

(CDE use only)
Application #

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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): **Monseñor Oscar Romero Charter School**

County/District Code: 19-64733-0114959

Dates of Plan Duration (should be five-year plan): July 2013 - July 2018 (To be updated annual)

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

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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

VISION

Our school is named in honor of and inspired by Monseñor Oscar Romero. During his three years as archbishop of San Salvador, Oscar Romero became known as a fearless defender of the poor and suffering during El Salvador's civil war in the 1980s. His work on behalf of the oppressed earned him the admiration and love of the people of El Salvador. In 1980, amidst overarching violence, rather than shrink under the increasingly intense repression, Romero used his nationally broadcast Sunday homilies to report on conditions in the country and "plead for sanity, for an end to the repression, and that the root causes of the conflict -- the country's deeply rooted structures of economic injustice -- be addressed in favor of the majority poor who are also the chief victims of the government's violence." Romero wrote to President Jimmy Carter pleading with him to cease sending military aid because he wrote, "it is being used to repress my people." He was killed in 1981 while giving mass.

Monseñor Oscar Romero Charter School equips low-income students in grades 6-8 for academic success and active community participation. The school is located in the Pico Union/Westlake community, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area come from Central American immigrant families where Spanish is spoken in their home. Monseñor Oscar Romero Charter School seeks to close the achievement gap for these students by providing clear and high expectations for all students, a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology in the classroom with culturally enriched curriculum.

MISSION

The mission of **Monseñor Oscar Romero Charter School** is to:

- Prepare students for academic success in high school, as well as post-secondary education.
- Prepare students to be responsible and active participants in their community.
- Enable students to become life-long learners.

Students at **Monseñor Oscar Romero Charter School** will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in high school and beyond.

In accordance with the Expected School-wide Learning Results (ESLRs), every student who graduates from **Monseñor Oscar Romero Charter School** is:

- An *Effective Communicator*, able to read, write, converse and listen for a variety of purposes
- An *Information Manager*, able to locate, access, organize, evaluate and apply information in a complex and technological world
- A *Problem Solver*, able to apply a variety of thinking, creative and computing skills to produce solutions for practical and theoretical problems
- A *Productive Member of Society*, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community
- A *Lifelong Learner*, able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment

The **Monseñor Oscar Romero Charter School** effort is led by Youth Policy Institute (YPI). YPI is a Los Angeles-based nonprofit organization that designs and operates education and training programs for low-income communities. YPI has a \$25 million annual budget and serves 40,000 youth and adults with 1,200 staff at more than 125 sites in Los Angeles each year. YPI has received U.S. Senator Barbara Boxer's *Excellence in Education Award*. In addition, the organization in 2011 was selected by the National Council of La Raza (NCLR) as Affiliate of the Year for California for its work providing education and training services for predominantly Latino families in Los Angeles.

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

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

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

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

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

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

YPI has also added an educational leader to its executive team. Yvette King-Berg has been named as Executive Director of the YPI charter schools. She comes to YPI with a wealth of experiences in public education, contributing to policies and procedures in schools throughout the state of California and at the National level. She has served as a Commissioner for the Los Angeles Unified School District (LAUSD) on redistricting and also worked with the National Alliance for Public Charter Schools, which is founded on the belief that all families deserve high-quality public school options. Charter schools are independent public schools providing families with a new set of public options. Each of these schools is developed to be a partnership between parents, teachers, students and their community. Mrs. King-Berg is the former Vice President of Southern California-School Development and Outreach of the California Charter Schools Association (CCSA). CCSA's role in charter schools is the advancement of the charter school movement through state and local advocacy, leadership on accountability, and resources for member schools. CCSA is a trusted source of data and information on California's charter schools for parents, authorizers, legislators, the press and other interested groups. She previously served as an Assistant Director of Fenton Avenue Charter School and she has served in an

administrative position as the Secondary Literacy/Academic Director for Project GRAD Los Angeles for eight years. Additionally, she is currently a doctoral student at Fielding Graduate University in the Educational Leadership and Change Program. Mrs. King-Berg relies on her twenty-six years in education to help guide and lead the development of all of the YPI charter schools.

All of YPI's programs, from SES to job training to after school, incorporate a strong technology component. YPI's experience with students and their families has shown that technology can be an important tool for learning, especially when integrated into the academic experience for teachers, students, and parents. The approach of **Monseñor Oscar Romero Charter School** to learning is based on the experiences of YPI staff with families; as well as a systematic review of the current literature on learning, school organization, and adolescent development.

The fundamental principles of the Coalition of Essential Schools and Stanford University's School Redesign Network provide a framework for **Monseñor Oscar Romero Charter School's** strong commitment to high standards, equity, and civic responsibility. Monseñor Oscar Romero Charter School has formed partnerships with these organizations to benefit from their research and the resources of innovative educators in their networks. The following principles, taken from the theoretical frameworks of both these efforts, provide a foundation for **Monseñor Oscar Romero Charter School's** school design and instructional program.

The Coalition for Essential Schools is an alliance of more than 160 national, state, and local organizations committed to education that emphasizes equity, personalization, and intellectual vibrancy. *From the Coalition of Essential Schools:*

- **Teaching and learning should be personalized to the maximum feasible extent.** Teacher teams at **Monseñor Oscar Romero Charter School** are responsible for approximately 75 students, allowing strong relationships to form between students and teachers.
- **Student-as-worker, teacher-as-coach.** Students at **Monseñor Oscar Romero Charter School** are engaged in service-learning and other project-based work that demands their engagement with the core content.
- **Demonstration of mastery.** Multiple forms of fair and credible evaluations, ranging from ongoing observation of the learner to completion of specific projects, will be used to better understand the learner's strengths and needs, and to plan for additional assistance and enrichment, as needed. Students will have opportunities to exhibit their expertise before their family and community during the culminating "capstone" projects at the end of each semester.
- **A school climate of decency and trust.** Our school is a place that is comfortable and inviting to all students. School leadership will cultivate an environment of respect, trust, and partnership among students, parents, and teachers.
- **Democracy and equity.** Our school will demonstrate a non-discriminatory policy and institute an inclusive policies, practices, and pedagogies. It will model democratic practices that involve all who are directly connected and aligned with the school. The school will build on the strength of the community through its partnerships and outreach efforts.

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

- **Creating Family-School Partnerships.** When parents/families know what the school expects and needs from their children and from them, they are able to support their students' learning. Just as strong teacher-student relationships can provide students with invaluable support, likewise, solid partnerships among teachers and families are a key component of student success. **Monseñor Oscar Romero Charter School** is actively create family-school partnerships through ongoing communication (with materials and presentations in parents' home language – Spanish), a “contract” that conveys to parents the school's expectations, and school-wide family events organized by the Parent Association.
- **Continuous Relationships.** **Monseñor Oscar Romero Charter School** is structured to provide the time necessary for students to develop strong relationships with their teachers and peers. Using the technique termed “looping,” students will remain with the same set of teachers throughout their three years at **Monseñor Oscar Romero Charter School**. The sustained relationships that develop over time will facilitate students' learning, as teachers won't need to spend valuable time getting to know a new class of students each year.
- **Adaptive Pedagogy.** Students have different pathways and approaches to learning that enable them to process information and to make sense of their experiences. **Monseñor Oscar Romero Charter School** teachers adjust their teaching modes to meet students where they are using technology, the arts, and real-world curriculum connections to support student learning. Through effective professional development, teachers will increase their “toolkit” of effective practices.

Monseñor Oscar Romero Charter School serves approximately 405 students when fully operational. Small learning cohorts of approximately 25 students will stay together throughout the instructional day. Through this organizational structure and a curriculum organized around major concepts that students are expected to know deeply, **Monseñor Oscar Romero Charter School** seeks to graduate students who are thoughtful, engaged citizens of the 21st Century.

The school receives support from a variety of sources including YPI, community organizations, philanthropic foundations and corporations, surrounding schools, and technological and neighborhood partnerships. YPI has a strong fundraising track record in this community, and plans to put this expertise to work for the school.

I. Introduction and Background

This document provides an update of the Single Plan for Student Achievement (SPSA). The intent of the revised Single Plan for Student Achievement is to serve as a guide and documentation of the process that **Monseñor Oscar Romero Charter School** has adopted for improved student academic achievement. **Monseñor Oscar Romero Charter School** has been preparing for the Cambridge review visit to be held in December, 2011. This revised single plan

for student achievement will provide details on what is planned to fulfill state SPSA requirements.

This SPSA has integrated the purposes and requirements of all state and federal categorical programs in which the **Monseñor Oscar Romero Charter School** participates into this document.

The SPSA also serves as the organizer for an individual school's improvement process. This plan was developed with a deep understanding of the root causes of student academic challenges. In addition, identification and implementation of research-based instructional strategies to raise the achievement of students who are not yet proficient at state standards. This SPSA includes the following:

- Builds on a premise that students are capable of learning with effective instruction
- Includes school goals aligned with activities and goals included in the LEA Plan to maximize school reform efforts
- Is based on verifiable data analysis
- Focuses on student achievement and academic interventions
- Implements high leverage school improvement actions
- Directs resources where they will most directly improve student academic achievement
- Ensures that all resources are aligned to serve identified students' needs
- Uses research based strategies
- Implements strategic coordination of resources

To set school goals, **Monseñor Oscar Romero Charter School's** Leadership Team, Teacher Leads, Administrators, staff, Parents and Community Members established priorities as stated in the LEA Plan, an assessment of both state and local quantitative and qualitative student achievement data to evaluate effectiveness of instructional program, and collectively came to the following consensus about solutions.

Background

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

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

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

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

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

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

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

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

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

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

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

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

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

Introduction 2014-15 School Year

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

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

Annual Update:

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

August 2014 – June 2015

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

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

Additionally:

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

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

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

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

Data reviewed included but is not limited to the following:

- School Accountability Report Cards
- California Standards Test Report
- Academic Performance Index Report
- English Learner Reports (Annual Measurable Achievement Objectives 1 and 2 and Reclassification Rates)
- Course Grades
- Attendance Reports

DRAFT LCAP for Public Comment (May 2015): The draft LCAP will be available for public comment for a 30-day period during the month of May. Subsequent revisions will be made to reflect stakeholder input, as appropriate.

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

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

API

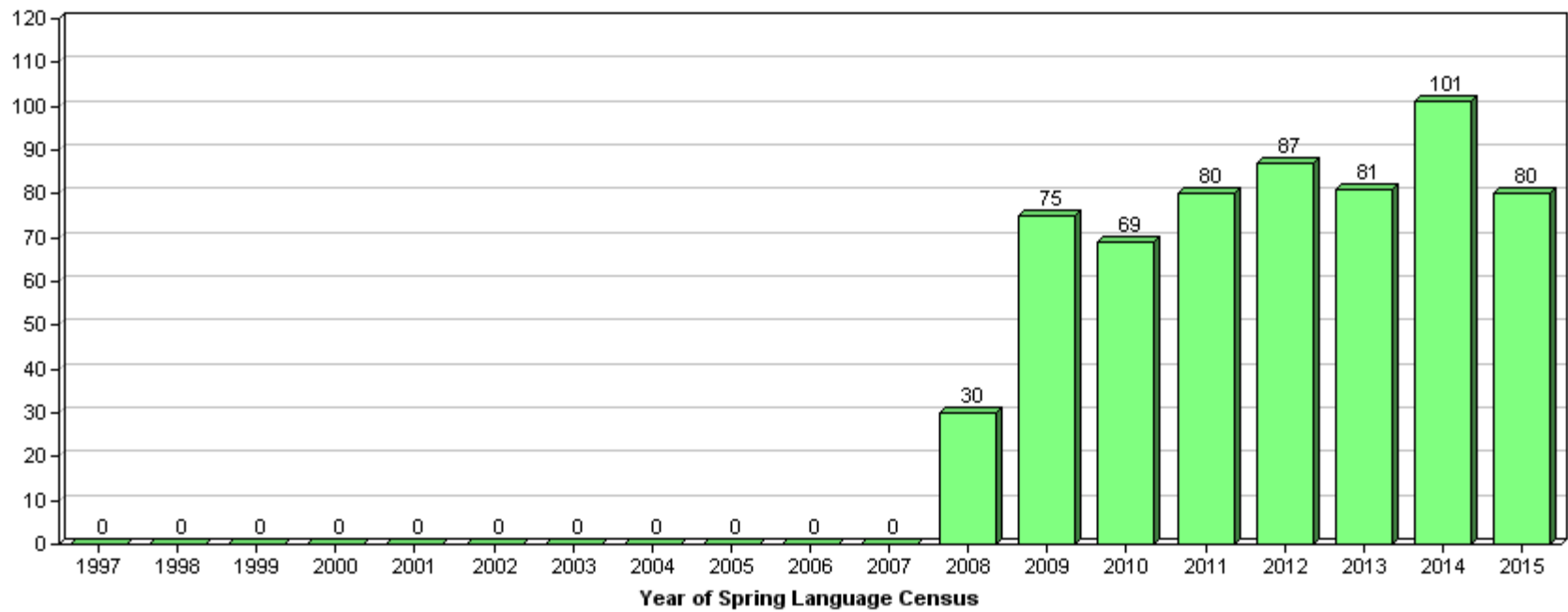
Reading/ELA MAPs Data						Math MAPs Data					
School	Class	Subgroup	B0 API	B2 API	Growth	School	Class	Subgroup	B0 API	B2 API	Growth
MORCS	2017	General (All)	606	712	106	MORCS	2017	General (All)	650	750	100
MORCS	2016	General (All)	614	682	68	MORCS	2016	General (All)	641	701	60
MORCS	2015	General (All)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

API Summary

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

English Learners

Number of English Learners for Monsenor Oscar Romer



Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

SELF ASSESSMENT

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

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

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

Academic Growth

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

LAUSD Benchmarks School Response:

Benchmark 1:

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

Monseñor Oscar Romero Charter School Response:

Mathematics data for 2012-2013 show that 42.95% of **Monseñor Oscar Romero Charter School** students scored proficient/advanced almost doubling the scores from the 2010-2011 school year.

