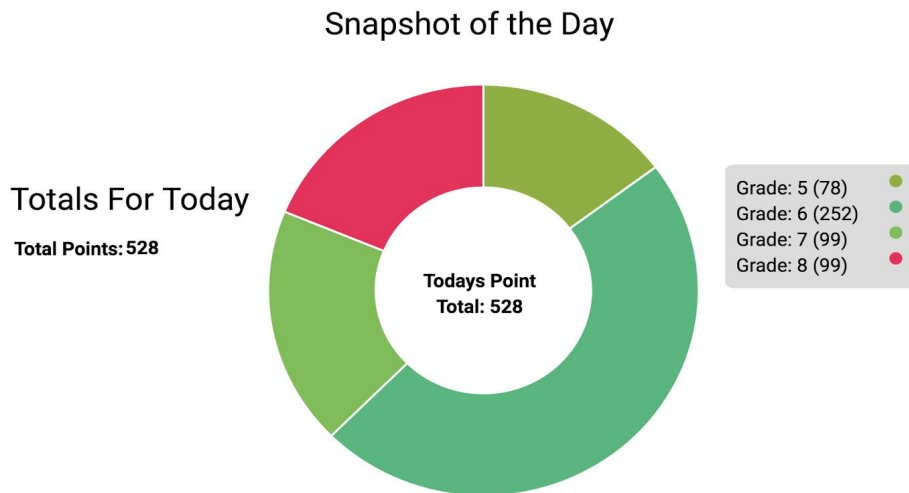
The Tiered Fidelity Index(TFI) is a survey of the school needs based solely on a list of criteria. The TFI is a PBIS tool that provides an effective and complete index of all the core features that are supposed to be displayed and practiced throughout the campus. It allows for a group of individuals, school culture and climate committee and MTSS, to collect data from various stakeholders. This provides the school data which in turn gives us the ability to make data informed decision in order to drive change through the entire school. The survey is broken down into tiers 1, 2, and 3.

Data from the TFI states that BCCS is still in the implementation phase of tier 1 and starting the implementation phase of tier 2, while exploring tier 3. Being in the third year of exploring and implementing PBIS we find that it has supported in gaining tools and methods to support our students. Support and implementation of Check in/Check out, and a review and restructure of the MTSS process has helped support and provided a consistency in expectation of our students; as they are receiving more needed support in achieving academic achievement. The data stated that the needs of the school were tier 1 features such and routines and acknowledgements in class, continuum of consequences that are implemented within classrooms, consistent with school wide-systems, and consistent distribution and a monitoring system to receive scholar dollars. Through the year BCCS has supported teachers with utilization of PBIS rewards, which even shows a consistent increase in usage along with student behavior accountability. BCCS has provided trainings on redirection of undesirable behavior and the use of the behavior growth path which is posted in all classrooms. BCCS has provided opportunities for growth by allowing teachers the opportunity to attend professional trainings such as "Triggered, now what?" and various trainings hosted by Jackie Mora. BCCS has provided teachers with support on how to use 4-1 positives for redirections. BCCS has also provided training on the utilization of the referral form (ODR) and the use of this tool to monitor data versus a weapon to reinforce desirable behavior. Communication with all stakeholders is also an important key where the SCC committee is collaborating with the parent committee and academic committee in order to address concerns of all stakeholders, which is a section of the TFI.

The School Culture and Climate committee, lead by Mr. Centofanti, goes over the data on the Tier 1 portion of the TFI. This team meets bi-weekly and goes over specific needs based on the data provided from the TFI. With a structured team and consistent structured meetings the committee members address the needs of the TFI and the supports requested by staff. In a recent survey

provided to staff it stated that teachers wanted support with “Schoolwide tools for proactive, instructive, and/or restorative approaches to student behavior.” By collecting that data along with the TFI rating scale the SCC committee determined that providing feedback through peer observations and additional feedback on scholar dollar distribution opportunities would help support the positive communication loop that should occur in classes.

