

Section: Narratives - Targeted Assistance Programs

TITLE I TARGETED ASSISTANCE PROGRAMS

Section 1115 of ESSA

**All the narratives and checkmarks must be completed in this section if your school(s)/charter is Targeted Assistance.*

ESSA Flexibility

Title I funds may be used to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education; **WELL-ROUNDED EDUCATION.** - (Section 8101) The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or LEA, with the purpose of providing all students access to an enriched curriculum and educational experience.

Use methods and instructional strategies to strengthen the academic program of the school, extended learning time, early intervening services, and schoolwide tiered model of behavioral problems (Response to Intervention).

Use of Funds for Dual or Concurrent Enrollment

A secondary school operating a targeted assistance program under this section may use funds received under this part to provide dual or concurrent enrollment program services described under section 1114(e) to eligible children.

Use of Funds to Design a Career Pathway

Each pathway offers a clear, non-duplicative sequence of courses. Academic and technical content are integrated and instructional strategies instill STEM and work readiness. The pathway includes career guidance and advisement systems, and work-based learning experiences. Each pathway culminates in industry recognized, post-secondary credentials.

Does this LEA provide Title I Targeted Assistance programs in one or more eligible Title I buildings?

(If YES, complete the Targeted Assistance Program questions below. If NO, scroll to the bottom and click **Mark Section Complete** to continue.)

No

Identify the names of the Title I schools served through a Targeted Assistance Program. Include the grades where Title I services are targeted for each building. (Ex: preK-2; 2-5; K-5; 2, 3, and 5)

Title I Building Name	Grade Level(s) Served	Title I Content Area(s)

Title I Building Name	Grade Level(s) Served	Title I Content Area(s)

TITLE I STAFF IN TARGETED ASSISTED PROGRAMS

Title I funds may be used to pay for staff to provide services to Title I identified children. If the staff are paid by Title I funds, appropriate time and effort documentation must be maintained to support their payment from Title I versus other funding sources.

Please list those staff who are paid by Title I in the table below. For the prorated staff, also include a summary of the Title I related duties/tasks and the estimated percentage of time spent on Title I activities. Positions may be grouped together if the percentage of time charged to Title I is the same for each person.

Position/Job Title	# of positions	% of time for Title I	Time/Effort Documentation Method	Summary of Title I Responsibilities

How is the Title I instruction provided?
 (Check all that apply)

- In-Class Model (additional Title I teacher in classroom during Reading/Math)
- Pull Out Model (student pulled out of class for small group instruction with Title I teacher)
- Computer Assisted Instruction
- Tutoring
- Extended Day Programs
- Extended Year Programs (including Summer Programs)
- Districtwide Pre-K
- EL Program
- Other

If Other selected above, please describe: *Character limit 3000*

Academic Assessments

Describe the high-quality academic assessments that will be used to identify students eligible for Title I. Include the indicator of Title I need (the criteria used to specify and rank eligibility for Title I) for each academic assessment listed.

Grade(s)	Title I Content Area	Academic Assessment	Indicator of Need for Title I Services

Timeline

Describe the timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.

Student Progress

Describe the process the school/charter uses to review the progress necessary of eligible children and the steps taken to revise the program under this section, if necessary.

Targeted Assistance Overview

List the Program's resources to help eligible children meet the state's challenging academic standards necessary to provide a well-rounded education. Resources may include: programs, activities, and academic courses.

Each Title I Targeted Assistance School will provide the LEA assurances that it will:

1. Use program's resources to help eligible children meet the state's challenging academic standards;
2. Use methods and instructional strategies to strengthen the academic program of the school;
3. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs;
4. Provide Professional Development;
5. Strategies to increase the involvement of parents of eligible children;
6. If appropriate and applicable, coordinate with Federal, State, and local programs;
7. help provide an accelerated, high quality curriculum;
8. minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part.