Percentage Proficient-Annual Measurable Objectives (AMOs) reflect Mathematics AMO's were met.

Monseñor Oscar Romero Charter School has met and exceeded the Resident Schools Median of 40.79% a difference of 2.2. %. Monseñor Oscar Romero Charter School has the greatest 2 year growth of all comparison schools as indicated in the Tables below.

Table 1.1 Mathematics Local Schools Proficiency Percentages Comparison

Year	Frederick Douglass	Oak Kim Academy	Sun Valley	Muir	Gage	Clinton	Twain	Nimitz	Adams	Belvedere	Olive Vista	Liechty	Castro	Northridge	Skirball	MORCS	Virgil	Berendo	Starr King	Para Los Niños
2013	16.5%	24.6%	25.9%	26.8%	31.6%	33.7%	34.8%	35.5%	36.0%	36.2%	36.6%	37.2%	40.6%	41.9%	42.4%	42.9%	43.1%	47.8%	61.1%	63.4%
Year	Frederick Douglass	Oak Kim Academy	Muir	Clinton	Sun Valley	Gage	Belvedere	Twain	Liechty	Nimitz	Olive Vista	MORCS	Skirball	Virgil	Castro	Berendo	Northridge	Para Los Niños	Starr King	Adams
2012	19.0%	24.7%	24.7%	25.4%	27.7%	29.7%	33.3%	33.4%	33.8%	35.2%	35.8%	37.2%	37.8%	39.6%	43.0%	45.2%	46.5%	52.8%	54.6%	41.8%
Year	Muir	Oak Kim Academy	Clinton	Frederick Douglass	MORCS	Sun Valley	Olive Vista	Twain	Gage	Liechty	Nimitz	Skirball	Belvedere	Adams	Virgil	Castro	Northridge	Berendo	Starr King	Para Los Niños
2011	18.2%	18.4%	20.3%	21.1%	22.6%	27.6%	28.4%	28.6%	29.7%	30.5%	31.1%	31.1%	31.8%	33.9%	37.3%	40.0%	40.1%	41.8%	49.1%	N/A
Year	Para Los Niños	Clinton	Muir	MORCS	Oak Kim Academy	Nimitz	Olive Vista	Liechty	Belvedere	Twain	Adams	Gage	Sun Valley	Frederick Douglass	Northridge	Castro	Virgil	Berendo	Skirball	Starr King
2010	NA	13.7%	18.2%	22.6%	23.9%	27.9%	28.1%	28.4%	29.3%	29.7%	30.9%	31.4%	31.7%	32.6%	33.4%	36.3%	38.0%	38.7%	39.8%	40.1%

Table 1.2 Mathematics Local Schools Growth Comparison

GROWTH	Frederick Douglass	Sun Valley	Para Los Niños	Castro	Northridge	Gage	Adams	Belvedere	Nimitz	Virgil	Berendo	Oak Kim Academy	Twain	Liechty	Olive Vista	Muir	Skirball	Starr King	Clinton	MORCS
Increase from 2011 - 2013 (LAUSD Target Year - 2011)	-4.6%	-1.7%	0.0%	0.6%	1.8%	1.9%	2.1%	4.4%	4.4%	5.8%	6.0%	6.2%	6.2%	6.7%	8.2%	8.6%	11.3%	12.0%	13.4%	20.3% - LARGEST 2-Year Growth
GROWTH	Frederick Douglass	Sun Valley	Para Los Niños	Gage	Oak Kim Academy	Skirball	Castro	Adams	Twain	Virgil	Belvedere	Nimitz	Northridge	Olive Vista	Muir	Liechty	Berendo	Clinton	MORCS	Starr King
Increase from 2010 - 2013	-16.1%	-5.8%	0.0%	0.2%	0.7%	2.6%	4.3%	5.1%	5.1%	5.1%	6.9%	7.6%	8.5%	8.5%	8.6%	8.8%	9.1%	20.0%	20.3%	21.0%

Benchmark 2

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

Monseñor Oscar Romero Charter School Response:

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

Table 2.1 Mathematics Below Basic and Far Below Basic Comparisons

Monseñor Oscar Romero Charter School Math Comparisons

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

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

Benchmark 3

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

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

Table 3.1 Algebra CST

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

Benchmark 4

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

Monseñor Oscar Romero Charter School Response:

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

Benchmark 5:

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

Monseñor Oscar Romero Charter School Response:

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

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

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

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

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

- CAFE 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
- Blended Learning with small group instruction and individualized online learning
- Inquiry-based lessons and questioning.
- Inquiry by Design (instructional materials and inquiry-based strategies)
- Use of sentence frames and discussion starters
- **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?)
 - Think-Pair-Share and other strategies for discussion
- **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.

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

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

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

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
X	Title I, Part A		Economic Impact Aid (EIA) – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		After-School Education and Safety Programs
	Title I, Part D, Neglected/Delinquent		School and Library Improvement Block Grant
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		High Priority Schools Grant Program
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Healthy Start
X	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	<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	0	\$ 118,118	\$ 118,118	100%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality		1,844	1,844	100%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient		9,462	9,462	100%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
21 st Century Community Learning Centers				
Other (describe)				
TOTAL	0	\$ 129,424	\$ 129,424	100%

Step Two: Measure Effectiveness of Current Improvement Strategies Using State Tools to Determine Critical Causes of Student Underachievement

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

As described in the section that follows, **Monseñor Oscar Romero Charter School** identified, reviewed, and analyzed data and related information on factors; such as, educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components. The English Learner Subgroup Self-Assessment (ELSSA) – designed to improve outcomes for English learners was also used in this evaluation. These outcomes are relevant to **Monseñor Oscar Romero Charter School's** target population in that many of the students come from documented under-performing schools and live in communities where there are low levels of high school graduation among adults.

The following are the results of the teacher surveys of Essential Components, Academic Performance Survey for Middle School.

**Monseñor Oscar Romero Charter School Charter
Specific Area of Concentration**

Specific Needs	Schedule of Improvements	Identified Support
Need for ELD Program	<ul style="list-style-type: none"> All EL are tested, results are distributed to teachers and parents. Scheduled Program for EL student support to begin 1st Semester. Ensure that students are mastering content areas. 	<ul style="list-style-type: none"> Assistance by Coordinator Student Support who is EL Credentialed. Professional develop on an ongoing basis to support English Learners (EL's) Quarterly Benchmarks Ongoing Study Island The Foresight Assessment Vocabulary Journey Assessments Success For All Program
Need Intervention Courses	<ul style="list-style-type: none"> Assessments of identified students using grades, CST/STAR and SMARTER Balance Results and teacher recommendations. Pre and Post Testing Ensure that students are mastering content areas. 	<ul style="list-style-type: none"> With the assistance of the Director and the Student Service Coordinator. Work with YPI Program to provide intensive afterschool student support. Engage current teacher to assist in the intervention program. Develop and implement instructional materials to support daily instruction. Supplement instructional program using effective instructional strategies. Quarterly Benchmarks Ongoing Study Island Assessments The Foresight Assessment Vocabulary Journey Assessments Success For All Program
Highly Qualified Teacher BTSA Program	<ul style="list-style-type: none"> All classrooms with fully credentialed, highly-qualified teachers, per the requirements of the No Child Left Behind (NCLB) Act of 2001. BTSA Program for all teachers working toward a Professional Clear Credential 	<ul style="list-style-type: none"> Ensure all teachers and staffs are highly qualified. Attend recruitment fair provided by universities, charter associations, where teachers have been prescreened for appropriate qualifications. BTSA Support Providers are on campus. Designate teachers, administrators, and/or consultants to provide teacher support in lesson development, differentiated instruction, and interventions for student in need of additional support. Professional Development on data-driven instruction, classroom management and instructional delivery.
Development of Pacing Guides	<ul style="list-style-type: none"> Full implementation means that the annual district instructional/assessment pacing guides are in daily use in 	<ul style="list-style-type: none"> California State Standards

	<p>all reading, language arts, and ELD classrooms to fully implement the SBE-adopted RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if a year-round school).</p> <ul style="list-style-type: none"> • Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. • Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The basic core course-pacing guide is the foundational pacing guide for the strategic support class students. • Each subject area needs to complete a course description for each course. • Aligned with California Standards and school calendar develop and implement a pacing guide. 	<ul style="list-style-type: none"> • Calendar • Course Descriptors • The strategic support teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of • Assist teachers with best practices, effective instructional delivery, and development of pacing plans, etc.
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<p>Development of Instructional Materials</p> <p>Assessment Driven Instruction</p> <p>Analysis and use of data</p>	<ul style="list-style-type: none"> • Adopt textbooks that are State approved Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the SBE-adopted basic core instructional program materials in RLA/ELD. These materials are implemented daily as designed to support the needs of all students. • At all levels, teachers are using the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program that include extra support for struggling readers and ELs. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, SWDs, and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom. 	<ul style="list-style-type: none"> • Inventory • Use of textbooks, supplemental materials, support guides • Use an SFA program to ensure that students have access to research based instruction and effective strategies. • Use computer assisted instructional programs; such as ALEKS and Kahn Academy to provide universal access to all students in mathematics
<p>Development of Intensive Materials</p>	<ul style="list-style-type: none"> • Full implementation means that all students identified as needing intensive intervention in grades six through eight, including ELs and SWDs, who are two or more years below grade level in reading, are provided the SBE-adopted intensive intervention materials that offer accelerated instruction at the students’ assessed level of need. These materials are implemented daily as designed. • Intervention programs are multi-period, stand-alone, intensive programs that are designed to accelerate student learning two years for every year of instruction. • The programs should position students to progress rapidly toward successful reentry into the basic core program at their appropriate grade level. Students who 	<p><u>Use Three Tier Model:</u></p> <p>Tier I.</p> <p>Tier I Instruction requires:</p> <ul style="list-style-type: none"> • At least 90 minute un-interrupted literacy block, adapt to all instruction. • Intensity: <ul style="list-style-type: none"> ○ Academic engagement of all students ○ Explicit, systematic instruction ○ Multiple opportunities to respond to instruction ○ Immediate corrective feedback ○ Scaffold practice of new skills <p><u>Tier II Targeted or Strategic Instructional/Intervention</u></p>

	<p>reenter the basic core program may need an additional period of strategic support.</p> <ul style="list-style-type: none"> Districts are using either the SBE-adopted intensive intervention program from the SBE-adopted 2002/2005 lists or Programs 4 or 5 from the 2008 list. 	<p>Instruction and/or intervention that goes beyond quality Tier I instruction</p> <ul style="list-style-type: none"> Provided in small group or one-to-one Systematic and integrated instruction Provided by trained personnel Frequent and intense Progress monitoring occurs with curriculum based measurement tools (CBMs or others) and it monitors what is being instructed <p>How do you know when a student needs Tier II?</p> <ul style="list-style-type: none"> When a student demonstrates lack of progress over time Poor response to group instructional procedures used in Tier I These services are provided in addition to Tier I as a problem solving process or a standard treatment protocol <p><u>Tier III/Intensive Intervention</u> Intensive instruction – more intense, explicit and systematic than Tier II</p> <ul style="list-style-type: none"> Targeted with thorough assessment (narrow focus on specific skill deficiencies) Likely include longer intervention that may or may not include the provision of special education services Could include a different curriculum Always assess quantity of time and quality of instruction we are focusing on accelerating student learning Based on student response to the “intensity” of intervention determination may be made about referral and eligibility for special education
<p>Coaching/ Monitoring/Expert Support</p>	<ul style="list-style-type: none"> Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the Directors, Administrators, Coordinators and Teacher(s) to monitor and support the full implementation of the Essential Program Components (EPCs). <p>Targeted professional development and support may include:</p> <ul style="list-style-type: none"> Development, use, and monitoring of classroom observation protocols to include: <ul style="list-style-type: none"> Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide. 	<ul style="list-style-type: none"> Teachers are trained in collaboration and meeting protocols. Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: Entry-level placement and/or diagnostic; Progress monitoring, including frequent formative and curriculum-embedded assessments; and Summative benchmark assessments. Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWD

	<ul style="list-style-type: none"> ○ The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. ○ Data team protocol training to lead subject area/course level teachers in the analysis and use of data including formative, curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices. ○ Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback. ○ Participation in Modules 2 and 3 of the Administrator Training Program. ○ Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. 	<ul style="list-style-type: none"> ● Use of Robert Manzano’s iObservation Protocols to provide teachers weekly instructional feedback.
<p>Improvement of Instructional Program</p>	<ul style="list-style-type: none"> ● Training on Response to Instruction and Intervention (RtI2) including support on providing tiered intervention ● Implementation and monitoring of standards-based IEP. ● Training in effective communication with teachers, parent, and community stakeholders about implementation of instructional materials. ● Supporting and training general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. ● Coaching for the administrators to fully implement 	<p><u>Tier I –</u></p> <ul style="list-style-type: none"> ● Afterschool ● Classroom observation and teacher support ● Parent collaboration, support, partnership ● Coaching provided for administrators through Leadership Training and monitoring of each teacher through: ● Quarterly Benchmarks ● Ongoing Study Island ● The Foresight Assessment ● Vocabulary Journey Assessments ● Success For All Program

	the various EPC objectives.	
Assessments/ Monitoring	<ul style="list-style-type: none"> • Full implementation means that the district provides and supports an easily accessible electronic data management system (POWERSCHOOL), and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments, on a timely basis. • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practice, and determine the effectiveness of instructional practices and implementation of the adopted programs. • For the ongoing monitoring system, data is collected and used and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common formative assessments are given at least every six to eight weeks to monitor student progress. More frequent formative assessments will assist teachers in collaborating and to identify the most immediate student needs. • Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), 	<ul style="list-style-type: none"> • Easily accessible electronic data management system (POWERSCHOOL), and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments, on a timely basis. • Ongoing monitoring, data analysis of student data to assist with identification of student levels, needed support, intervention and acceleration.