An area that was focused on due to feedback BCCS received on previous TFI surveys was to develop a schoolwide expectation and tracking system for distribution of Scholar Dollars. BCCS then researched PBIS rewards which is an application that can be used schoolwide to track data based upon consistent use of a monetary system to reward students following the schoolwide expectations. This system allows for us to track data based upon our schoolwide expectations of safe, respectful, and responsible. BCCS is also able to break down and track data based upon teacher distribution, grade level distribution, and even time of day. These breakdowns allow us to focus our resources on specific areas of the school, time of day, grade level, even break it down further in order to target specific students to figure out incentives that may help the students. This application also allows for teachers to create their own student store, along with the current student store that runs on Thursdays. This helps keep all stakeholders on the same page and helps them use the same system to create uniformity across the campus.



| Scholar Dollar Leader Board (11/21/17) | | | |
|---|----------------------------|----------------|--|
| | Total SD Schoolwide | Average | |

| | | | | | |
|----------------------------|--------------|------------------------|---------------------|----------------|--|
| | 82,701 | | 5,169 | | |
| Grade Level Leaders | | | Grade Levels | Average | |
| Teacher | Grade | Scholar Dollars | 5th Grade | 5,360 | |
| Rachell Campbell | 8 | 13,366 | 6th Grade | 4471 | |
| Joseph Arreola | 6 | 10,948 | 7th Grade | 5060 | |
| Daniel Centofanti | 8 | 10,011 | 8th Grade | 7,636 | |

Through all of this data has shown that our suspensions have decreased from last year to this year. Through November of 2016 last year BCCS handed out in school suspensions to 14 students totaling 28 days, and 7 students received out of school suspensions totaling 20 days. Currently through November 2017 BCCS have 4 days of in school suspension from 4 students, and 2 days of out of school suspension from 2 students. This data shows that the increase in schoolwide awareness of PBIS, increase in ability to implement the tools PBIS provides, a more structured MTSS team, more in depth trainings, and more in depth professional developments regarding PBIS have supported the reduction of suspensions throughout the school year.

During the 2016-2017 school year, BCCS moved from a traditional grading system to a standards-based mastery grading system. By moving to a mastery based system our teachers are able to better provide our students with meaningful feedback and offer opportunities for students to re-assess.

One of the primary goals of a mastery-based grading system is to produce grades that more accurately reflect a student's learning progress and achievement, including situations in which students struggled early on in a semester or school year, but then put in the effort and hard work needed to meet expected standards. If you ask nearly any adult, they will tell you that failures—and learning to overcome them—are often among the most important lessons in life. Yet many traditional grading systems penalize students for a single failure or poor test performance. Failures are nearly always encountered on the path to understanding and success, and mastery-based approaches to grading can help teachers, students, and parents to focus on the end goal—learning the most important knowledge and skills—rather than the struggles or mistakes made along the way. Another advantage of mastery-based grading is that learning progress and achievement are more clearly documented for students and parents. Consider, for example, this question: What does a C mean? While the grade is a deeply familiar symbol, and more or less everyone has received a C at some point, what does the grade actually convey about learning? What was taught in the course? What knowledge did those C students acquire? What skills did they learn? Can the students write well, do math, conduct research, think critically, communicate effectively, or use a computer? Did they work hard and make a lot of progress over the semester, or did they slack off and hardly try at all? The fact is that a C just doesn't tell us much. When mastery-based grades are connected to clearly articulated learning standards, educators and parents know, with far more precision, what a student has actually

learned or failed to learn. In this section, school leaders and teachers will find detailed guidance on developing a mastery-based grading and reporting system.

