

(CDE use only)
Application #

No Child Left Behind Act of 2001
SINGLE SCHOOL DISTRICT PLAN

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

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

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

SSD Plan Information:

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

County/District Code: 19-64733-0132126

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

Date of Local Governing Board Approval: November 27, 2017 Reviewed for 2018-2019 No Change

District Superintendent: Yvette King-Berg, Executive Director

Address:

City: Zip code:

Phone: Fax:

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

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

Yvette King-Berg, Executive Director

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

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

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Part I

Background and Overview

Background

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Background

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

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

The Local Educational Agency Plan (LEA) Plan

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

The Single Plan for Student Achievement (SPSA)

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

Role of School Site Council

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

¹ *EC* Section 64001(a), (d)

² *EC* Section 41507

³ *EC* Section 41572

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

Composition of School Site Council

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

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

Development Process for the Single School District (SSD) Plan

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

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

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

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

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

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

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

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

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

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

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A		\$30,068	\$30,068	100%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality		\$1,718	\$1,718	100%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient		To be determined		
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, B Charter Schools Grants		\$393,539	\$393,539	100%
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education		To be determined		
IDEA, Special Education				
21 st Century Community Learning Centers				
Other (describe)				
TOTAL		\$425,325	\$425,325	

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

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

Part II The Plan

Needs Assessment

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

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

Teacher Quality

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

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

School Safety and Prevention

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

Descriptions – Program Planning

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

District Profile

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

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

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

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

Goals and Philosophy

VISION

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

MISSION

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

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

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

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

Means to Achieve Mission and Vision

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

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

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

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

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

Supervise and Support Effective Teachers in Every Classroom

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Responses to CDE:

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

SCHOOL GOAL # 3

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

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

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

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

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

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

Means to Achieve Mission and Vision

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

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

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

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

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

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

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

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

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

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

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- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard Dufour and Robert Eaker.
- Computer Assisted learning as described in Blended Learning

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

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

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

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

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

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

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

Scope and Sequence

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

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

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

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

Bert Corona Charter School Student Population

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

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

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

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

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

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

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

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

Best Practices from Replication Model

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

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

Family-Community-School Partnerships:

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

Key Accomplishments:

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

Technology Integration:

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

Key Accomplishments at the Bert Corona Middle School Replication Model:

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

Small Learning Communities:

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

Key Accomplishments:

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

Interdisciplinary, Project-Based Curriculum:

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

Bert Corona Charter High School's Response for Master Plan for English Learners: Appropriate Instruction and services for English Learners (EL)-Designated and Integrated English Language Development (ELD)***1. How does your school provide both a comprehensive designated and integrated ELD instructional program for every EL student to meet the linguistic and academic goals at their grade level and language learning needs?***

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

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

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

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

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

Process for identifying English learners

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

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

The HLS consists of the following four questions:

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

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

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

English Learner (EL)

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

Initial Fluent English Proficient (IFEP)

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

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

Educational program(s) for English language acquisition

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

- (1) based on sound educational theory;
- (2) adequately supported with trained teachers and appropriate materials and resources; and
- (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

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

Educational Programs:

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

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

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

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

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

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

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

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

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

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

Action Plan for English Language Learners

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Family and Community Engagement

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

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

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

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

Staffing and Professional Development

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

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

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

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

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

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

Bert Corona High School English Learners

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

Cde.ca.gov Dataquest

Bert Corona High School Reclassification

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

Cde.ca.gov Dataquest

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

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

Cde.ca.gov Dataquest

Bert Corona High School English Learners Identification of LTEL

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

Cde.ca.gov Dataquest

Leadership, teachers Implementation, Monitoring of Student Achievement

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

Leadership

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Services provided are as follows:

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

Strategies include the following:

