

THE
EDUCATION
CORPS



THE EDUCATION CORPS
MID-CYCLE PROGRESS REPORT

3635 Atlantic Ave
Long Beach, CA 90807

Inyo County Office of Education

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Accrediting Commission for Schools
Western Association of Schools and Colleges

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I. Student/Community Profile

Brief, general description of the school and its programs

Los Angeles Education Corps (LAEC) is a nonprofit organization that provides charter management oversight to two charter schools with seven high school campuses. We serve at-risk students who need a second chance in some of the toughest neighborhoods within greater Los Angeles' urban core. Both charter schools operate as "sister schools" – one single administrative team serves all the campuses, and staff from all seven campuses meet together regularly in departmental teams and for combined staff training. Moreover, both schools share the same WASC Schoolwide Action Plan.

The first charter school is called The Education Corps (TEC). This charter school has three campuses, and provides a high school diploma program for participants of two nonprofit conservation corps partners: the Conservation Corps of Long Beach and the Los Angeles Conservation Corps. These campuses are located in Long Beach, South Los Angeles, and the Pico-Union neighborhood of Los Angeles. Conservation corps participants are typically older (17 to 23 years of age) and never finished high school. The conservation corps provides paid employment and vocational training for these young people, and works with the school to craft a schedule for these young people wherein they can work and go to school at the same time. For example, some students attend school full-time and then have the opportunity to work on the weekends. Other students, however, may participate in a morning work crew (e.g., 7:00am to 12:00pm), and then attend classes afterwards from 12:00pm to 3:00pm. The employment generally serves as a hook to keep these students in school, and it provides a more long-term vocational pathway for them, if they are interested in pursuing a career in urban conservation work.

The second charter school is called College Bridge Academy (CBA). This charter school has four campuses, and provides a high school diploma program for participants connected with other nonprofit organizations that receive Department of Labor (WIAO) funding and/or have a YouthBuild (construction vocational training) program. These partners include Shields for Families, Barrio Action, and Los Angeles Education Corps (note: our nonprofit organization is also a nationally recognized YouthBuild program). These campuses are located in Watts, Compton, Inglewood, and El Sereno (East LA area). Students at these campuses are younger and of more traditional high school age (14 to 18 years of age), but have experienced many of the same challenges as our older students in our other charter school. These students typically have experienced chronic absenteeism, credit deficiency, and may have even dropped out or been kicked out of their larger, traditional neighborhood schools. These campuses' partnering nonprofits provide wrap-around services for these students in the areas of counseling and case management, and YouthBuild provides a vocational training program for them.

All seven campuses are set up as small learning communities of up to 100 students or fewer each. Class sizes are kept small (e.g., 15:1 student-to-teacher ratio), so that students who typically struggled in high school previously can get the more personalized attention they need. Students receive direct instruction from their teachers, as opposed to independent study-style packets (note: many of our students already tried the independent study-style schools and they didn't work for them). The older students receive a more accelerated year-round academic program, with four school quarters, so that they can catch up on their credits more quickly. The younger students have a more traditional school calendar schedule, with two semesters plus summer school. Although our campuses are smaller, we still provide a single prom where students from all campuses come together, and we also provide a graduation ceremony, as well as grad night activities, multiple-day college tours across the state, and some sports teams and other clubs. Overall, formerly reluctant students tend to flourish in this smaller, more relational, family-like atmosphere, with supportive services provided by some strong partnering nonprofits.

The school's vision, mission, and learner outcomes

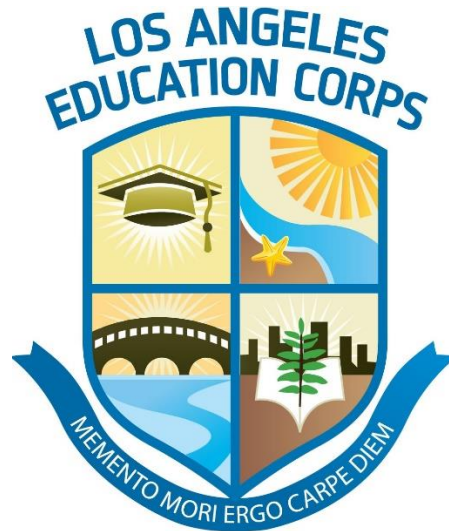
Our **mission statement** reads as follows:

The primary mission of the Los Angeles Education Corps is to create and manage charter schools that provide small, supportive learning communities that meet the educational and personal needs of underserved students resulting in changed lives, families, and generations.

Our school has nine **core values**:

1. *Focus upon disadvantaged communities within the urban core, where help is most urgently needed and impact can be most significant*
2. *Catch students who are falling through our communities' institutional cracks (be "catchers in the rye")*
3. *Put together teams of like-minded staff for whom this vision mirrors their life mission, and is not just a "job"*
4. *Create holistic, relational, supportive, family-like environments for students where they can both learn and heal/grow*
5. *Provide an innovative academic model that allows students who typically were previously unsuccessful to finally understand the material and catch back up*
6. *Create campuses of small learning communities (e.g., 100 students) with small class sizes (e.g., 15-20 students per classroom)*
7. *Expose students to the wonders of the wider world; expand their horizons through transformational trips*
8. *Prepare and help usher students on to post-secondary education and training in college/universities or trade schools (be a "bridge")*
9. *Partner with high quality nonprofit organizations who share similar missions and passions, and who can provide supportive, wrap-around services to our joint participants/students*

Our **school's motto** is, "*Memento mori ergo carpe diem,*" which translated in English is, "Remember you are mortal; therefore, seize the day."



On our **school seal**, you can see there are four quadrants. The top left shows a graduation cap, which is our goal for all students. The bottom left shows a bridge, which we seek to be for students ... from their past to a better future. The bottom right shows green plant inside a book backed by a cityscape, which captures our conservation and YouthBuild goal. The top right shows a starfish stranded on a shore under a rising sun, which is a depiction of modern day parable that is significant to our school and our mission. The parable is called “The Star Thrower,” and it is based on a story written by the American Philosopher, Loren Eiseley. It is roughly told as follows:

An old man had a habit of early morning walks along the beach.

One morning, an unusual overnight tide had washed what looked to be millions of starfish up onto the shore. Way off in the distance, the man could see a person who looked to be darting back and forth, back and forth, between the water and the shore. As he got closer, the man saw that it was a young boy and that he was doing a curious thing. The boy would pick up a starfish, run it down to the water, throw it back into the ocean, and then run back up the shore and repeat the whole process over and over again.

When the old man got close enough, he asked the boy, “Young man, what are you doing?”

The boy replied, “The sun is coming up and the tide is going out, and if I don’t throw the starfish back into the water, then they are going to die.”

“But there are millions of them,” the old man said. “You can’t possibly make a difference.”

The young boy listened politely, paused, and then bent down, picked up another starfish, and threw it safely into the ocean.

“It will make a difference for that one!” the boy said.

Our students are the starfish and we strive to be the boy. We know time is short. We also know that there are thousands of at-risk young people who need help. We endeavor to do our best to assist every one of these young people who are within our reach during the precious time we have with them.

EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRs)

Our Expected Schoolwide Learning Results are as follows:

College Bridge Academy/The Education Corps graduates will be:

Critical Thinkers who:

- Apply, analyze, identify, synthesize and evaluate information and experiences.
- Connect the skills and content learned across the curriculum and evaluate multiple points of view.
- Use the Scientific Method to address a problem, hypothesize, observe, and draw conclusions as they investigate an issue/problem.
- Utilize problem-solving techniques during conflict resolution and to compromise.

Effective Communicators who:

- Demonstrate effective oral and written communication skills through the use of Academic Language at school, with peers and in the community.
- Demonstrate Content area and grade level achievement in Reading, Writing, Mathematics, History and Science.
- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.

21st Century Scholars who:

- Use technology effectively to access, organize, research and present information.
- Demonstrate the ability to integrate technology as an effective tool in their daily lives.
- Have a clear understanding of the UC A-G Course Requirements/Post-secondary requirements.

Socially Responsible Global Citizens who:

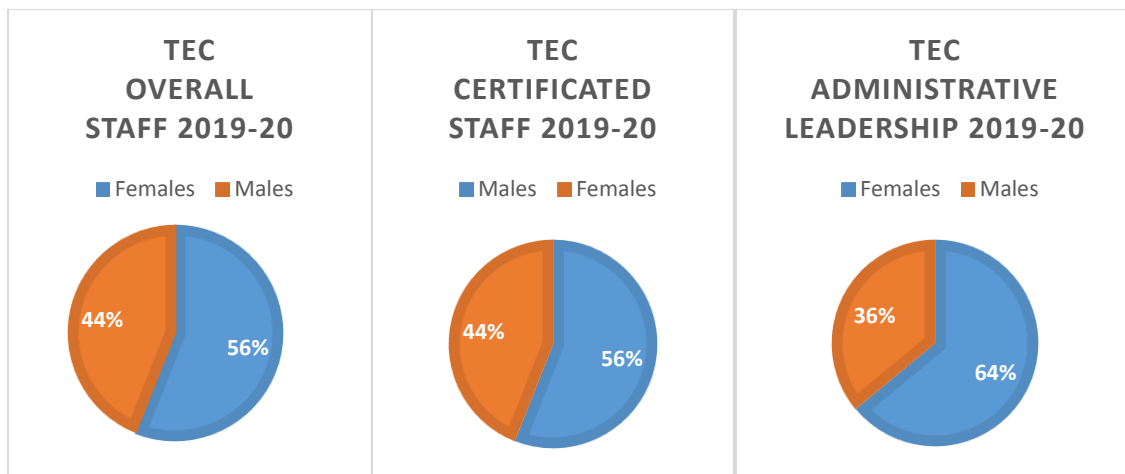
- Embrace and respect cultural diversity through the understanding of our Global World.
- Demonstrate knowledge and understanding of American and World History and the values of different cultures.
- Contribute to the improvement of life in their school and local community through Leadership skills and participation in Community Projects.
- Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.

