

§ 15497. Local Control and Accountability Plan and Annual Update

Introduction:

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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local Educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability r

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>The involvement of all stakeholders has been a tiered process that provides the opportunity for all; teachers, administrators, Board Members, parents, community members and others to closely review data and discuss the school’s priorities as it related to all facets of an educational process. The Bert Corona Charter School reviews all internal data on an ongoing basis, benchmarks, Success For All, Teachers assessments, grades and also the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) at the state and federal level.</p> <p>Parent Meetings:</p> <p><u>Parent Conference Week:</u> October 24-28, 2013 March 24-28, 2014</p> <p><u>Informational Night Meetings:</u> April 8, 2014 April 29, 2014 May 13, 2014 June 10, 2014</p> <p><u>Parent Advisory Meetings:</u> September 19, 2013 October 17, 2013 November 14, 2013 February 7, 2014 May 21, 2014</p> <p><u>Back to School Night</u> January 14, 2014</p>	<p>VISION</p> <p>Our school is named in honor of and inspired by Bert Corona, a prominent Latino community-organizer who dedicated his life to lead the struggle of poor immigrant communities in California and across the nation for social and economic justice. Above all, he never failed to give eloquent and insistent voice to the cardinal importance of education. Bert Corona believed in the Jeffersonian ideal that without an intelligent citizenry, democracy and its attendant ideals become quite impossible.</p> <p>MISSION</p> <p>The Bert Corona Charter School prepares urban students in grades 5-8 for academic success and active community participation. The school is located in the Northeast San Fernando Valley of Los Angeles, California, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area come from predominantly Latino immigrant families where Spanish is spoken in the home. A significant number of area public school students are eligible for federal free or reduced meals, indicative of the high poverty levels in the area. The Bert Corona Charter School seeks to close the achievement gap for these students by providing clear and high expectations for all students to achieve a personalized and supportive learning environment that recognizes students’ accomplishments, family-school-community partnerships and service, and integrated technology in the classroom.</p> <p>The Bert Corona Charter School’s mission is to:</p> <ul style="list-style-type: none"> • Prepare students for academic success in high school; as well as, post-secondary education. College and Career Readiness. • Prepare students to be responsible and active participants in their community.

Involvement Process	Impact on LCAP
	<ul style="list-style-type: none"> • Enable students to become life-long learners. <p>Inspired by Bert Corona, students at the Bert Corona Charter School will become active citizens characterized by the ideals of a diverse and democratic society. Our students will provide service to their community, take responsibility for their own learning, and develop the habits of mind that will empower them to be successful in high school. Furthermore, the critical thinking skills and the habits of mind students develop while under the care of Bert Corona Charter school will prepare them for the rigors the college and career world.</p> <p>In accordance with the Expected Schoolwide Learning Results (ESLRs), every student who graduates from Bert Corona Charter School will be:</p> <ul style="list-style-type: none"> • An <i>Effective Communicator</i>, able to read, write, converse and listen for a variety of purposes • An <i>Information Manager</i>, able to locate, access, organize, evaluate and apply information in a complex and technological world • A <i>Problem Solver</i>, able to apply a variety of thinking, creative and computing skills to produce solutions for practical and theoretical problems • A <i>Productive Member of Society</i>, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community • A <i>Lifelong Learner</i>, 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 <p>In addition:</p> <ul style="list-style-type: none"> • Clear focus on student academic achievement • Continued implementation of Common Core State Standards (CCSS) • Continue to address the needs of all sub-groups, English Learners (EL), Special Needs, and other. • Focus on providing guided teaching, direct instruction and

Involvement Process	Impact on LCAP
	<p>support to student learning at all levels.</p> <ul style="list-style-type: none"> • Supplemental and intervention at all levels of learning. • Partnership with parents to provide support for their child or children. • Offer options for parent participation, workshops and school support. Connecting all to community opportunities. • Involvement of community, foundations and supports to increase student academic achievement parameters (mastery) and economically providing for student access. • Actively giving students opportunities to visit colleges and universities. • College readiness for all students
Involvement Process	Impact on LCAP
<p>Bert Corona Charter Schools used the following quantitative data for goal setting process:</p> <ul style="list-style-type: none"> • Attendance rate • Suspension Rate • Graduation Rate • Monitoring data • Data on teacher assignments • Instructional materials use rate • English Learner reclassification rate • Parent Surveys • Academic Performance Index (API) • Adequate Yearly Progress (AYP) • Success for All • Quarterly School Benchmarks 	<ul style="list-style-type: none"> • Clear focus on student academic achievement • Support in Common Core State Standards (CCSS) • Continue to address the needs of all sub-groups, English Learners (EL), Special Needs, and other. • Focus on providing guided teaching, direct instruction and support to student learning at all levels. • Supplemental and intervention at all levels of learning. • Partnership with parents to provide support for their child or children. • Offer options for parent participation, workshops and school support. Connecting all to community opportunities. • Involvement of community, foundations and supports to increase student academic achievement parameters (mastery) and economically providing for student access. • Actively giving students opportunities to visit colleges and universities. • College readiness for all students

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1. What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
2. What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
3. What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
4. What are the LEA’s goal(s) to address locally-identified priorities?
5. How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6. What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
7. What information was considered/reviewed for individual school sites?
8. What information was considered/reviewed for subgroups identified in Education Code section 52052?