The biggest challenge BCCS faced in moving to mastery based grading was helping all stakeholders understand how a mastery based system works. To address these challenges we have spent time during our summer professional development reviewing the basics of mastery grading with our teachers. Throughout the year during professional development and one on one conversations with our instructional coach teachers have been able to dive deeper into mastery grading. To help our students understand mastery grading our Advisory coordinator and 8th grade lead teacher created lessons for our advisory classes that go over what standards-based mastery grading is and how a student can be successful. Teachers also spend time during their general education classes reviewing with students how they can re-assess toward achieving a higher scores. To help our parents gain a better understanding of mastery based grading BCCS held parent trainings that covered what standards-based mastery grading is and how parents can use Illuminate to track their student's progress. BCCS acknowledges that more work needs to be done to help all stakeholders increase their knowledge of standards-based mastery grading and we will continue to look at how this can be done during the second semester.

Service Learning continues to be an innovative instructional program at BCCS. We have again partnered with UnidosUS (formerly NCLR) to have our students participate in the CASA program. The CASA program is a program that encourages academic learning within a context of culturally relevant service learning. The CASA program is implemented in our ELA classes and supported by our Social Studies classes. During the program the students identify a genuine need in their community, research possible solutions, construct a plan to solve the problem, implement their plan, and reflect on their experience. At the end of the program each grade level is required to have a signature project. At the end of the school year four of our students are selected to travel to Washington DC to present their signature projects at the CASA Youth Summit. Implementing service learning in our classrooms has been a challenge for first year teachers. To support new teachers with this BCCS has held after school meetings, provided time for returning teachers to work with new teachers, and sent teachers to UnidosUS sponsored trainings.

Technology integration is a crucial piece of our instructional program. In our classrooms teachers use adaptive learning programs like ALEKS and Achieve3000 to provide intervention and enrichment for their students. Our teachers use the G Suite for Education to create paperless classrooms and have our students create digital representations of their learning. In our communications classes the students use Adobe Illustrator, Adobe Photoshop, and iMovie to create multimedia presentations. In our 6th grade communications classes our students learn block based computer coding and have the opportunity to program robots and drones. The success of our technology integration is credited to the work of our tech team and professional development on tech integration. A challenge BCCS has faced and overcome is the maintenance of our machines. BCCS currently has a technician on campus that address any tickets that come into our online ticketing system. During the past year BCCS also hired a temporary technician to assist with making sure that all of our machines/computers have adequate memory to run our current operating system.

To address issues with student motivation BCCS we held academic competitions, used project based learning, non traditional pe activities, and our teachers use hands on activities. This year our academic committee lead an ALEKS competition that acknowledged student achievement and growth. In our 7th grade ELA classes our teachers give out monthly awards to students who complete their Achieve3000 articles for the month. In our 8th grade ELA class the teacher has placed an increased focus on reading and challenged our students to read 1,000 as a grade level per week. Since August our 8th graders have read 91,221pages in independent reading with an average of 860 pages per student. One of our teachers also hosts an after school club that is preparing the students to participate in America’s Battle of the Books. In our 7th grade ELA classes our students participated in NaNoWriMo, a month long challenge where participants attempt to write a novel during the month of November. Through the use of this project based learning unit the students have created novels ranging from 10,000 words up to 45,000 words. In our PE classes our PE teacher has been using non traditional PE activities like Ultimate Frisbee, various tag games, dance, and various team building activities to engage his students. In our science class our science teachers have been using hands on lessons like frog dissections, roller coaster creation to study physics, creation of biomes models, creation of a collaborative 3D periodic table, and creation of solar eclipse viewing boxes. In our 6th grade social studies classes our students created Egyptian pyramids during their unit on Egypt. BCCS acknowledge that student motivation will always be a challenge. Our teachers and administrators will continue to look for the best ways to engage our students and get them excited about their learning.

6. What is the process, schoolwide, for stakeholders to voice their concerns outside of UCP issues?

BCCS Administrators maintain an open door policy. Staff are free to talk with any administrator any time. They are also free to approach or meet with the YPICS Executive Team and Learning and Support Team. Staff is encouraged to discuss concerns, ask questions, or make suggestions in and outside of the “chain of command”.

