



**KNIGHTS ARE
ON F.I.R.E.**

**FOCUSED
INTENTIONAL
REFLECTIVE
ENGAGED**

Bert Corona Charter HS
ASC WASC/CDE Focus on Learning
Initial Full Self-Study
12513 Gain St
Pacoima, CA 91331

Submitted September 16th, 2019
Committee Visit October 27-30, 2019
(Rescheduled from April 7-10)

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Preface

The ASC WASC/CDE Self-Study reflection process at Bert Corona Charter High School (BCCHS) began in May of 2018. The initial date of the first full self study visit had been chosen for the week of April 7th through the 10th, but was graciously rescheduled to a date subsequent to the graduation of the first four-year cohort to attend the school. Because BCCHS is so small, with a current faculty of 12 educators, the school requested an alternative committee structure and it was granted. We entered into the process as a “committee of the whole,” with the use of professional development meetings, “Pan con Cafe” parent meetings, YPICS Leadership Meetings, local school leadership meetings, and SAC (school advisory council) meetings serving as the committees for discussing WASC self-study questions, and recounting the journey of the past four plus years. Parent and student feedback for this report were captured as a regular part of participating in the schools instructional program or its meeting structures that include parents (Pan con Cafe) and community members (School Advisory Council).

YPICS Leadership, teachers, and operations staff all contributed data, policy, analysis, synthesis, and perspective in the self-study development process, including Yvette King Berg (Executive Director), Ruben Dueñas (Chief Operations Officer), Kevin Myers (Director of Academic Achievement), Yesenia Zubia (HR Coordinator and Financial Manager), Ryan Bradford (Director of Technology and Integration), Yolanda Fuentes and Larry Simonsen (Executive Administrators), Susan Castellon (Coordinator of Operations), Nestor Garcia (Lead Teacher and data specialist), Mark Rothenay (Mentor Teacher and instructional specialist), Christina Soria (Yearbook Sponsor and Editor in Chief), Maribel Palafox (College and Career Counselor), Edwin Cruz (Coordinator of Culture and Climate), Maria Casteñeda (RSP Lead Teacher), Liz Gonzalez (Student Leadership Coordinator) and Isis Peña (Program Coordinator). All employees of the school, because of our democratic decision making processes, whether mentioned here by name or not, participated in creating what this report attempts to describe and explain. In allowing our “committee of the whole” process to unfold naturally within the communication constructs in place at the school, ASC WASC has ensured that the report we have created together reflects the highest possible authenticity and transparency.

Bert Corona Charter High School was founded, and is still standing, because of a small group of committed students, families, and leaders who worked for 8 years in order to successfully launch it. In its very young existence, it has already been through some very rough waters, including significant turnover of staff and loss of students in the most recent academic year. But as you will see when you visit, the returning staff and students have never been more content and excited to be KNIGHTS, and our new community members are truly on board with our vision. We are, in short, On F.I.R.E.