Student and faculty/staff demographics

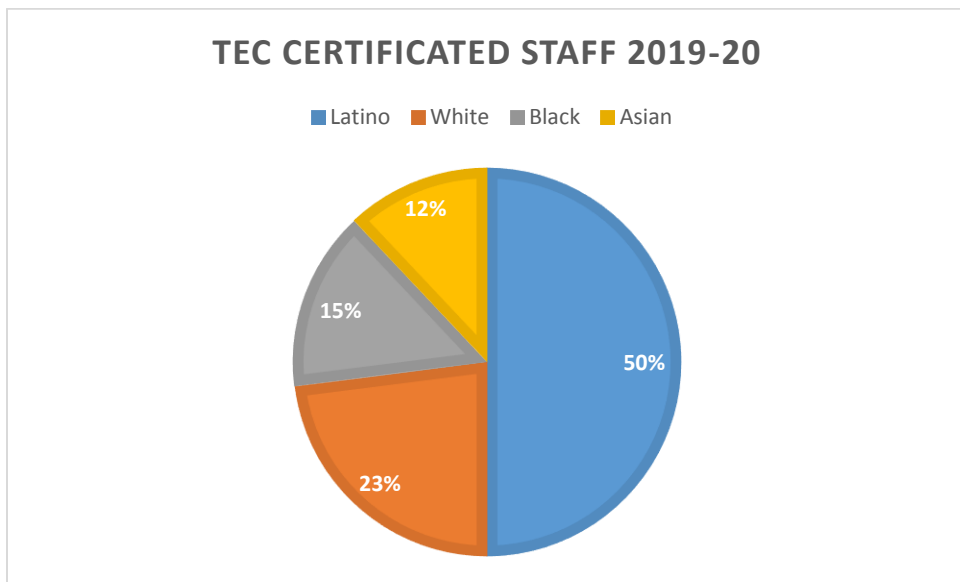
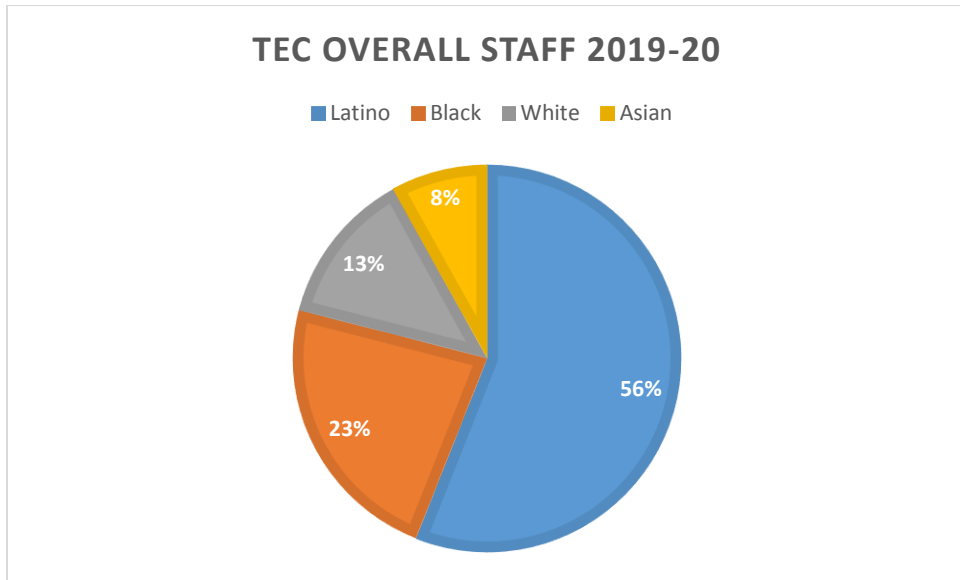
There are a total of 34 certificated staff members and 28 classified staff members. We are a diverse team from many different backgrounds. Our certificated staff have, on average, 7 years of experience, and our administrators have, on average, 9 years of experience; 50% of our certificated staff have advanced degrees, and 57% of our administrators have advanced degrees. Since each of our school campuses are small (generally 100 students per campus), we typically have one full-time teacher per core subject area (i.e., math, English, science, social studies) per campus and one principal. In addition to those staff, each campus also utilizes a variety of classified personnel to fulfill other duties (such as teach electives, cover the front desk, etc.). For substitute teaching services, we utilize Kelly Services, which provides on-call credentialed substitutes when needed. We also utilize our nonprofit partners for the school’s counseling services for students and families.

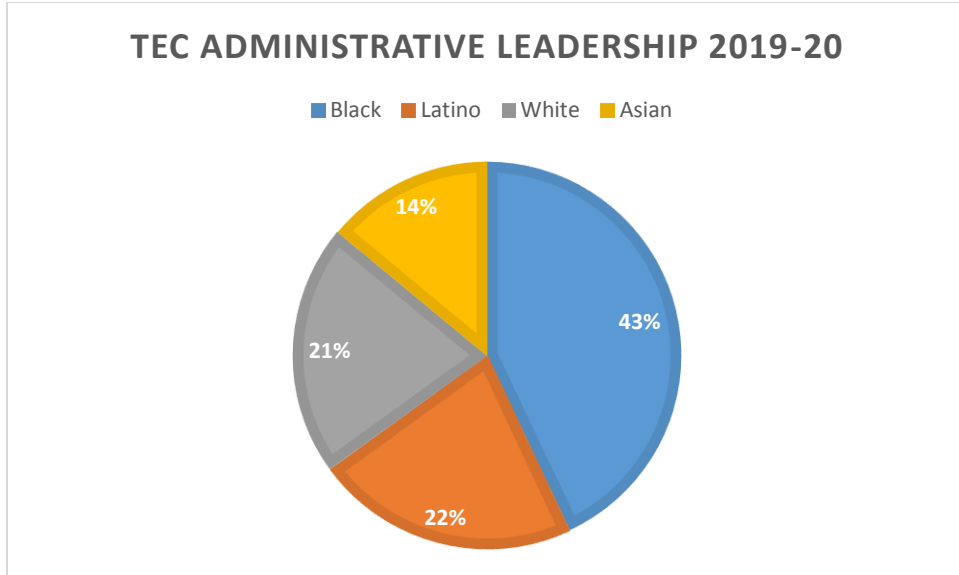
As for the specific gender and ethnic demographics for our staff, please see the following attached charts.

GENDER:

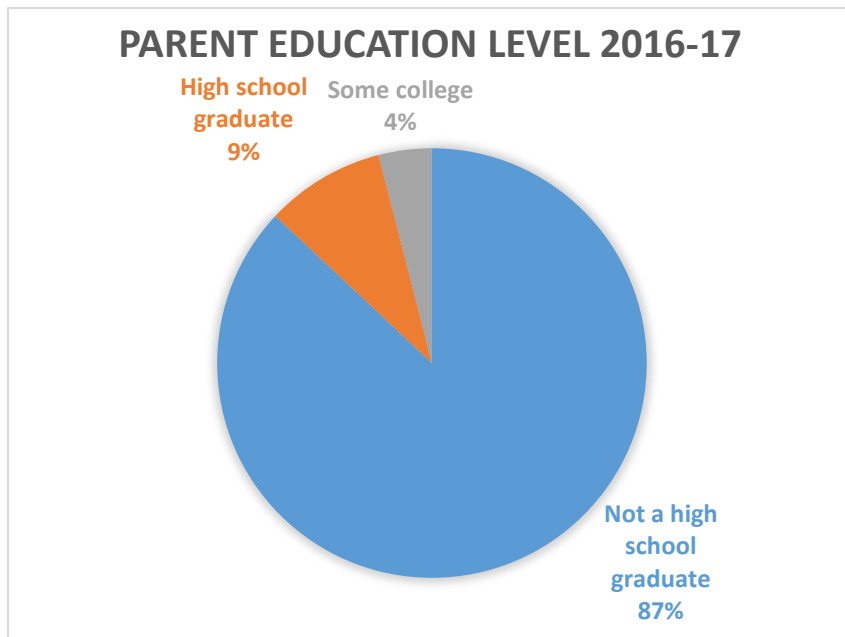


ETHNICITY:



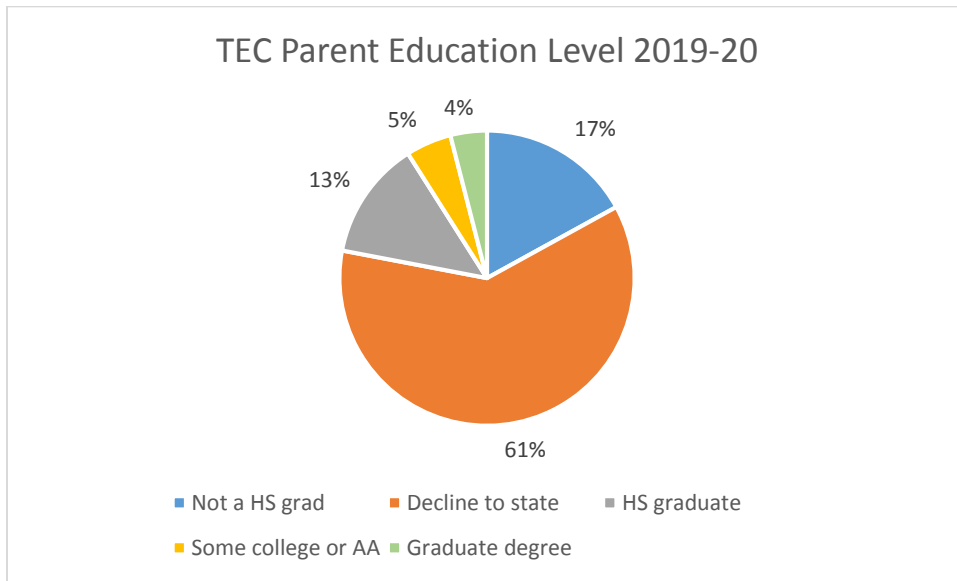


Our students come from families where the vast majority of parents did not graduate from high school. In fact, the percentage of parents of our students who are college graduates is less than 1% (as per complete 2016-17 CALPADS data). The pie chart below shows the parent education levels of our students as per CALPADS in 2016-17.

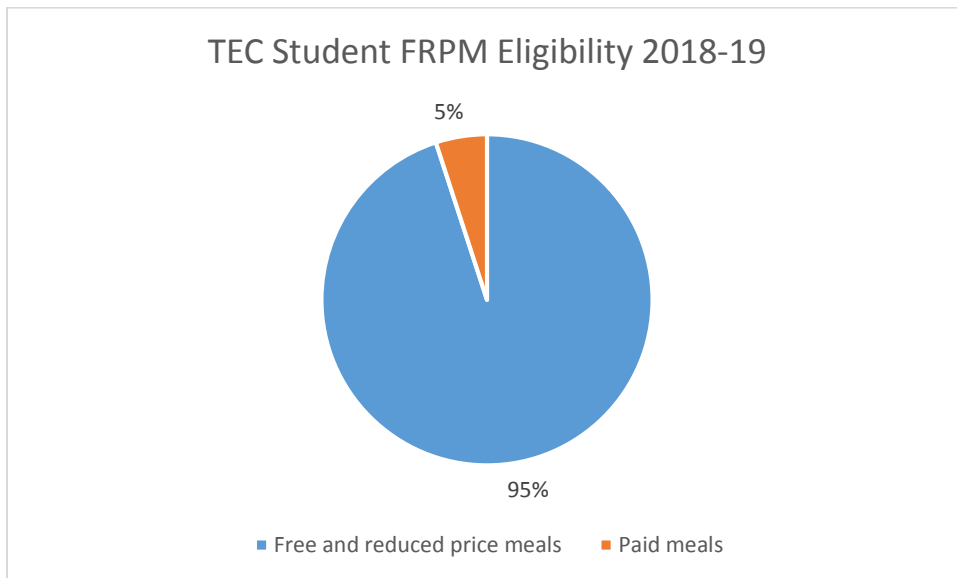


After 2016-17, CALPADS began making the parent education level question optional for parents. When that went into effect, the vast majority of our parents chose to “decline to state” in response to this question. We surmise that there may have been some shame for parents who had not graduated from high school in answering this question. Of the