9. In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate “all” for all pupils.)	School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
<p>Need: To ensure that all students are instructed by teachers who are fully credentialed and “highly Qualified.</p> <p>Metrics: Teacher assignments CA Commission on Teacher Credentialing; CALPADS Report, NCLB Core Course Section Compliance, Annual publication of School Accountability Report Card</p>	<p>Goal 1</p> <p>Teachers are fully credentialed, as defined by the CA Commission on Teaching Credentialing, in the subject areas and for the pupils they are teaching.</p>	All significant groups, subgroups	All Students	100% of teachers will hold NCLB required authorizations	100%	100%	100%	<p>State Priority #1.</p> <p>Teachers assignments</p>

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<p>Need: To provide access to standards-aligned Instructional Materials</p> <p>Metric: Administrators and faculty review all instructional materials before purchases.</p>	<p>Goal 2</p> <p>Students will have access to standards-aligned materials and additional instructional materials as outline in our charter petition</p>	All Students	All Students	100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our Charter Petition	100%	100%	100%	State Priority #1. Standards aligned instructional materials
<p>Need: -Facilities: Provide and maintain Basic Services for students</p> <p>Metric: Daily general cleaning by custodial staff will maintain campus cleanliness; logs are competed on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed, cleanliness spot checks will also be</p>	<p>Goal 3</p> <p>Maintain a clean and safe school facility.</p> <p>Daily spot checks are conducted</p>	All Students	All Students	Annually, 90% of all items on Monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. If it is urgent or a safety related corrections it	90%	90%	100%	State Priority #1. School facilities are maintained in good repair (E.C.§17002(d))

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate “all” for all pupils.)	School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
performed				will be corrected immediately.				
<p>Need: CA Common Core State Standards Implementation</p> <p>Metric: Identify and participate in intensive professional development and training on teaching and learning the CA CCSS.</p> <p>Classroom observations by administrators and documented in IObservation platform</p>	<p>Goal 4</p> <p>Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS)</p>	All	All Students	Professional Development Calendar and Agendas will serve as evidence of participation by teachers in PD’s	100%	100%	100%	<p>State Priority #2 – To provide for student academic achievement Student engagement</p> <p>Implementation</p>
<p>Need: Implement CCSS for EL Students & access Academic Content</p> <p>Metric: Knowledge: To be measured by teacher lesson plans; daily class schedule; class rosters, benchmark assessments and administrator classroom observations</p>	<p>Goal 5</p> <p>All students will gain academic content knowledge through the implementation of the CA CCSS</p>	All Students	All Students	To be measured by student academic achievement results and ongoing benchmarks	100%	100%	100%	<p>State Priority #2 – Student academic Achievement Student Engagement</p>

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate “all” for all pupils.)	School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
<p>Need: Parent Input access to opportunities for participation and input on decision-making</p> <p>Metric: To be measured by all parent meeting, council, and committee agendas, minutes and sign ins.</p>	<p>Goal 6</p> <p>Maintain Parent Advisory Council (PAC), Parent Committee, and Parent Workshops</p>	All Students	All Students	Each Spring, the PAC nominates and elected parents to serve as new members, hold quarterly PAC meetings.	2 parent members	2 parent members	2 parent members	State Priority #3. Parent Involvement Promotion of parental participation
<p>Need: Promoting Parent Participation & Decision-Making Opportunities</p> <p>Metric: Conduct at minimum of six (6) family meetings per year July 1-June; to include at minimum two Student Led Conferenced (SLC’s)</p>	<p>Goal 7</p> <p>Conduct at minimum of six (6) family meetings per year July 1-June; to include at minimum two Student Led Conferenced (SLC’s)</p>	All Students	All Students	Administrators will develop a calendar to include Family Meetings; Collaboratively Design Objectives and Agendas for Family Members.	8 Total Family Meetings/2 Student Led Conferenced	8 Total Family Meetings/2 Student Led Conferenced	8 Total Family Meetings/2 Student Led Conferenced	State Priority #3. A minimum of six (6) family meetings, two of which are SLC’s Calendar; Family Meeting Agenda, Sign-in Sheets
<p>Need: All Students Achieving; SMARTER BALANCE/CAASPP: ELA/ LITERACY AND MATHEMATICS</p> <p>Metric: Percentage of students at every applicable grade</p>	<p>Goal 8</p> <p>Percentage of students at every applicable grade level, including all student subgroups, score at a higher</p>	All Students	All Students	SMARTER BALANCE/CAASPP Score reports	To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state	To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state	To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state	State Priority # 4 –

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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level, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, foster youth will score at higher proficiency rates than local schools within a 5 mile radius on the SMARTER BALANCE?CAASPP Need: BALANCE/CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.	proficiency rate than local schools on the Smarter Balance/CAASPP statewide assessment in the area of English Language Arts/ Literacy and Mathematics				standardized assessments goals	standardized assessments goals	standardized assessments goals	
Need: School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education. Metric: Results on administered assessment.	Goal 9 School will meet the annual API Growth Target Schoolwide and Subgroups, or equivalent, as	All Students	All Students	Classroom instruction will incorporate testing strategies in preparation for the SMARTER BALANCE/CAASPP	Meet Schoolwide & Subgroup Growth targets	Meet Schoolwide & Subgroup Growth targets	Meet Schoolwide & Subgroup Growth targets	State Priority # 4 –