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

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

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

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

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

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

SCHOOL GOAL # 1_ (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) Increase English Language Arts Proficient and Advanced score by 5 points for English Learners.	
<p>Student groups and grade levels to participate in this goal: All students' grades 6th through 8th that are identified as English Learners.</p>	<p>Anticipated annual performance growth for each group: An increase in Proficient and Advance rates for these students.</p>
<p>Means of evaluating progress toward this goal: Bert Corona Charter High School Data Dashboard: Two page snap-shot of school performance. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and Smarter Balanced data. SMARTER Balances Test Results will be mailed to our school, and in turn Bert Corona Charter High School will mail individual data results home to the student's parents. Parents and others can also access SMARTER Balanced school data by using the California Department of Education website. Each Advisory instructor will review the individual data with each student and with parents during Parent-Teacher conferences. Individual Learning Plans are monitored by their Advisory instructor. Regular meetings (two times a quarter) will be held with each student, to monitor the student's academic and social progress. As needed, new goals are set with clear benchmarks identified for yearly growth. Curriculum Embedded Assessments: quarterly teacher/ department tests. CELDT/ELPAC-- the California English Learners Development Test is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year. Our students' scores on the SMARTER Balanced and additional demographic statistical information are used by the state to determine our growth according to the state formula. This statistical data includes sub-group reports on meeting Yearly Progress.</p>	<p>Data to be collected to measure academic gains: Bert Corona Charter High School will use several information systems to support the operations. The primary systems are: PowerSchool - Student Information System (SIS) Teleparent – communication tool linking teachers and parents School web-site with school focused collaboration tools Google Apps – open platform for deployment of teacher and student web tools The main Student Information System (SIS) used at Bert Corona Charter High School is Illuminate/PowerSchool. This system provides teacher, staff and parents' access to student attendance, daily assignments and student scores/grades, progress reports, semester reports, transcripts, behavior information and other individual student information. Benchmarks, teachers' assessments and other identified results.</p>

Planned Improvement in Student Performance in Reading -

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

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

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

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

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

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

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

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

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

Planned Improvement in Student Performance in Mathematics

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

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

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

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

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

Performance Goal 2

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

	Description of how the LEA is meeting or plans to meet this requirement.				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: Describe the programs and activities to be developed, implemented, and administered under the sub grant; Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122; Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: meeting the annual measurable achievement objectives described in Section 3122 ;making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1); Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>1. a b Bert Corona Charter High School will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:</p> <ul style="list-style-type: none"> • Ongoing measurement of each LEP student’s progress toward English language proficiency, through the use of ELD portfolios. • Use of SFA Modules for EL, Vocabulary and 4 Sight to assist LEP students. • Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model. • Opportunities for ELD level 1 and 2 students to receive additional instructional support after school. <p>c. Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. Bert Corona Charter High School will receive Title III funds that are reviewed each year, as required under the No Child Left Behind (NCLB) Act of 2001, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners:</p>				
	<table border="1"> <thead> <tr> <th data-bbox="848 678 1346 722">AMAO's</th> <th data-bbox="1346 678 1990 722">Measurable Goals</th> </tr> </thead> <tbody> <tr> <td data-bbox="848 722 1346 911"> Progress in Learning English Increase One Proficiency Level Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level. English Proficient level are expected to maintain that level. </td> <td data-bbox="1346 722 1990 911"> Administer the CELDT to ascertain the level of proficiency. Conduct analysis of EL’s using ELSSA. Identify factors that contribute to meeting or not meeting AMAO’s. Use Bert Corona Charter High School English Learner Plan of Action-Visited yearly and/or on an ongoing basis. Work with teachers, parents and staff to provide services. </td> </tr> </tbody> </table>	AMAO's	Measurable Goals	Progress in Learning English Increase One Proficiency Level Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level. English Proficient level are expected to maintain that level.	Administer the CELDT to ascertain the level of proficiency. Conduct analysis of EL’s using ELSSA. Identify factors that contribute to meeting or not meeting AMAO’s. Use Bert Corona Charter High School English Learner Plan of Action-Visited yearly and/or on an ongoing basis. Work with teachers, parents and staff to provide services.
	AMAO's	Measurable Goals			
	Progress in Learning English Increase One Proficiency Level Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level. English Proficient level are expected to maintain that level.	Administer the CELDT to ascertain the level of proficiency. Conduct analysis of EL’s using ELSSA. Identify factors that contribute to meeting or not meeting AMAO’s. Use Bert Corona Charter High School English Learner Plan of Action-Visited yearly and/or on an ongoing basis. Work with teachers, parents and staff to provide services.			
	Progress in the percentage of students who become proficient in English.	Increase English Learner redesignation ratio yearly. Continue to Monitor students who have been redesignated and work with students at each level.			
Academic targets in English-language arts and mathematics AYP- <input type="checkbox"/> Participation Rate <input type="checkbox"/> Percentage Proficient or Above	Monitor <input type="checkbox"/> and assist t <input type="checkbox"/> at EL meet academic targets in English Language Arts of 56.0%, and 56.4% in Mathematics (Increasing yearly)				
d. Holding quarterly meetings with parents to discuss each student’s progress toward English language proficiency. ELAC/PAC provides leadership for our EL students.					