	<p>and summative assessments on a timely basis.</p> <ul style="list-style-type: none"> • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practice, and determine effectiveness of instructional practices and implementation of the adopted programs. • In mathematics, the use of frequent and timely assessment data is critical to determine when students need the additional differentiated instructional time utilizing the SBE-adopted intervention materials. • For the ongoing monitoring system, data collection (including electronic) is used and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common formative assessments are given at least every six to eight weeks to monitor student progress. More frequent formative assessments will assist teachers in collaborating and to identify the most immediate student needs. 	
<p>Professional Development/ Protocols</p>	<ul style="list-style-type: none"> • Full implementation means that all teachers of RLA/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the SBE-adopted RLA/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider. • The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. • Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, 	<p><u>Professional Development</u></p> <ul style="list-style-type: none"> • The development of the faculty and staff is of primary importance to the Monseñor Oscar Romero Charter School community. As the school has progressed, student learning needs have been primarily addressed through the formal faculty meetings, leadership meetings, and assessment of student achievement data. For example Monseñor Oscar Romero Charter School recognizes that due to the low proficiency rates for incoming students in English Language Arts, the school staff needed assistance with strategies specific for English Learners. Steps will be taken in during the 2012-2013 school year, and every year thereafter to increase professional development for leadership and staff. Monseñor Oscar Romero Charter School

	<ul style="list-style-type: none"> • advanced/benchmark and struggling strategic learners; • curriculum Framework language and the Academic Content standards addressed in the materials; • the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; • protocols for collaborative data conversations; and • the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and • use research-based practices to plan and deliver instruction to meet varying student needs. <p>Some practicum activities might include:</p> <ul style="list-style-type: none"> • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in subject area/course level team meetings: weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI2 including support on providing tiered 	<p>recognizes that it must be strategic and allocate sufficient funding to ensure ongoing professional development.</p> <p><u>Continuous Professional Development</u></p> <p>The initiation of ongoing professional development follows from mid-year and end of the year assessments. Reflective data taken from leadership, faculty, staff, and parents helps develop the planning for professional development. As stated above, the school has focused much of the professional development toward strengthening of instructional strategies. The school will adopted an instructional model that focuses on the following strategies:</p> <ul style="list-style-type: none"> • collaborative learning • writing to learn • literacy groups Quarterly Benchmarks • Ongoing Study Island • The 4sight Assessment • Vocabulary Journey Assessments • Achieve3000 • Success For All Program • questioning strategies • scaffolding texts • academic classroom talk • Direct Instruction
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	<p>intervention.</p> <ul style="list-style-type: none"> • Implementation and monitoring of standards-based IEP. • Training for general, special education and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. <p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Full implementation means that all teachers of mathematics, Algebra I, Algebra I Strategic Support, and Algebra Readiness have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the SBE-adopted mathematics program and/or intensive intervention program used at the school through an experienced, knowledgeable provider. • The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; Curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. <p>Some practicum activities might include: Use of the SBE adopted grade four through seven intensive intervention instructional materials along with the basic core program.</p>	<p><u>Partnerships for Professional Development</u></p> <ul style="list-style-type: none"> • In order to support the teachers in the implementation of these strategies the school will scheduled professional development time for its teachers each on a bi-weekly basis. • Every professional development session will focus on one particular strategy as outlined in the Monseñor Oscar Romero Charter School instructional model. • The goal is to provide each teacher with coaching and support for effective instructional delivery. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver, and adjust instruction. • Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge
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	<u>Intervention.</u> <ul style="list-style-type: none"> • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	and implementation. <ul style="list-style-type: none"> • Training on RtI2 including support on providing tiered support • Teachers the necessary information regarding the particular strategy being presented so as to allow the teacher to develop a confident and efficacious use of the strategy in the classroom. Once one strategy has been competently adopted the professional development meetings shift their focus on to a different strategy. Refer to Professional Development Schedule
SMART Goal setting	Setting SMART goals in every classroom.	<ul style="list-style-type: none"> • Evidence on lesson plans and information boards.
PD ELD	As Per Schedule.	

<p>PD English Learners</p>	<p>Full implementation means that ELs are provided either the 2008 SBE-adopted instructional program materials in ELD (Program 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting the 2008 SBE-adoption, materials from the previous SBE 2002 adoption and/or SBE-approved English learners' Supplementary Materials lists. These materials are implemented daily as designed to support the assessed English proficiency needs of students.</p> <p>Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures.</p> <p>Students at CELDT proficiency levels 1-3 need at least a separate ELD course, using ELD materials focused on building English language skills through SBE-adopted materials.</p> <p>Students performing at CELDT Levels 4 and 5 (Early Advanced and Advanced) may not need separate ELD courses, but should be in a RLA course that has specifically designated materials and/or strategies, which focus on building English language skills for mastery of content standards.</p> <p>For districts using the 2008 SBE-adopted RLA/ELD: At all grade levels, teachers use the ELD components of the 2008 SBE-adopted RLA/ELD program (Programs 2 and 3).</p> <p>For districts/sites adopting only Program 1, teachers use the ELD materials from the 2002 SBE basic core adoption or from earlier SBE-approved supplemental materials lists (AB 1802 materials, or other adopted supplementary materials).</p>	<p>1. a b MORC has incorporated an ELD program that will target students who are struggling with the development of their English language skills that will include:</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 Voyager Journeys and the Success for All (SFA) EL components to assist LEP students. • Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model. • Opportunities for ELD level 1 and 2 students to receive additional instructional support after school. <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. Monseñor Oscar Romero Charter School receives Title III funds .. These funds are reviewed each year, as required under the No Child Left Behind (NCLB) Act of 2001, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners:</p> <p>d. Holding quarterly meetings with parents to discuss each student's progress toward English language proficiency. Leadership Team, and Parent Advisory Committee provides leadership for our EL students.</p>
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What the school does well:

- The school has developed a small learning environment that is healthy, safe and nurturing. Students feel well-supported academically and emotionally.
- The mission and vision of the school is prevalent. These are communicated throughout the school as they are clearly posted, discussed in classrooms and shared by all.
- The teaching staff at **Monseñor Oscar Romero Charter School** is enthusiastic, committed and passionate about the school's mission. They want the best for their students.
- The school's administrator and executive director are knowledgeable, reflective and know their school. They have worked well as a team to establish the hallmarks of the charter program (technology as a learning tool, thematic/project-based learning, community, service/partnerships, leadership, and parental involvement).
- The school has put in place several benchmarking assessment programs and is continuing to make progress in the collection and analysis of student achievement data based on those assessments used to guide data-driven instruction.
- **Monseñor Oscar Romero Charter School** has been focused, creative, and diligent in leveraging grant funds and partnerships so that these can best support student needs and accomplish the mission of the school.
- The school's governing board is made up of knowledgeable and well-qualified people who hold diverse skill sets needed in leading our school.
- The school has very sound fiscal practices and has been able to manage resources and enrich student learning.

Monseñor Oscar Romero Charter School has maintained a relentless focus on its innovative program elements, and as a result, has achieved several key accomplishments in each of those programmatic areas. The school has also worked hard to overcome the challenges that are inherent in any innovative school. Relevant challenges and key accomplishments in each program area are described below.

FAMILY-COMMUNITY-SCHOOL PARTNERSHIPS:

Monseñor Oscar Romero Charter School actively engages families and the community in the life of the school, and students engage in service to the community.

Key Accomplishments:

- The school has established and received funding for an after school Monseñor Oscar Romero Service Club. School-wide service days occur every other month, giving all students access to frequent and meaningful community service opportunities. Monseñor Romero Club-Community Service/Community Engagement Club. Students receive leadership opportunities and are provided leadership training through workshops and community service such as community

cleanups, tree planting, etc. Students are also exposed to community engagement through activities such as the Monseñor Oscar Romero commemoration day at the LA City Hall, the Cesar Chavez Pilgrimage, etc. This club has monthly community clean-ups.

- The school administers regular parent and student satisfaction surveys, and uses the collected data to reflect on and improve school practices.
- Parent participation in school events ranges from 80-90% in attendance. This success is attributable to the presence of a highly skilled professional whose leadership capacity is dedicated to planning parent education and involvement events; as well as, sustaining regular communication with parents.

TECHNOLOGY INTEGRATION:

By implementing technology imbedded in the curriculum, **Monseñor Oscar Romero Charter School** ensures that students learn computer skills while pursuing academic goals.

Key Accomplishments:

- The Enhancing Education through Technology Grant has supported the installation of computers in every classroom in at least a 1:3 computer to student ratio in the classrooms. Schoolwide, the ratio is 1.3 students to each computer.
- In addition to computers in each classroom, students at **Monseñor Oscar Romero Charter School** have access to two (2) complete computer laboratories. This includes a technology laboratory in a classroom with a 1:2 ratio. The other laboratory is mobile and can be taken into the various classrooms. Therefore, schoolwide technology has a 1:3. The 7th grade mathematics and science classroom have a 1:1 student ratio.
- The school has successfully managed an E-Rate process
- Key technology applications have been integrated into every classroom, and students are proficient in basic Office applications, graphic design tools, iMovie, and a variety of web search tools. Future instruction will focus on web design and other advanced applications including graphic design.
- 100% of students complete digital portfolios each year.
- All teachers and students have completed a technology survey that guides technology integration and professional development.
- The school has a fully functioning computer lab and technology classes available to all students.
- All elective classes: Reading, Communications, and Technology – are fully technology integrated, and those teachers regularly collaborate to design integrated, thematic, technology-based projects.
- ALEKS –Mathematics Increase student performance and retention with individualized assessment and learning. ALEKS' powerful learning management system provides teachers with individual student results.
- Study Island - The web site gives our students the tools to study academic material in a fun and engaging way. Several choices of games, tests, and flashcards are provided for each content area. The subject areas include

Math, English, Social Studies, Science, Foreign Language, and Home Economics. Each area is divided into several subcategories with the instructions for each activity. Our teachers use Study Island to supplement the classroom curriculum by entering their own content for "vocabulary, chapter reviews, and/or study guides for upcoming exams." The online Report Card keeps track of progress. Included is a print option for studying offline.

- Voyager Journeys (vocabulary development program)- new version of is an interactive, web-based reading component to help all students, which includes English Learners to boost their vocabulary and comprehension skills. Research has shown that vocabulary deficiencies are a primary cause of academic failure.
- **Achieve3000** believes that the key to unlocking the potential of all learners is literacy. By reaching and teaching *all* kids at their individual reading levels, and constantly challenging them to achieve the next level of success, teachers are making literacy breakthroughs every day. With Achieve's differentiated online instruction, students are doubling to tripling expected Lexile/reading gains in a single year.
- Success For All- *Success for All (SFA)*[®] is a whole-school reform model that includes a reading, writing, and oral language development program for students in sixth through eighth grade. Classroom reading instruction is delivered in daily 60-minute blocks to students grouped by reading ability.

SMALL LEARNING COMMUNITIES:

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

Key Accomplishments:

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

INTERDISCIPLINARY, PROJECT-BASED CURRICULUM:

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

Key Accomplishments

- All teachers have designed and implemented capstone projects.

- 100% of students have participated in interdisciplinary projects with a focus on community service

CULTURALLY-RELEVANT INSTRUCTION:

Multicultural literature and cultural references are integrated into the instructional experience, to increase the relevance of school in students' lives. The background and culture of **all** students is respected and valued.

Key Accomplishments:

- All teachers are trained in culturally responsive instructional practices.
- Parent and student surveys are used to examine their needs and satisfaction with the school, and to improve instructional practice.

RESEARCH-BASED PRACTICES:

Monseñor Oscar Romero Charter School uses curriculum and instructional strategies founded on proven practices. *Authentic assessments* are used to judge student achievement beyond traditional evaluation instruments. Professional development includes *teacher, staff and community coaching* to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire charter school community. *Differentiated instruction* allows students multiple pathways to absorb information and learning, supporting both low- and high-performing students.

Key Accomplishments:

- Professional Development, support and coaching is provided for individual teacher effectiveness as per Robert Marzano's research as in the *Art and Science of Teaching* (2007) which states "... *research will never be able to identify instructional strategies that work with every student in every class. The best research can do is tell us which strategies have a good chance (i.e. high probability) of working well with students. In other words, individual classroom teachers must determine which strategies to employ with the right students at the right time.*" Use of these three general characteristics of effective teaching are articulated in the framework presented:
 1. Use of effective instructional strategies
 2. Use of effective classroom management strategies
 3. Effective classroom curriculum design
- Use of iObservation, an active online teacher observation that includes segments in the following: routine events, enacted on the spot, and interacting with knowledge. In each segment there are 2 to 4 design questions that support effective teaching.