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	mandated by the CS State Board of Education.							
Need: All Students College and Career Ready Metric: Completion of Presentation of Learnings, Service-Learning Projects, and show growth/mastery of academic achievement standards.	Goal 10 Students are on track to be college and career ready	All Students	All Students	Use Guided Reading Strategies, Achieve3000 or similar program; assess Lexile Levels	All students will increase reading lexile levels by +40 by the end of the school year.	All students will increase reading lexile levels by +40 by the end of the school year	All students will increase reading lexile levels by +40 by the end of the school year	State Priority #4 Completion of Presentation of Learning
Need: To increase number of English Learners (EL) reclassified as Fluent English Proficient Metric: CELDT or other available external assessment.	Goal 11 EL students will advance at least one performance level per the CELDT or similar assessment each academic year,	All	All Students	Achieve similar or higher rate of EL growth compared to the District on the CELDT (or similar) scale each year.	Achieve similar or higher rate of EL growth compared to the District on the CELDT (or similar) scale each year.	Achieve similar or higher rate of EL growth compared to the District on the CELDT (or similar) scale each year.	Achieve similar or higher rate of EL growth compared to the District on the CELDT (or similar) scale each year.	State Priority #4 Completion of Presentation of Learning Advance 1 level

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<p>Need: EL Reclassification Rates</p> <p>Metric: CELDT or other available external assessments; reclassification rate.</p>	<p>Goal 12 EL reclassification rate will meet or exceed the District's reclassification rate and ELs will meet Annual Measurable Achievement Objectives (AMAOs)</p>	All EL Students		Meet or exceed the District's EL reclassification rate, meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassification rate, meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassification rate, meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassification rate, meet or exceed annual AMAOs.	<p>State Priority #4 Completion of Presentation of Learning Advance 1 level</p>
<p>Need: Students need to feel connected to school in order increase attendance, student learning and academic outcomes.</p> <p>Metric: Attendance Rates</p>	<p>Goal 13 School will maintain a high Average Daily Attendance (ADA) rate.</p>	All Students	All Students	School will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled: Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.	ADA will be at least 96%	ADA will be at least 96%	ADA will be at least 96%	<p>State Priority #5. Monthly Quarterly Annually ADA report</p>

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<p>Need: Decrease Student Absenteeism Rates</p> <p>Metric: Student attendance rates</p>	<p>Goal 14 Students will have a minimum number of absences in any school year</p>	All Students	All Students	Parents and students will be informed of our attendance policies specified in our Student/Parent Handbook given out at the beginning of every year and to in-year enrollees	96%	96%	96%	<p>State Priority #5. Monthly Quarterly Annually ADA report PowerSchool</p>
<p>Need: Decrease Middle School Dropout Rate</p> <p>Metric: Student attendance rate and monitoring of student retention rates</p>	<p>Goal 15 School will retain and promote 6th – 8th grade students.</p>	All Students	All Students	School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting	90% < 3	90% < 3	90% < 3	<p>State Priority #5. Monthly Quarterly Annually ADA report CALPADS</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
				and placement.				
<p>Need: Decrease Pupil Suspension/Expulsion Rates</p> <p>Metric: Student suspension/expulsion rates</p>	<p>Goal 16 Bert Corona Charter School will maintain a low annual expulsion rate.</p>	All Students	All Students	<p>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns. Alternatives to Suspension will be considered prior to administering consequences school will use Family Support Team process that mirrors the School Support Team model.</p>	Annually ≤ 1% of enrolled students will be expelled.	Annually ≤ 1% of enrolled students will be expelled.	Annually ≤ 1% of enrolled students will be expelled.	<p>State Priority #5. Monthly Quarterly Annually School Accountability report Card Welligent CALPADS</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
<p>Need: OTHER - SCHOOL CONNECTEDNESS</p> <p>Metric: Results of documentation related to ADA, CALPADS, Surveys</p>	<p>Goal 17 Students, parents and teachers will feel a sense of community and connectedness.</p>	All Students	All Students	<p>Students actively participate throughout the school year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings further enhances family's sense of belonging and community. Bert Corona Charter School will continue to devise and administer satisfaction surveys to parents, students, and teachers annually.</p>	85% approval rating	85% approval rating	85% approval rating	<p>State Priority #5. Monthly Quarterly Annually ADA report CALPADS Surveys</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
<p>Need: Course Access All students have access to, and are enrolled in, a broad course of study, Including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; etc. §42238.02) <i>and students with exceptional needs.</i> <i>"broad course of study"</i> Metric: Course Schedules, Teacher lesson plans, & WASC Review</p>	<p>Goal 18 Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to and enroll in our academic and educational program as outlined in the school's charter</p>	All Students	All Students	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available.	100%	100%	100%	State Priority #7 Student, Teacher, Course and grade level schedules
<p>NEED: Data-Driven Decision-making and Culture</p> <p>Metric: Students demonstrate expected growth from Pre to B1, Pre to B2, and Pre to Post on School-Wide Formative and Benchmark Assessments.</p>	<p>Goal 19 Teachers receive dashboards with past student performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students</p>	All Students	All Students	Overall, we expect between 5 and 10% of students to score proficient on one or more of pre-assessments, and we expect between 55 and 68% of students to reach proficiency at B1, B2, Post (Baseline is based on CA STAR assessments and delivery methods.)	85% achieve expected growth	85% achieve expected growth	85% achieve expected growth	State Priority #8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
	expected performance relative to the proficiency standard.							
Need: Growth Metric: Documentation of student participation in intervention and accelerated learning programs	Goal 20 Teachers receive dashboards with past students' performance and expectations for future performance. Teachers/ Leaders augment instructional Activities and efforts based on students expected performance relative to the proficiency standard.	All Students	All Students	Consistent with state requirements, all students will reach growth expectation. Initial expectations for achievement will be based on State determined AMO, but augmented as results become clear with Common Core State Standards.	Meet or exceed District outcomes	Meet or exceed District outcomes	Meet or exceed District outcomes	State Priority #8 SMARTER BALANCE/CAASPP reports Reports by students, classroom, and school level, with filters available for academic cohorts, critical sub-groups.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017	
<p>Need: Social Responsibility Domain</p> <p>Metric: Students completed community service Project</p>	<p>Goal 21 All students will demonstrate a commitment to citizen-scholarship through service, leadership, and advocacy in the community</p>	All Students	All Students	6 th graders participate in learning experiences in Advisory about community service; 7 th graders conduct research and needs analysis, complete outreach and at minimum one group project; 8 th graders complete at least one group project and one individual project. 95% of students will complete their community service by culmination	90% Complete Community Service Project	90% Complete Community Service Project	90% Complete Community Service Project	Complete Community Service Project

