Executive Administrator's Report
September 16, 2019

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.
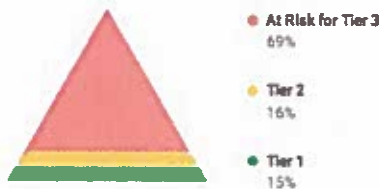
Academics
i-Ready
YPICS is using i-Ready this year for benchmark assessments instead of NWEA Maps. The transition has been generally smooth. Teachers are well practiced at using computer based benchmark assessments. Staff has generally agreed that i-Ready provides data that is easier for teachers to use to adjust instruction in the classroom. i-Ready provides 5 levels of groupings and identifies areas of strentgh and growth for each Scholar which staff can use in the classroom and for intervention

Math i-Ready Scores (Benchmark 0)

Students Assessed/Total: **172/202**

Overall Placement

- At Risk for Tier 3 — 69%
- Tier 2 — 16%
- Tier 1 — 15%

Placement By Domain

- Number and Operations (NO)
- Algebra and Algebraic Thinking (ALG)
- Measurement and Data (MS)
- Geometry (GEO)

Switch Table View
Placement Summary

Show Results By
Grade

Showing 4 of 4

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 9	29% 18% 53%	49/51
Grade 10	10% 23% 67%	30/35
Grade 11	4% 22% 75%	51/60
Grade 12	14% 2% 83%	42/56

Reading iReady Scores (Benchmark 0)

Students Assessed/Total: 175/202

Overall Placement
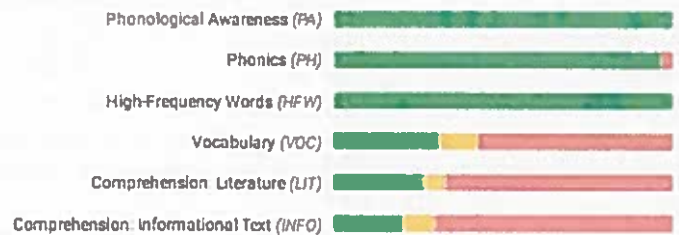
- At Risk for Tier 3 — 65%
- Tier 2 — 13%
- Tier 1 — 23%

Placement By Domain

- Phonological Awareness (PA)
- Phonics (PH)
- High-Frequency Words (HFW)
- Vocabulary (VOC)
- Comprehension: Literature (LIT)
- Comprehension: Informational Text (INFO)

Switch Table View
Placement Summary

Show Results By
Grade

Showing 4 of 4

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 9	31% 16% 53%	49/51
Grade 10	10% 26% 65%	31/35
Grade 11	22% 6% 72%	50/60
Grade 12	24% 7% 69%	45/56

Relay Implementation
Observations and Feedback

BCCH Administrator has been conferencing with all our teachers to ensure that they fully understand and are implementing Relay. Staff has been very receptive to feedback and have already begun to implement making the changes that are needed. The administration is adhering to the Relay implementation plan found in the GET BETTER FASTER SCOPE & SEQUENCE. Feedback has been provided on Phase I strategies.

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
PHASE 1: PRE-TEACHING (SUMMER PD)	**DEVELOP ESSENTIAL ROUTINES & PROCEDURES** 1. **Routines & Procedures 101:** Design and Roll out (Plan & practice critical routines and procedures moment-by-moment : o Explain what each routine means and what it will look like o Write out what teacher and students do at each step, and what will happen with students who don't follow the routine (Plan & practice the roll out: how to introduce routine for the first time: o Plan the "I Do": how you will model the routine o Plan what you will do when students don't get it right 2. **Strong Voice:** Stand and speak with purpose (Square Up, Stand Still: when giving instructions, stop moving and strike a formal pose (Formal Register: when giving instructions, use formal register, including tone and word choice *Note: Many other topics can be introduced during August training. What are listed above are the topics that should be addressed to reach proficiency. Other topics to introduce—even if the teacher will not yet master them—could be:* (*Least invasive intervention* (*Narrate the Positive* (*Create a Challenge/Build Momentum* (*Teacher Radar: know when students are off task* (*Do It Again: practice routines to perfection—have students do it again if it is not done correctly (and know when to stop Do It Again)*	**WRITE LESSON PLANS** 1. **Develop Effective Lesson Plans 101:** Build the foundation of an effective lesson rooted in what students need to learn (Write precise learning objectives that are o Data-driven (rooted in what students need to learn based on analysis of assessment results) o Curriculum plan-driven o Able to be accomplished in one lesson (Script a basic "I Do" as a core part of the lesson (Design an exit ticket (brief final mini-assessment) aligned to the objective 2. **Internalize Existing Lesson Plans:** Make existing plans your own (Internalize & rehearse key parts of the lesson, including the "I Do" and all key instructions (Build time stamps into the lesson plan and follow them

Staff will be trained on Phase II strategies on September 23, 2019.