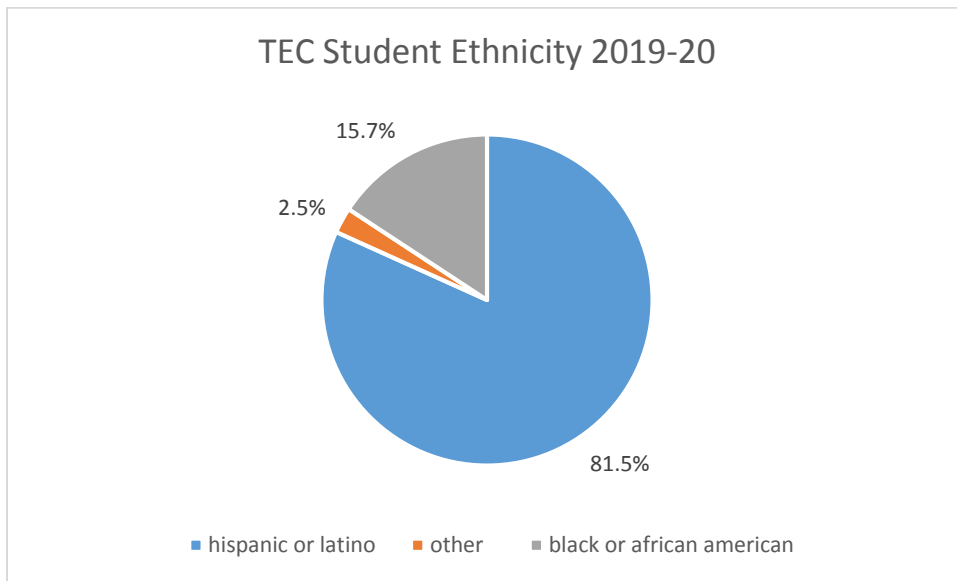
minority of parents who still chose to answer the question in 2019-20, based upon comparison data between 2016-17 and 2019-20, it appears that a significant of parents who had not graduated from high school decided not to answer the question (i.e., decline to state) whereas a significant portion of the parents who did graduate from high school chose that they would answer the question. Our 2019-20 parent education levels (as per CALPADS) are now as follows:



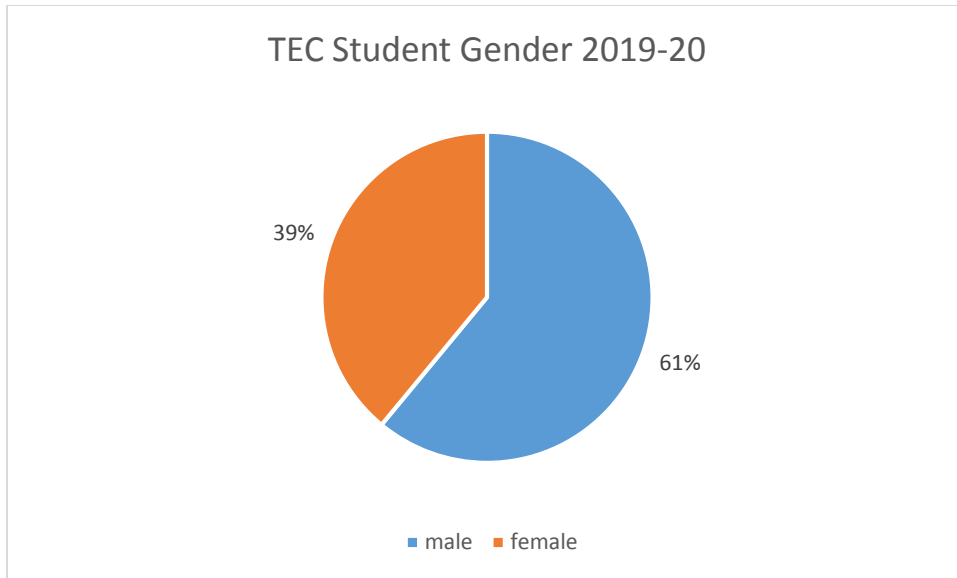
As for our students poverty levels, 95% of our students qualify for Free Reduced Price Meal (FRPM). See the pie chart below.



As for ethnicity, over 97% of our collective student body is Hispanic and African-American, with the final 2-3% being a combination of Native Americans, Asians, and Whites. Hispanic students are the majority within our two charter schools. African-Americans account for approximately 20% of the students. All of these percentages reflect the same general ethnicity percentages for the surrounding communities within which our campuses reside.



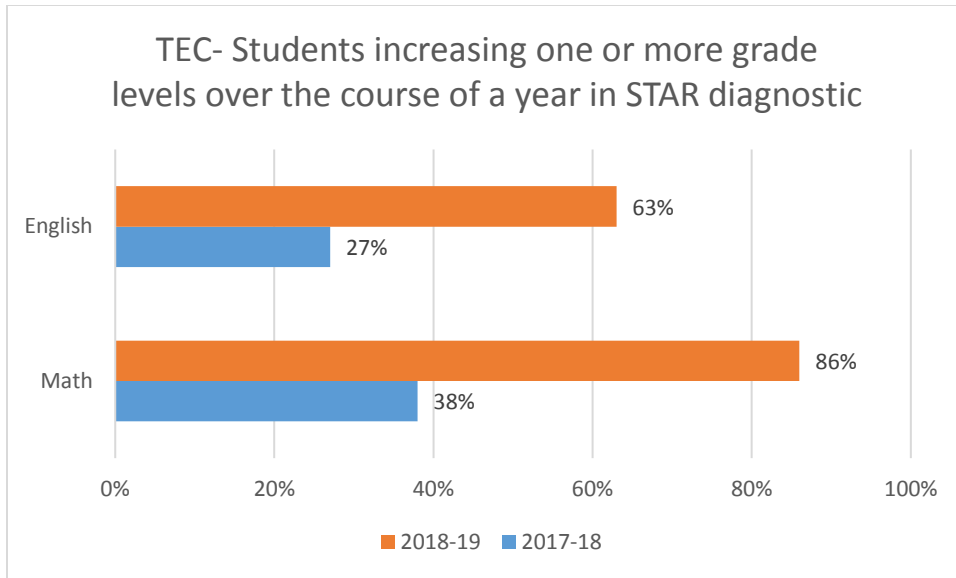
Finally, as for the gender make-up of our student bodies, on our TEC campuses we have more males than females (61% vs 39%). We attribute the imbalance of males vs females on the TEC campuses to the fact that our TEC campuses provide educational programming for the participants of conservation corps vocational-training programs. These programs focus upon outdoor, physical labor-type of work, and this work typically draws more males than females.



Student achievement data for a three-year period: 16-17, 17-18, 18-19, along with updated summary of data with implications, identified critical learner needs, and important questions for staff discussion

STAR RENAISSANCE DIAGNOSTIC AND PROGRESS MONITORING DATA

As measured by the STAR test, in the 2018-19 school year, 86% of students improved at least one grade level in math over the course of the year, and 63% of students improved at least one grade level in English over the course of the year. These percentages indicate that we far exceeded our goals for improvement in both subject matters. Whereas we had hoped to at least improve 5% in each subject matter from 2017-18 figures, we actually improved 48% in math and 36% in English over 2017-18 figures.



Student Growth Percentile (SGP): The SGP in STAR Renaissance SGP compares a student's growth to that of his or her academic peers nationwide. These peers are students in the same grade with a similar achievement history on STAR assessments. SGP is measured on a 1–99 scale. Lower numbers indicate lower relative growth, and higher numbers indicate higher relative growth. For instance, if a student has an SGP of 75, it means the student has shown more growth than 75 percent of his or her academic peers. Teachers and administrators can use SGP scores to determine if students grew more than, less than, or as much as expected. TEC set our SGP target at 50 which would show how many students grew more than 50% of their nationwide norm referenced peers. In 2018-19, 54% of our students met the 50% growth expectation in math and 23% in English. For our English learners, 50% met growth expectations in math while only 19% of our EL's met the growth expectation in English.

LONGITUDINAL STAR RENAISSANCE DIAGNOSTIC DATA 2017-18 to 2019-20

District Benchmark Distribution of Same Set of Students Over Multiple Years

■ Urgent Intervention
 ■ Intervention
 ■ On Watch
 ■ At/Above Benchmark

This longitudinal data below follows the class of 2020 from the time they were 10th graders until their senior year (2019-20). As seen in the graph, when students were in 10th grade, 57% of them were in the urgent intervention category while 0% were at or above benchmark. By their senior year, after two full school years with TEC schools, we

decreased the number of students in the urgent intervention category to 38% and increased the number of students who were at or above benchmark to 26%.

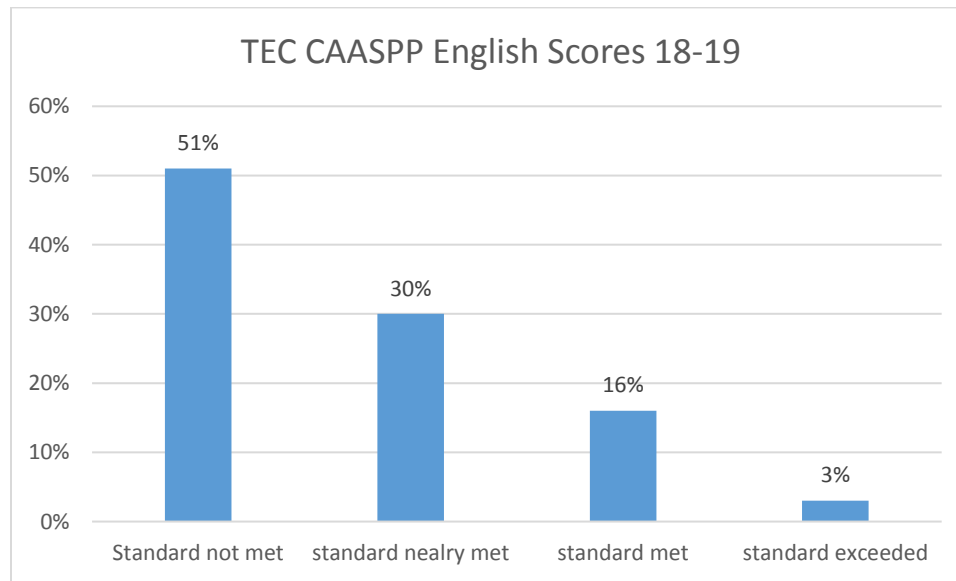
Grade

12th

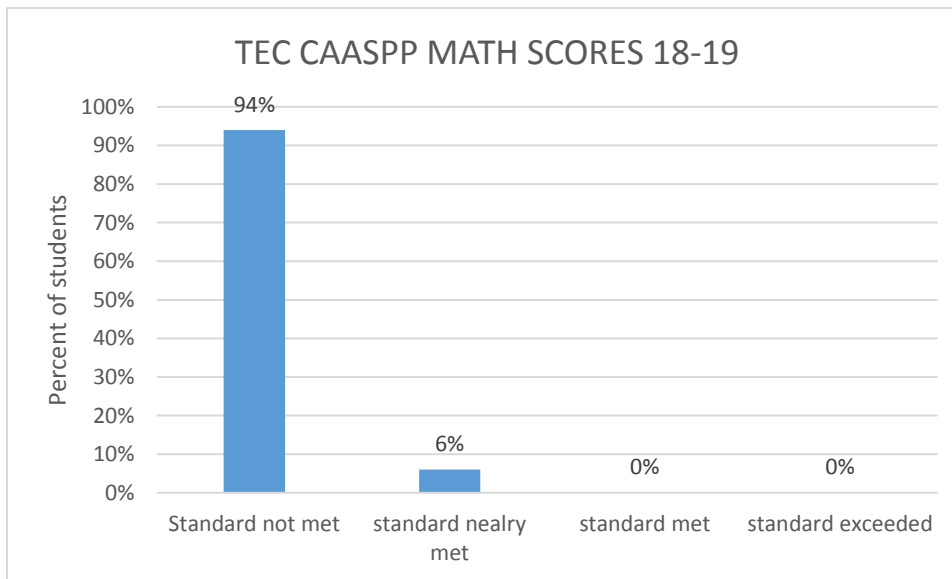
School Year	Grade	% Benchmark Distribution	Below 9 PR		Below 24 PR		Below 39 PR		Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2019-2020 School Year	12		22	38%	9	16%	12	21%	15	26%	58
2018-2019 School Year	11		23	43%	17	32%	7	13%	6	11%	53
2017-2018 School Year	10		4	57%	3	43%	0	0%	0	0%	7

STATE ASSESSMENTS

The 2018-19 school year was the first year that TEC schools were required to take the CAASPP exams. Previously, due to our students’ ages (i.e., young adults working for the conservation corps), all of our students were classified as 12th graders. Last year we changed our grade level classifications of students to reflect a grade level based on the number of high school credits they had completed rather than by their age. This first year gave us a baseline idea of where our students performed and struggled on the CAASPP exams. As our STAR Renaissance data shows, many of our students come to us with skill levels far below grade level standards and many have been out of school for many years before deciding to come back to complete their high school education. So, it has been a challenge to get our students up to grade level but we expect that with the work we are doing in intervention classes and common core alignment we will see some improvement in scores next year.