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

All Pupils							
Goal	Related State and Local Priorities	Actions and	Level of	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 1 Teachers are fully credentialed, as defined by the CA Commission on Teaching Credentialing, in the subject areas and for the pupils they are teaching.</p>	Priority 1: Basic Services	Increase Teacher Salaries to attract and recruit highly qualified teachers. Teacher Assignment Audit, Review	All	Semi-Annually July/ August & January	<p>ACTIONS/SERVICES Human Resources review of all teacher assignments at beginning of year and beginning of second semester. Refine Human Resources Department recruitment practices to include specific outreach to universities and partnerships Utilize Teacher Match in screening applications. Maintain current staffing in Human Resources Department.</p> <p>ANTICIPATED EXPENDITURE \$25K (LCFF)</p>	<p>ACTIONS/SERVICES Human Resources review of all teacher assignments at beginning of year and beginning of second semester. Refine Human Resources Department recruitment practices to include specific outreach to universities and partnerships Utilize Teacher Match in screening applications. Maintain current staffing in Human Resources Department.</p> <p>ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>	<p>ACTIONS/SERVICES Human Resources review of all teacher assignments at beginning of year and beginning of second semester. Refine Human Resources Department recruitment practices to include specific outreach to universities and partnerships Utilize Teacher Match in screening applications. Maintain current staffing in Human Resources Department.</p> <p>ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>

<p>Goal 2</p> <p>Students will have access to standards-aligned materials and additional instructional materials as outline in our charter petition</p>	<p>Basic</p>	<p>Site Materials Survey</p>	<p>All</p>	<p>Semi-Annually July/ August & January</p>	<p>ACTIONS/SERVICES Purchase CCSS aligned materials in ELA and math. Purchase NGSS aligned materials in science.</p> <p>ANTICIPATED EXPENDITURE \$55K (LCFF, CC)</p>	<p>ACTIONS/SERVICES Review instructional materials to align with CCSS and NGSS. Purchase additional instructional materials aligned with CCSS and NGSS. When state adopts standards in social science- begin alignment of current instructional materials to social science standards.</p> <p>ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>	<p>ACTIONS/SERVICES Review instructional materials to align with CCSS and NGSS. Purchase additional instructional materials in ELA, math and science. Purchase social science standards aligned instructional materials.</p> <p>ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>
<p>Goal 3</p> <p>Maintain a clean and safe school facility.</p>	<p>Basic</p>	<p>Site Materials Survey</p>	<p>All</p>	<p>Semi-Annually August & January</p>	<p>ACTIONS/SERVICES Create Maintenance, Repair and Renovation scheduling process, procedures and protocols. Conduct audit of facilities. Increase staffing in Maintenance and Operations in areas identified as needed by audit.</p> <p>ANTICIPATED EXPENDITURE \$80K (LCFF)</p>	<p>ACTIONS/SERVICES Begin implementation of Maintenance, Repair and Renovation Schedule. Audit facilities' needs again to determine additional staffing needs.</p> <p>ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>	<p>ACTIONS/SERVICES Audit facilities' needs to determine additional staffing needs.</p> <p>ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>