Section: Narratives - Schoolwide Programs

TITLE I SCHOOLWIDE PROGRAMS

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school in order to improve the achievement of the lowest-achieving students. Schoolwide includes flexibility to address the needs of the students in the school. Flexibility includes, but is not limited to providing students with the following program/services based on the needs assessment:

- Counseling and mental health programs
- Mentoring programs
- Access to advanced coursework
- Student behavioral supports
- Teacher retention and recruitment
- Professional learning
- Credit recovery programs

Schoolwide schools have the opportunity to incorporate the concept of a well-rounded education. **WELL-ROUNDED EDUCATION.** - (Section 8101) The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or LEA, with the purpose of providing all students access to an enriched curriculum and educational experience.

Use of Funds to Design a Career Pathway

Each pathway offers a clear, non-duplicative sequence of courses. Academic and technical content are integrated and instructional strategies instill STEM and work readiness. The pathway includes career guidance and advisement systems, and work-based learning experiences. Each pathway culminates in industry recognized, post-secondary credentials.

Does your district have one or more Title I buildings served as schoolwide programs?

(If YES, complete the following question; if NO, click **Mark Section Complete** to proceed.)

Yes

Indicate the names of the Title I eligible buildings that will run Title I Schoolwide programs for the school year and the number of Full Time Equivalent (FTE) staff in the schoolwide buildings **paid from Title I funds.**

Note: All Title I expenditures must be explained in the schoolwide plan.

Title I Building Name	Grade Span	Date SWP was last updated	Total Number of FTEs

Title I Building Name	Grade Span	Date SWP was last updated	Total Number of FTEs
Bear Creek Community Charter School	K-8	August 2018	10

The school/charter assures that:

**To operate a Schoolwide Program all of the following checkboxes must be checked.*



The plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [1114(b)(2)]



The plan is be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [1114(b)(4)]



The school/charter is meeting the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. [1116(b-g)]



The plan and its implementation is regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. [1114(b)(3)]

- CSI-A-TSI Schoolwide (PDE template) will be completed by June 30th, 2019
- Undesignated schools/charters will have their School Level Plan/Schoolwide Plan updated and submitted by September 1st 2019.



The schoolwide school/charter developed a comprehensive plan that is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging Sate academic standards and any other factors as determined by the local educational agency. [1114(b)(6)]



The schoolwide plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;**
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and**
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. [1114(b)(7)(A)(iii)]**

Section: Narratives - Professional Development

TITLE I PROFESSIONAL DEVELOPMENT PLAN

Title I funds may be used to provide professional development related to the Title I programs in Targeted Assistance Programs in schools (to staff paid for by Title I and/or other content area staff that may interact with Title I students throughout the school day), and overall professional development in Schoolwide Program schools as long as it is identified as a need in the comprehensive needs assessment and addressed in the schoolwide plan.

Please provide a summary of the professional development planned for the school year through Title I by completing the chart below. If using Title I funds for attendance at conferences, please list each conference on a separate line and include the specific costs that will be covered by Title I.

Description of Professional Development	Type of PD Activity	Will PD take place out of state?	Topic	Target Audience	Number of Staff	Additional Conference Information
Expanding Upon the Danielson Framework	On-Site Professional Development	<input type="checkbox"/>	Research-Based Effective Practices	All Teachers (SW only)	32	Professional development to be conducted by the Danielson Group.
Safety Care Module I	On-Site Professional Development	<input type="checkbox"/>	Classroom Management	All Teachers (SW only)	32	Classroom management and effective de-escalation strategies relating to student behavior.
Special Education Modifications for Test Taking	On-Site Professional Development	<input type="checkbox"/>	Research-Based Effective Practices	All Teachers (SW only)	32	Providing staff with guidance and practice on multiple ways to properly modify and administer assessments for students with learning disabilities.