BCCS maintains a suggestion box which is located outside of the School Culture and Climate Office in the main hallway of the administrative building. Staff are encouraged to make suggestions about ways to improve the school culture and climate, academic program, and operations of the school, etc. The suggestion box was publicized regularly last year but has never been used by staff.

YPICS implemented the use of Youth Truth Survey with students and staff. By using the survey, BCCS can better understand the unique perspectives of our staff and students. 7th and 8th grade teachers identified that they want to feel empowered to play a meaningful role in decision-making at their school as their priority. 5th and 6th grade teachers identified that they want to have the necessary resources to do their job well as their priority. The administrative team regularly discusses this feedback in administrative meetings.

How are we including staff in making meaningful decisions? BCCS continue to clarify teacher/staff leadership positions, as well, as our committee structure. An important part of the work is making sure the the site leadership team is working on problem solving not just problem identification. This effort has lead to the site leadership team’s increased involvement in policy review/evaluation.

How do we ensure that staff have the resources that they need to support student learning. The administrative team has made an effort to improve transparency around the budget (ie. the science department has a budget specifically for the materials needed for their classrooms, and grade levels have a budget for field trips.)

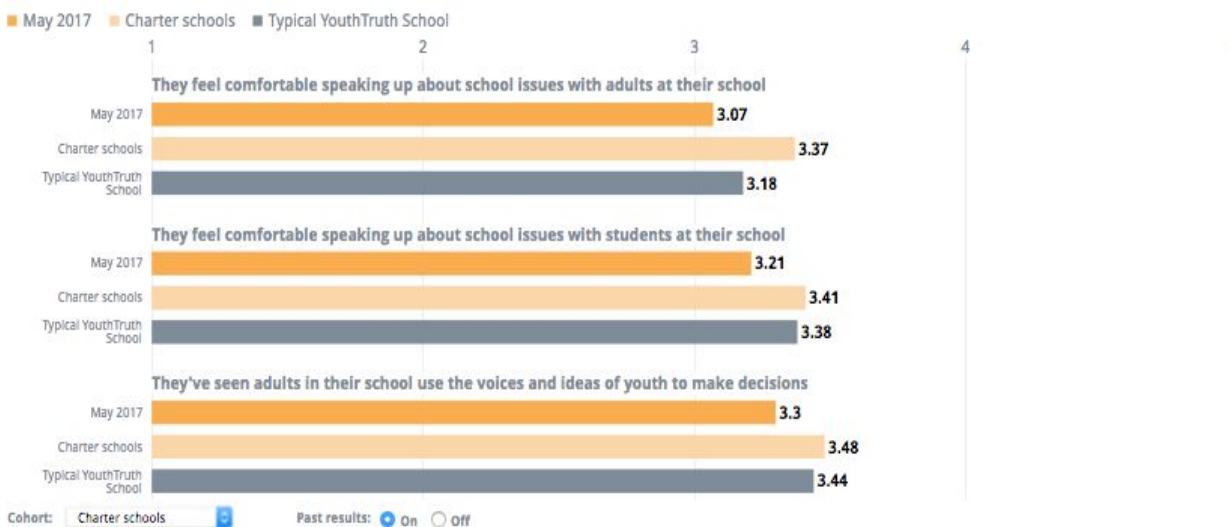
Youth Truth Student Data and anecdotal information from conversations with our student leadership group indicated that student want their voices to be heard and considered more often. As a result the Executive Administrator meets the Leadership Advisor every other Monday to discuss student concerns and support. The Coordinator of School Culture and Climate meets with the Student Leadership Class every other week to listen and work through concerns with students.

| | Grade Level | | | Staff Feedback Based on Youth Truth Data |
|---------|-------------|---|---|--|
| | 5-6 | 7 | 8 | |
| Ranking | | 1 | 1 | They feel empowered to play a meaningful role in decision- making at their school |
| | 1 | 5 | 5 | They have the necessary resources to do their job well |
| | 4 | 3 | 2 | Teachers in their school work together to improve instructional practice |
| | | 2 | 4 | Their professional development over the last year has provided them with content support |
| | 2 | 7 | 6 | The feedback they receive from their supervisors helps them improve their work |