<p>Goal 4</p> <p>Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS)</p>	<p>Implementation of State Common Core Standards</p>	<p>Director of Curriculum & leads, teacher release time, instructional coaches, consultants, conferences, site-based technology operational support, and instructional materials.</p>	<p>All</p>	<p>Semi-Annually Dec. & June</p>	<p>ACTIONS/SERVICES Director of Curriculum & Innovation Teachers released from classroom assignment to create common formative assessments and to analyze results of common formative assessments. Additional iPad purchases to support classroom implementation of CCSS and NGSS. Technology integrators are paid a stipend to provide classroom support for teachers Bert Corona Charter School staff participates in cultural proficiency training. . Special Education staff trained on how to write Individual Education Plan goals aligned to the CCSS and NGSS. ANTICIPATED EXPENDITURE Director of Curriculum & Innovation Teacher Release Subs (CCSS Funds) Additional technology Technology Coach \$115K (LCFF)</p>	<p>ACTIONS/SERVICES Director of Curriculum & Innovation Teachers released from classroom assignment to create common formative assessments and to analyze results of common formative assessments. Additional iPad purchases to support classroom implementation of CCSS and NGSS. Technology integrators are paid a stipend to provide classroom support for teachers Bert Corona Charter School staff participates in cultural proficiency training. . Special Education staff trained on how to write Individual Education Plan goals aligned to the CCSS and NGSS. ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>	<p>ACTIONS/SERVICES Director of Curriculum & Innovation Teachers released from classroom assignment to create common formative assessments and to analyze results of common formative assessments. Additional iPad purchases to support classroom implementation of CCSS and NGSS. Technology integrators are paid a stipend to provide classroom support for teachers A Bert Corona Charter School staff participates in cultural proficiency training. . Special Education staff trained on how to write Individual Education Plan goals aligned to the CCSS and NGSS. ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>
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Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 5</p> <p>All students will gain academic content knowledge through the implementation of the CA CCSS</p>	Pupil Achievement	Instructional coaches, LEAD TEACHERS, release time for professional learning, consultants, conferences, summer professional learning, PLC leads and liaisons, FTE for extended learning time	Schoolwide	Semi- Annually December & June	<p>ACTIONS/SERVICES</p> <p>All site administrators insure that all teachers deliver effective CCSS- aligned instruction in E/LA and math. Using the PLC process, all site administrators and teachers monitor the academic progress of all students and provide support to insure grade-level mastery in ELA and math. Staff is provided professional development in differentiated instruction. LEAD TEACHERSs provide teacher support, as requested by teacher. All staff trained on appropriate modifications for students with disabilities when taking the state assessment. Special Education staff will insure that all IEPs contain the appropriate modifications for students with disabilities when taking the state assessment.</p> <p>ANTICIPATED EXPENDITURE \$75K (LCFF, EPA, SPED funding)</p>	<p>ACTIONS/SERVICES</p> <p>Implement a research-based model of acceleration for pupil achievement. Expand and support the Charger academy.</p> <p>ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>	<p>ACTIONS/ SERVICES</p> <p>Continued evaluation</p> <p>ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>

<p>Goal 6</p> <p>Maintain Parent Advisory Council (PAC), Parent Committee, and Parent Workshops</p>	<p>Parent Involvement</p>	<p>Will be determined by action plan</p>	<p>All</p>	<p>Semi-Annually (December & June)</p>	<p>ACTIONS/SERVICES Maintain committee of stakeholders. Use Parent Resource Center to coordinate outreach among school and to provide opportunities for parents to learn how best to meet their pupils' needs Use Parent Resources to increase outreach and awareness about learning differences Continue funding Outreach and Awareness consultant Develop action plans to address indicators for parent involvement.</p> <p>ANTICIPATED EXPENDITURE \$25K (LCFF)</p>	<p>ACTIONS/SERVICES Continued evaluation the implementation of the action plans.</p> <p>ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>	<p>ACTIONS/SERVICES Continued evaluation the implementation of the action plans.</p> <p>ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>
<p>Goal 7</p> <p>Conduct at minimum of six (6) family meetings per year July 1-June; to include at minimum two Student Led Conferenced (SLC's)</p>	<p>Parent Involvement</p>	<p>Will be determined by action plan</p>	<p>All</p>	<p>Semi-Annually (December & June) Ongoing</p>	<p>(Same as above)</p>	<p>(Same as above)</p>	<p>(Same as above)</p>
<p>Goal 8</p> <p>Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balance/CAASPP statewide assessment in the area of English Language Arts/ Literacy and Mathematics</p>	<p>Other Pupil Outcomes</p>	<p>Will be determined by action the action plan.</p>	<p>All</p>	<p>Semi-Annually December and June</p>	<p>ACTIONS/SERVICES Develop and implement common formative assessments in literacy for English Language Arts and Mathematics</p> <p>ANTICIPATED EXPENDITURE \$2K (LCFF)</p>	<p>ACTIONS/SERVICES Using the data from common formative assessments, all site administrators and teachers monitor academic achievement of all students to ensure grade-level mastery in English Language Arts and Mathematics</p> <p>ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>	<p>ACTIONS/SERVICES Continued evaluation of the implementation of the action plans.</p> <p>ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>

<p>Goal 9 School will meet the annual API Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CS State Board of Education.</p>	All Students	Will be determined by action the action plan.	All	Semi-Annually December and June Ongoing	<p>ACTIONS/SERVICES Develop and implement common formative assessments in literacy for all subjects</p> <p>ANTICIPATED EXPENDITURE \$2K (LCFF)</p>	<p>ACTIONS/SERVICES Using the data from common formative assessments, all site administrators and teachers monitor academic achievement of all students to ensure grade-level mastery</p> <p>ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>	<p>ACTIONS/SERVICES Continued evaluation of the implementation of the action plans.</p> <p>ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>
<p>Goal 10 Students are on track to be college and career ready</p> <p>All pupils achieve at or above grade level in science and social studies</p>	All Students	Will be determined by action the action plan.	All	Semi-Annually December and June Ongoing	<p>ACTIONS/SERVICES Develop and implement common formative assessments in literacy for all subjects</p> <p>Develop and implement additional units of Project Lead the Way (science units)</p> <p>ANTICIPATED EXPENDITURE \$2K (LCFF)</p>	<p>ACTIONS/SERVICES Using the data from common formative assessments, all site administrators and teachers monitor academic achievement of all students to ensure grade-level mastery</p> <p>ANTICIPATED EXPENDITURE Evaluation of programs will determine changes</p>	<p>ACTIONS/SERVICES Continued evaluation of the implementation of the action plans.</p> <p>ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>