Description of Professional Development	Type of PD Activity	Will PD take place out of state?	Topic	Target Audience	Number of Staff	Additional Conference Information
Response to Intervention & Instruction	On-Site Professional Development	<input type="checkbox"/>	Responses to Instruction/Intervention (RTII)	All Teachers (SW only)	32	Expanding upon effective RtII strategies.
Co-Teaching	On-Site Professional Development	<input type="checkbox"/>	Research-Based Effective Practices	All Teachers (SW only)	16	Expand upon and model effective co-teaching practices in both ELA, Math and Science.

Section: Narratives - Parent and Family Engagement

TITLE I PARENT AND FAMILY ENGAGEMENT

Section 1116 of the Every Student Succeeds Act (ESSA) requires LEAs to provide opportunities for parents and family members to be partners and decision-makers in various aspects of the Title I program. An LEA may receive funds under Title I only if:

- the LEA conducts outreach to all parents and family members;
- the LEA implements programs, activities, and procedures for the involvement of parents and family members; and
- the LEA planned and implemented the Title I program with expectations and objectives for meaningful parent and family engagement.

A PDF of Section 1116 of the Every Student Succeeds Act can be found at:

<https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf>

TITLE I LEA PARENT AND FAMILY ENGAGEMENT REQUIREMENTS

The LEA assures the LEA Parent and Family Engagement Policy will be revised annually with parent and family input and disseminated to parents and family members.

Yes

The LEA assures an annual evaluation was conducted with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, and used the results of the evaluation to design evidence based strategies for more effective parental involvement.

Yes

Parents and family members are required to have input on the Consolidated Application. If the application is not satisfactory to the parents of participating children, please include them in the box below. If parents and family members are satisfied with the plan, please mark N/A.

N/A

TITLE I PARENT AND FAMILY ENGAGEMENT USE OF FUNDS

Does the LEA have \$500,000 or more in Title I funds (including transfer of funds)? If yes, complete the section below. If no, type N/A in the text boxes below.

No

An LEA shall reserve 1% if the Title I funds are \$500,000 or more. LEAs are not limited to reserving more than

1%. Not less than 90% of the funds shall be distributed to the schools with priority given to high-need schools. Parents and family members must have input on how the funds are allotted for parent and family engagement activities.

If any funds remain at the LEA level for Parent and Family engagement activities, please describe below how the funds will be used. If all funds are distributed to the schools, please type N/A. *Character limit 3000*

N/A

Briefly describe how the funds will be used at the school level. *Character limit 3000*

N/A

Funds reserved by the LEA shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, and must include at least one of the options below. Please check all that apply.

Any item checked below must be included in the LEA Parent and Family Engagement Policy.

- Professional Development for school and LEA personnel on parent and family engagement strategies**
- Supporting programs that reach parents and family members at home, in the community, and at school**
- Disseminating information on best practices**
- Collaborating, or providing schools with subgrants to collaborate, with community-based or other organizations to improve parent and family engagement**
- Engaging in other activities that are described in the LEA/school Parent and Family Engagement Policy**
- N/A - LEA does not have \$500,000 or more in Title I funds (including transfer of funds)**

Did parents and family members have input on how the funds are allotted for parent and family engagement activities?

Yes

TITLE I SCHOOL LEVEL PARENT AND FAMILY ENGAGEMENT REQUIREMENTS

Each Title I school is responsible for following parent and family engagement requirements. Title I law requires documentation that Title I parents and family members are involved in the planning, implementation, and evaluation of these components.

At the beginning of the school year the LEA assures that it will notify parents of each student attending all Title I schools that the parents may request the qualifications of the teachers and paraprofessionals.

Yes

The LEA assures that each Title I school will develop and revise annually with parent and family input the School Parent and Family Engagement Policy. The policy will be disseminated to parents and family members in a language they can understand.

Yes

The LEA assures that each Title I school will develop and revise annually with parent and family input a school-parent compact that outlines how the parents and family members, the school staff, and students will share responsibility for improved student achievement and address the importance of communication between parents and family members and teachers.

Yes

The LEA assures that each Title I school will inform parents and family members of State academic standards, curriculum, State and local assessments, and how to monitor their child's progress.