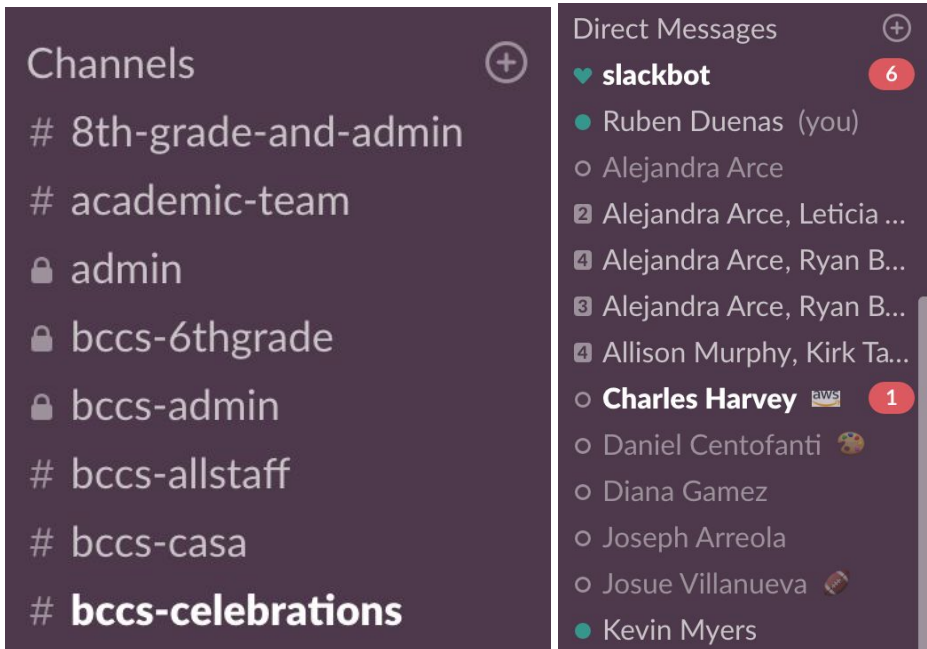
Youth Truth Student Data

How strongly do you agree or disagree with the following statements? - Overall

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Staff, organization wide, wanted to improve and streamline communication. Staff choose SLACK as a tool to support this effort. Slack brings all the team's communication together, giving everyone a shared workspace where conversations are organized and accessible. Channels in Slack give everyone a way to organize all those conversations, while making sure the right people are involved at the right time. Public Channels are for projects, groups, and topics that are open to anyone on your team. Messages in these channels are archived and accessible by search. The bccs-celebrations channel has been a success. Private Channels are more sensitive topics, private channels keep conversation contained to an invited group. Messages are only searchable and accessible to members. Direct Messages are for one-to-one and small group messaging and adds flexibility around more focused conversations. You can convert direct messages to a private channel for longer-running topics.



Members ⓘ

113

↑26 (+29.9%) over the last 30 days.

Weekly Active Users ⓘ

106

↑24 (+29.3%) over the last 30 days.