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

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

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

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

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

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

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

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

Performance Goal 3:

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

Summary of Needs and Strengths for Professional Development

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

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

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

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

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

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

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

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

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

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

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

Planned Improvements for Professional Development (Title II)

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

Planned Improvements for Professional Development (Title II)

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

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

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

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

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

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

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

- Project-based learning activities
- Acknowledgment of so-called "failure" as a necessary stepping stone for further investigation
- Collaborative investigations and demonstrations
- Mini-lessons that address specific skills within the context of larger projects
- Giving guidance and adequate time to self-reflect and self-assess
- Authentic assessments

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

Bert Corona Charter High School's Data Dashboard:

Beginning in 2015-2016, in combination of prior years of data. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and SMARTER Balanced data.

SMARTER Balanced Test Results are mailed to our school, and in turn **Bert Corona Charter High School** mail individual data results home to the student's parents. Parents and others can also access SMARTER Balanced school data by using the California Department of Education website, Dataquest.

Curriculum Embedded Assessments: quarterly teacher/department tests.

CELDT/ELPAC-- the California English Learners Development Test, is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.

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

Telephone and web/internet communication tool used to provide parents with up-to-date information about their students'

<p>attendance, class performance and test scores, as well as school events and upcoming activities.</p> <p>The purpose of the Bert Corona Charter High School assessments is to support and guide the learning process. Assessment also clarifies those areas that need further development, and enables teachers to focus their efforts to fine-tune their instructional practices. Assessment allows teachers to diagnose students' abilities at a given time in order to differentiate instruction based on individual needs.</p>				
<p>How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>Bert Corona Charter High School has two (2) internal staff members who are BTSA providers who can support teachers completing the requirements for a California Commission on Teacher Credentialing Professional Clear credential and CLAD or BCLAD certification for all teachers</p> <p>Bert Corona Charter High School provides local test preparation support for teachers.</p>	<p>Directors, Administrators, Academic Consultant Teachers</p>	<p>Consultant BTSA</p>	<p>TBA \$20,000</p>	<p>Title II Other</p>

Performance Goal 4

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

Environments Conducive to Learning (Strengths and Needs):

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

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

Environments Conducive to Learning (Activities):

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

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

Performance Goal 5

All students will graduate from high school

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

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

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

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

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

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

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

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

Additional Mandatory Title I Descriptions

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

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

Additional Mandatory Title I Descriptions
(continued)

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

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

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

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

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

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

Additional Mandatory Title I Descriptions

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

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

Additional Mandatory Title I Descriptions

(continued)

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

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

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

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

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

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

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

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The SSD, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

TITLE II, PART A

34. The SSD, hereby, assures that:

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

TITLE II, PART D

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

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

TITLE III

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

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

TITLE IV, PART A

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

52. The SSD has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents, teachers and administrative personnel, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the SSD.

53. The SSD will comply with this Part, including the provisions of Section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The SSD will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The SSD will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;
- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the SSD assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;

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

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

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

Other

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

Print Name of Superintendent

Signature of Superintendent

Date

School Site Council Recommendations and Assurances

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

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

Attested:

Typed name of school principal

Signature of school principal

Date

Typed name of SSC chairperson

Signature of SSC chairperson

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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

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

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

APPENDIX D

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

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

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

APPENDIX E

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

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

APPENDIX F

Appendix F: Sample School and Student Performance Data Forms

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

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