Yes

The LEA assures each Title I school will provide training materials for parents and family members.

Yes

The LEA assures that each Title I school will educate staff, with parent and family input, on the value and contributions of parents and family members to work as equal partners; how to communicate with parents and family members; and how to build ties between parents and family members and the school.

Yes

The LEA assures each Title I school will coordinate with other parent and family engagement programs, including, but not limited to, federal, state, and local preschool programs.

Yes

The LEA assures each Title I school will provide any other reasonable support for parent and family engagement activities as requested by the parents and family members.

Yes

The LEA assures that each Title I school will hold an annual Title I parent and family member meeting to provide timely information to Title I parents about the purpose of Title I.

For details regarding requirements, click here: <http://www.spac.k12.pa.us/toolkitsannualmeeting.htm>

Yes

Section: Narratives - Transitions and Coordination

IDENTIFICATION OF ORGANIZATIONS

Title I requires that activities be coordinated with outside agencies, when applicable, so that transitions from early childhood/preschool to kindergarten, middle school to high school, and high school to post-secondary education as well as school to work transitions are coordinated to prevent duplication of efforts or services.

Complete the section below only if it applies to served Title I buildings. For example, if the middle and high school are not served, do not complete question on transition for those grade spans.

Describe transition activities for children from early education programs to elementary programs. Include details on coordination efforts with Head Start and/or other early education providers. *Character limit 3000*

Bear Creek Community Charter School engages with Head Start, Luzerne Intermediate Unit 18, and local pre-school and day care leaders to discuss strategies to better prepare children for kindergarten, and discuss opportunities to allow for a smooth transition to kindergarten.

Describe how the LEA will implement strategies to facilitate effective transitions for students from middle to high school and from high school to post-secondary education. *Character limit 3000*

Bear Creek Community Charter School collaborate with local high schools on an annual basis to assist our 8th grade students in their transition, including site visits for students, assisting with 8th grade course scheduling, assisting in the high school registration process, etc. We will also offer career development programming and a personal visit/tour of the local Career and Technology Center for students who express an interest.

Indicate which agencies for coordination efforts.

- Institutions of Higher Education**
- Employers**
- Other Local Partners**

Indicate which services will be coordinated with the agencies selected above.

- Access to Early College High School**
- Dual or Concurrent Enrollment Options**
- Career Counseling to Identify Student Interests and Skills**
- Academic and Career & Technical Education Content through Coordinated Instructional Strategies**
- Work-based Learning Opportunities with in-depth interaction with Industry Professionals**

LEA assures that migratory children and formerly migratory children who are eligible to receive services under

this part are selected to receive such services on the same basis as other children who are selected to receive services.

Yes

MEMORANDUM OF UNDERSTANDING (MOU)

The LEA must develop an MOU with the county Head Start agency. The purpose is to establish collaborations with Head Start and develop a plan stating how the LEA will transition children who have attended a Head Start program or other early learning program. The MOU must have all five of the required activities and must be inclusive of Head Start.

- Establish channels of communication between school staff and Head Start staff;
- Receive and transfer children's records, enrollment, parent communication;
- Conduct parent meetings with Head Start teachers and kindergarten or elementary school teachers;
- Organize and participate in joint transition-related training of Head Start staff, school staff, and early childhood education staff, as appropriate; and
- Link LEA educational services with Head Start agency services.

The MOU must be uploaded to this application.

Some LEAs are exempt from creating and uploading the MOU. If your LEA falls in these two categories, please check this box and mark N/A in the question below.

- **Cyber Charter Schools**
- **Charter School that has an address and children go to the school daily but NO kindergarten**

The LEA assures the MOU is uploaded to this application.