Public Channels

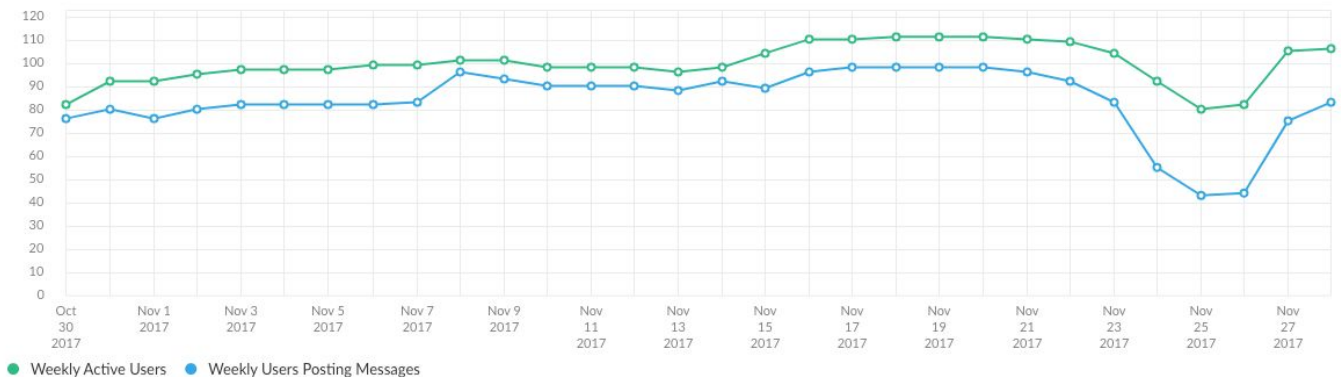
78

↑17 (+27.9%) over the last 30 days.

Active Users

Weekly active users

Daily active users



The Administrative Team uses evaluations after every professional development workshop provided. Feedback is then used to our leadership team(s) to improve professional development for staff. BCCS continues to examine the evaluation form to ensure we are collecting the best information from our staff. BCCS is exploring how to include questions that include the feedback we received from the staff in the Youth Truth survey. BCCS will regularly measure whether staff feels professional development opportunities provide:

1. Time for teachers to work together to improve instructional practice.
2. Time for content support.

After major events, the Administrative Team conducts event debrief and reflections. The event debrief, after the first parent conference day this year allowed the operations team to immediately modify and improve communication with teachers during the next two days of parent conferences. The operations team immediately began to use slack to communicate with teachers about parent attendance at the conferences.

Parents have access to administration by appointment and on a drop in basis. Cafe con los Administradores is held monthly, The administrative team meet with parents to answer questions and concerns that parents may have about the school. Personnel and student specific questions or concerns are not discussed but are directed to the appropriate administrator and meetings are set up to provide support to the parent.

7. Special Education

a. How does the site administrator monitor and support the special education program at the school?

The Site administrator has standing weekly meetings with the special education team. During the meeting current needs and concerns are assessed. Upcoming IEP meetings are reviewed and scheduled. Special education support is a school priority. Each school administrator has been

assigned a grade level in which they serve as the administrator in the IEP meetings. This effort keeps all site administrators deeply involved with the special education process. This process continues to grow and develop as previously the director of Special Education attended all IEP meetings. The effort is now to make special education oversight site-based with guidance and training from the DSE.

b. What are examples of student academic and behavior interventions and how have they been successful? What does the data show of the success rates?

Students with IEPs have access to all behavioral and academic interventions provided to all students at the school. Those interventions include:

- ALEKS/Achieve3000
- Teacher tutoring during lunch
- Targeted parent nights (will find out next week when they test)
- After school tutoring
- Opportunities to reassess on standards
- Non SST parent meetings
- Formal parent conferences
- SST meetings(Academic and Behavior)
- Check in Check out
- Ripple Effects
- Restorative meetings
- Counseling Services
- Multi Tiered System of Support referrals
- Gryd Referrals

Our special Education department is able to support the academic and behavioral needs of all students with varying degrees of needs. A behavioral and academic intervention which is still fairly new is the additional of more support staff. BCCS has added a third Resource Specialist Teacher to be able to better support students academically, as well as a BII to support students with severe behavioral concerns. All RSP teachers attend grade level and department meetings as form of intervention, partnering with general education teachers to ensure supports are in place and students are receiving adequate accommodations/modifications in the general education classroom setting. Our BII is primarily supports one student, but is often provides insight to other students' behaviors as well.

c. How does the school ensure IEP compliance in reference to related services, accommodations and/or modifications for Students with Disabilities (SWD);

The school is aware of the importance of supporting student with special needs and adhering to the components if their IEPs. In regards to related services, the Director of Special Education, along with the Resource Specialist Teachers, reviews related services needs at the beginning of the school year. Since most of our services are provided by outside vendors, it is essential to review the IEPs to determine frequency and duration of each service to provide a comprehensive request to the vendors and service providers. When new services are added mid-year, new students are added to the caseloads of the service providers.