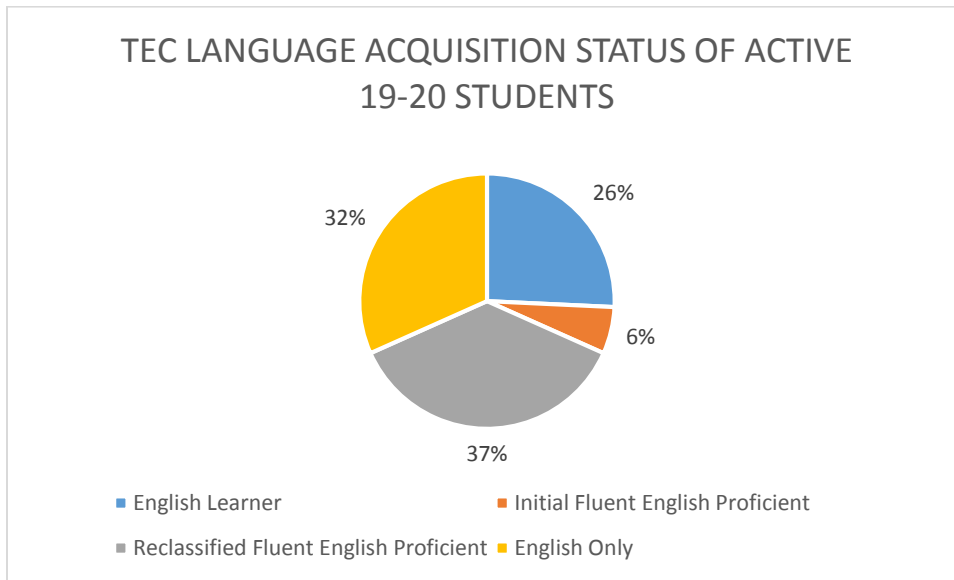


For our first year taking the CAASPP ELA exam we were surprised that almost 20% of students were in the standard met or exceeded category. However, there are still far too many students in the standard not met category. Since our students transition out of our school so quickly based on the number of credits they come in with (most have attended 2-4 schools before they get to us), we have limited time to work on skills with them. Unlike a traditional school, some students who test with us in the 11th grade will have just started with us when they take the CAASPP exam and most students on average are with us for less than a year. Nevertheless, we are focused on filling in their academic gaps and moving them closer to grade level proficiency. We do this both through our intervention period work and direct instruction that is aligned to the common core standards.



The results for our CAASPP math tests give us cause for concern. While our STAR Renaissance diagnostic data shows that many of our students are making great strides toward grade level proficiency in math, this is not reflected in the math CAASPP scores. Our math teachers have expressed that students find it challenging to use the computer to enter mathematical expressions. All math teachers are working with students on practice quizlets and computer based district benchmarks so they become more familiar with using the DESMOS calculator and entering in answers on the computer. Still, this is only one small part of increasing math scores. The math team has been sent to two trainings this year on how to better align and structure their lesson plans to address common core standards and assessments. Additionally, the math team is focused on requiring students to do more writing and word problems in their classes as these are areas where students struggle the most on the exam.

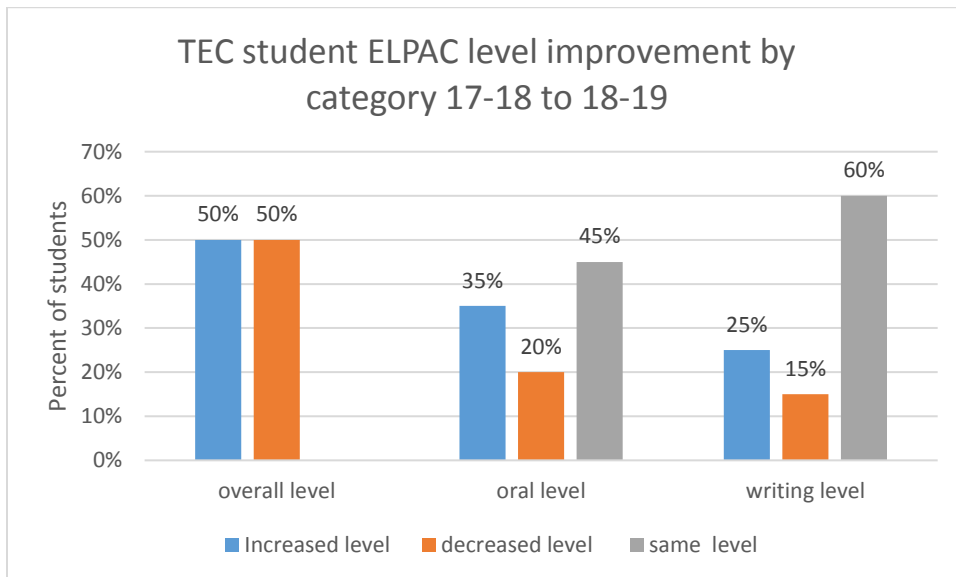
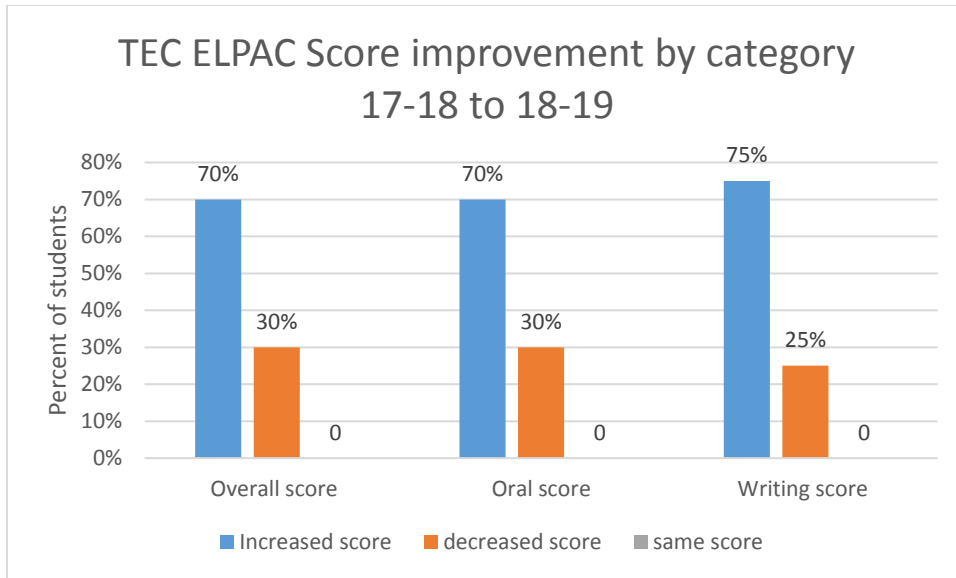
ENGLISH LEARNERS



We currently have 26% of our students designated as English Learners. Our school average over the last three years is about 30% so this current figure is slightly lower than the norm.

ELPAC OVERALL SCORE RESULT SUMMARY					TOTAL TESTED:
OVERALL SCORE	4	3	2	1	
TEC 17-18	19%	43%	21%	17%	58
TEC 18-19	13%	40%	35%	13%	80

Out of all students tested in 17-18, TEC schools reclassified 9/60 or 15% and in 18-19 there were 11/94 or 12% reclassified fluent English proficient (the numbers in the table above vary slightly due to some of the students who tested with us withdrawing from our school; the above numbers reflect current students or graduates who tested last year). While we would like the reclassification numbers to be higher, our main goal is to see our EL students making gains year after year. To that end, we looked at where students experienced improvement if they took the test with us two years in a row.

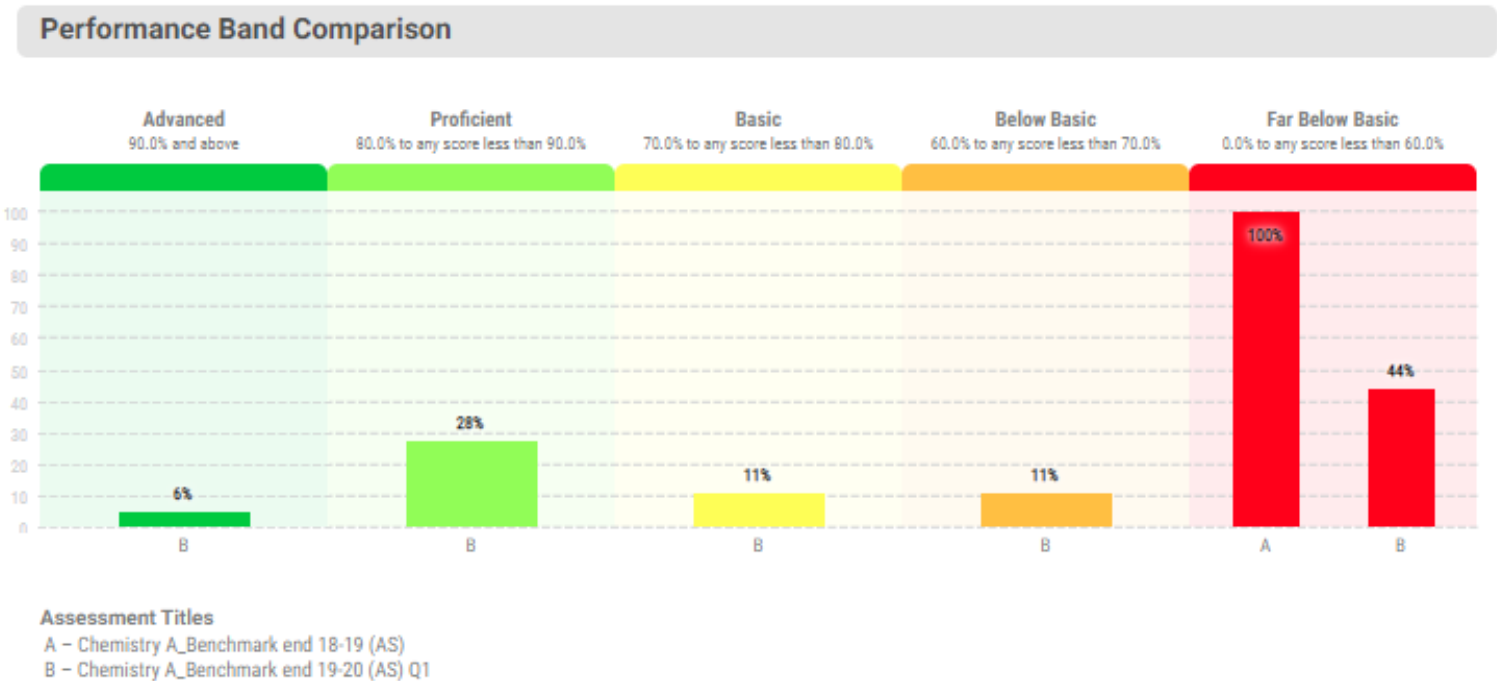


The above graphs show the percentage of students that improved their ELPAC scores from 17-18 to 18-19. In the first graph we see that about 2/3 of our students improved their scores in each category of the ELPAC while 1/3 had a decrease in their score. Although we would expect to see all students at least slightly increase their scores from the previous year, we attribute some of the decrease to lack of student motivation to perform well on the test and testing fatigue. Now that we have two years of data and experience with the new test, this year we are meeting with each EL student individually during their ELD period to discuss the results of each section and have the students partake in self-evaluation and goal setting on what they would like to focus on improving for this upcoming test year.