Yes

No

N/A

Section: Narratives - Homeless Children and Youth

HOMELESS CHILDREN AND YOUTH

Students under any of these categories are considered "homeless":

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
- Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- "Migratory children" who qualify as homeless under federal law because the children are living in circumstances described in the first three bullets above. The term "migratory children" means children who are (or whose parent(s) or spouse(s) are migratory agricultural workers, including migratory dairy workers or migratory fishermen, and who have moved from one school district to another in the preceding 36 months, in order to obtain (or accompany such parents or spouses in order to obtain) temporary or seasonal employment in agricultural or fishing work; and
- "Unaccompanied homeless youth" including any child who is "not in the physical custody of a parent or guardian". This includes youth who have run away from home, been thrown out of their home, been abandoned by parents or guardians, or separated from their parents for any other reason.

Title I, Part A funds must only be used as a last resort when funds or services are not available from other public or private sources, such as the USDA's National School Lunch Program and Breakfast Program, public health clinics, or local discretionary funds (sometimes provided by the PTA) used to provide similar services for economically disadvantaged students generally.

Services must be reasonable and necessary to assist homeless students to take advantage of educational opportunities.

What type of services will be provided to homeless children and youth?

The list below is not limited to these items. Check all that apply.

- Items of clothing, particularly if necessary to meet a school's dress or uniform requirement**
- Clothing and shoes necessary to participate in physical education classes**
- Student fees that are necessary to participate in the general education program**
- Personal school supplies such as backpacks and notebooks**
- Birth certificates necessary to enroll in school**
- Immunizations**
- Food**
- Medical and dental services**

- Eyeglasses and hearing aids
- Counseling services to address anxiety related to homelessness that is impeding learning
- Outreach services to students living in shelters, motels, and other temporary residences
- Extended learning time (before and after school, summer school, saturday classes) to compensate for lack of quiet time in shelters or other living conditions
- Tutoring services, especially in shelters or other locations where homeless students live
- Parental involvement specifically oriented to reaching out to parents of homeless students
- Fees for AP and IB testing
- Fees for college entrance exams such as SAT or ACT
- GED testing for school-age students
- Other, please explain below:

If Other selected above, please describe below:

Character limit 1000

Indicate below the method used for determining the amount set-aside to support homeless children and youth.

- Needs assessment
- Past homeless student enrollment and support service cost data
- Reserving a flat percentage base on the LEA's overall poverty rate
- Reserving an amount per homeless child equal to the LEA's Title I per-pupil allocation

Explain how the LEA homeless liaison was consulted or involved in determining the set-aside for homeless children and youth. *Character limit 3000*

Each year Bear Creek Community Charter School staff meet to confirm any identifiable need, and agree upon a sum for a set-aside. The Chief Executive Officer, School Counselor (homeless liaison) and Business Manager participate in the process. Regardless of set-aside, Bear Creek Community Charter School is willing and able to assist any student in need through the School's General Fund as well as through partnerships with an local non-profit and other community organizations. The current set-aside included in the School's General Fund Budget is \$1,000.00.

Section: Narratives - Foster Care

FOSTER CARE

Every Student Succeeds Act (ESSA) Assurance Requirements for Local Education Agencies (LEAs).

TRANSPORTATION PROCEDURE ASSURANCES

Read statements carefully and choose "yes" to indicate that you have reviewed and agree to implement the requirement.

LEA assures they will collaborate with local **County Children and Youth Agency (CCYA)** to:

Develop and implement clear written procedure for how transportation will be provided, arranged, and funded for the duration of the time in foster care.

Yes

Procedures must ensure that children will properly receive transportation in a cost-effective manner in accordance with the *Fostering Connections Act*.

Yes

Ensure that, if there are additional costs incurred in providing transportation to the school of origin, LEAs will provide transportation if:

- The local CCYA agrees to reimburse the LEA;
- The LEA agrees to pay the cost;
- The LEA and local CCYA agree to share the cost; or
- The LEA of origin, LEA of residence, and the placing CCYA agree to share the cost.

Yes

POINT OF CONTACT REQUIREMENT (POC)

LEAs will designate a POC for the corresponding CCYA, if the CCYA notified the LEA, in writing, that it has designated a POC.