The school is also aware of the importance of providing an academic program that is accessible to students with special needs. More often than not, to provide such a program, students will need

accommodations and/or modifications to be implemented inside and outside the general education classroom setting.

At the beginning of each year, and in the event of a change, all staff are provided with student profiles. The student profiles are “at-a-glance” one-pagers that identify all pertinent IEP information. Teachers are able to quickly glance at their student's’ eligibility, language classification, instructional and testing accommodations and/or modifications. They are able to identify the amount of time that the student will be receiving support from the Resource Specialist Teacher.

d. how does the school ensure that delineated services and provisions are implemented with fidelity; and how are all staff informed and held accountable for the implementation of Free and Appropriate Education in the Least Restrictive Environment (FAPE in the LRE) for SWDs?

Services provided to students with special needs must be clearly delineated in order to adequately meet their individual needs. The RSP time students receive inside and/or outside of the class is calculated based on individual needs. Likewise, related services are provided only after a need has been identified in that area. In the event that BCCS suspect a need in a certain performance or related service area, the school make every attempt to provide that service as soon as possible. For instance, if the school suspects a student needs counseling, instead of waiting upwards of 60 days to determine that need after an evaluation has taken place, the school get parental consent to implement the service right away on an informal basis until the evaluation report and IEP meeting is held.

e. How does the school monitor students’ progress; how, where and when does the school document student progress related to IEP annual and incremental goals and, finally, how is this information communicated to parents?

Progress monitoring for students with special needs is an ongoing process. Grades, NWEA Maps test scores, formal and informal tests are all ways that the school monitors progress of students with special needs. For IEP related goals, teachers and service providers provide an update on annual goals and objectives at least quarterly. At the 10 and 20 week grading periods of each semester, along with student report cards, parents receive progress reports indicating the level of progress students are making towards their goals.

f. Who generates the data found on the 200 Report, 300G Report and Assessment Timeline Reports? How is the data used to support FAPE for SWDs; Who monitors compliance and provides oversight in the design, development and implementation of the provisions of the IEP; What learnings have service providers and leadership reflected upon as they analyze the 200/300 and Assessment Timeline Reports to secure FAPE for SWDs?

The Director of Special Education frequently uses Welligent to run 200 and 300 service reports. The 200 report is a designed to help us monitor timelines as it relates to IEPs. The 300 report is a snapshot of service provision for RSP and related services. The Director of Special Education address any discrepancy or concerns directly with RSP teachers and service provider regarding any service that is not at Tier 1. Teachers and providers are asked to troubleshoot potential problems with service delivery and/or documentation to address any concerns. Frequently, a service provider's absence or a student's absence will reflect in the data showing service provision below 100%. Welligent glitches and minor errors on service records may result in skewed data as well. The school attempts to correct those errors as soon as possible to ensure reports reflect accurate data. Since

the school day is not totally predictable, including schedule changes, testing, and other occasional circumstances, service providers and RSP teachers may need to make up missed sessions at a later time than initially scheduled.

g. What systems do you have in place for the timely and accurate completion of IEPs?

All IEPs are routinely scheduled and placed on the calendar. It has become a practice to schedule IEPs at least a month early to ensure completion within the timeline. This cushion allows for unforeseen circumstances to be addressed and the meeting to remain in compliance.

h. What systems does the school have in place for following up on informal parent complaints?

The school believes that transparency and open communication allows many parent complaints to be avoided and, at the very least, addressed promptly. Parents are also made aware of the complaint process and grievance policy. In the event that there is a complaint, the school tries to address all concerns early and directly with the parent. When directly related to an IEP, they are reminded of their procedural rights and safeguards as parents of students with special needs.

i. Does the school have a MCD and MTSS (Multi-Tier System of Support) Team? How often does it meet? Who are the members? What have been some topics of discussion?