In comparison to the first graph, the second graph shows that even though many students increased their scores, the score increases were not drastic enough to result in students jumping to a higher performance level on the ELPAC. Ultimately, our goal is for students to increase by one level in each category each school year. As will be mentioned in the report, we believe that our new curriculum and teacher training specifically targeting our long term English language learners along with increased time in ELD class (1 hour class period as opposed to 40 minutes last spring) will help us to achieve this goal.

BENCHMARK DATA

Benchmark tests have been administered in 5 core classes (2 per class) in 2017-18 and 7 core classes (2 per class) in 2018-19. In 2018-19, our average percentage of students scoring “basic” and above was 10%. Students scoring “far below basic” across benchmarks was 80% in 2018-19. For the last three years we have revised benchmarks to be more valid and reliable assessments and have done statistical analysis on each of the exams to determine what revisions needed to be made so that we can administer assessments that are both rigorous and accurately reflect what is being taught in core classes. As a result of these revisions, we are not yet at a point where we can fairly compare student achievement results across school years. Below is a sample of the comparison data that we can pull through Illuminate for assessments over multiple years to determine whether our students are performing better on benchmark exams



year after year.

II. Significant Changes and Developments

Since the last full visit, we have had a few significant site changes.

In our TEC charter school, our sole conservation corps partner at the time of our last visit was the Los Angeles Conservation Corps. Immediately after our last visit, we were approached by two other conservation corps programs: the Conservation Corps of Long Beach and the Orange County Conservation Corps. Both of these conservation corps programs had heard about the good work we had done in partnership with the Los Angeles Conservation Corps, and they asked us if we would consider providing a high school diploma program for their participants as well. So, that was a major undertaking, which required us to make some serious capital investments to open up two new school sites. We had to hire staff, purchase and install technology, and basically create replica programs of what we had been doing at the Los Angeles Conservation Corps. This stretched us financially and geographically, the latter of which presented challenges for adequate supervision, as we did not expand our administrative team in an effort to accommodate the increased one-time costs associated with opening new sites. Moreover, both the Conservation Corps of Long Beach and the Orange County Conservation Corps were quite smaller than the Los Angeles Conservation Corps (one of the largest corps in the nation), so there was some risk involved, as we were unsure whether they would be able to provide enough participants (i.e., students) in order to make our program viable at those sites. As it turned out, the Orange County Conservation Corps was just too small, with too few students, for us to be able to make it work. As stated earlier in this progress report, we are not a packet-based, independent study-style school. Therefore, our model doesn't translate over well to a one-room schoolhouse-type school. We were initially hopeful that the Orange County Conservation Corps would be able to expand their programming to include more participants. But when that ultimately didn't happen, we found ourselves upside down financially and we had to pull out of that site after one year. The Conservation Corps of Long Beach, on the other hand, had more participants than the Orange County Conservation Corps. It was still one of our smallest sites, but it had just enough to make it work. It also wasn't as geographically removed from our other sites, as the campus was in Orange County, so it has turned out to be a better fit.

Additionally, we added a new vocational training center in Watts. One of our WASC goals had been to acquire our own YouthBuild affiliation, and then begin providing our own vocational programming for our students. We are happy to report that last year we finally did apply for and successfully acquire our own certification to begin running a YouthBuild construction training academy. We renovated one of our old buildings into a vocational center and began offering construction training courses this past fall. This, too, required a significant one-time financial investment, to build out the lab and to

purchase all of the tools and equipment. But we now are offering a daily three-hour class (periods 4-6, after lunch), which is open to students from all of our campuses. The class is called “Multi-Craft Core Curriculum” (MC3), and gives students a general overview of all of the construction basics (plumbing, electrical, drywall, etc.). Our MC3 curriculum has been UC-approved as an A-G course, and our first cadre of students are currently enrolled in this semester-long course.

We have also had some changes in our student enrollment and staffing over the past three years. Besides the aforementioned changes associated with opening and closing new campuses, we have seen a slow but steady decrease in our overall student enrollment. This has been particularly evident on our campuses that serve older students. We attribute these changes to the economy. Ironically, when the economy is doing poorly (like during the “Great Recession” and its after-effects), there is a huge demand by young people without diplomas to get into our schools. They find themselves at the bottom of the employment food chain, and when hiring gets tight, they get locked out. Therefore, there is great need during those times for them to obtain their high school diplomas. But when the economy is doing well, like it has been the past couple of years, the truth of the matter is that young people simply don’t need diplomas to find jobs. Now, these jobs might not be living wage jobs or jobs that provide long-term upward mobility, but for people who need money in the present, this pathway makes immediate economic sense ... regardless of its short-term viability. The impact this has had on our schools is a decrease in funding. In response, we have had to reduce some personnel in order to make staffing commensurate with student body sizes.

The impact that a reduction in finances and staffing has had on our campuses is that student course offerings become limited. Principals start having to double-up by teaching, for example, English classes during the day while also running the school. With reduced staffing, there just aren’t as many classes being offered each period, and it becomes harder to meet students’ individual transcript needs when you have to squeeze an entire campus into, for example, three different classes each period (because sometimes none of those three classes are something that a particular student might need). To counteract this, then we sometimes try to offer students the opportunity to complete classes that aren’t being offered through a computer-based APEX course on the side. But, as stated earlier, our students generally do not thrive within a self-guided instructional model, and so these options/solutions have not been very effective.

In conclusion, over the past three years we have experienced an odd mixture of growth and shrinking. We have actually expanded our TEC charter schools to three campuses now, and we also have a fourth site wherein we now provide vocational programming. This growth has brought with it a lot of one-time financial costs, along with hiring and training new staff members. At the same time, our student enrollment on our campuses has been slowly decreasing. This has resulted in having to reduce personnel in order to

make staffing on each campus commensurate with student body sizes. This, in turn, has had the effect of limiting/reducing academic options for students.

III. Ongoing School Improvement

Teachers and administrative staff review student achievement data monthly at our all staff meetings. We have an annual assessment calendar and data protocol documents that we use to review different forms of data at designated times throughout the year. Additionally, we revisit our schoolwide action plan and goals quarterly at these meetings and determine where we are meeting our goals and where we need to focus more of our efforts. Staff from our nonprofit partner organizations are present at a few of these meetings throughout the year. We communicate achievement data more regularly with our nonprofit partners at twice monthly site meetings where staff representatives from our CBO's meet with teachers about students on their case load. Parent participation has increased at our schools and student achievement data is both sent home and discussed at parent events such as Open House and academic achievement banquets. An assessment culture has been developed with school sites competing with each other for a "Star travelling trophy" and student incentives, certificates, and public recognition for high scores or greatest improvement. We have also started parent focus groups where we garner feedback about our schoolwide action plan and provide an open forum for additional issues parents would like to address. Our local governing board is kept abreast of student achievement data and our schoolwide action plan progress at our quarterly meetings. Any additions or revisions are discussed at these meetings which are open to public comment as well.

We prepared the progress report by having teachers and staff meet in content area teams, site based teams, and then as a whole staff to review our action plan and goals and discuss our current progress. We also meet monthly as an administration team of principals to discuss the areas of focus in our action plan. Ultimately, the executive administration team made up of the two CAO's and the CEO came together to collectively write and prepare the progress report based on stakeholder feedback.

IV. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

To provide an update on the progress we have made towards the goals listed in our Schoolwide Action Plan, we will list the goals and their tasks below, accompanied by comments on our progress.

Goal 1: Improve/increase use of data for guiding both our classroom instruction and our overall program.

Task 1: Purchase and implement new SIS system (Illuminate) for comprehensive data collection.

Comments on progress: We did purchase the Illuminate system. It is probably more properly called a Data and Assessment (DNA) system. For the past 2 ½ years, we have been inputting the results of our benchmark tests and our STAR (math and reading) tests, and then we have had regular data analysis meetings on these results within our site based teams and our departmental (i.e., core subjects) teams.

Task 2: Implement regular diagnostic pre- and post-testing (STAR math and reading) of all students at all sites.

Comments on progress: We administer the STAR math and reading assessments once per quarter on the TEC sites. We upload these results in our DNA (Illuminate) system, and then we use that system to print out analysis reports, which we go over in our site-based and departmental-based teams. In those meetings, we analyze results and strategize instructional responses. We have also implemented a friendly competition amongst campuses for the greatest improvement on students' STAR scores, and there is a trophy that moves from campus to campus each school term recognizing which campus achieved the greatest success.

Task 3: Implement regular benchmark testing for all core subject areas.

Comments on progress: We have created benchmark tests for about half of our courses so far. This has been a tedious, collaborative process, dutifully carried out by departmental teams during our monthly all-staff meetings. These are living documents that our teachers continually meet about and work to update, in an effort to hone in on creating the most effective tool possible. We have initially focused upon creating and refining benchmark tests for our most frequently taught courses (e.g., Biology instead of Anatomy), as these courses impact the greatest number of students. Once we finalize these benchmarks, we will move on to some of our courses that fewer students take.

Task 4: Analyze pass/fail rates for all classes/teachers.

Comments on progress: We did this analysis twice (once a year). However, we did not find the results to be very helpful. Why? What we found was that a majority of our students with failing grades were students who had chronic absenteeism and, therefore, it had nothing to do with individual teachers. We hope to revise this task in the future to cross reference the ratio of students failing their benchmark tests with the actual grades they received in those corresponding classes (e.g., Is someone receiving an A in Biology but failing their benchmark test?). We believe, then, the data would be more useful.

Goal 2: Continue to refine and universally implement our post-secondary transition program.

Task 1: *Revise and implement new college advisory curriculum.*

Comments on progress: We did revise the college advisory curriculum, but then we ultimately decided to change our model (so the curriculum became less significant). In our new model, instead of solely relying upon a traveling college advisor across all of our campuses, we trained staff point persons at each campus (i.e., “College Transition Team Case Managers”) to meet regularly with their campus’ 11th and 12th graders. Then, schoolwide, we hired a College Transition Coordinator, who meets regular with the College Transition Team Case Managers. This combined team, then, works with all the 11th and 12th graders to take them on college tours, guide them through the college application process, etc. All 9th and 10th graders complete a course called “College & Careers.” This new model has seemed to work better than the old model. However, we did just recently purchase an online program called “Career Cruising,” which we plan to add into our programming in the future.

Task 2: *Obtain UC A-G approval for all of our courses.*

Comments on progress: We are proud to announce that we have received UC A-G approval for approximately 25 of our courses. Our most recent approvals, obtained in 2019-20, include Pre-Calculus and Career Technical Education.