These questions range from student behavior, teacher management support, organizing students for learning, using scales/ranges and communicating individual and group goals. Deepening knowledge, understand and helping student with “new knowledge” strategies and their outcomes is another facet this program. Another component and key in classroom management are routines and structures.

- **Monseñor Oscar Romero Charter School** was commended for training all administrators through the Leaders of Learning program to more effectively oversee teacher training, and establishing protocols and programs such as iObservation presented above. The instructional team is given flexibility, but also provided with clear expectations, in how they plan and deliver instruction. Moreover, it was noted that the school effectively utilizes technological tools (like iObservation and GoogleDocs) as a means of providing timely and critical feedback to teachers around instructional practices and developing their professional practices.
- More generally, the evaluators stated that the governing board at **Monseñor Oscar Romero Charter School** has implemented multiple strategies to improve student outcomes, especially in their effort to improve outcomes for EL students.

Marzano Protocol Professional Development: The Leaders of Learning Program

Supervise and Support Effective Teachers in Every Classroom

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

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

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

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

- As a result of intensive reading instruction through the use of internally developed and implemented strategic plan and the Success for All Program, **Monseñor Oscar Romero Charter School** students have posted significant gains in reading proficiency, with some students achieving as much as nine and a half years of grade-level equivalent growth. The overall average growth is nearly 2.5 grade levels across the school, the longer students are at **Monseñor Oscar Romero Charter School**, the greater their reading gains become. Many students have moved from below grade level to reading at or above grade level.
- The school provides constant professional development to teachers, including 2-3 weeks in the summer and at least four Teacher Professional Development days (TPD) throughout the year. Furthermore, 2.5 hours are dedicated to professional development and planning every Monday. That time is used for whole staff development, and grade level, departmental, and committee meetings. The professional development calendar is created ahead of time in alignment with key instructional initiatives.

- Standards-based instruction is evident in all classrooms. All teachers have analyzed their standards and created standards-based pacing plans and units. Unit boards are posted in every classroom.
- All teachers are trained, supported, and are implementing Thinking Maps, a set of eight fundamental thinking skills. These eight cognitive skills are used together by students to assist with learning across disciplines and with greater complexity as student move through each grade level. By linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps become a tool set for supporting effective instructional practice and improving student performance. Evidence of implementation is apparent in student work and teacher lesson plans, and the Thinking Maps are posted in every classroom.
- The research-based reading program Success for All: Reading Edge, combined with constant progress monitoring, has resulted in constant reading gains on the Gates-MacGinitie reading assessments (see data summary in Appendix G).
- The school increased its API score by 54 points in 2010-2011 to 725.
- Demonstrating continued growth on the Adequate Yearly Progress measure, **Monseñor Oscar Romero Charter School** has moved students across bands, from below basic and basic into proficiency. The proficiency rate for English Language Arts was met; however the proficiency rate was not met in Mathematics.

STUDENT ACHIEVEMENT

Monseñor Oscar Romero Charter School has maintained clear and high expectations for its students and their academic achievements. The benchmarks set forth for renewal in the original petition (below) have been met pursuant to AB 1137, which requires Monseñor Oscar Romero Charter School to satisfy *at least one* of the following student outcome goals:

Outcome Goal	Status	Goal Met
Monseñor Oscar Romero Charter School will rank 4 or better on the similar school Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter	Ranked 4	X
Monseñor Oscar Romero Charter School will rank 4 or better on the statewide Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal.	Ranked 4	X
Monseñor Oscar Romero Charter School will meet its API growth target in the year prior to charter renewal or two of the last three years prior to charter renewal.	Met target 2 of 3 years (See Appendix E)	X
Monseñor Oscar Romero Charter School's academic performance will be equal to or better than the academic performance of the LAUSD schools Monseñor Oscar Romero Charter School students would otherwise attend	Outperformed comparable schools. (See Appendix E)	X
Monseñor Oscar Romero Charter School's academic performance will be equal to or better than the academic performance of the LAUSD schools in the area containing similar pupil populations	Outperformed comparable schools. (See Appendix E)	X

Monseñor Oscar Romero Charter School's achievement data and performance in comparison to similar and local schools.

OTHER KEY ACCOMPLISHMENTS

- Attendance: **Monseñor Oscar Romero Charter School** has an average attendance rate of over 95%.
- ELL Redesignation/Reclassification: Monseñor Oscar Romero Charter School's has effectively redesignated over 46% of English Language Learners school-wide.

Monseñor Oscar Romero Charter School uses the following LAUSD criteria for reclassifying English Language Learners:

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

Monseñor Oscar Romero Charter School is committed to training all administrators through the Leaders of Learning program to more effectively oversee teacher training, and establishing protocols and programs. The instructional team is given flexibility, but also provided with clear expectations, in how they plan and deliver instruction. Moreover, it was noted that the school effectively utilizes technological tools (like GoogleDocs) as a means of providing timely and

critical feedback to teachers around instructional practices and developing their professional practices.

More generally, the evaluators stated that the governing board at **Monseñor Oscar Romero Charter School** has implemented multiple strategies to improve student outcomes, especially in their effort to improve outcomes for English Learners students.

As a result of intensive reading instruction and effective strategies through the use of internally developed and implemented strategic plans and the use of the Effective Instructional model **Monseñor Oscar Romero Charter School** students have posted significant gains in reading proficiency, with some students achieving as much as nine and a half years of grade-level equivalent growth. The overall average growth is nearly 2.5 grade levels across the school. As demonstrated in the data tables, the longer students are at **Monseñor Oscar Romero Charter School**, the greater their reading gains become. Many students have moved from below grade level to reading at or above grade level.

The school provides continuous professional development to teachers, including 2-3 weeks in the summer and at least four Teacher Planning Days (TPD) throughout the year. Furthermore, 2.5 hours are dedicated to professional development and planning every Monday. That time is used for whole staff development, and grade level, departmental, and committee meetings. The professional development calendar is created ahead of time in alignment with key instructional initiatives.

Standards-based instruction is evident in all classrooms. All teachers have analyzed their standards and created standards-based pacing plans and units. Unit boards are posted in every classroom. All teachers are trained, supported, and are implementing Thinking Maps, a set of eight fundamental thinking skills. These eight cognitive skills are used together by students to assist with learning across disciplines and with greater complexity as student move through each grade level. By linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps become a tool set for supporting effective instructional practice and improving student performance. Evidence of implementation is apparent in student work and teacher lesson plans, and the Thinking Maps are posted in every classroom.

During July, August and September Lead Teachers worked on developing instructional material, pacing guides and integration of programs in Advisory, and Mathematics. Every teacher attended a Special Education Conference in Pasadena, to provide for students with special needs.

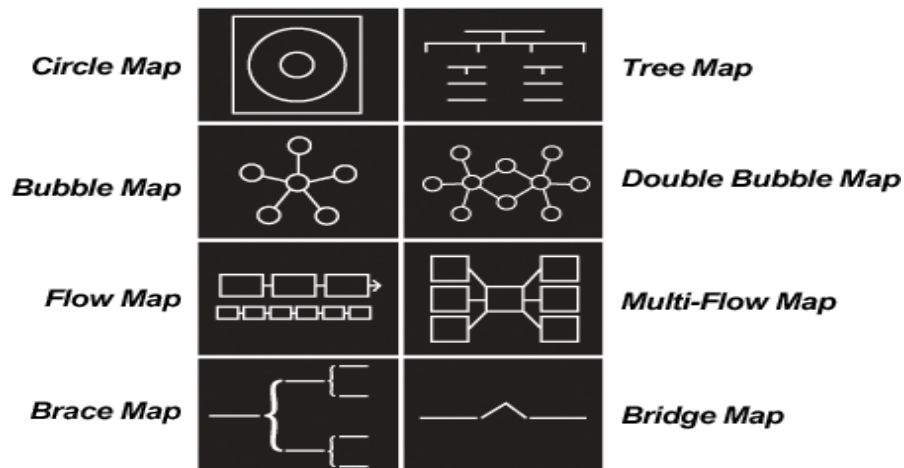
Step Three: Identify Achievement Goals and Key Program/Improvement Strategies that Align with the District LEA Plan

Schoolwide Strategies to Achieve the 2012 AYP Goals

Monseñor Oscar Romero Charter School:

Underlying the three week intensive teacher training in-service was provided on Pacing Plans which were developed for each Content Area, key Hallmarks of the Teaching Frameworks

based upon Robert Marzano's, "Art and Science of Teaching", Thinking Maps, SADIE Strategies and strategies for effective instruction in mathematics. The use of assessment instruments to review data and align the findings to California Standards and ensure student mastery of content area standards and objectives. The following include the eight (8) Thinking Maps used in each classroom.



Using Data to Guide Intervention

Students are assessed on a quarterly basis to monitor academic progress. Teachers use Data Director to put together their assessments using the data bank provided by Data Director. All questions are in CST format and are specifically designed to meet the California Content Standards. Using the results, students are grouped based on the level of intervention required. **Monseñor Oscar Romero Charter School** uses the Response to Intervention Pyramid as the model for intervention design. Students are grouped into the following 3 groups:

Tier 1- Universal Intervention- 90% of our students fall under this category and the intervention can be provided as a whole large group.

Tier 2- Small Group Intervention- 5 to 10 percent of our students fall under this category. These students receive the Universal Intervention and in addition would receive small group intervention after school or Saturday School.

Tier 3- Intensive Intervention- 1 to 2 percent of our students placed in this category receive the aforementioned intervention as well as individual assistance provided by the resource teacher. Most, if not all of these students receive special education services.

Strategies for English Learners

The results of CST/STAR testing reflect an overall need to continue strategies for English Learners, emphasis in reading comprehension, and writing. Another area of focus was on strategies in Mathematical skills to be used in both Algebra Readiness and Algebra. In addition to the schoolwide strategies described below, it is expected that the Thinking Maps strategies will have great impact for the English Learner Sub-group, as will the Hands-On Equations tools, described below.

The Thinking Maps materials have include Path to Proficiency, designed to provide adaptations and extensions in the use of Thinking Maps to assist teachers in building bridges to academic excellence and success for English Language Learners. The EL specific materials that will be implemented in the Spring of 2012. See <http://www.thinkingmaps.com/englanglearn.php>

Writing Strategies

Students write coherent and focused essays that convey well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Student progress through the stages of the writing process will be focused on.

Reading Comprehension (Focus on Informational Materials)

Students read and understand grade level appropriate materials. They analyze the organizational patterns, arguments, and position advanced. The selections in Recommended Literature outlined by the California Department of Education Kindergarten through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. All students need to find the love of reading.

Algebra Readiness/Algebra

Students solve multi-step problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

Specifications, which follow the examination of student data, which **Monseñor Oscar Romero Charter School** will take to improve student achievement in the area, identified as needing improvement, including changes to curriculum, instruction, assessment, governance, and organization.

The following are also supplemental programs used to increase student learning:

- ALEKS –Mathematics Increase student performance and retention with individualized assessment and learning. ALEKS' powerful learning management system provides teachers with individual student results.
- Study Island - The web site gives our students the tools to study academic material in a fun and engaging way. Several choices of games, tests, and flashcards are provided for each content area. The subject areas include Math, English, Social Studies, Science, Foreign Language, and Home Economics. Each area is divided into several subcategories with the instructions for each activity. Our teachers use Study Island to supplement the classroom curriculum by entering their own content for "vocabulary, chapter reviews, and/or study guides for upcoming exams." The online Report Card keeps track of progress. Included is a print option for studying offline.
- Voyager Journeys (vocabulary development program)- new version of is an interactive, web-based reading component to help all students, which includes English Learners to boost their vocabulary and comprehension skills. Research has shown that vocabulary deficiencies are a primary cause of academic failure.
- **Achieve3000** believes that the key to unlocking the potential of all learners is literacy. By reaching and teaching *all* kids at their individual reading levels, and

constantly challenging them to achieve the next level of success, teachers are making literacy breakthroughs every day. With Achieve's differentiated online instruction, students are doubling to tripling expected Lexile/reading gains in a single year.

- Success For All- *Success for All (SFA)*® is a whole-school reform model that includes a reading, writing, and oral language development program for students in sixth through eighth grade. Classroom reading instruction is delivered in daily 60-minute blocks to students grouped by reading ability.

Hands-On Equations

The 6-8 grade teachers will be trained using the Hands On Equations in the summer of 2011. The Hands-On Equations gives students a concrete representation of the symbols and processes utilized in solving algebra problems. The symbols are represented by game pieces and a representation of a balance scale. The processes are represented by physical actions upon these pieces. As the algebra problems are solved students are actually seeing, touching and moving the pieces. The concepts are being learned at a deep bodily level. This material is produced by Borenson based on extensive research. This strategy will be targeted to the English Learner subgroup. (See <http://www.borenson.com/>)

Step Four: Define Timelines, Personnel Responsible, Proposed Expenditures, and Funding Sources to Implement the Plan

For each goal set, specific actions to be taken to accomplish the goal, dates by which actions are to be started and completed, persons responsible, expenditures needed to implement the action, and each funding source budgeted for the goal.

