

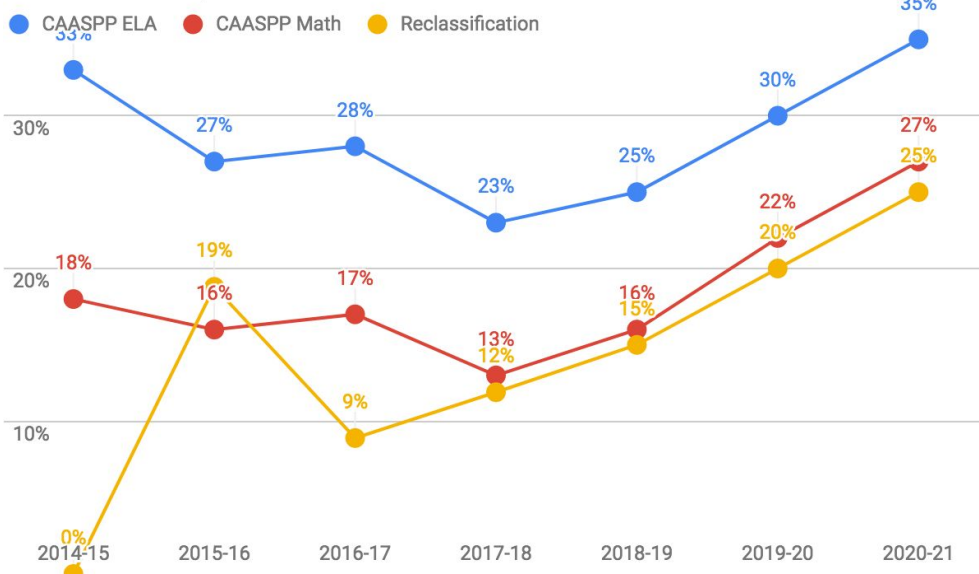
The mission of the YPI Charter Schools (YPICS) is to prepare students for academic success in high school, as well as post-secondary education; prepare students to be responsible and active participants in their community; and enable students to become lifelong learners. Students at YPI Charter Schools will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in high school and beyond.

Academics

Academics Performance Data

Academic Data	Past Data				Goals		
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
CAASPP ELA	33%	27%	28.0%	23.0%	25%	30%	35%
CAASPP Math	18%	16%	17%	13%	16%	22%	27%
Reclassification	0%	19%	9%	12%	15%	20%	25%

CAASPP ELA, CAASPP Math and Reclassification



I. Analysis

Trend	Root Cause Analysis
<p>ELA scores declining for past 4 years (net -10%)</p> <p>Math scores declining for past 4 years (net -5%)</p>	<ul style="list-style-type: none"> • Administrative/teacher turnover • Need for consistent/effective curriculum (ELA and Math) • First time instruction and MTSS need to be effective • Local Elementary schools reporting lower CAASPP proficiency

Reclassification Rate falling for the past 3 years (net -7%)	<ul style="list-style-type: none"> ● Long term English Learners are the largest percentage of EL learners BCCS serves ● Targeting the specific needs of these learners is needed ● enhanced focus on EL Reclassification / support
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II. Action Plan for Academic Excellence

Focus Area	Goal	Impact	Action Plan
Standards Based Grading	Fully refined implementation for all classes by June 2019	Significantly more accurate assessment and communication of student proficiency and progress. Increased student proficiency in all content areas (measured by SBAC scores, grades, and MAP scores).	Critical Friends Protocol using student work samples to refine rubrics 3x a month (in PD). Gradebook analysis after each marking period (led by Academic team).
Project Based Learning	At least one PBL project in every content area each semester in 2018-19 school year. Two projects per semester in 2019-2020 school year and beyond.	Student learning is maximized due to authentic learning experiences based on engaging, real-world problem scenarios, and which provide ample opportunities to practice critical thinking, problem solving, collaboration, and communication/presentation skills.	Embed PBL Planning into PD plan, at least once per quarter. Reflect on PBL Implementation at the end of each semester. (in PD)
Increase Math Proficiency	Increase math proficiency on SBAC to 16% in 2018-19 and at least 8-10% more in the next 2 years.	Students leave BCCS with a powerful education in mathematics, including critical-thinking and problem solving which will prepare them for success in high school, college, and a number of careers which involve computation and analysis of numbers and data.	Consistent usage of ALEKS in all math classrooms, using ALEKS competitions to set clear goals and to encourage students. Consistent after school tutoring for ELA and Math. For 2019-20, adopt new math curriculum and train teacher in implementation.
Increase ELA Proficiency	Increase ELA proficiency on SBAC to 25% in 2018-19 and at least 10-12% more in the next 2 years.	Students will culminate from BCCS with excellent literacy and communication skills which will allow them to flourish in written and verbal communication.	Consistent implementation of SFA strategies in all classrooms. Consistent after school tutoring for ELA and Math. Focus on low level claims/standards from internal benchmark testing.