<p>Goal 11 EL students will advance at least one performance level per the CELDT or similar assessment each academic year,</p>	<p>Implementation of Common Core State Standards and NEXT Generation</p>	<p>Adopt, purchase and implement Achieve 3000 NEXT Generation</p>	<p>All</p>	<p>Semi-Annually December and June Ongoing</p>	<p>ACTIONS/SERVICES 1. Teachers will implement the Achieve3000 in all 2. All pupils are administered grade-level appropriate common formative assessments of ELA. 3. Provide professional learning on ELD strategies to all teachers (ELA, math, science, and social science). ANTICIPATED EXPENDITURE \$20K (LCFF)</p>	<p>ACTIONS/SERVICES All teachers implement the grade level CCSS and NGSS curriculum and use common assessment/ formative assessments to evaluate instruction. Establish metrics for this. ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>	<p>ACTIONS/SERVICES Monitor the progress of all actions in year two based on established metrics. ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>
<p>Goal 12 EL reclassification rate will meet or exceed the District's reclassification rate and ELs will meet Annual Measurable Achievement Objectives (AMAOs)</p>	<p>Implementation of Common Core State Standards and NEXT Generation</p>	<p>Reclassification Criteria</p>	<p>All</p>	<p>Semi-Annually December and June Ongoing</p>	<p>ACTIONS/SERVICES Implement the reclassification criteria ANTICIPATED EXPENDITURE No additional Cost</p>	<p>ACTIONS/SERVICES Evaluation the effectiveness of the reclassification criteria. ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>	<p>ACTIONS/SERVICES Ensure use of reclassification criteria ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>

All Pupils

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/services	What actions are performed or services provided in each year and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17

<p>Goal 13 School will maintain a high Average Daily Attendance (ADA) rate.</p>	<p>Pupil Engagement</p>	<p>To be determined after an extensive evaluation and support action plan.</p>	<p>All</p>	<p>Semi-Annually December & June</p>	<p>Evaluate reasons for absenteeism and develop and implement an action plan to increase attendance. Site administration will review monthly and annual attendance reports and make adjustments to their action plan. Train all staff on positive behavior intervention and support model to increase pupil connections to school.</p> <p>Perform a study to evaluate reasons for absenteeism and develop and implement an action plan to increase attendance.</p> <p>ANTICIPATED EXPENDITURE \$20K (LCFF)</p>	<p>Continued evaluation the implementation of the action plan and make adjustments as warranted by the metrics. Continue training of staff on positive behavior intervention and support model to increase pupil connections to school.</p> <p>ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>	<p>Continued evaluation of the implementation of the action plan and make adjustments as warranted by the metrics.</p> <p>ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>
<p>Goal 14 Students will have a minimum number of absences in any school year</p>	<p>Pupil Engagement</p>	<p>To be determined after an extensive evaluation and support action plan.</p>	<p>All</p>	<p>Semi-Annually December & June</p>	<p>Evaluate reasons for absenteeism and develop and implement an action plan to increase attendance. Site administration will review monthly and annual attendance reports and make adjustments to their action plan. Train all staff on positive behavior intervention and support model to increase pupil connections to school.</p> <p>Perform a study to evaluate reasons for absenteeism and develop and implement an action plan to increase attendance.</p> <p>ANTICIPATED EXPENDITURE Same as above</p>	<p>Continued evaluation the implementation of the action plan and make adjustments as warranted by the metrics. Continue training of staff on positive behavior intervention and support model to increase pupil connections to school.</p> <p>ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>	<p>Continued evaluation of the implementation of the action plan and make adjustments as warranted by the metrics.</p> <p>ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>

<p>Goal 15 School will retain and promote 6th – 8th grade students.</p>	<p>Pupil Engagement</p>	<p>To be determined after an extensive evaluation and support action plan.</p>	<p>All</p>	<p>Semi-Annually December & June</p>	<p>Evaluate reasons for absenteeism and develop and implement an action plan to increase attendance. Site administration will review monthly and annual attendance reports and make adjustments to their action plan. Train all staff on positive behavior intervention and support model to increase pupil connections to school. Perform a study to evaluate reasons for absenteeism and develop and implement an action plan to increase attendance.</p> <p>ANTICIPATED EXPENDITURE</p> <p>Same as above</p>	<p>Continued evaluation the implementation of the action plan and make adjustments as warranted by the metrics. Continue training of staff on positive behavior intervention and support model to increase pupil connections to school.</p> <p>ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>	<p>Continued evaluation of the implementation of the action plan and make adjustments as warranted by the metrics.</p> <p>ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>
<p>Goal 16 Bert Corona Charter School will maintain a low annual expulsion rate.</p>	<p>Pupil Engagement</p>	<p>To be determined after an extensive evaluation and development of an action plan.</p>	<p>All</p>	<p>Semi-Annually December & June</p>	<p>ACTIONS/SERVICES Develop action plans to address the student behavior indicators from the pupil expulsion analysis. Develop and implement an action plan.</p> <p>ANTICIPATED EXPENDITURE</p> <p>\$90K (LCFF)</p>	<p>ACTIONS/SERVICES Evaluate the implementation of the action plan and make adjustments as warranted by the metrics. Evaluate the effectiveness of reducing expulsions.</p> <p>ANTICIPATED EXPENDITURE</p> <p>Evaluation of programs will determine changes in funding for specific programs.</p>	<p>ACTIONS/SERVICES Continued evaluation</p> <p>ANTICIPATED EXPENDITURE</p> <p>Evaluation of programs will determine changes in funding for specific programs.</p>