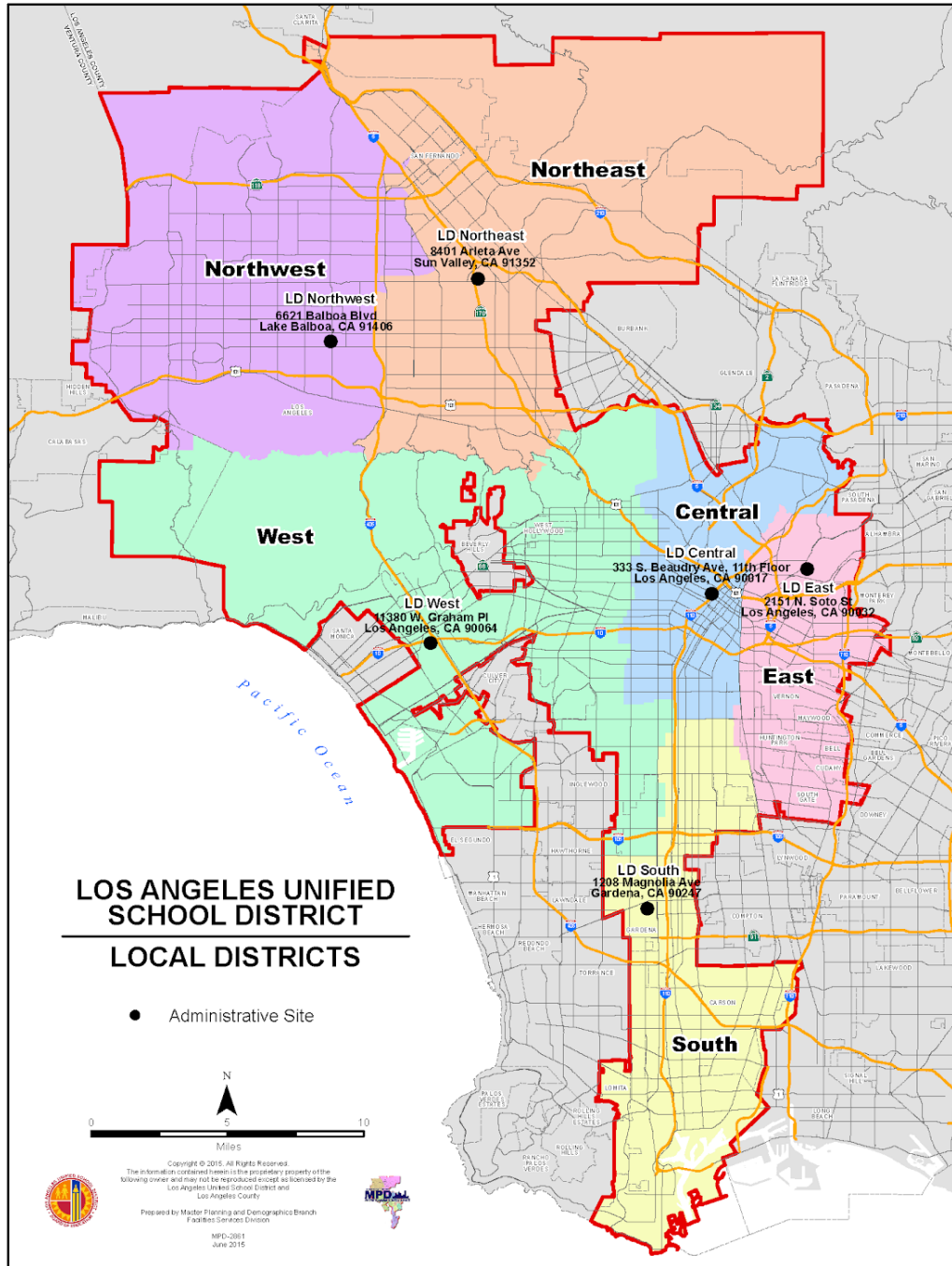
Chapter I: Student/Community Profile and Supporting Data and Findings

Bert Corona Charter High School (BCCHS) is a public, LCFF-funded, independent charter school in Pacoima, California. The school is one of three schools in the Youth Policy Institute Charter Schools (YPICS) charter management organization. Its charter is granted by the Los Angeles Unified School District (LAUSD). It is a Proposition 39 facility, operated on the campus of Maclay Middle School, a non-charter public middle school in LAUSD. Bert Corona Charter High School first opened its doors to students in August of 2015, and graduated its first cohort students in June of 2018. BCCHS currently engages 242 students in grades nine through twelve.

BCCHS is located in Pacoima, CA, a historically working-class, immigrant community in the San Fernando Valley region of the City of Los Angeles. BCCHS students come predominantly from Mexican American and Mexican Immigrant families living in local neighborhoods both in and around Pacoima. Students are accepted via an open enrollment process and, if it becomes necessary given grade-level limits written in the charter, a lottery. Students from Bert Corona Charter Middle School comprise the majority of incoming 9th grade cohorts. A concerned group of parents of Bert Corona Charter Middle School petitioned the Executive Leadership of YPI Charter Schools to create BCCHS as an alternative to large, comprehensive, LAUSD neighborhood high schools that, to them, felt both impersonal and unsafe. The student body of BCCHS reflects a trend in secondary education toward more personalized and intimate education settings. BCCHS underwent its initial WASC visit in the spring of 2016, and this initial accreditation is scheduled to expire in June of 2019.

Los Angeles Unified School District

BCCHS is located in the Northeast Local District of LAUSD, just southwest of the 118 / 210 interchange.



1. Demographic Data

BCCHS student body is reflective of local census data, and is similar to that of high schools in neighboring LAUSD schools. The ethnicity of the surrounding schools reflects a 1% to 6% range of African Americans, 1% Filipino, 1% to 3% White Non-Hispanic, and from 89% to 97% Hispanic or Latino student representation.

BCCHS 2018-2019 Enrollment by Ethnicity and Gender (year of first graduating 4-year cohort)

Grade Level	Female Hispanic	Male Hispanic	Male Not Specified	Male Black	Male Filipino	Female Total	Male Total	All Total
9th Grade	30	20	1	0	0	30	21	51
10th Grade	34	36	0	1	0	34	37	71
11th Grade	36	41	0	0	0	36	41	77
12th Grade	20	21	0	1	1	20	23	43
Totals	120	118	1	2	1	120	122	242
% of Total	49.50%	48.70%	0.40%	0.80%	0.40%	49.50%	50.40%	

2019-2020 Enrollment by Ethnicity and Gender (current school year)

Grade Level	Philipino Male	*White Female	*Whit e Male	Not Specified	Black /African American	Female Total	Male Total	All Total
9th Grade	1	26	23	1	0	27	24	51
10th Grade	0	16	15	0	0	16	15	31
11th Grade	0	27	26	0	1	27	27	54
12th Grade	0	21	31	0	0	21	31	52
Total	1	90	95	1	1	91	97	188
% of Total	.53%	47.9%	50.5%	.53%	.53%	48.4%	51.6%	100%

*These self-reported ethnicities are not non-Hispanic white.