Task 3: *Transition more students to college.*

Comments on progress: We have not been able to show an increase in our numbers. But this can primarily be attributed to our overall ADA and enrollment decreasing each year. Since we tend to focus on recapturing students who had dropped out, we have found that with our country’s current economic status of record-low unemployment, young people don’t necessarily need a high school diploma to get a job. While this may be short-term thinking on their parts, it is hard for a young person who needs money to

re-enroll into school when they could, instead, be working and making money. As a result, our student numbers have decreased, and this, then, has impacted our numbers of students who are transitioning on to college. So from purely a numbers basis, it is no longer an apples-to-apples comparison. Ironically, if the economy goes into a recession in the future, then we anticipate (like during the last recession) that our student numbers will increase significantly. With all of that being said, one other change we have implemented over the past three years is to become more selective on who we push into four-year universities directly out of high school. We also found that although our students were qualifying and were being accepted, many of them did not stay enrolled. We have found that issues such as poverty, substance abuse, depression, and family dysfunction greatly impact students' post-secondary success, and so we have worked to try to meet students' personal case management needs first to be able to ensure that they are in a healthy place to be able to transition away.

Task 4: *Establish one or more partnerships with local community colleges.*

Comments on progress: We currently take our students on tours of all of our local community colleges, and through these trips we have established some liaison contacts on most of the campuses. We currently have about 10 students who are co-enrolled on these campuses while still completing their high school diploma courses with us. We are working to finalize MOUs with El Camino Community College and Los Angeles Trade Tech College. We have sought out ways to provide community college course credit on our campuses by having community college instructors actually teach courses on our campuses. But we have been stymied by the requirement that there be at least 40 students enrolled in such a course before the community college would agree to assign an instructor to carry out the course with our students on our campus. With our small campus sizes, this has not proven to be feasible.

Task 5: *Research and develop a plan for providing students with employment and/or internship opportunities.*

Comments on progress: We have been able to provide employment opportunities for students on all of our campuses. Over the past three years, we have managed to get our conservation corps partners to provide more and varied work opportunities for the students, including providing the flexibility of hiring some students to work in the mornings (from 7:00am to 12:00pm), and then attend classes in the afternoons.

Task 6: *Begin initial steps of designing and implementing our own Youthbuild program.*

Comments on progress: We are proud to announce that after many years of trying, we have finally launched our own YouthBuild vocational training program this past August. We have our own dedicated building in Watts for our vocational training program. Beginning in August 2019, we enrolled our first cadre into our construction training vocational pathway. Students participate in this semester-long training from 12:00pm to 3:00pm daily, where they receive both book-based and hands-on instruction in the basics of construction (electrical, plumbing, drywall, roofing, framing, etc.). They complete the Multi-Craft Core Curriculum (MC3), which certifies them as entry level construction workers. We hope to expand our vocational pathways in the future to include culinary as well as certified nursing assistant (CNA).

Goal 3: Refine and make universal across all campuses our school’s desired model of classroom instruction.

Task 1: *Establish a master list of schoolwide approved courses.*

Comments on progress: We audited the transcripts and schedules for all of our campuses. Then we compiled a list of all courses offered. Afterwards, we created common titles across all of our sites and eliminated courses that did not fit into our A_G and other models. Since that time, we have ensured that principals only offer courses from this approved list. Finally, we have established a process by which newly proposed courses go through for approval prior to launch.

Task 2: *Finalize/update pacing guides for each course and then implement (with regular check-ins during departmental meetings).*

Comments on progress: We have created pacing guides for all standard core courses. These are living documents, and teachers have continually wrestled with refining them to reflect proper breadth, depth, and corresponding pace. This is an ongoing collaborative process with the departmental teams (content/subject area teams, which we internally refer to as CAT teams). Every year our pacing guides get better and more refined.

Task 3: *Provide regular training for all teachers in their subject matter curriculum.*

Comments on progress: Within the last three years, all subject area staff teams have attended at least one training and/or conference. We have established budgets for these teams that allow bi-annual conferences. We utilize our CAT chairs to provide ongoing training to new teachers who come on. We nixed our previous plan of using “PD 360”

during “PD Fridays.” This program (PD 360) was bought out by Frontline, and we didn’t like their new system, so we chose not to continue on with it. Moreover, we began implementing a monthly all-staff meeting, where staff meet all day for a variety of PD topics throughout the year, and they also get to break up into departmental (CAT) teams. Additionally, in lieu of PD 360, we chose to purchase a program called “Observe for Success.” This is a walk-through and observational tool for administrators to use with teachers in order to give them feedback.

Task 4: *Train teachers in special education support.*

Comments on progress: We have had four all-staff Special Education trainings over the past 2 ½ years. We also sent staff to 2 special education conferences; they, in turn, have come back and shared with their site-based teams what they learned. At the same time, our special education funding and staffing has shrunk commensurate with our shrinking student body. Whereas before we were able to provide all teachers with simplified tip cheats for each student with an IEP, our implementation of this goal has since become strained and inconsistent.

Task 5: *Strive for a school-wide culture of increased rigor and academic excellence.*

Comments on progress: This is a rather broad goal, with a couple sub-goals. First off, with our monthly all-staff meetings, we have spent time regularly reviewing our mission and vision, which has included WASC and LCAP overviews. Secondly, our departmental teams (i.e., CAT teams) have engaged in constant collaboration to create benchmark tests for various courses, and then to update and refine those tests. Our goal was to have a tool by which we could compare instructional results amongst staff and sites. However, as has been explained earlier, we have not been able to settle upon versions of our benchmark tests that are relatively “final” enough in order to be able to compare scores from year to year. So, this is still a goal in process. Overall, when we created this goal on paper, our ideal was to pursue “rigor and excellence,” which meant to us that students would be taking advanced AP classes, etc. What we have found in the real world of the classroom in working with a drop-out population with giant holes in their academic foundations is that before we can successfully transform our students into students equipped and ready for these types of courses, we instead need to focus heavily upon intervention and support first. We need to rebuild our students’ faulty foundations.

Goal 4: Develop a plan to address the unique needs of English Language Learners through early identification, course placement, interventions and supports, reclassification, and professional development for teachers and paraeducators.

Task 1: Update internal protocols to identify and test EL students more effectively.

Comments on progress: When WASC visited us last there was a severe lag time between information about EL's coming from our district in Inyo and getting down to the school sites. With the advancements in the TOMS system and our charter becoming direct funded, we are now able to have our own ELPAC coordinator with access to all real time data on EL's. Additionally, Calpads has been very helpful in clearing up student EL histories that had once been difficult to trace. We now have two state systems which we run reports out of consistently to keep track of our EL students rather than relying on previous school records or parent/student responses on forms. We have also created an EL testing calendar and school sites are updated monthly about their newly enrolled EL students.

Task 2: Transition into ELPAC testing for 2017-18 school year.

Comments on progress: The charters have successfully transitioned to administering the ELPAC exam and the CAO, Director of C&I and the EL Coordinator attend state trainings throughout the year to keep up with new information released from the state regarding the administration of the ELPAC.

Task 3: Create new ELPAC testing committee to be trained on ELPAC testing and procedures.

Comments on progress: This goal has changed slightly from three years ago. Originally we planned to have a teacher representative at each site trained to administer the ELPAC. However, with a small staff, constant enrollment, and student absences we found that pulling teachers and aids out of the class to test was not an efficient use of their time. So, we set aside funds to hire an EL coordinator and together with the Director of Curriculum and Instruction, the Chief of Academic Operations, and principal help, all testing has been able to be covered without pulling teachers from classrooms. We then decided to have all English teachers present for ELD specific trainings and we have also trained all teachers on ELD standards and strategies over the last three years.

Task 4 and 5: Assemble and distribute a CBA/TEC master plan for English Language Learners and create ELD course flow chart for ELD students. Produce reclassification guide and guidelines for stakeholders.

Comments on progress: We reviewed the master plans of similar charter school districts and wrote a plan to meet the needs of our students and school master schedule. The CAO worked with WestEd to provide feedback on the plan and it was shared out to the Board and school administrators. All teachers were given an overview of the plan and provided with a condensed version/flow chart of the plan for reference throughout the year. All teachers, admin, parents, and the board have been made aware of the

school's reclassification guidelines. Our nonprofit partners have not been made aware of these guidelines but they are available if they are interested. Parents are sent letters home explaining the reclassification process and are brought into the conversation when a student is up for reclassification but we would like to be a better resource for parents to learn more about the ELPAC test and encourage their kids to work on their English skills outside of school.

Task 6: Purchase additional curriculum resources for ELD courses that are uniform across school sites.

Comments on progress: We researched approved EL curriculum and interviewed teachers and administrators at local schools in order to gain insight on different programs. We then piloted the English 3D curriculum by Kate Kinsella and found that the students responded well to the curriculum. We then purchased the curriculum across all of our sites and have had trainings on the curriculum and ELD strategies once a quarter. This curriculum specifically focuses on the LTEL population and feedback has been very positive since we started using it last year. We also created a google classroom to go along with the curriculum which all teachers now use as well.

Task 7 and 8: Establish yearly EL PD goals for teaching staff and incorporate EL professional development trainings into PD calendar each semester

Comments on progress: English Language Learner professional development trainings have occurred at least twice annually with all staff over the last three years and quarterly with the English content area and ELD teachers. We have had both internal trainings where our own BCLAD or otherwise EL experienced teachers conducted the trainings and other PD's where outside trainers were brought in from WestEd or LACOE. We have yet to send teachers to the 3-5 day intensive EL workshops. It is difficult to pull teachers away for that amount of classroom time but it remains a goal for the upcoming years.

Task 9: Track EL students progress through state exams, progress monitoring, benchmark tests, and writing samples.

Comments on progress: We have created a testing calendar where all students are diagnostic tested and progress monitored in both English and math quarterly. We have found that while our EL students are as a whole scoring below their grade level peers in English on the exams, they are at the same time meeting growth expectations at the same rate as their grade level peers. So, although their scores are not as high as our general population, they are showing an increase in their scores at nearly the same rate as our general students which shows great progress. We also have each student take an assessment with a writing sample for each grade level in English so we can see how their

writing improves over time. On the ELPAC exam we can see that most of our students are improving but the improvement per year is often not great enough to move students from one EL level to the next. Based on the data analysis of score reports from the previous year (18-19), we are focusing more on writing with our students this year and also having them practice verbally and in written form justifying opinions using reasons and examples. We are also meeting with each EL student individually who took the ELPAC with us last year and going over their score report and setting goals with them for the upcoming ELD class and 2020 ELPAC exam.

Task 10: Hire an ELD coordinator and additional staff to support ELL programming.

Comments on progress: We hired an ELD coordinator and set aside money for an additional part time staff person if it becomes necessary. Currently, with the enrollment numbers the way they are, the coordinator has been able to manage the ELD case load with support from the Director of C&I and CAO. The ELD coordinator not only manages the ELD class google classroom for the schools but also does ELD pullout for our emerging EL learners. While our school does not have a large number of emerging EL's they are concentrated at two sites that get additional support from the coordinator.

Goal 5: Increase support for Special Education students.

Task 1: Hire a team of full-time Special Education teachers to work with IEP students at every campus (i.e., eliminate Learning Center/tutoring model).