All Pupils

	Related State Priorities		Level of Service	Annual Update: actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 17 Students, parents and teachers will feel a sense of community and connectedness.</p>	School Climate	Develop and administer a survey.	All	Annually June	<p>ACTIONS/SERVICES Survey pupils, staff, & parents. Evaluate results of surveys. Develop an action plan to address school connectedness</p> <p>ANTICIPATED EXPENDITURE \$1K (LCFF)</p>	<p>ACTIONS/SERVICES Continued evaluation of the implementation of the action plan. ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>	<p>ACTIONS/SERVICES Continued evaluation of the action plans. Evaluation of programs will determine changes in funding for specific programs. ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>
<p>Goal 18 Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to and enroll in our academic and educational program as outlined in the school's charter</p>	Student, teacher, Course and grade level schedules	Annually, 100% of students, including all student subgroups, unduplicated students, and student with exceptional students	All	Ongoing Annual	<p>ANTICIPATED EXPENDITURE No additional cost</p>	<p>ANTICIPATED EXPENDITURE No additional cost</p>	<p>ANTICIPATED EXPENDITURE No additional cost</p>

<p>Goal 19</p> <p>Teachers receive dashboards with past student performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students</p>	<p>Student, teacher, Course and grade level schedules</p>	<p>Annually, 100% of students, including all student subgroups, unduplicated students, and student with exceptional students</p>	<p>All</p>	<p>Ongoing Annual</p>	<p>ANTICIPATED EXPENDITURE</p> <p>No additional cost</p>	<p>ANTICIPATED EXPENDITURE</p> <p>No additional cost</p>	<p>ANTICIPATED EXPENDITURE</p> <p>No additional cost</p>
<p>Goal 20</p> <p>Teachers receive dashboards with past students' performance and expectations for future performance. Teachers/ Leaders augment instructional Activities and efforts based on students expected performance relative to the proficiency standard.</p>	<p>Consistent with state requirements all students will reach growth expectations.</p>	<p>Annually, 100% of students, including all student subgroups, unduplicated students, and student with exceptional students</p>	<p>All</p>	<p>Ongoing Annual</p>	<p>ANTICIPATED EXPENDITURE</p> <p>No additional cost</p>	<p>ANTICIPATED EXPENDITURE</p> <p>No additional cost</p>	<p>ANTICIPATED EXPENDITURE</p> <p>No additional cost</p>
<p>Goal 21</p> <p>All students will demonstrate a commitment to citizen-scholarship through service, leadership, and advocacy in the community</p>	<p>6th graders participate in learning experiences in Advisory about community service; 7th graders conduct research and needs analysis, complete outreach and at minimum one group project; 8th graders complete at least one group project and one individual project. 95% of students will complete their community service by culmination</p>	<p>All</p>	<p>All</p>	<p>Ongoing Annual</p>	<p>ANTICIPATED EXPENDITURE</p> <p>No cost-Students complete community Service Project</p>	<p>ANTICIPATED EXPENDITURE</p> <p>No cost-Students complete community Service Project</p>	<p>ANTICIPATED EXPENDITURE</p> <p>No cost-Students complete community Service Project</p>

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code 42238.01 and/or pupils designated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Subgroups								
Identified Need	Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action		
						Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-17
<p>Need: For English learner pupils, all instruction and curriculum includes English Language Development.</p> <p>Identified Metrics</p> <p>A. California English Language Development Test results indicate at least one year of growth for one year of school for every English learner pupil</p> <p>B. Pupil performance on common formative assessments in all subject areas is equivalent to English only pupils within five (5) years of instruction in the Bert Corona Charter School.</p>	<p>Goal 11: All English learner pupils receive instruction and curriculum that includes explicit and integrated English language development.</p> <p>Within five years of instruction in Bert Corona Charter School all English learners achieve at the same level of English Only pupils.</p>	Implementation of State Standards	Adopt, purchase and implement Achieve3000 Next Generation	All	Semi-Annually December and June	<p>ACTIONS/SERVICES</p> <p>Teachers will implement the Achieve3000 in all</p> <p>All pupils are administered grade-level appropriate common formative assessments of ELA.</p> <p>Provide professional learning on ELD strategies to all teachers (ELA, math, science, and social science).</p> <p>ANTICIPATED EXPENDITURE</p> <p>\$20K (LCFF)</p>	<p>ACTIONS/SERVICES</p> <p>All teachers implement the grade level CCSS and NGSS curriculum and use common assessment/ formative assessments to evaluate instruction. Establish metrics for this.</p> <p>ANTICIPATED EXPENDITURE</p> <p>Evaluation of programs will determine changes in funding for specific programs.</p>	<p>ACTIONS/SERVICES</p> <p>Monitor the progress of all actions in year two based on established metrics.</p> <p>ANTICIPATED EXPENDITURE</p> <p>Evaluation of programs will determine changes in funding for specific programs.</p>