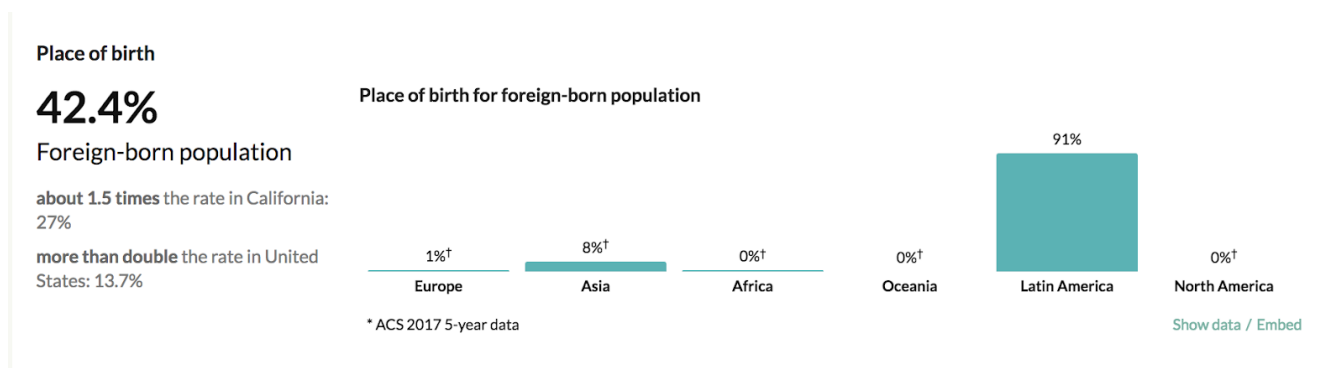
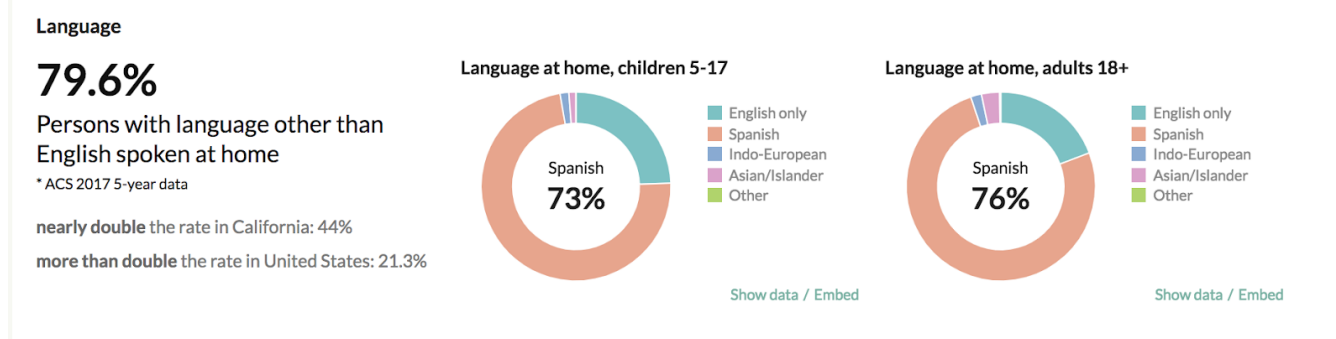
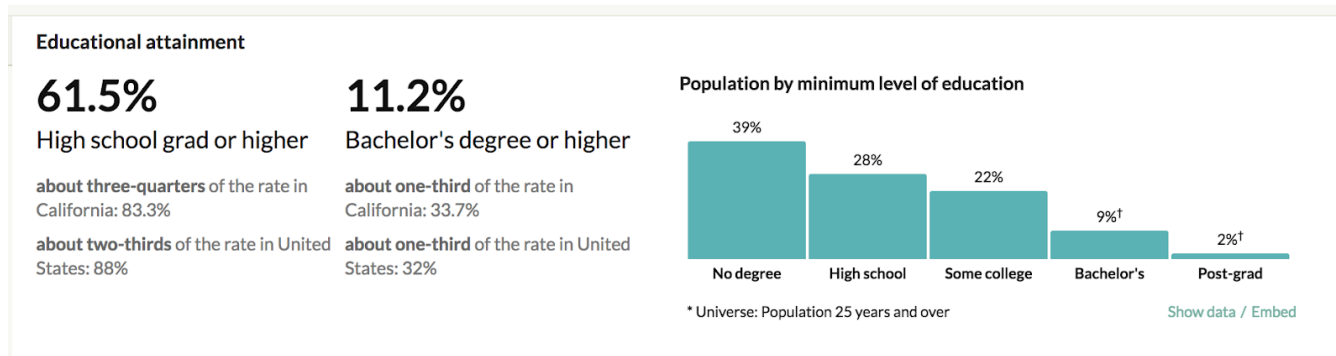
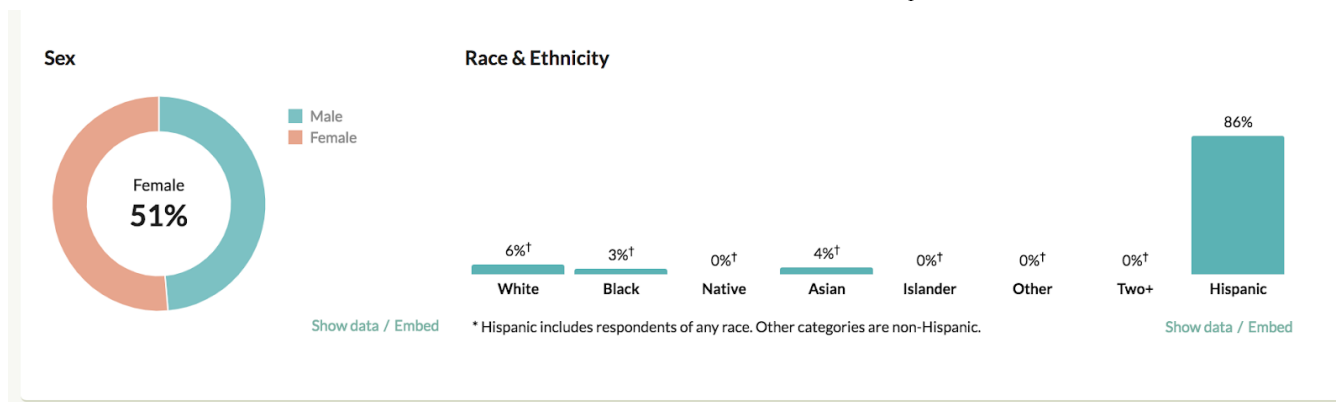
Significant Learner Subgroup Population Growth