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Reclassification Rate (and EL Progress)	Increase Reclassification Rate to 15% for 2018-19 and at least 8-10% more in the next 2 years.	English Learners will make significant gains in mastery of English, including being able to read, write, speak, and listen effectively in English.	Create English Learner Snapshots for each EL student. Set individual goals and supports collaboratively with students, parents, teachers, and tutors. Tutors coach and support individual students and track progress.
Effective Teaching Strategies (ie. Questioning, Anticipatory Sets, Do Now, Exit Ticket, etc.)	Teachers learn at least one new effective teaching strategy per semester.	Teachers will be able to hone their craft at various levels, whether they need support with classroom management, effective lesson structure, or more specific skills such as effective questioning strategies or promoting academic discourse.	Provide differentiated professional development through "Choose your own Professional Adventure" protocol once per month. Include measures such as Instructional Rounds to increase accountability.

III. BCCS Intervention Plan

Bert Corona Charter has implemented a series of interventions and supports for its learners. Recognizing the need to greater serve our English learner population and our Special Education Learners Bert Corona Charter administration has worked to develop a plan of action around serving these learners.

In the Fall semester, a plan was implemented to assign instructional aids to work closely with our English learners. They help serve as tutors to these learners; helping with remediation, scaffolding, and goal setting. They have assisted teachers to ensure that learners are accessing grade level curriculum.

Elective courses were established for sixth and seventh grade to provide additional instructional support to our most at risk learners identified by their CAASPP and NWEA MAP Scores. Through the Fall semester, 25 learners from each of these grades received a daily math intervention elective. This also provided an ideal time for learners in sixth and seventh grade receiving specific academic instruction in an resource setting to be pulled out by their case carrier.

In the Spring Semester, the instructional aids will be working with learners who are near the bubble of scored proficient in mathematics on state assessments. They are continuing to support many English learners. Additionally, the six and seventh grade math support elective is focused on serving learners who are on the cusp of scoring proficient in Math. Along with these interventions, a course has been established for learners in seventh and eighth grade, who are the highest performing learners per the interim CAASPP assessment. This enrichment course is meeting daily during the typical Success for All literacy time.

After school intervention and/or enrichment courses are meeting 2-3 times a week to help learners with their math needs. In total 185 learners across the grade levels are receiving targeted enrichment and/or intervention. Many of which are also being targeted for intervention based on their being English learners.

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Selection	NWEA and Interim Score, Teacher Input								
Target Group	Highest Reading	Highest 2 (Math)	2nd Highest 2 (Math)	3rd Highest 2 (Math)	All 3 Groups (Math)	All 3 Groups (Math)			
Math Support	P1 SFA Math	P7 Math Elective	In Class Tutor Support	After School Tutoring	Group parent meeting	Individual Parent Meeting	Total Students Serviced	18-19 Enrollment	% of Learners
8th grade	22		25	10	57	57	57	118	48.31%
7th Grade	8	20	25	10	63	63	63	120	52.50%
6th Grade		21	25	10	56	56	56	117	47.86%
5th Grade			18	0	18	18	18	117	15.38%
Target Total	30	41	93	30	194	194	194	355	54.65%
ELA Support	P1 SFA ELD Class	SFA student meeting	In Class Tutor Support	After School Tutoring	Group parent meeting	Individual Parent Meeting	Total Students Serviced	18-19 Enrollment	% of Learners
8th grade			0		0	0	0	118	0.00%
7th Grade			0		0	0	0	120	0.00%
6th Grade			3	10	13	13	13	117	11.11%
5th Grade			3	10	13	13	13	117	11.11%
Target Total	0	0	6	20	26	26	26	355	7.32%

Math (SFA) Elective		
Teacher		Student Enrollment
Math Period 1	8th Grade	22
Math Period 1	7th Grade	8
Total		30

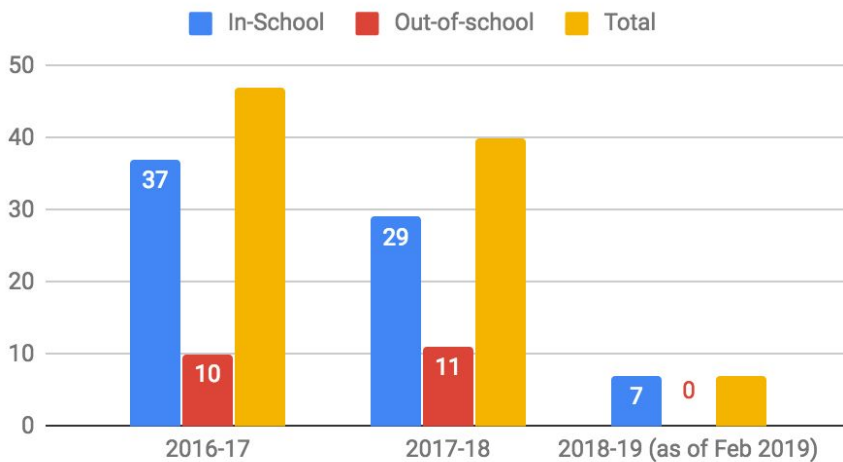
7th Grade Electives	
Teacher	Student Enrollment
Anguiano- Math	20
6th Grade Electives	
Teacher	Student Enrollment
Lopez- Math	21