Yes

Enter the name of the POC in the table below.

Name	Title	Email Address

Name	Title	Email Address
Melanie Leo	School Counselor	melanie.leo@bearcreekschool.com

Section: Narratives - Performance Goals

PERFORMANCE GOALS

Effective with grant funds received in 2015-16 and beyond, LEAs will need to develop performance based goals that align with the intent of the grant and help focus the spending of federal dollars for grant programs to eliminate fraud, waste and abuse of federal grant dollars. An annual performance report is required for all federal grant programs.

CREATING PERFORMANCE BASED GOALS FOR TITLE I:

The intent of Title I is to increase the achievement levels of the lowest achieving students in your Title I schools through supplemental educational services; therefore, when completing this section, **you must have at least one performance goal that includes a student achievement target as the outcome.** For those of you receiving \$500,000 or more in Title I, the 1% mandatory parent involvement set aside requires you to implement parent involvement programs and services to result in greater parent participation in their children’s education; therefore, you will also need to have a performance goal related to parent involvement if you meet the \$500,000 threshold. Other goals may include professional development or other components that are identified in schoolwide plans.

Directions: Complete the following table to identify your Performance Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the Add button to the right in order to save each goal. Please refer to the Performance Goals help if you need assistance on writing an effective performance goal.

Performance goals must be aligned to improvement plans.

Think of the following questions when determining a goal:

Where are our students? Where should they be? How will support get them there? How will we know when they have arrived?

Think of the following questions when measuring a goal:

What needs to be done? How will you know you are doing what you planned? What will you look for to determine if it is working?

Note: only eGrants applications containing both a complete comprehensive program description and measurable performance goals will be processed.

Goal Area - Select the area that best fits your goal.

Measurable Goal - Describe the goal you want to achieve. This should be measurable/quantifiable.

Baseline Data - Describe the data that you're using to determine if the goal is met.

By Whom? - Indicate who will ensure that the goal is met.

By When? - Indicate when the goal will be met.

Data Source - Describe the data that will be used to measure the goal. Can be more than one source.

Goal Area	Measurable Goal (limit 1000	Baseline Data (limit 300	By whom?	By when?	Data Source (limit 300
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	characters)	characters)			characters)
Student Achievement	At minimum, sixty percent (60%) of students in kindergarten through eighth grade will achieve "typical growth" in Reading using the i-Ready Diagnostic Assessment, when comparing beginning of year benchmark data and end-of-year benchmark data. Typical growth in Reading is defined by a number of scale points that varies by grade level.	Beginning of year i-Ready Math benchmark assessment.	Director of Curriculum and Instruction	Beginning of 2020-21 school year	i-Ready Reading benchmark assessment data.
Parent and Family Engagement	At least ninety percent (90%) of Bear Creek Community Charter School parents surveyed will respond as satisfied with their experiences with the school and would recommend Bear Creek Community Charter School to a friend or a family member.	Bear Creek Community Charter School's Annual Parent Satisfaction Survey.	Chief Executive Officer and Director of Curriculum and Instruction.	Beginning of 2020-21 school year	Annual Parent Satisfaction Survey response data.

Goal Area	Measurable Goal (limit 1000 characters)	Baseline Data (limit 300 characters)	By whom?	By when?	Data Source (limit 300 characters)
Student Achievement	At minimum, sixty percent (60%) of students in kindergarten through eighth grade will achieve “typical growth” or better in Math using the i-Ready Diagnostic Assessment, when comparing beginning of year benchmark data and end-of-year benchmark data. Typical growth in Math is defined by a number of scale points that varies by grade level.	Beginning of year i-Ready Math benchmark assessment.	Director of Curriculum and Instruction	Beginning of 2020-21 school year	i-Ready Math benchmark assessment data.

Section: Narratives - Equity Plan

EQUITY PLAN

Describe how low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Character limit 3000

All teachers are properly certified for the position they hold. Bear Creek Community Charter School reviews student data and teacher qualifications annually to ensure there are no disparages relating to educational equity.