Comments on progress: Our old model was that we had one Special Education teacher/director who went around to all the campuses, and then each campus had a part-time Special Education tutor who would provide daily one-on-one and small group support for Special Education students during daily "Learning Center" periods. To implement our new plan, we laid off all of the part-time Learning Center tutors and used that money to hire two additional full-time Special Education teachers. That way, each Special Education teacher could split time between two to three different campuses. What we found, however, was that this new model was not necessarily better. While the Special Education students benefitted from more interactions with a trained Special Education teacher, that individual (split amongst two or three campuses) could not replicate the time and attention given to Special Education students on individual campuses by their assigned tutor during a daily Learning Center period. So, we then sought to try to find a middle ground. We settled upon having two full-time Special Education teachers and three part-time tutors (the latter three placed at our sites with the most Special Education students). The ideal would probably be to have three full-

time Special Education teachers AND seven part-time Special Education tutors, but that is just not a financial possibility. Finding a middle ground is probably the most pragmatic solution we can find.

Task 2: Hire a Special Education clerk to process IEP paperwork, thus freeing up the Director of Special Education and Special Education teachers to provide more direct service.

Comments on progress: We did successfully hire a clerk, and this did make a big difference with the paperwork load and our compliance thereof. Unfortunately, over the past few years our enrollment has been slowly declining. As a result, we have been informed by our sponsoring district that we are taking a disproportionate amount of the SELPA money and, therefore, need to cut back accordingly. So, we had to combine clerk duties with one of the Special Education teacher duties. This will begin in January 2020, so it remains to be seen how this will impact our effectiveness in this area.

Task 3: Provide various professional development trainings about Special Education to General Education teachers; provide General Education teachers with more tools to be successful with IEP students.

Comments on progress: We have provided training each year for General Education teachers in Special Education. We also sent some General Education staff to a conference on Special Education, and then those staff came back and shared strategies and techniques with their staff teams. Due to new staff coming on, we realize that this will need to be an ongoing process. With regard to providing teachers on all sites with “quick check” documents that provide simple, personalized summaries of the basic modifications needed for each Special Education student on their sites, this has been inconsistent. Similarly, incorporating in regular Special Education discussions during site meetings has been inconsistent as well.

Task 4: Create specialized advisory curriculum and vocational programming for Special Education students.

Comments on progress: We worked really hard to try to obtain district money to provide paid internships for Special Education students. Ultimately, however, we were unsuccessful in obtaining this money. We did, however, recently launch our own construction training program (i.e., YouthBuild) at our new vocational training center in Watts. This is a program that is well suited for Special Education and other students searching for a hands-on career pathway. With regard to a specialized advisory curriculum, we have not done that yet. However, we did create a math class specifically for Special Education students, which has been successful. Also, beginning with the 2019-20 school year, we reorganized our daily schedule to incorporate in a “super

period” on all campuses, during which students would be divided up into groups based upon needs. For example, students who needed extra help in math would receive support and tutoring from the math teacher during this daily period. The same would hold true for English, etc. This has been another added layer of support we have provided for our Special Education students.

V. Schoolwide Action Plan Refinements

Action steps that have strikethroughs have been completed or modified. There will be a note in parenthesis stating “Ongoing” if an action step has been completed but if it will need to be continued. There will be a note in parenthesis if an action item was not necessarily completed but is no longer applicable because there is a modified plan. Finally, new action steps in response to various tasks, which have been added since the creation of the original Schoolwide Action Plan three years ago, have been included at the bottom of each task’s action steps list where applicable.

Goal 1: Improve/increase use of data for guiding both our classroom instruction and our overall program

TASK(S)	PERSON(S) RESPONSIBLE	ACTION STEPS
1. Purchase and implement new SIS DNA system (Illuminate) for comprehensive data collection	<ul style="list-style-type: none"> • Chief Academic Officer (Operations) 	<ul style="list-style-type: none"> • Monitor pilot implementation of Illuminate to work out kinks prior to full roll out • Take inventory of potential number of students and potential number of licenses needed • Negotiate with Illuminate for best price • Sign contract • Submit purchase order to accounting office • Train staff in use of new program

<p>2. Implement regular diagnostic pre- and post-testing (STAR Renaissance) of all students at all sites</p>	<ul style="list-style-type: none"> • Chief Academic Officer (Operations) • Director of Curriculum & Instruction • Site principals • Teachers 	<ul style="list-style-type: none"> • Administer STAR Renaissance math and English testing to entire student body in Spring 2017 • Upload STAR Renaissance test results into Illuminate • Run Illuminate test analysis program to disaggregate results and generate various reports • Teachers meet together to analyze results & strategize instructional responses • Ongoing administration of STAR testing, analysis of data, and subsequent teacher/staff meetings to strategize responses
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<p>3. Implement regular benchmark testing for all core subject areas</p>	<ul style="list-style-type: none"> • Chief Academic Officer (Operations) • Director of Curriculum & Instruction • Department chairs (“CAT” leaders) • Teachers • Site principals 	<ul style="list-style-type: none"> • Ensure that benchmarks can be uploaded into Illuminate (and/or Illuminate can create benchmarks aligned with our curriculum) • Administer benchmark pre-tests interim tests to students in all some core subjects at the beginning mid-point of each school term (Ongoing) • Administer benchmark post-tests to students in all some core subject areas at the end of each school term (Ongoing) • Run Illuminate test analysis program to disaggregate results and generate various reports (Ongoing) • Meet in subject-specific groups to analyze results and to strategize instructional responses (Ongoing) • Create and/or update additional benchmark tests for all classes • Continue with regular monitoring and analyzing of benchmark results
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<p>4. Analyze pass/fail rates for all classes/teachers</p>	<ul style="list-style-type: none"> • Chief Academic Officer (Operations) • Director of Curriculum & Instruction • Department chairs (“CAT” leaders) • Teachers • Site principals 	<ul style="list-style-type: none"> • Input grades into School Pathways (student transcript system) (Ongoing) • Upload School Pathways grading information into Illuminate (Not currently technologically possible with our existing DNA program) • Run Illuminate analysis to generate report(s) on pass/fail rates (Not currently technologically possible with our existing DNA program) • Meet together in staff teams to analyze results and compare/contrast different teachers teaching the same class • Find money to “bridge” teacher grades into our DNA program
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Goal 2: Continue to refine and universally implement our post-secondary transition program

TASK(S)	PERSON(S) RESPONSIBLE	ACTION STEPS
<p>1. Revise and implement new college advisory curriculum</p>	<ul style="list-style-type: none"> • Director of Post-Secondary Transition • Chief Academic Officer (Programs) • Site principals • Teachers 	<ul style="list-style-type: none"> • Assess strengths and weaknesses of current advisory curriculum through observing classes and meeting with teachers • Revise advisory curriculum to meet needs ascertained through step above (No longer applicable; created new advisory model) • Create new and improved, all-encompassing advisory curriculum binder (No longer applicable; created new advisory model) • Train staff on the newly revised college advisory curriculum (No longer applicable; created new advisory model) • Implement new college advisory curriculum in classes with students (No longer applicable; created new advisory model) • Meet regularly with teachers to monitor and refine as necessary • Appoint one staff member on each campus to be the “College Transition Case Manager” • Train College Transition Case Managers to disseminate to all students on their campuses their respective college transition plan info, etc. • Purchase “Career Cruising” program

<p>2. Obtain UC A-G approval for all of our courses</p>	<ul style="list-style-type: none"> • Chief Academic Officer (Operations) • Director of Curriculum & Instruction • Department chairs (“CAT” leaders) • Teachers 	<ul style="list-style-type: none"> • Teachers meet in subject-specific groups to cross-reference syllabi and pacing guides with Common Core standards and UC A-G requirements • Teacher committees draft course descriptions that meet UC A-G requirements • Electronically submit UC A-G course descriptions to UC system • Teacher committees meet to review feedback given by UC system on course descriptions drafts • Teachers revise UC A-G course descriptions as applicable, and submit final drafts for approval • For few remaining core courses (e.g., Physics) and higher level CPEs (e.g., Statistics), create and then submit curriculum for UC A-G approval
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<p>3. Transition more students to college</p>	<ul style="list-style-type: none"> • Director of Post-Secondary Transition • Chief Academic Officer (Programs) • Site principals 	<ul style="list-style-type: none"> • Create chart tracking numbers of students accepted into universities and colleges from each graduating class • Maintain an updated chart tracking the numbers of students from each previous graduating class still actively enrolled in college (modified – see final bullet added below) • Using the above two as a baseline, improve numbers by 5% each year • Implement college advisory curriculum, college tours, and college application workshops with junior and senior classes • Purchase license with National Student Clearinghouse to more efficiently and fully track progress of graduates in college
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<p>4. Establish one or more partnerships with local community colleges</p>	<ul style="list-style-type: none"> • Director of Post-Secondary Transition 	<ul style="list-style-type: none"> • Visit all local community colleges (Ongoing) • Establish a contact within each community college to serve as liaison for our school and the college (partially completed) • Take students on local community college tours (Ongoing) • Search for ways to co-enroll our students into community college while still enrolled with us (“Search” – yes; “implemented” – no) • Search for ways to provide community college credit courses on OUR campuses (Ongoing – happening on a small scale; need to expand) • Search for ways to streamline enrollment and transition from our school directly into community colleges (Ongoing) • Concurrently enroll more students into community colleges
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<p>5. Research and develop a plan for providing students with employment and/or internship opportunities</p>	<ul style="list-style-type: none"> • Director of Post-Secondary Transition 	<ul style="list-style-type: none"> • Meet with our charter's sponsoring school district personnel and/or superintendent to learn about existing employment/internship models • Examine other public and private schools' employment and internship models • Seek out nonprofit and private business partners that could provide employment and internships for our students (Ongoing) • Work with our grant writer to seek out money to fund this initiative (multiple attempts but none ultimately obtained) • Place our YouthBuild apprenticeship grads into Union apprenticeships
<p>6. Begin initial steps of designing and implementing our own YouthBuild program (note: our organization has recently been approved as a YouthBuild affiliate!)</p>	<ul style="list-style-type: none"> • Director of Post-Secondary Transition 	<ul style="list-style-type: none"> • Meet with YouthBuild USA staff to obtain orientation/training on how to run a YouthBuild program • Obtain approval from other area YouthBuild programs to establish our own YouthBuild center at our Watts site • Obtain additional grant funding for YouthBuild • Seek out construction partner and/or other YouthBuild-approved vocational training track partners • Hire YouthBuild coordinator-director • Begin co-enrolling our students into vocational training tracks • Create additional vocational tracks beyond

		construction, such as culinary and CNA
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Goal 3: Refine and make universal across all campuses our school’s desired model of classroom instruction/teaching

TASK(S)	PERSON(S) RESPONSIBLE	ACTION STEPS
<p>1. Establish a master list of schoolwide approved courses</p>	<ul style="list-style-type: none"> • Chief Academic Officer (Programs) 	<ul style="list-style-type: none"> • Audit transcripts and schedules for all campuses • Compile list of all courses offered • Create common titles across all sites • Eliminate courses that do not fit into our A-G and other models • Ensure that principals only offer courses from the approved list • Establish a process by which newly proposed courses go through an approval process prior to launch
<p>2. Finalize/update pacing guides for each course and then implement (with regular check-ins during CAT meetings)</p>	<ul style="list-style-type: none"> • Chief Academic Officer (Programs) • Director of Curriculum & Instruction • Site principals • Teachers 	<ul style="list-style-type: none"> • Have CAT teams refine all pacing guides after semester or two of trial run implementation (Ongoing) • Create pacing guides for any new courses added (Ongoing) • Have CAT leaders (i.e., department chairs) review and re-train all their subject area teachers in each pacing guide semi-annually (Ongoing) • CAT teams (i.e., department teams) will meet bi-weekly monthly to examine pacing guide progress amongst team members and work to make adjustments accordingly to remain in sync pace-wise • Create new pacing guides upon adoption of