<p>Need: English learner pupils are re-classified as Redesignated English Proficient within three (3) years of instruction in the Bert Corona Charter School.</p> <p>Identified Metrics</p> <p>C. Bert Corona Charter School reclassification criteria/ committee</p> <p>D. Pupil performance on common formative assessments</p> <p>E. Pupil performance on state assessments</p>	<p>Goal 12: All English learner pupils are re- classified as Redesignated English Proficient within five (5) years of instruction</p>	<p>Pupil Achievement</p>	<p>Reclassification Criteria</p>	<p>All</p>	<p>Semi-Annually December and June</p>	<p>ACTIONS/SERVICES Implement the reclassification criteria. ANTICIPATED EXPENDITURE \$2K (LCFF)</p>	<p>ACTIONS/SERVICES Evaluation the effectiveness of the reclassification criteria. ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>	<p>ACTIONS/SERVICES Ensure use of reclassification criteria. ANTICIPATED EXPENDITURE Evaluation of programs will determine changes in funding for specific programs.</p>
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<p>Need:</p> <p>All student significant subgroups Hispanic/Latino, Socioeconomically disadvantaged, English Learners and students with disabilities, along with foster youth., will:</p> <ol style="list-style-type: none"> 1. Have access to Instruction and curriculum that is aligned to the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). 2. Semi-annual audit of classroom 3. Access to Instruction and materials 4. Pupil performance on common formative assessments at grade level in English Language Arts (ELA) and math. 5. Pupil performance on common formative assessments at grade level in science. 	<p>State Priority #1-Basic Services A. Instructional Materials State Priority #4 – Student Achievement Pupil achievement as measured by: Statewide Assessments: ELA/Literacy and Mathematics State Priority #5 – Student Engagement Pupil engagement as measured by: School attendance rates State Priority #6- School Climate As measured by: Pupil Suspension Rates State Priority #6- School Climate As measured by: Pupil Expulsion Rates State Priority #6- School Climate As measured by: School Connectedness State Priority #7 Course Access State Priority #8- Pupil Outcomes</p>	<p>Above and beyond schoolwide supports listed above, support our subgroups:</p> <ol style="list-style-type: none"> 1. Staffing, professional development augmentation and retention enhancement. 2. New teacher support and assistance (BTSA) 3. Enrichment activities and intervention support through computer designed instruction. <p>In addition, in order to specifically meet the needs of our school there will be focused augmentation by school counselor and psychologist, attendance officer, and development of individual learning plans for each student</p>	<p>All student significant subgroups Hispanic/Latino, Socioeconomically disadvantaged, English Learners and students with disabilities, along with foster youth</p>	<p>All</p>	<p>Ongoing</p>	<p>ACTIONS/SERVICES</p> <p>Professional Development</p> <p>Support of subgroups</p> <p>BTSA teacher support training</p> <p>Additional Para-professional</p> <p>Purchase CCSS aligned materials</p> <p>Purchase NGSS</p> <p>Purchase N aligned materials</p> <p>Add Coordinator of Instruction</p> <p>Counselor</p> <p>Technology</p> <p>ANTICIPATED EXPENDITURE</p> <p>\$300K (LCFF, Restricted Federal, Common Core)</p>	<p>ACTIONS/SERVICES</p> <p>Professional Development</p> <p>Support of subgroups</p> <p>BTSA teacher support training</p> <p>Additional Para-professional</p> <p>Purchase CCSS aligned materials</p> <p>Purchase NGSS</p> <p>Purchase N aligned materials</p> <p>Add Coordinator of Instruction</p> <p>Counselor</p> <p>Technology</p> <p>ANTICIPATED EXPENDITURE</p> <p>Evaluation of programs will determine changes in funding for specific programs.</p>	<p>ACTIONS/SERVICES</p> <p>Professional Development</p> <p>Support of subgroups</p> <p>BTSA teacher support training</p> <p>Additional Para-professional</p> <p>Purchase CCSS aligned materials</p> <p>Purchase NGSS</p> <p>Purchase N aligned materials</p> <p>Add Coordinator of Instruction</p> <p>Counselor</p> <p>Technology</p> <p>ANTICIPATED EXPENDITURE</p> <p>Evaluation of programs will determine changes in funding for specific programs.</p>
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Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The Bert Corona Charter School has identified supplemental and concentration grant based on the number and concentration of unduplicated students of \$210,651 in 2014-2015.

Professional Development: Training for school leadership all certificated staff, as well as classified as appropriate, focusing on target population of unduplicated students.

Professional Learning: Teachers on Special Assignments, Teacher planning time, training and support, Achieve3000 training, Restorative approaches, & Cultural proficiency

Additional support and personnel to assist target groups in English Language development, English Language Arts, mathematics and other curricular areas as needed to ensure population of unduplicated students reach proficiency in mastering Common Core State Standards.

Technology: Technology Operational support

Extended Learning time: Achieve3000, ALEK, Adaptive Curriculum classes and math support

Instructional Materials: Achieve3000 software and materials, Science education materials and supplies.

- B. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR

15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Bert Corona Charter School's proportional increase or improvement in services for fiscal year 2014-2015 is 8.93 %.

All of the actions and services as specified in Section 3B provide additional services for low income, foster youth, English learners and re-designated fluent English proficient students by providing additional support and training for teachers specifically designee to focus on the needs of the unduplicated student groups, intervention and enrichment activities and resources for these students, and additional personnel to support the continued student academic achievement.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.