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
PHASE 2 (DAYS 1-30)	**ROLL OUT & MONITOR ROUTINES** 3. **What to Do:** (Economy of Language: give crisp instructions with as few words as possible (e.g. 3-word directions). Check for understanding on complex instructions. 4. **Routines & Procedures 201:** Revise and perfect them (Revise any routine that needs more attention to detail or is inefficient, with particular emphasis on what students and teachers are doing at each moment (Do It Again: have students do the routine again if not done correctly the first time (Cut It Short: know when to stop the Do It Again 5. **Teacher Radar:** Know when students are off task (Deliberately scan the room for on-task behavior: o Choose 3-4 "hot spots" (places where you have students who often get off task) to scan constantly o "Be Seen Looking": crane your neck to appear to be seeing all corners of the room (Circulate the room with purpose (break the plane): o Move among the desks and around the perimeter o Stand at the corners: identify 3 spots on the perimeter of the room to which you can circulate to stand and monitor student work o Move away from the student who's speaking to monitor the whole room 6. **Whole-Class Reset:** (Implement a planned whole class reset to re-establish student behavioral expectations when a class routine has slowly weakened over previous classes (Implement an "in-the-moment reset" when a class veers off task during the class period o Example: Stop teaching. Square up. Give a clear What to Do: "Pencils down. Eyes on me. Hands folded in 3-2-1. Thank you, that's what Harvard looks like." Pick up tone & energy again.	**INDEPENDENT PRACTICE** 3. **Write the Exemplar:** Set the bar for excellence (Script out the ideal written responses you want students to produce during independent practice (Align independent practice to the rigor of the upcoming interim assessment 4. **Independent Practice:** Set up daily routines that build opportunities for students to practice independently (Write first, talk second: give students writing tasks to complete prior to class discussion, so that every student answers independently before hearing his or her peers' contributions (Implement a daily entry prompt (Do Now) to either introduce the day's objective or review material from the previous day (Implement and review a longer independent practice and/or a daily Exit Ticket (brief final mini-assessment aligned to your objective) to see how many students mastered the concept 5. **Monitor Aggressively:** Check students' independent work to determine whether they're learning what you're teaching (Create & implement a monitoring pathway o Create a seating chart to monitor students most effectively o Monitor the fastest writers first, then the students who need more support (Monitor the quality of student work: o Check answers against your exemplar o Track correct and incorrect answers to class questions (Pen in hand: Mark up student work as you circulate o Use a coding system to affirm correct answers o Cue students to revise answers using minimal verbal intervention (Name the error, ask them to fix it, tell them you'll follow up)

Culture and Climate

Suspensions

Bert Corona Charter High reduced our school suspensions due to the addition of our Coordinator of School Culture in the 18-19 school year. For the 18-19 school year we had a total of 3 out-of-school and 2 in-school suspension. We have 1 suspension for the 19-20 school year.

School Month/ Year	1 Aug	2 Sept	3 Oct	4 Nov	5 Dec	6 Jan	7 Feb	8 Mar	9 Apr	10 May	11 Jun	Total
17-18 Month Suspensions	0	0	0	0	0	0	0	3	4	1	0	
17-18 Current Suspensions Total	0	0	0	0	0	0	0	3	7	8		8

18-19 Month Suspensions	0	2	1	1	0	0	1	0	0	0	0	
18-19 Current Suspensions Total	0	2	3	4	4	4	5	5	5	5	5	5
19-20 Month Suspensions	1	0	0	0	0	0	0	0	0	0	0	
19-20 Current Suspensions Total	1	0	0	0	0	0	0	0	0	0	0	1

Suspensions

Bert Corona Charter High has had no expulsions for the last two school years.

Operations

Enrollment

BCCH has decreased enrollment from the 18-19 school year by 21 students. Enrollment dropped from 217 students to 196 students. Students that are leaving are students who no longer live in the area or in the City of Los Angeles. We are currently working on our outreach plan to increase enrollment.

	2018-19 Previous year Enrollment		2019-20 Enrollment							
			Chisme Loss	New Student	Returning Student	Retained	Total	Class Size	Retention #	Retention Rate
8th grade (from BCCS)	116									
9th grade	46			22	31		53			26.72%
10th grade	63			3	28		31		-18	60.87%
11th grade	66			6	52		58		-11	82.54%
12th grade	42			2	52		54		-14	78.79%
Total	217			33	163	0	196		-43	
Date Updated	5/24/2019				Growth	-21				
					Date Updated	9/10/2019				