		<p>new English curriculum and finalization of State social studies standards</p>
<p>3. Provide regular training for all teachers in their subject matter curriculum</p>	<ul style="list-style-type: none"> • Chief Academic Officer (Operations) • Director of Curriculum & Instruction • Department chairs (“CAT” leaders) • Teachers • Site principals 	<ul style="list-style-type: none"> • Make annual calendar for “PD Fridays” and other professional development days • Establish conference budgets for each department • Bring out trainers for each major curriculum component (e.g., Lab Aids for science) to annually provide training for teachers in the use of their curriculum (Ongoing) • Teachers self-identify PD 360 module areas in which they want to receive more training on their teaching of curriculum, and/or upon administrators’ recommendation based upon observations and data results (Not applicable; “PD 360” program no longer available) • Teachers complete PD 360 module work during selected PD Fridays results (Not applicable; “PD 360” program no longer available) • Administrators review teacher work on the PD 360 program and then, as needed, discuss individual results with individual teachers results (Not applicable; “PD 360” program no longer available) • Teachers incorporate selected PD 360

<p>4. Train teachers in special education support</p>	<ul style="list-style-type: none"> • Director of Special Education 	<p>suggested strategies during the ensuing school week during their classes results (Not applicable; "PD 360" program no longer available)</p> <ul style="list-style-type: none"> • Teachers complete self-reflection (in response to PD 360 automatically-generated email) about their experience implementing this new or selected strategy results (Not applicable; "PD 360" program no longer available) • Purchase Observe 4 Success • Train principals in Observe 4 Success use • Upload all schoolwide observations and evaluation forms into Observe 4 Success • Principals meet with teachers to discuss observations <ul style="list-style-type: none"> • Provide semi-annual special education training for all teachers (Ongoing) • Provide all teachers with simplified tip cheats personalized for each special education student's IEP (Inconsistent implementation) • Include discussion about successfully meeting special education students' needs at least monthly during staff meetings
<p>5. Strive for a school-wide culture of increased</p>	<ul style="list-style-type: none"> • All 	<ul style="list-style-type: none"> • Implement more discussion/focus about

<p>rigor and academic excellence</p>		<p>school's mission and vision during staff meetings/trainings (Ongoing)</p> <ul style="list-style-type: none"> • Establish baseline scores for benchmark tests and other data points (e.g., numbers of students transitioning on to college, etc.). (Note: requires final versions of benchmarks) • Track campus-by-campus performance in relation to these baseline scores, with the goal of making 5% improvements annually (Requires final versions of benchmarks) • Finalize benchmarks for every core class
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Goal 4: Develop a plan to address the unique needs of English Language Learners through early identification, course placement, interventions and supports, reclassification, and professional development for teachers and paraeducators.

TASK(S)	PERSON(S) RESPONSIBLE	ACTION STEPS
<p>1. Update internal protocols to identify and test EL students more effectively.</p>	<ul style="list-style-type: none"> • Chief Academic Officer (Operations) • Calpads registrars • Director of Curriculum and Instruction 	<ul style="list-style-type: none"> • Create and administer a student language survey along with the home language survey to get a better indication of the student's level and EL history (especially for our adult student population) (Ongoing) • Run monthly reports to identify newly enrolled students that require EL testing and supports (Ongoing) • Create an ELL testing calendar. Calendar testing dates and makeup testing dates for all sites on the master calendar within the ELPAC testing window. • Send monthly updates to individual school sites on newly enrolled EL students (Ongoing)

<p>2. Transition into ELPAC testing for 2017-18 school year.</p> <p>3. Create new ELPAC testing committee to be trained on ELPAC testing and procedures.</p>	<ul style="list-style-type: none"> • Chief Academic Officer (Operations) • Director of Curriculum and instruction • Teacher ELD committee 	<ul style="list-style-type: none"> • CAO and DCI will Register and attend November “train the trainer” ELPAC session • Formulate EL testing committee made up of teachers with CLAD/BCLAD certification and support staff with previous experience working with EL’s. (Note: we did this the first year, but then hired an EL coordinator, who has subsequently done this action step) • Train the committee all staff on new testing protocols and procedures and assign testing dates, groups, and sites. • Coordinate with our school district to streamline how our charters obtain score results. • Make our CAO the LEA coordinator for ELPAC
<p>4. Assemble and distribute a CBA/TEC master plan for English Language Learners.</p> <p>5. Create ELD course flow chart corresponding to students’ ELD levels and whether the student is a LTEL or a newly arrived English learner. Produce a reclassification guide for students, school staff, and other stakeholders.</p>	<ul style="list-style-type: none"> • Chief Academic Officer (Operations) • Director of curriculum and instruction • Executive Team • LA Education Corps Board • WestEd 	<ul style="list-style-type: none"> • Review master plans of similar charter school districts • Create a plan that details the school’s vision for ELL students, supports, and protocols. • Seek support from ELD personnel and consultants to review the plan.

		<ul style="list-style-type: none"> ● Preview the master plan and ELD course flow chart with stakeholders and CMO Board principals for feedback and approval. ● Present the plan and reclassification guide to teaching staff during scheduled EL PD's. ● Add ELL courses into our course catalog
<p>6. Purchase additional curriculum resources for ELD courses that are uniform across school sites.</p>	<ul style="list-style-type: none"> ● Chief Academic Officer (Operations) ● Director of Curriculum and Instruction 	<ul style="list-style-type: none"> ● Survey school sites for resources currently in use and research additional approved ELL curriculum. ● Purchase resources that specifically focus on LTEL population.
<p>7. Establish yearly EL PD goals for teaching staff over the next three years.</p> <p>8. Incorporate EL professional development trainings into PD calendar each semester.</p>	<ul style="list-style-type: none"> ● Chief Academic Officer (Operations) ● Director of Curriculum and Instruction ● Content Area Team Department Chairs 	<ul style="list-style-type: none"> ● Train Content Area Teams on SDAIE strategies and classroom strategies for academic literacy and language acquisition (Ongoing) ● Send teacher teams to 3-5 day intensive EL workshops and bootcamps. ● Schedule peer observations in ELD

		<p>and SIOP classes. Plan workshops to share best practices amongst teaching staff (Ongoing)</p>
<p>9. Track EL student progress through State Exams, progress monitoring, benchmark tests, and writing samples.</p>	<ul style="list-style-type: none"> • Chief Academic Officer (Operations) • Site principals and teaching staff. 	<ul style="list-style-type: none"> • Diagnostic test all incoming students and monitor their progress through Star Renaissance system (Ongoing) • Administer writing sample benchmark exams in English and ELD courses every term to track student progress (Ongoing) • Analyze benchmark exams and writing samples to reteach and inform instructional practices (Ongoing) • Manipulate school schedule for tutoring and HR studies to allow for focused EL tutoring time where needed (Note: we created "Power Hour") • Analyze benchmark exams and writing

		<p>samples with more of a specific eye for ELs</p>
<p>10. Hire an ELD coordinator and additional staff to support ELL programming.</p>	<ul style="list-style-type: none"> • Chief Academic Officer (Programs) • School site principals 	<ul style="list-style-type: none"> • Budget to hire an EL coordinator by the 2018-19 school year. • Determine support staff needed for EL program and hire staff as needed per ELL numbers at each school site. • Meet with each student to review prior year's ELPAC results, and set goals for upcoming year and ELPAC

Goal 5: Increase support for Special Education students.

TASK(S)	PERSON(S) RESPONSIBLE	ACTION STEPS
<p>1. Hire team of full-time Special Education teachers to work with IEP students at every campus (i.e., eliminate Learning Center/tutoring model)</p>	<ul style="list-style-type: none"> • Chief Academic Officer (Programs) • Director of Special Education 	<ul style="list-style-type: none"> • Place advertisements in EdJoin and other employment publications • Interview candidates and ultimately hire Special Education teachers • Regularly tabulate numbers of IEP students on each campus, and allocate IEP case load to each Special Education teacher • Ensure that Special Education teachers provide both one-on-one instruction in pull-out model and well as in-classroom support (push-in model) • Ensure that Special Education teachers spend, at minimum, approximately two full days per week on each campus (note: each of our small campuses of 50-100 students is estimated to have 5-10 IEP students on a given day) • Special Education teachers Principals will lead SST teams on each campus and will meet regularly with staff to brief, collaborate, and train them on how to better meet current IEP students' needs, and to receive feedback from staff on issues they may be able to intervene within and help

<p>2. Hire a Special Education clerk to process IEP paperwork, thus freeing up the Director of Special Education and Special Education teachers to provide more direct service</p>	<ul style="list-style-type: none"> • Chief Academic Officer (Programs) • Director of Special Education 	<ul style="list-style-type: none"> • Place advertisements in EdJoin and other employment publications • Interview candidates and ultimately hire a Special Education clerk • Train Special Education clerk in SEIS system and IEP paperwork • Have Special Education clerk accompany Director of Special Education and teachers to IEP meetings, tri-annuals, etc. • Provide Special Education clerk with office space at central administrative headquarters, where s/he can have access to registrars, the Chief Academic Officer, etc. (Later, school eliminated "Central Office" site for cost savings)
<p>3. Provide various professional development trainings about Special Education to General Education teachers; provide General Education teachers with more tools to be successful with IEP students</p>	<ul style="list-style-type: none"> • Chief Academic Officer (Operations) • Director of Curriculum & Instruction • Director of Special Education • Special Education teachers 	<ul style="list-style-type: none"> • Provide training for staff on differentiating between emotional deficiencies and learning deficiencies • Provide training on modifying classwork to meet Special Education students' needs (Ongoing) • Provide training for school deans about Special Education diagnoses as they relate to behavior and academics • Send combination of General Education teachers and Special Education teachers to

		<p>Special Education conference, and have these staff come back and train the rest of the staff on what they learned</p> <ul style="list-style-type: none"> • Identify for teachers at the beginning of each term which new students have IEPs (Ongoing) • Provide teachers copies of needed modifications for existing Special Education students (Inconsistent implementation) • Create a support manual for General Education teachers about techniques and strategies for meeting the needs of IEP students • Incorporate discussion about Special Education techniques and current student issues into regular staff meetings, which will also be attended by a Special Education teacher (Inconsistent implementation) • Have counselors step in for students with Emotional Disturbances by shadowing them in class and reinforcing social skills and learning skills (Only has occurred at two sites)
<p>4. Create specialized advisory curriculum and vocational programming for Special Education students</p>	<ul style="list-style-type: none"> • Chief Academic Officer (Operations) • Director of Post-Secondary Transition • Director of Special Education 	<ul style="list-style-type: none"> • Review current advisory curriculum, and then craft modified advisory curriculum with needs of Special Education students in mind • Create additional support class for

		<p>Special Education students (perhaps during “Home Room” or during “Advisory”), wherein specialized advisory curriculum math class can be covered with IEP students</p> <ul style="list-style-type: none"> • Contact sponsoring district of the charter school to inquire about vocational training grants for Special Education students (no \$, however) • Outreach to area businesses to seek out partners who would be willing to host one or more of our Special Education students with internships • Ultimately, place Special Education students into paid internships with area businesses, thus providing them with valuable vocational training (YouthBuild is only pathway so far)
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