The MTSS meets bi-weekly and has a system in place to allow staff, and parents the ability to voice concerns through a referral system. During these meetings there have been parent concerns due to attendance of students, English Language Learner struggles, behavioral concerns, counseling concerns, and general academic concerns. During this the MTSS team brings in data in reference to the student referred, examines said data, and makes informed decisions based upon data brought from the academics, culture and climate, and operations. In the event that services are necessary or supports are necessary meetings are set up through the MTSS.

In the MTSS BCCS have several roles that are unchanging from meeting to meeting. Through this BCCS also have backups in the event that staff members cannot make the meeting. These roles are administrator, facilitator, PBIS coordinator, Data collectors from academics, behavior, and attendance, minute taker, and behavior expert. These roles and responsibilities allow for very smooth and structured meetings. On top of this the Tiered Fidelity Index(TFI) is also examined through the MTSS meeting to ensure that fidelity and compliance pieces are met.

During the meetings there is a set agenda where topics are covered based upon a tiered system. Students are tiered based upon need of service, and while all students concerns are brought up, services provided

Below is an example of a portion of the meeting agenda:

| | Date: | Time: | Location |
|------------------------|-------------------------|-------------------------|------------------------|
| Today's Meeting | November 3, 2017 | 9:40am - 10:40am | Conference Room |
| Next Meeting | November 24, 2017 | 9:40am-10:40am | TBD |

| | | | |
|--------------------------------|--|--|--|
| Meeting Norms: | Be Respectful: Begin and end on time Be an active listener Stay on topic | Be Responsible: Follow through on all assigned tasks Inform team if you will not be in attendance | Be Safe: Honor confidentiality |
|--------------------------------|--|--|--|

Team Members Present: Diana Gamez (Tier II Administrator, Data Analyst-Attendance), Kirk Takeyama (Behavior Expert, Data Analyst-Discipline), Rahab Trejo (Tier II Coordinator), Valinda Meneses (Facilitator), Sheri Preston (SPED Lead)

| Agenda Item | Discussion/Decision/Task (if applicable) | Action Items | | |
|--|--|--------------------------------------|------------------------------|---|
| | | Plan | Who? | By When? |
| Review previous Action Items | Reviewing previous actions and if any other actions need to be taken. | | | |
| Review MTSS referral process including Nomination Form | | | | |
| TFI Inventory | | | | |
| Action Planning | | | | |
| Student Review | | | | |
| | Supporting teacher in making recommendation to outside services | | | In Progress pending OPS Meeting (Emergency Card) |
| | Parent is requesting counseling services due to excessive crying | PUC Referral | Valinda/Trejo | 10/27/2017 Completed |
| | Teacher referred because another mentioned student is self-injurious. <ul style="list-style-type: none"> Parent discussed concerns about marker, will need to be discussed and adjusted. | Safety Plan for when student returns | Takeyama Scheduling w/parent | Tentative 11/8/2017 Tentative Completed on 10/30 Formal Completed on 10/31 Met with Parent on 11/2 to go over plan. |

- j. **Where and how does the school display the SPED brochures for parents, how and when is this information disseminated to parents? (IEP and You, A Parents' Guide, Are you Puzzled, etc.)**

SPED brochures, such as the Are you puzzled and LRE booklets, are displayed and made available in the main office. Parents are provided the IEP & You, Rights and Safeguards, and the ITP & You booklets whenever IEP related documents are sent home. The booklets are provided again when parents attend IEP meetings.

- k. **Also, how and when does the school disseminate due process rights/procedures booklets to parents/guardians?**

Parents are provided the IEP & You, Rights and Safeguards, and the ITP & You booklets whenever IEP related documents are sent home. The booklets are provided again when parents attend IEP meetings.