Planned Improvements in Student Performance in the SPSA template provides for the recording of:

- School goal(s)
- Student groups that will participate in each goal
- Anticipated annual performance growth for each group
- Group data to be collected to measure academic gains
- Process for evaluating progress toward this goal
- Action steps to be taken to reach a school goal
- Start and completion dates for each action
- Personnel involved
- Proposed expenditures and estimated costs for each action
- Breakdown of funding source for each action

Provide an effective means of achieving the purposes of the program funding source

- Are a reasonable use of limited resources
- Are necessary to achieve the goals of the plan

- Provide supplementary services for eligible students
- Do not fund services already required by state law
- Do not pay for what, in the absence of these categorical funds, would be provided by the general fund

The list above addresses the federal requirement that expenditures of funds "supplement, and not supplant" state and local expenditures. For more information on this subject, see the U.S. Department of Education Non-Regulatory Guidance on Title I Fiscal Issues Web site at <http://www2.ed.gov/programs/titleiparta/fiscalguid.doc> (Outside Source).

Step Five: Recommend the SPSA to the Local Governing Board

The SPSA will be presented for approval by the **Monseñor Oscar Romero Charter School** governing board for approval. This SPSA provides a format for recommending the proposed SPSA to the board and for giving assurance that the SSC:

- Is properly constituted
- Reviewed its legal responsibilities
- Sought input from applicable school advisory committees
- Reviewed the content requirements for all programs included
- Based the plan on analysis of current practices and student academic performance
- Formally approved the plan before recommending it to the local governing board for review

Step Six: Implement the Plan

Tools to Support Monitoring of Data-Driven Instruction at **Monseñor Oscar Romero Charter School** include the following and use several information systems to support the operations. The primary systems are:

- PowerSchool - Student Information System (SIS), communication tools linking teachers and parents. Parents are trained and provided support on using the information posted.
- Data Director – student performance database and reporting tool
- 3 N Communication System – communication tool linking teachers and parents, this system allows **Monseñor Oscar Romero Charter School** to communicate with all our parents at once.
- Google Apps – open platform for deployment of teacher and student web tools
- Teachers also have an individual website-internet.

The main Student Information System (SIS) used at **Monseñor Oscar Romero Charter School** is PowerSchool. This system provides teacher, staff and parents' access to student attendance, daily assignments and student scores/grades, progress reports, semester reports, transcripts, behavior information and other individual student information.

Data Director, previously described, is the primary data store for longitudinal data for every student. The annual STAR/ SMARTER Balance scores have been and will be combined with the formative and summative assessment developed by the teachers to provide a rich set of indicators to monitor with. The benchmark test questions are aligned with the state standards.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are not as expected, the Directors, Administrators works with the **Monseñor Oscar Romero Charter School** Advisory instructor and parent to discuss these questions:

How are performance targets and activities based on student performance and factual assessment of current educational practice?

- How educationally sound is our plan to help reach the targets?
- How timely and effectively is our plan being implemented?
- If the plan has not been implemented as written, what were the obstacles to implementation?
- What are the options in regards to recommended changes?
- How will these changes be measured?

Standardized Curriculum Pacing Plans

All **Monseñor Oscar Romero Charter School** faculties developed and are in the process of implementing curriculum guides (pacing guides) aligned to the California State Standards. The curriculum guides allow **Monseñor Oscar Romero Charter School** to set concrete goals for content mastery. For the 2011-2012 school year, the Directors, Administrators, and Coordinators evaluate teacher lesson plans and their pacing guides as presented. An ongoing process of our **Monseñor Oscar Romero Charter School** iObservation online teacher collaboration tools is also used to ensure an alignment of what is planned and what is implemented in the classroom; as well as is instruction working. This web-based instrument ensures that a standard format is used by all of the teachers, and also provides greater information for the parents to monitor their child's academic progress.

The pacing guides, together with the Data Director, Data and evaluations will guide teacher in specific teaching and re-teaching opportunities to ensure student mastery of content. Furthermore, the use of the **Monseñor Oscar Romero Charter School** Advisory has developed and fosters students' habits of mind to attain academic achievement, Standard Schoolwide Instruction Strategies

The new 2014-2015 Faculty and school leadership team have collaborated to designate these academic strategies for the school year:

- Application of the 8 Thinking Map maps in all subjects and grade-levels
- Use of the Hands-On Equations strategies to enhance the Algebra Project strategies of in the Algebra and pre-Algebra curriculum.
- Standardized School-wide Academic Focus: Reading, Writing, and Mathematics (Essential skills are linked and integrated)

- Reading content includes high interest reading (i.e. popular culture, music, current events, etc.)
- Frequent and ongoing formative assessment data identifying emerging areas of need
- Development of an Individual Learning Plan for each student in collaboration with parents to set academic goals for the year
- Promote independent reading, and monitor reading comprehension through Reading Logs, responding in writing to what has been read, and continued support in achievement
- Grade-reporting and portfolio conferences

Weekly Academic Self-Reflections is among these strategies **Monseñor Oscar Romero Charter School** will use the following as outlined in Course Descriptions:

Key Assignments

- Students will answer questions at the end of each unit. Writing assignments will include responses to critical thinking questions, primary documents, case studies, etc.
- Written exams in addition to multiple choice/True-False exams
- Students will also write a report that critically examines a major event in the areas they are studying. This assignment is equivalent to a term paper. In this project, students will need to use both primary and secondary sources. This project will consist of a 5-7 page report, with a bibliography including six sources.

4. How will Staff be Prepared for the Action Steps?

The development of the faculty and staff is of primary importance to the **Monseñor Oscar Romero Charter School** community. As the school has progressed, student learning needs have been primarily addressed through the formal faculty meetings, leadership meetings, and assessment of student achievement data. For example, **Monseñor Oscar Romero Charter School** recognized that due to the low proficiency rates for incoming students in English Language Arts, the school staff needed assistance with strategies specific for English Learners. Steps were taken in 2006-2007 and every year thereafter to increase professional development for leadership and staff. **Monseñor Oscar Romero Charter School** has had the good fortune of receiving professional development funding from NCLR (National Council of La Raza) in every year of operations. However, the school recognizes that it must be strategic and allocate sufficient funding to ensure ongoing professional development.

Continuous Professional Development

The initiation of ongoing professional development follows from mid-year and end of the year assessments. Reflective data taken from leadership, faculty, staff, and parents helps develop the planning for professional development. As stated above, the school has focused much of the professional development toward strengthening of instructional strategies. For 2014-2015, the integration of effective instructional strategies were emphasized.

Monseñor Oscar Romero Charter School has adopted an instructional model that focuses on the following strategies:

- collaborative learning
- writing to learn
- literacy groups
- questioning strategies
- scaffolding texts
- academic classroom talk
- Direct Instruction
- Use of technology

YPI Partnership for Professional Development

Many of the **Monseñor Oscar Romero Charter School** Professional Development components have been made possible via our partnership with NCLR. For 2014-2015, the new **Monseñor Oscar Romero Charter School** Directors and school leadership has received coaching via the NCLR National Leaders in Education Institute and the internal Leadership Training. The best practices observed via this program will guide the Directors and Leadership in providing professional development of the entire faculty via the weekly meetings available on Monday's early dismissal schedule.

Every professional development session focuses on one particular strategy as outlined in the **Monseñor Oscar Romero Charter School** instructional model. The goal is to provide the teachers the necessary information regarding the particular strategy being presented so as to allow the teacher to develop a confident and efficacious use of the strategy in the classroom. Once one strategy has been competently adopted the professional development meetings shift their focus on to a different strategy. For 2014-2015 **Monseñor Oscar Romero Charter School** continues with the strategy of have recognized experts work with the support provided to Directors and Leadership team to fully implement the instructional strategies, such as with English Learners, increasing vocabulary skills, providing effective instructional strategies such as, Thinking Maps, Data-Driven Instruction, Success For All program, Study Island and Vocabulary builders, Achieve3000 and other supplemental materials.

Another main component of the teacher induction process is the **Monseñor Oscar Romero Charter School** Teacher Summer Preparation session. This is a two week in-service that is teacher led and serves as an orientation prior to the start of the academic school year. New teachers attend various meetings and workshops to acquaint them with procedures and processes relative to the operation of the school and culture of the campus. Teachers are introduced to the **Monseñor Oscar Romero Charter School** instructional model and workshops are presented by **Monseñor Oscar Romero Charter School** administration and veteran teachers. New teachers are also paired with a Mentor Teacher for support and coaching.

All **Monseñor Oscar Romero Charter School** teachers take part in the weekly teacher meeting that focuses on operations and instruction. These meetings are held every Monday from 2:30 p.m. to 4:30 p.m. The initiation of ongoing professional development follows from mid-year and

end of the year assessments. Reflective data taken from leadership, faculty, staff, and parents helps develop the planning for professional development. As stated above, the school has focused much of the professional development towards strengthening of instructional strategies.

Monseñor Oscar Romero Charter School provides trainings and access to workshops in support of on-going standards based alignment for instructional delivery to provide for successful student academic achievements. Teachers, administrators, coordinators, and staff will participate in the training process to identify activities that will be provided:

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

Professional Staff Development Plan is Aligned with NCLB

Staff professional development is aimed at closing the achievement gap. Orientation begins three weeks before the school year begins. This time is used not only to express in detail the values and expectations of the school, but also allows the teachers the time necessary to collaborate and learn about each other.

All teachers attend professional development in-services offered by the administration once a month. Faculty meetings are held on designated Mondays from 2:30 pm until 4:30 pm. Teachers are offered the opportunity to observe their colleagues teach, be observed by staff or education consultants; as well as other stakeholders Teachers have been provided with weekly, individual planning time to be used to plan, reflect, and improve their quality of teaching. All teachers have specific planning time. **Monseñor Oscar Romero Charter School**' Block Schedule allows for teacher to prepare, observe other classrooms, research, and work on individual student plans.

Teachers have the opportunity to review benchmarks, assessments, progress of each of their students in their classroom and progress in other classes. They also can gain knowledge from observed trends in data collected, data analysis, strategies that work, challenges and strategize to meet student needs.

Staff is encouraged to attend workshops and professional development seminars throughout the year. In-service themes include: Special Education-Teaching strategies, Student Study Team (SST), effective school-wide study practices, and is an opportunity for teachers to collectively reflect and assess individual student academic achievement. These faculty meetings and in-services are facilitated by experienced staff members, educational consultants or professional experts. Staff development is models the quality of teaching that occurs at **Monseñor Oscar Romero Charter School** and assist teachers with planning and implementing a rigorous curriculum that is research-based and aligned to the California State Standards. Professional development also provides teachers with resources and strategies to collaborate and share their expertise.

Collaboration and Integration

Monseñor Oscar Romero Charter School also uses professional development time to assist teachers accentuate key concepts school-wide, make cross-curricular connections, coordinate units, and integrate content areas. **Monseñor Oscar Romero Charter School** ensures that teachers of related subjects (i.e. science and math) meet for common planning time during the week. This time has been built into teachers' schedules as part of the school day. This time is used to plan strategically and build units around "big ideas" or knowledge networks. This time has also been used to refine schoolwide writing rubrics and other instructional tools. During their weekly collaborative, cross-curricular planning times, teachers build on the school-wide projects and concepts that have been introduced.

The **Monseñor Oscar Romero Charter School** administration is responsible for implementing and evaluating the activities included in the SPSA as approved by the local governing board. Administration of the plan includes assigning, directing, and supervising project staff; purchasing materials and equipment; and accounting for project funds. The administration also supports the planning process by providing training and information applicable advisory groups.

Step Seven: Monitor Implementation

How Progress will be Monitored **Monseñor Oscar Romero Charter School** Assessments

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

- **Monseñor Oscar Romero Charter School** Data Dashboard: Two page snap-shot of school performance. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and STAR/CST now SMARTER Balance data.
- STAR/CST SMARTER Balance Test Results will be mailed to our school, and in turn **Monseñor Oscar Romero Charter School** mails individual data results home to the student's parents. Parents and others can also access school data by using the California Department of Education website.
- Each Advisory instructor reviews the STAR/SMARTER Balance data with each student during advisory classes. Classroom teachers review the data with parents during Parent-Teacher conferences.
- Individual Learning Plans are monitored by their Advisory instructor. Regular meetings (two times a quarter) are held with each student, to monitor the student's academic and social progress. As needed, new goals are set with clear benchmarks identified for yearly growth.
- Curriculum Embedded Assessments: quarterly teacher/ department tests.
- CELDT-- the California English Learners Development Test is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.

- API, the Academic Performance Index, is determined by the state. Our students' scores on the STAR and additional demographic statistical information are used by the state to determine our API according to the state formula. This statistical data includes sub-group reports on meeting Adequate Yearly Progress.
- On the department level, teachers have developed standards-based curriculum and are in the process of developing or testing common assessments that enable the instructional staff to assess, on an on-going basis, student competency in key content-area standards. Teachers share their analyses of student performance and suitability of the benchmarks for assessing student performance.
- Student Grades: Reports are mailed home frequently (every 5 weeks) during the year to indicate student progress twice a year. Twice a year parents are provided report cards directly during parent conferences. Parents may contact teachers or meet with Advisory Advisor on a regular basis.
- PowerSchool provides telephone and internet communication tool used to provide parents with up-to-date information about their students' attendance, class performance and test scores, as well as school events and upcoming activities.