The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.

Yes

Section: Narratives - Supplement Not Supplant Methodology

Supplement Not Supplant Methodology



Check the box to claim exemption from written methodology if your LEA satisfies one or more of the following criteria:

- **LEA has only one school (Charter School or K-12 Building)**
- **LEA has no overlapping gradespans**
- **All schools within your LEA are served by Title I funds**

The LEA shall demonstrate that the methodology used to allocate State and local funds to each Title I school ensures that the school receives all the State and local funds it would otherwise receive if it were not receiving Title I funds. In other words, an LEA's school level budgeting methodology must be "Title I neutral." This requirement ensures that Title I funds will be supplemental to the school's budget.

Please provide your LEA's methodology below (5,000 character limit):

Section: Carryover - Previous Year Carryover

Enter appropriate carryover values in the tables below. Report it separately in the Non-Public Carryover table.

Example: TOTAL LEA carryover is \$100,000 and remaining share to provide equitable services to non-public students is \$10,000.

Enter \$90,000 in the Public LEA Carryover Amount field.

Enter \$10,000 in Non-Public Carryover Amount field.

**Non-Public Carryover will be tracked separately by the LEA.*

The 15% carryover requirement will be verified by DFP staff during the final review prior to approval by DFP.

A Final Expenditure Report (FER) for the carryover funds must be submitted to DFP by: October 30, 2020 or within 30 days of funds being expended.

Public LEA Carryover

Enter the amount of Public carryover from the previous year.

Agency/LEA	Carryover Amount
Bear Creek Community CS	\$0.00

This value represents your TOTAL allocation from last year.

Enter your previous years grant application's allocation

269,931

Carryover Percentage

%

Carryover amount cannot exceed 15%

Note: Carryover amount cannot exceed 15% of the previous year's allocation without an approved waiver on file from the Division of Federal Programs.

Do not include the Non-Public Carryover amount in the Public LEA Carryover value.

Non-Public Carryover (ESEA sections 1117(a)(4)(B) and 8501(a)(4)(B))

Enter the amount of non-public carryover remaining from the previous year's non-public equitable share.

*If this is a consortium application, add a row for each member of the consortium that has non-public carryover funds.

LEA Name	Non-Public Carryover Amount
	\$
	\$0.00

The Non-Public Carryover value is informational ONLY. If you elect to redistribute carryover funds in Selection of Schools – Data Entry, the non-public amount entered below will not be included in the Redistribution of Title I Carryover Funds.

Section: Carryover - Transferability

Please identify the amount of funds you intend to transfer into Title IA below. The total value will then need to be entered on Reservation of Funds within the Data Entry Wizard. If this is a consortium, please enter a separate line item for each consortium member.

LEA Name	Funds Transferred into Title IA from Title IIA	Funds Transferred into Title IA from Title IVA	Total Funds Transferred into Title IA (*Calculated - leave blank)	Describe Use of Funds
			0	
	0.00	0.00	0.00	

Neglected Institutions

There are no Neglected Institutions

Section: Non Public Organizations - Non-Public Assurances

Since the initial passage of the Elementary and Secondary Education Act of 1965 (ESEA), non-public school students and teachers have been eligible to participate in programs under Title I, Part A (Title I).

To ensure local educational agencies, in consultation with appropriate non-public school officials, are providing eligible children attending non-public elementary and secondary schools, their teachers, and their families with Title I services that are equitable to those provided to eligible public school children **please read and complete each assurance below.**

If there are NO eligible non-public school students in your public school attendance area, **select N/A in each assurance**, SAVE, and mark the section complete.

LEA conducts timely, meaningful, and ongoing consultation with non-public school officials to design appropriate equitable services so that those services can begin at the beginning of the school year for which the funds are appropriated.

N/A

If 'No' was selected, please explain.

Does not apply.