Culture and Climate

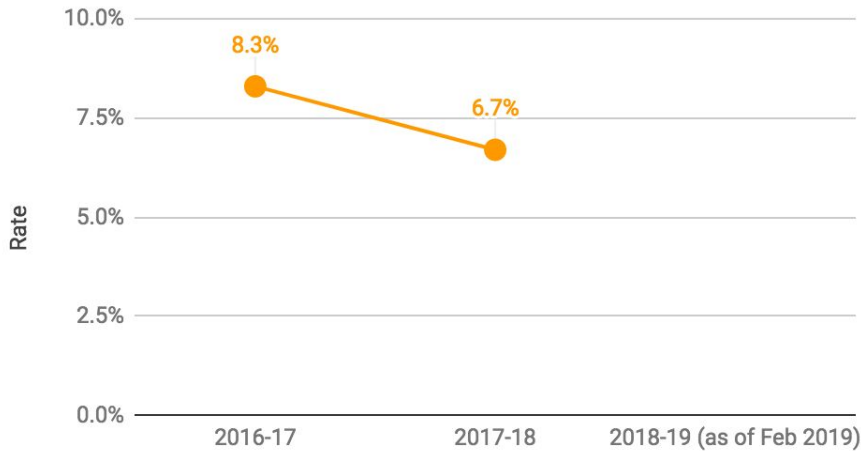
Suspensions

At BCCS, in-school suspensions decreased from the 16-17 to the 17-18 school year by 8 incidents. Out of School Suspensions increased by one incident. For the current school year, only 7 in-school suspension have occurred to date. No students have received an out-of school suspension. At the current rate, BCCS will have a significant reduction in both in-school and out-of-school suspensions. This reduction would lead to a continuing decline in the suspension rate.

BCCS Annual Suspensions



BCCS Annual Suspension Rate



Suspension Incidents	In School	Out of school	Total	Rate
2016-17	37	10	47	8.3%
2017-18	29	11	40	6.7%
2018-19 (as of Feb 2019)	7	0	7	NA

Office Discipline Referrals

Minor office discipline referrals (ODR's) continue to be higher this year than in the past two years. This can be considered an improvement because teachers are recording the incidents more accurately than in the past. Major ODR's hit a low with an average of 2.18 referrals per day in January. January's Major ODR's are closer to the national median of 1.6.

Month	Average Minor Referral Per Day Per Month			Average Major Referral Per day Per Month		
	16-17	17-18	18-19	16-17	17-18	18-19
August	2.06	4.06	9.83	1.63	1.53	3.28
September	1.62	9.85	18.68	1.19	3.6	7.26
October	7.74	9.75	24.67	4.26	4.55	6.38
November	6.33	6.93	22.73	4.87	2.67	7.2
December	5.64	3.2	19.22	4.73	1.7	4.56
January	4.87	7.63	26.00	5.33	6	2.18
February	3.84	14.37	4.53	5	6.79	0.32

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March	4.71	12		4.76	6.73	
April	8.86	13.2		3.64	6.55	
May	4.82	8.23		3.09	5.27	
June	0.14	1		1.29	2	
Total	50.63	90.22	125.66	39.79	47.39	31.18

BCCS is still hovering above the goal of 3 minor ODR's for every major ODR. Administrators are providing support to teachers who are having challenges with classroom management and generating more ODR's than their peers. Teachers are sharing strategies that are working with students and trying to implement them in their respective classes.

Year	Minor	Major	Ratio
16-17	50.63	39.79	1.27
17-18	90.22	47.39	1.90
18-19	125.66	31.18	4.03
		Goal	3 to 1

Operations

Attendance

Average Daily Attendance continue to be strong at BCCS. We are consistently close to 97%. Administration is looking at new ways that we can increase student attendance. Some of the efforts will include:

- 1) Acknowledging student attendance in our student assemblies
- 2) Increasing the number of home visits for students who are showing high patterns of absenteeism.

Operations	Past Data		Goals		
	2016-17	2017-18	2018-19	2019-20	2020-21
Attendance	96.7%	96.6%	97%	97.5%	98.0%
Chronic Absenteeism Rate	5.3%	6.7%	5%	4%	3%

Staff monitored the impact of the UTLA strike on attendance. Attendance during the strike was low as visible in the chart below. However, the low attendance was actually because of the rain not the UTLA strike. Every parent of an absent student was contacted and the reason for the absence was verified, Several students did decided not to wear their uniforms and to wear red in support of teachers throughout the duration of the strike.

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BCCS Attendance- Strike Impact					
Day	Monday	Tuesday	Wednesday	Thursday	Friday
Date	1-14-19	1-15-19	1-16-19	1-17-19	1-18-19
BCCS	88.33%	93.37%	93.63%	89.66%	93.63%

Facilities

It has been a rainy December and January so far. Buildings continue to be reviewed for leaks. Room A has a leak in the ceiling at the seam where the two halves of the bungalow are put together. Temporary repairs have been made and are holding.

Drainage on the campus has been a concern in the past few years. Additional drains have been installed, repaired or upgraded in needed areas and are having a positive impact.