State Assessments

As is required by the California Department of Education, students will also participate in the STAR /SMARTER Balance (CST, CAT6, SABE) and all other mandated accountability programs (CELDT, etc.). **Monseñor Oscar Romero Charter School** will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. We firmly believe that the academic program will fully prepare students for success in these statewide assessment programs. Additional support structures (i.e., after-school tutoring, summer enrichment programs, mentoring programs, peer study groups, etc.) will be in place to ensure that students surpass the performance of their peers in comparable high school settings.

If the **Monseñor Oscar Romero Charter School** issues the state assessments independently of the District, **Monseñor Oscar Romero Charter School** will grant authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.

Ongoing Assessment of Pupil Outcome Goals

Student Performance and Assessment will take into account several assessment methods, specifically based upon the assessment program created and researched by Richard J. Staginess, author of *Student Involved Classroom Assessment*, 3rd ed., 2001. Staginess' work is based on the idea that effective assessment must directly correspond to specific achievement targets that have been made apparent to students as part of the instructional program. This method has been included based on proven successful use in secondary educational settings, and includes such assessments as selected response, essays, performances, and products.

In the context of the assessments described above, **Monseñor Oscar Romero Charter School** will use the Zoom!/Data Director tools. This system will allow teachers to generate standards-based assessments, and upload and analyze data in real time. Staff will use all pieces of the

assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. At no time will **Monseñor Oscar Romero Charter School** become complacent with the examination of assessment findings. Staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

Student interaction with teachers around data is a vital component of **Monseñor Oscar Romero Charter School**. The use of Zoom!/Data Director will assist in the qualitative assessment will assist in the qualitative assessment of student growth in relation to the school goal of establishing a college-going culture.

Gauging Effectiveness

The reports available via Powerschool/Benchmarks/Data Director support the oversight of the school via the review of data between different stakeholder groups. This was coordinated as part of the school's WASC accreditation process/Cambridge Review. All stakeholders groups have been involved in the preparations for the final Cambridge Review conducted during the month of December.

These stakeholder groups reviewed the school performance data in the Summer and Fall of 2014:

- School Leadership
- **Monseñor Oscar Romero Charter School** Faculty Committee
- **Monseñor Oscar Romero Charter School** Executive Board
- **Monseñor Oscar Romero Charter School** Parent Advisory Committee

The conclusions made by these group reviews have been incorporated into reports needed for monitoring.

Mid-year Changes to the SPSA

Any of the following factors may indicate a need to amend the SPSA during the school year:

- A major service or activity proves ineffective, and students are at risk of not meeting achievement goals
- Staff, equipment, or materials essential to the plan cannot be procured (e.g., unfilled positions, or materials that could not be supplied)
- Material changes occur that affect the academic programs
- School boundaries or demographics suddenly change
- An activity is found to be non-compliant with state or federal law
- A planned activity is not supported by staff, parents, or students

All revisions must be approved by the **Monseñor Oscar Romero Charter School**'s governing board.

Continue the Cycle

Monseñor Oscar Romero Charter School will continue to evaluate the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data for the following year's plan.

The following questions will be address should the SPSA fail to achieve expected results:

- How well are school goals based on assessed student performance and a verifiable assessment of current educational practice at the school?
- How educationally sound is the plan as a means of reaching student achievement goals?
- Was the plan implemented in a timely and effective manner?

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

<p>SCHOOL GOAL # _1_</p> <p>(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>Increase English Language Arts Proficient and Advanced score by 5 points for English Learners.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>All students' grades 6th through 8th that are identified as English Learners.</p>	<p>Anticipated annual performance growth for each group:</p> <p>An increase in Proficient and Advance rates for these students.</p>
<p>Means of evaluating progress toward this goal:</p> <p>Monseñor Oscar Romero Charter School Data Dashboard: Two page snap-shot of school performance. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and STAR/CST data.</p> <p>STAR/CST and SMARTER Balance Test Results will be mailed to our school, and in turn Monseñor Oscar Romero Charter School mails individual data results home to the student's parents. Parents and others can also access STAR/CST/SMARTER Balance school data by using the California Department of Education website.</p> <p>Each Advisory instructor reviews the individual data with each student and with parents during Parent-Teacher conferences.</p> <p>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.</p>	<p>Data to be collected to measure academic gains:</p> <p>Monseñor Oscar Romero Charter School uses several information systems to support the operations. The primary systems are:</p> <p>PowerSchool - Student Information System (SIS)</p> <p>Data Director – student performance database and reporting tool</p> <p>Teleparent – communication tool linking teachers and parents</p> <p>School web-site with school focused collaboration tools</p> <p>Google Apps – open platform for deployment of teacher and student web tools</p> <p>The main Student Information System (SIS) used at Monseñor Oscar Romero Charter School is PowerSchool. This system provides teacher, staff and parents' access to student attendance, daily assignments and student scores/grades, progress reports, semester reports, transcripts,</p>

<p>Curriculum Embedded Assessments: quarterly teacher/ department tests.</p> <p>CELDT-- the California English Learners Development Test is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.</p> <p>API, the Academic Performance Index, is determined by the state. Our students' scores on the STAR/SMARTER Balance and additional demographic statistical information are used by the state to determine our API according to the state formula. This statistical data includes sub-group reports on meeting Adequate Yearly Progress.</p>	<p>behavior information and other individual student information.</p> <p>Benchmarks, teachers' assessments and other identified results.</p>
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<p>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, All teachers</p>			
<p>Use of standards-aligned instructional materials and strategies:</p> <p>We have adopted the use of grade level novels using the California Reading List as a guide.</p> <p>An independent reading program that uses exile scores for appropriate reading assignments, monitoring, and reading comprehension will be used.</p> <p>Monseñor Oscar Romero Charter School is in the process of reviewing various on-line programs.</p> <p>Independent reading materials that use lexile scores for appropriate reading assignments, scores for appropriate reading assignment, monitoring, and reading comprehension will be purchased.</p>	<p>Directors, Administrators, Coordinators, and teachers</p> <p>(already adopted)</p> <p>Directors, Administrators, English Language Arts teachers</p> <p>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>

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> <p>The computer lab will be available to students during lunch and after-school for access to the Reading program. (Computer have been ordered)</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, ZOOM)</p> <p>Information related to attendance and student performance will be used (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 POWERSCHOOL.</p>	<p>Executive Director, Directors, Administrators , Coordinators, all teachers and staff</p>	<ol style="list-style-type: none"> 1. Reading 2. Computers 3. Server 4. Support software 5. Training for each program 	<p>\$5,000</p>	<p>General Fund Title I Other</p>

<p>Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Teachers participated in 2 days of professional development during the summer 2014-2015 focused on literacy throughout the curriculum. All students are leveled according to their instructional levels and are taught accordingly.</p> <p>Every student is enrolled in a reading elective during their first period of the day.</p> <p>Each 10 weeks students are assessed to determine mastery levels and have the ability to move to a higher reading level if it is appropriate to do so.</p> <p>Presently teachers use the six traits of writing rubric. Teachers will receive training in a writing program once it is selected. It will be a program that has been proven to be effective in increasing ELL student's literacy.</p> <p>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.</p> <p>Administrators and teachers will also receive ongoing training on strategies used in research-based reading development methodology.</p> <p>Teachers will also receive training on the effective use of the standards based curricular materials adopted.</p>	Directors, Administrators , Coordinators, and teachers	Summer training	\$3,500	General Fund Title I Other
	Language arts teachers	ELL training	\$2,700	
	Directors, Administrators , Coordinators, and teachers (ongoing)			
	Directors, Administrators , Coordinators, and teachers (ongoing)	Quarter (SFA) professional development by literacy consultant	\$8,000	
	Language Arts teachers		\$2,100	

<p>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>During parent conferences, parents are informed of their son or daughter’s reading level and academic progress in language arts. The teacher lead together with the student will create a learning improvement plan and shared with the parent(s) for support.</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 specialist, etc.</p> <p>All students are assigned a faculty advisor through Monseñor Oscar Romero Charter School ’s Advisory model. The model allows teacher’s to more effectively communicate with and form connections with parents.</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>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>
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<p>Auxiliary services for students and parents (including transition into high school):</p> <p>Monseñor Oscar Romero Charter School has provide a week of summer bridge program for incoming 6th grade students. The summer bridge program will provide students with a tool kit and mentoring on Monseñor Oscar Romero Charter School expectations, mission, vision and their role as incoming students.</p> <p>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:</p> <p>The administration and the teachers will evaluate the effectiveness of the reading program on a quarterly basis based on student data (API results, local assessments etc.) and appropriate adjustments will be made as indicate by the data. In particular, assessments will be utilized four times a year to assess each student’s progress toward mastery of the standards for reading. The Directors, Administrators and teachers will allot at least one pupil-free day at the end of each quarter and at the end of the year for this data analysis process.</p>	<p>Directors, Administrators , Coordinators, and teachers</p>	<p>Five days of data analysis</p>	<p>\$3,500</p>	<p>General Fund Title I Other</p>

<p>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</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 Monseñor Oscar Romero Charter School ’s Advisement model/Advisory</p> <p>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>Directors, Administrators, Coordinators, and teachers, parents</p>	<p>Provide Workshops</p> <p>Hold Parent Informational Conferences</p> <p>Ongoing communications through Newsletters, Bulletins, POWERSCHOOL and conferences (Individual, group, etc.)</p>	<p>15% of Title I funding</p>	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Other</p>
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<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Monseñor Oscar Romero Charter School will provide 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> <p>The administration and the teachers will evaluate the effectiveness of the reading program on a quarterly basis based on student data (API results, local assessments etc.) and appropriate adjustments will be made as indicate by the data.</p> <p>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.</p> <p>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> <p>Directors and Administrators will hold ongoing data conferences with every teacher for an opportunity to have them reflect and goal setting.</p>	<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>

<p>Targeting services and programs to lowest-performing student groups:</p> <p>All students scoring far below basic and below basic on the STAR/CST or the new SMARTER Balancenlanguage arts test will receive extra help through an after-school reading intervention program.</p>	<p>After school tutors</p>	<p>Tutor's salary</p>	<p>21st Century Grant</p>	<p>General Fund Title I Title III Other</p>
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<p>Any additional services tied to student academic needs:</p> <p>Homogenous flexible groupings are used to group students for differentiated reading instruction. Data from the STAR test, 4Sight, Study Island, are used to create these groups.</p> <p>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.</p> <p>Meeting the Needs of All Students "Individualization." Administering a program of individualized instruction has proven to be the most effective method in meeting the needs of Monseñor Oscar Romero Charter School 's expected student population to ensure academic success.</p> <p>Monseñor Oscar Romero Charter School will monitor and ensure continuous improvement of all students, including those who may have fallen below grade level and those who have either met or exceeded grade level expectations, through the use of Personalized Education Plans</p>	<p>Directors, Administrators, Coordinators,</p> <p>Teachers</p> <p>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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Performance Goal 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2013-2014.

<p>SCHOOL GOAL # <u>1</u> <u>B</u> (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) Increase Mathematics Proficient and Advanced score by 5 point for English Learner sub-group.</p>	
<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:</p> <ul style="list-style-type: none"> • Monseñor Oscar Romero Charter School Data Dashboard: Two page snap-shot of school performance. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and STAR/CST data. • STAR/CST Test Results are mailed to our school, and in turn Monseñor Oscar Romero Charter School mails individual data results home to the student's parents. Parents and others can also access STAR/CST school data by using the California Department of Education website. • Each Advisory instructor reviews the STAR data with each student and with parents during Parent-Teacher conferences. • Individual Learning Plans are monitored by their Advisory instructor. Regular meetings (two times a quarter) are held with each student, to monitor the student's academic and social progress. As needed, new goals are set with clear benchmarks identified for yearly growth. • Curriculum Embedded Assessments: quarterly teacher/ department tests. • CELDT-- the California English Learners Development Test is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year. <p>API, the Academic Performance Index, is determined by the state. Our students' scores on the STAR and additional demographic statistical information are used by the state to determine our API according to the state formula. This statistical data includes sub-group reports on meeting Adequate Yearly Progress.</p>	<p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • Monseñor Oscar Romero Charter School uses several information systems to support the operations. The primary systems are: • PowerSchool - Student Information System (SIS) • Data Director – student performance database and reporting tool • 3N– communication tool linking teachers and parents • School web-site with school focused collaboration tools • Google Apps – open platform for deployment of teacher and student web tools • The main Student Information System (SIS) used at Monseñor Oscar Romero Charter School is PowerSchool. This system provides teacher, staff and parents' access to student attendance, daily assignments and student scores/grades, progress reports, semester reports, transcripts, behavior information and other individual student information. • Benchmarks, teachers' assessments and other identified results.

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.