Funds allocated to an LEA for educational services and other benefits to eligible non-public school participants will be obligated in the fiscal year for which the funds are received by the LEA.

N/A

If 'No' was selected, please explain.

Does not apply.

Timely and meaningful consultation occurred prior to the obligation of non-public funds.

N/A

If 'No' was selected, please explain.

Does not apply.

The results of agreement following consultation have been transmitted to the equitable services ombudsman. (via Affirmation of Consultation upload to eGrants)

N/A

If 'No' was selected, please explain.

Does not apply.

The LEA will follow their procurement procedures if contracting with third-party providers for services to non-public school children and educational personnel.

N/A

If 'No' was selected, please explain.

Does not apply.

Non Public Institutions

There are no Non Public Institutions

Section: Non Public Organizations - Non-Public Organizations Summary

Non-Public Organizations Summary

The following table compares the totals of the figures entered on the individual non-public narratives to the total low income non-public students from Selection of Schools (Step 4) and the total non-public low income funds and the non-public shares of the set asides from Selection of Schools (Step 5).

IMPORTANT!: You should not mark this section complete until you have

- completed all of the individual non-public narratives in the Non-public Organizations section
- completed the Data Wizard section
- verified that the non-public total matches the selection of schools total in each row of this table.

If the totals in any row of this table do not match, please contact your Regional Coordinator BEFORE submitting your application. (NOTE: For monetary totals, it is considered a match if you are within \$1 since this section only allows whole numbers.)

	Non-Public Organizations	Selection of Schools
Low-Income Students #		
Total Non-Public Title-I Instruction Funds	\$0.00	\$0.00
Total Non-Public Title-I Parent and Family Engagement Funds	\$0.00	\$0.00

Non-Public Organizations Summary

Summary of information that was entered in the individual non-public narratives.

	AUN	Completed	Low-Income Students #	Title-I Participants #	Total Non-Public Title-I Instruction Funds	Total Non-Public Title-I Parent Involvement Funds
Bear Creek Community CS						

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget

\$222,900.00

Allocation

\$222,900.00

Budget Over(Under) Allocation

\$0.00

Instruction Expenditures

Function	Object	Amount	Description
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	100 - Salaries	\$200,000.00	Supplemental instructional support in Reading and Math K-8 as part of the school's coordinated RtII program.
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	200 - Benefits	\$22,900.00	Supplemental instructional support in Reading and Math K-8 as part of the school's coordinated RtII program.
		\$222,900.00	

Section: Budget - Equipment Expenditures

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget

\$222,900.00

Allocation

\$222,900.00

Budget Over(Under) Allocation

\$0.00

Equipment Expenditures

Function	Object	Number of Items	Cost Per Item	Amount	Description
				0.00	
				0.00	

Section: Budget - Other Expenditures

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget

\$222,900.00

Allocation

\$222,900.00

Budget Over(Under) Allocation

\$0.00

Other Expenditures

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget

\$222,900.00

Allocation

\$222,900.00

Budget Over(Under) Allocation

\$0.00

Budget Summary

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1190 FEDERALLY FUNDED REGULAR PROGRAMS	\$200,000.00	\$22,900.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$222,900.00
1450 Instructional Programs Outside the School Day	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1500 * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2160 * SOCIAL								

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
WORK SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2220 TECHNOLOGY SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2240 COMPUTER-ASSISTED INSTRUCTION SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2250 * SCHOOL LIBRARY SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2260 INSTRUCTION AND CURRICULUM DEVELOPMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2270 Professional Development	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2280 * NONPUBLIC SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2350 * LEGAL AND ACCOUNTING SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2380 * OFFICE OF THE PRINCIPAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health								

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2810 PLANNING, RESEARCH, DEVELOPMENT AND EVALUATION SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2813 Evaluation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2820 INFORMATION SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2830 STAFF SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2850 STATE AND FEDERAL AGENCY LIAISON SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2900 Other Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$200,000.00	\$22,900.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$222,900.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
							Final	\$222,900.00