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

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| <ul style="list-style-type: none">• API, the Academic Performance Index, is determined by the state. Our students' scores on the STAR and additional demographic statistical information are used by the state to determine our API according to the state formula. This statistical data includes sub-group reports on meeting Adequate Yearly Progress. | |
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Performance Goal 2

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

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

		Description of how the LEA is meeting or plans to meet this requirement.								
Required Activities	<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 Monseñor Oscar Romero Charter School will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:</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. Monseñor Oscar Romero Charter School receives Title III funds that are reviewed each year, as required under the No Child Left Behind (NCLB) Act of 2001, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners:</p> <table border="1"> <thead> <tr> <th>AMAO's</th> <th>Measurable Goals</th> </tr> </thead> <tbody> <tr> <td>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>Administer the CELDT to ascertain the level of proficiency. Conduct analysis of EL’s using ELSSA. Identify factors that contribute to meeting or not meeting AMAO’s. Use Monseñor Oscar Romero Charter School English Learner Plan of Action-Visited yearly and/or on an ongoing basis. Work with teachers, parents and staff to provide services.</td> </tr> <tr> <td>Progress in the percentage of students who become proficient in English.</td> <td>Increase English Learner redesignation ratio yearly. Continue to Monitor students who have been redesignated and work with students at each level.</td> </tr> <tr> <td>Academic targets in English-language arts and mathematics AYP- <input type="checkbox"/>Participation Rate <input type="checkbox"/>Percentage Proficient or Above</td> <td>Monitor <input type="checkbox"/>tor 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)</td> </tr> </tbody> </table> <p>d. Holding quarterly meetings with parents to discuss each student’s progress toward English language proficiency. ELAC/PAC provides leadership for our EL students.</p>	AMAO's	Measurable Goals	Progress in Learning English Increase One Proficiency Level Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level. English Proficient level are expected to maintain that level.	Administer the CELDT to ascertain the level of proficiency. Conduct analysis of EL’s using ELSSA. Identify factors that contribute to meeting or not meeting AMAO’s. Use Monseñor Oscar Romero Charter School English Learner Plan of Action-Visited yearly and/or on an ongoing basis. Work with teachers, parents and staff to provide services.	Progress in the percentage of students who become proficient in English.	Increase English Learner redesignation ratio yearly. Continue to Monitor students who have been redesignated and work with students at each level.	Academic targets in English-language arts and mathematics AYP- <input type="checkbox"/> Participation Rate <input type="checkbox"/> Percentage Proficient or Above	Monitor <input type="checkbox"/> tor 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)
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Planned Improvement in Programs for LEP Students and Immigrants (Title III)

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

	Description of how the LEA is meeting or plans to meet this requirement.
<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:</p> <p>Describe the programs and activities to be developed, implemented, and administered under the sub grant;</p> <p>Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <p>meeting the annual measurable achievement objectives described in Section 3122;</p> <p>making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</p> <p>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);</p> <p>Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>Monseñor Oscar Romero Charter School will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:</p> <p>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.</p> <p>Use of SFA, Vocabulary, 4Sight, and other materials to assist EL students.</p> <p>Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model.</p> <p>Opportunities for ELD level 1 and 2 students to receive additional instructional support after school.</p> <p>Holding quarterly meetings with parents to discuss each student’s progress toward English language proficiency.</p>
<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	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Yes or No</p> <p>No</p>	<p>If yes, describe:</p>
		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	

Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No Yes	If yes, describe: Monseñor Oscar Romero Charter School will use the designated ELD coordinator to provide additional tutoring and intensified instruction for our EL students.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No Yes	If yes, describe: High Point will be used as an ELD program and an intervention program for our students scoring below basic on the STAR test. An ELD based writing program will be implemented school-wide. (In progress) The SIOP model will be used as a means for daily planning as well as assessment of all of our teachers' performance.
	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No Yes	If yes, describe: <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.

<p>Allowable Activities</p>	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <p>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.</p>	<p>Yes or No</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <p>If yes, describe: 1. Monseñor Oscar Romero Charter School will invite parents to the English Learner Advisory Council (ELAC) that will meet regularly to advise the Directors, Administrators regarding the school’s ELD program. (Formalizing ELAC)</p> <p>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>
	<p>9. Improve the instruction of LEP children by providing for –</p> <p>The acquisition or development of educational technology or instructional materials Access to, and participation in, electronic networks for materials, training, and communication; and Incorporation of the above resources into curricula and programs.</p>	<p>Yes or No Yes</p>	<p>If yes, describe The school will purchase language development software that will be available in the computer lab (in process). Instructional materials that will assist the teacher in enabling the students to reach their language and academic goals will be purchased.</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 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): 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>	<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>

Required Activity	<p>information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> 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>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</p> <p>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 are provided with: 1) regular, periodic information about their child’s academic progress at school, 2) their child’s progress in acquiring English as measured by the CELDT, 3) their child’s progress in meeting California standards in academic subjects as measured by the STAR tests.</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
<p>Teachers' results reflect a consensus that they are supported in instructional delivery, effective strategies, coaching, etc.</p> <p>Assessment tools are useful and results offer an insight on student progress.</p> <p>Monitoring is conducted during each course/class time in addition to Advisory/Advisory.</p> <p>Professional Development offered weekly provides resources; support and challenges can be addressed.</p> <p>Teachers and staff request additional and ongoing support in specific areas; EL's, Mathematics, English Language Arts, etc.</p>	<p>More time to reflect and provide supplemental services.</p> <p>Continued support with effective instructional strategies.</p> <p>Continued support in effective Mathematics strategies for ELs.</p>

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

<p>SCHOOL GOAL # <u>3</u></p> <p>(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 Monseñor Oscar Romero Charter School core subject teachers will have an appropriate credential in their subject matter based on NCLB requirements for highly qualified teachers. In addition, regular planning and professional development time allow teachers the opportunity to continue to improve their practice. 	
<p>Student groups and grade levels to participate in this goal:</p> <p>All Monseñor Oscar Romero Charter School student population 6th through 8th grade will be taught by highly qualified teachers.</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"> • Monseñor Oscar Romero Charter School will rank 6 or better on the similar school Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal. • Monseñor Oscar Romero Charter School will rank 4 or better on the statewide Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal. • Monseñor Oscar Romero Charter School will meet its API growth target in the year prior to charter renewal or two of the last three years prior to charter renewal. It will achieve an API of at least 725 prior to charter renewal. Although local elementary schools which feed into the middle schools have achieved API scores ranging from 681 to 766. It is 	<p>Data to be collected to measure academic gains:</p> <p>METHODES TO MEASURE STUDENT OUTCOMES Monseñor Oscar Romero Charter School uses 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 (see Appendix G for description), is used to monitor student progress and to determine if students are in need of additional interventions or more challenging curriculum for gifted students. • Classroom Assessment provides ongoing analysis of student progress on a daily basis. Each lesson incorporates some form of assessment to determine whether the objectives of that lesson were met. Daily assessments are documented in the form of class work and activities and are recorded in teacher grade books. Teachers monitor student progress through exams,

our hope that our students will score far beyond the minimum bar that has been set. We have great expectations for our students and we strive to score high enough on the CST to qualify to apply for the California Distinguished Schools Award Program

- **Monseñor Oscar Romero Charter School's** academic performance on the CST will be equal to or better than the academic performance of the LAUSD schools that Monseñor Oscar Romero Charter Middle School students would otherwise attend in the year prior to charter renewal, or in two of the last three years prior to renewal. Specifically, at least 35% of students will score proficient or above on the CST English Language Arts on average. At least 38% of students will score proficient or above on the CST Math on average. These are the average scores of the highest achieving middle school in the neighborhood, Adams Middle School.
- **Monseñor Oscar Romero Charter School's** academic performance on the CST will be equal to or better than the academic performance of the LAUSD schools in the area containing similar pupil populations in the year prior to charter renewal or in two of the last three years prior to renewal.
- Students at **Monseñor Oscar Romero Charter School** will meet or exceed the outcomes identified in the No Child Left Behind Act for AYP and API (see AYP targets below), in the year prior to charter renewal or in two of the last three years prior to renewal.

essays, research assignments, presentations, and group projects. Teachers may administer these assessments within their content area or collaborate across disciplines. Classroom assessments reflect unit objectives, provide opportunity for authentic work, and allow for peer review and self-reflection. Parents are informed of their child's progress and report cards will be sent home quarterly. Teachers are encouraged to provide a narrative report in addition to a letter grade for each student. Teacher teams meet weekly to discuss the progress of students in their cohort. These meetings allow teachers to share concerns, teaching strategies, and successes in order to best meet the needs of each student.

- **Portfolios** provide students with the opportunity to reflect upon and demonstrate their learning. Students at **Monseñor Oscar Romero Charter School** documents their mastery of skills deemed essential for success in the 21st Century through academic portfolios. Portfolios include collection of drafts, polished pieces, class projects, videos, web pages, and DVDs that document each student's growth and progress. Students engage with their teachers and peers in a meaningful reflection process with each piece they add to their portfolio. Throughout this process students analyze their academic progress and, with a teacher, set new short and long term goals. Teachers and staff according to a predetermined scoring rubric evaluate student portfolios on a **quarterly** basis and submitted **annually** by each student.
- **Capstone Projects** at the end of each semester demonstrate student learning across disciplines. Students work in extended project blocks during the last week of each semester. Capstones may take the form of an exhibit, community project, or theatrical presentation. Students in the 6th grade create stops along the Silk Road, complete with the cultural-historical conditions, maps and distance calculations, scientific discoveries, and stories found along the way. Students in the 7th grade stage a demonstration and debate that compare the scientific and technological changes of the current age with those of the Scientific Revolution, compete with an analysis of the impacts on science and society. Students in the 8th grade complete a service learning project on the technology divide and its impact on freedom, equality, and democracy, conducting surveys and data analysis and creating a proposal for presentation to local authorities.

Monseñor Oscar Romero Charter School staff has developed a rubric for evaluating student performance for the capstone projects. Rubrics will be in alignment with educational goals of the school and developed for each academic core area. Teachers, peers, parents, and community experts all take

	<p>part, providing constructive critique and assessment of capstone projects.</p> <ul style="list-style-type: none"> • State Standardized Testing: Students are expected to meet or exceed the standard educational benchmarks established by the California Department of Education and demonstrated by the California Standardized Testing and Reporting (STAR) exams.
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Planned Improvements for Professional Development (Title II)

Performance Goal 3

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

Planned Improvements for Professional Development (Title II)

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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. 	<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</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>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> <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.</p> <p>Faculty members use a wide variety of proven teaching strategies to support each student's individual learning style including those identified as special education participants and English Language Learners, i.e. all staff teach using SDAIE strategies. SDAIE helps teachers deliver challenging, grade-level content within heterogeneous classrooms. Techniques may include the use of simple sentences and less use of idioms in lectures, body movement and gestures, or a series of related visual aids posted on classroom walls. These types of strategies help support all learners, which includes special education and English language learners.</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</p>	<p>Directors, Administrators, Coordinators, and teachers, parents</p> <p>(Ongoing)</p>	<p>Academic Consultant</p> <p>Teacher Workshops</p> <p>Teacher Materials</p>	<p>\$3,000</p> <p>\$3,000</p> <p>\$2,000</p>	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Other</p>

<p>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>				
<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:</p> <p>The school will strategically design its professional development in a manner that will maximize student learning within the guidelines of Title II, Part A, Subpart 2 and other Federal, State and local programs.</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>	<p>Directors, Administrators, ELL coordinator. Literacy consultant</p> <p>(Ongoing)</p>	<p>Categorical programs</p> <p>Teacher Stipend</p>	<p>\$6,000</p>	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Other</p>
<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</p>	<p>Directors, Administrators, Coordinators, and teachers, literacy consultant, math consultant</p>	<p>Literacy consultant</p> <p>Math consultant</p> <p>Teacher In-service</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>

consultant.		Conference fees		
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-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 	<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 staff training for each program</p>	\$7,000	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Other</p>

<ul style="list-style-type: none"> • 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 (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 POWERSCHOOL.</p>				
<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</p>	<p>Directors, Administrators, Coordinators, and teachers, parents</p>	<p>Provide Workshops</p> <p>Hold an Annual Conference</p> <p>Title I</p>	<p>\$3,500</p>	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Other</p>

<p>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 Monseñor Oscar Romero Charter 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>Hold Parent Informational Conferences</p> <p>Ongoing communications through Newsletters, Bulletins, POWERSCHOOL and conferences (Individual, group, etc.)</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>Monseñor Oscar Romero Charter School holds a one-week summit during the summer where student performance data, parent evaluations, teachers' evaluations, and students' evaluation are examined. From the results and discussions, the participants at the summit created recommendations and action plans that have been represented in the LEA plan.</p> <p>The administration and the teachers will evaluate the effectiveness of the reading and math program on a quarterly basis based on student data (API results, local assessments etc.) and appropriate adjustments</p>	<p>Executive Director</p> <p>Directors, Administrators</p> <p>Teachers ongoing</p> <p>Students</p> <p>Parents</p> <p>Staffs</p> <p>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</p> <p>Title I</p> <p>Title III</p> <p>Other</p>

<p>will be made as indicate by the data.</p> <p>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.</p> <p>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:</p> <p>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;</p> <p>Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</p> <p>Involve parents in their child’s education; and</p> <p>Understand and use data and assessments to improve classroom practice and student learning.</p> <p>All students scoring far below basic and below basic on the STAR/CST(Smarter Balanced) language arts test will receive extra help through an after-school reading intervention program.</p>	<p>After school tutors</p> <p>Teachers</p>	<p>Tutor’s salary</p> <p>Teacher’s summer stipend</p>	<p>\$3,500</p> <p>\$6,000</p>	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Other</p>

<p>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.</p> <p>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 • 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 <p>The following is a sample of the kinds of standardized reports available to the school community for analysis:</p> <p>Monseñor Oscar Romero Charter School Data Dashboard: Beginning in 2010-2011, in combination of prior years of data. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and CST data.</p> <p>STAR (SMARTER Balanced) Test Results are mailed to our school, and in turn Monseñor Oscar Romero Charter School mails individual data results home to the student's parents. Parents and others can also access CST (SMARTER Balanced) school data by using the California Department of Education website, Dataquest.</p>				
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<p>Curriculum Embedded Assessments: quarterly teacher/ department tests.</p> <p>CELDT-- the California English Learners Development Test, is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.</p> <p>API, the Academic Performance Index, is determined by the state. Our students' scores on the STAR (SMARTER Balanced) and additional demographic statistical information are used by the state to determine our API according to the state formula. This statistical data includes sub-group reports on meeting Adequate Yearly Progress.</p> <p>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.</p> <p>Telephone and web/internet communication tool used to provide parents with up-to-date information about their students' attendance, class performance and test scores, as well as school events and upcoming activities.</p> <p>The purpose of the Monseñor Oscar Romero Charter School assessments is to support and guide the learning process. Assessment also clarifies those areas that need further development, and enables teachers to focus their efforts to fine-tune their instructional practices. Assessment allows teachers to diagnose students' abilities at a given time in order to differentiate instruction based on individual needs.</p>				
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<p>How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>Monseñor Oscar Romero Charter School has two (2) internal staff members who are BTSA providers who can support teachers completing the requirements for a California Commission on Teacher Credentialing Professional Clear credential and CLAD or BCLAD certification for all teachers</p> <p>Monseñor Oscar Romero Charter School provides local test preparation support for teachers.</p>	<p>Directors, Administrators, Academic Consultant Teachers</p>	<p>Consultant BTSA</p>	<p>TBA</p>	<p>Title II Other</p>
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Performance Goal 4

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

Environments Conducive to Learning (Strengths and Needs):

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

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

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 provides an after school program to assist students in the areas of mathematics and language arts. The school has a student council program that allows students to plan activities that will help foster healthy social attitudes and develop leadership. The school has a system which delineates consequences associated with the various behavioral and academic violations. The system allows students to make good decisions and helps them develop the ability to operate effectively in a structured environment with clear expectations.</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>Monseñor Oscar Romero Charter School graduates will be college and career ready.</p> <p>Although Monseñor Oscar Romero Charter School is a middle 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>	All students	<p>All Staff</p> <p>July 2010</p> <p>Teachers and Administration setting Calendar and Goals</p> <p>July-August</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</p>	General Fund/ Supplemental Funds

	<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>Cambridge Review team meetings with all stakeholders, including parents and students.</p>		<p>Summer Intervention for students July</p> <p>September School Starts</p> <p>Teacher PD held every Wednesday</p> <p>From 2:30 – 4:30</p> <p>Designated PD Dates and focus</p> <p>Cambridge Review Home groups/Focus Groups</p>	<p>SFA and other consulting services</p> <p>Student grades and SMARTER BALANCED scores at proficiency and advance.</p> <p>Team participating in competitions</p> <p>Hands on production of science solar systems</p> <p>Parent Coordinator- assist parents in activities and leadership roles</p> <p>Provide workshops and trainings-agendas, meetings, next steps</p> <p>Evident in Agendas, sign in sheets, meetings, results</p>	
5.2 (Dropouts)	Students will have better attendance rate than all neighboring traditional	All students	All Staff	Average Daily Attendance (ADA) computed monthly using	General Fund Title I

	<p>public Middle Schools.</p> <p>Student engagement in their academic achievement, goal setting, support from teachers, administrators, and staff.</p> <p>Use schoolwide goals to ensure students are focused on academic achievement.</p> <p>Reading Comprehension</p> <p>Writing across the curriculum</p> <p>Mathematics-Algebra I; Algebra Readiness</p> <p>Meeting API and AYP</p> <p>Parents supported through workshops, trainings and leadership roles in committees and overall partnership in the school.</p> <p>Parent, Teachers Students visiting schools, holding conversations to remedy challenges and celebration of accomplishments through assemblies,</p>		<p>Monitoring from Administrative Staff</p> <p>Advisory/ Advisement held to support students on a daily basis.</p> <p>Before and After school learning support</p> <p>Parent Coordinator schedules trainings, parent support</p> <p>Professional</p>	<p>state ADA form. New CALPADS</p> <p>Provide students with a curriculum that is meaningful; a safe supportive environment; parental involvement in student attendance. (Student, Teacher, Parent Compact)</p> <p>Offer students opportunities to engage in their goal setting, Personal Educational Plan.</p> <p>Use effective instructional strategies that are aligned to California State Standards. Use of Tier I, II and III instructional strategies.</p> <p>Provide teachers with professional development and support for effective</p>	<p>Other funds</p>
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	<p>newsletters, recognition, etc.</p> <p>Student focused environment- academic rigor, note taking, conversations on what is being taught and the student's view.</p> <p>Administer and assist students when result are less than 380 (350 is passing AYP recognizes 380)</p> <p>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>development from Consultants, in school experts, coaching and teacher support.</p>	<p>teaching strategies, coaching and mentoring.</p> <p>Student conversations with Directors, Administrators, Executive Director, Teachers, Parent Coordinator, Staff at all level on their needs, advisement and challenges</p> <p>Support student before and after school.</p> <p>Testing Prep support</p>	
<p>5.3 (Advanced Placement)</p>	<p>Academic Rigor across subject areas to increase students at Advanced and Proficient.</p> <p>Professional Development offered to teachers, administrators, staff and parents.</p>	<p>All students</p>	<p>All staff</p> <p>Teachers continue to support Advisory designated students.</p>	<p>AP classes were offered and will be offered in the coming years.</p> <p>Ensure that student have access to a rigorous curriculum aligned to California Standards, A-G requirements; as well as</p>	<p>General Fund</p>

	<p>Through the student project students</p> <p>Due to the student population and its major need Monseñor Oscar Romero Charter School will engage its community to participate in the partnership of recruitment and retention.</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>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.</p> <p>Professional development includes teacher, staff and community coaching to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire charter school community.</p>	
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				<p>Differentiated instruction allows students multiple pathways to absorb information and learning, supporting both low- and high-performing students.</p> <p>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>	
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				<p>Brainstorm</p> <p>Other Activities: Inquiry Activities, Current Events, Written/Oral Presentations, Peer Teaching, Short/Long-term projects, Guest Speakers, Essential Questions, Summarization instructional strategies to include:</p>	
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Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding	
	Description of how the LEA is meeting or plans to meet this requirement:
<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>	<p>Income Eligibility Survey data is used as the poverty index to determine eligibility for Free and Reduced School Lunches.</p> <p>Free and Reduced Lunch Applications</p>
<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</p>	<p>Student Services Survey</p> <p>Student Advising sessions</p> <p>Parent Communication</p>

wide or by grade span.	Self-referrals
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Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<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</p>	<p>Application for Schoolwide Program was submitted:</p> <p>Student Services Survey</p> <p>Student Advising sessions</p> <p>On-going Parent Communication</p> <p>Self-referrals</p> <p>A comprehensive needs assessment of the entire school in relation to state standards is conducted and monitored.</p> <p>Use of effective methods and instructional strategies based on scientifically-based research. Monseñor Oscar Romero Charter School uses a block schedule that provides students with extensive</p>

<p>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 experience difficulty mastering state standards.</p>	<p>direct instruction, pre teaching, re teaching and checking for understanding.</p> <p>Monseñor Oscar Romero Charter School uses strategies that give primary consideration to extended learning time.</p> <p>Instruction by highly qualified teachers and strategies to attract and keep such teachers.</p> <p>Highly quality and ongoing professional development for teachers, Directors, Administrators, parents and other staff.</p> <p>Effective learning strategies to increase parent involvement.</p>
<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>Not applicable</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>	
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Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<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>	<p>Not applicable</p>

<p>assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.</p> <p>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>Monseñor Oscar Romero Charter 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>Monseñor Oscar Romero Charter School serves students who are in youth services or foster homes. In some classes additional uniforms, and supplies are provided, as need be. An opportunity for additional instructional support is offered.</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</p>	<p>This SPSA has integrated the purposes and requirements of all state and federal categorical programs in which the Monseñor Oscar Romero Charter School participates into this document.</p> <p>The SPSA also serves as the organizer for an individual school’s improvement process. This plan was developed with a deep understanding of the root causes of student academic challenges. In addition, identification and implementation of research-based instructional strategies to raise the</p>

<p>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>achievement of students who are not yet proficient at state standards. This SPSA 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, Monseñor Oscar Romero Charter School's Leadership Team, Teacher Leads, Administrators, staff, Parents and Community Members established priorities as stated in the LEA Plan, an assessment of both state and local quantitative and qualitative student achievement data to evaluate effectiveness of instructional program, and collectively came to the following consensus about solutions.</p>
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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."

	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
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Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	A letter was distributed to all students, families and were notified of their rights to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	Monseñor Oscar Romero Charter School continues to provide school choice and services to eligible students, services offered before and after school and additional hours.

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

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

<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 is mind Monseñor Oscar Romero Charter School honors the commitment and efforts of our parents to become involved, visit the classrooms, work in coordination with Administration, Teachers, their child in making sure we support and sustain their academic achievement. Through these efforts parent workshops, in-services and on-going communication is provided.</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.

	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<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:</p> <p>Even Start Head Start Reading First Early Reading First</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 are addressed.</p>

<p>Other preschool programs</p> <p>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.</p> <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	
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Part III Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

The SSD will comply with all applicable supplement not supplant and maintenance of effort requirements.

(a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

The SSD will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

The SSD will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

The SSD will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

The SSD will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

The SSD has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/SSD Plan to the extent required under Federal law governing each program included in the consolidated application/SSD Plan.

Before the application was submitted, the SSD afforded a reasonable opportunity for public comment on the application and considered such comment.

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

TITLE I, PART A

The SSD, hereby, assures that it will:

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

Ensure, through the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress the school to determine whether it is making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in Section 1111(b)(3) within 12 years from the baseline year described in Section 1111(b)(2)(E)(ii).

Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

Develop or identify examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and California Education Code Section 64001.

For schools in school improvement status, ensure that not less than ten percent of their Title I funds are spent to provide professional development (in the area[s] of identification to teachers and Directors, Administrators) for each fiscal year.

Prepare and disseminate an annual SSD report card in accordance with Section 1111(h)(2).

TITLE I, PART D – SUBPART 2

Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

The SSD, hereby, assures that:

The SSD will comply with Section 9501 (regarding participation by private school children and teachers).

The SSD has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give Directors, Administrators the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was

conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

The SSD will assure compliance with the requirements of professional development as defined in Section 9101 (34).

TITLE II, PART D

The SSD has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

Strategies for using technology to improve academic achievement and teacher effectiveness.

Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.

Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.

Ongoing, sustained professional development for teachers, Directors, Administrators, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.

A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.

A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.

Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.

Collaboration with adult literacy service providers.

Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.

Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

The SSD must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

Any SSD that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA that the SSD will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school: has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and is enforcing the operation of such technology protection measure during any use of such computers by minors; and has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.

Any SSD that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

The SSD assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the SSD Plan.

The SSD will be accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

The SSD is complying with Section 3302 prior to, and throughout, each school year.

The SSD annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

The SSD has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

The SSD ensures that the programs will enable English Learners to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

The SSD is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

The SSD assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of private schools to be served, teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

The SSD assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

The SSD has a plan for keeping the school safe and drug-free that includes:

Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

Security procedures at school and while students are on the way to and from school.

Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.

A crisis management plan for responding to violent or traumatic incidents on school grounds.

A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:

Allows a teacher to communicate effectively with all students in the class.

Allows all students in the class to learn.

Has consequences that are fair, and developmentally appropriate.

Considers the student and the circumstances of the situation.

Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

will be used to make decisions about appropriate changes in programs for the subsequent year;

will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and

will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

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

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

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

Other

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

Print Name of Superintendent

Signature of Superintendent

Date

School Site Council Recommendations and Assurances

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

The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (list)

The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This school plan was adopted by the school site council at a public meeting on: _____.

Attested:

Typed name of school Directors, Administrators Administrators	Date	Signature of school Directors,
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Typed name of SSC chairperson	Signature of SSC chairperson	Date
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APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in Section 1111(h)(1)(C)(i).)

Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in Section 1111(h)(C)(i).)

Performance indicator: The percentage of Title I schools that make adequate yearly progress.

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

Performance indicator: The percentage of limited-English-proficient

students, determined by cohort, who have attained English proficiency by the end of the school year.

Performance indicator: The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

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

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

Performance indicator: The percentage of classes being taught by “highly qualified” teachers (as the term is defined in Section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in Section 1111(h)(1)(C)(viii) of the ESEA).

Performance indicator: The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in Section 9101(34).)

Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in Section 1119(c) and (d).)

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

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

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

Performance indicator: The percentage of students who graduate from high school, with a regular diploma:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

Performance indicator: The percentage of students who drop out of school:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

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

Academic Performance Index (API)

<http://www.cde.ca.gov/psaa/api/index.htm>

California Basic Educational Data System (CBEDS)

<http://www.cde.ca.gov/demographics/coord/>

California English Language Development Test (CELDT)

<http://www.cde.ca.gov/statetests/celdt/celdt.html>

California High School Exit Exam (CAHSEE)

<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>

California Standardized Test (SMARTER BALANCED)

<http://www.cde.ca.gov/statetests/index.html>

DataQuest

<http://data1.cde.ca.gov/dataquest/>

School Accountability Report Card (SARC)

<http://www.cde.ca.gov/ope/sarc/>

Standardized Testing and Reporting (STAR) Program

<http://www.cde.ca.gov/statetests/star/index.html>

Guide and Template for the Single Plan for Student Achievement

<http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>

Guide and Template for the Local Educational Agency Plan

<http://www.cde.ca.gov/nclb/sr/le/>

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:

Research-based Activities	Research Summaries Supporting Each Activity:
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81

	Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

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
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B

Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A

Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C

Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B