Subgroup	2016	2017	2018	2019
African American	2%	1%	1%	1%
English Learner	5%	14%	14%	14%
Latino	94%	98%	99%	98%
FRL Eligible	91%	89%	82%	85%
Students with Disabilities	16%	18%	23%	26%

Most Recent Census Data - Pacoima Profile

Since BCCHS serves the local community as a local public school choice option, understanding local census data is useful for appreciating the context in which the school operates its college-readiness instructional program. The following are summary data for education level, language spoken in the home, population ethnicity, and immigration for Pacoima.

Contextual Pacoima Census Data - 2010₁



Enrollment by Free and Reduced Lunch

BCCHS receives federal funding for Title I and Special Education. A total of 78% (146 of 188) of our students qualify for free lunch, and another 21% (39 of 188) qualify for reduced-price lunch. That makes up 99% of our student body.

Enrollment by Special Education

Students holding an IEP are enrolled without any additional interview or screening process, other than to determine if BCCHS currently offers sufficient services to effectively administer the IEP. Because families of qualifying students typically self-select for more personalized environments, BCCHS has a 27.1% Special Education population (51 of 188 students hold an IEP). This is almost double the national rate of 14% as reported by the National Center for Education Statistics.¹

Enrollment by English Language Learner Classification

BCCHS currently has a 13.8% EL population (26 of 188 students designated EL). The school has been administering the new ELPAC exam since the 2017-2018 school year. Another 58.5 % are currently classified as RFEP, redesignated fluent English proficient.

2. Vision, Mission, and Expected Schoolwide Outcomes for All Learners

Vision

The vision for Bert Corona Charter High School is to create a place of learning that empowers students to become functional and prepared communicators for the demanding global requirements of the future. The high school will provide a mutually supportive and positive learning environment in which every member will develop communications, technological, and leadership skills to foster self-confidence and personal growth. Emphasis will be placed on challenging students to develop problem-solving and interpersonal skills to succeed in the 21st Century through a Service-Learning, Project-Based Learning, and technology-integration focus.

Mission

Bert Corona Charter High School's mission is to prepare students for academic success in post-secondary education, to prepare students to be responsible and active participants in their communities, and enable students to become lifelong learners. Students at the high school will become active citizens characterized by the ideals of a diverse and democratic society. Our students will provide service to their communities, take responsibility for their own learning, and develop the habits of mind that will empower them to be successful in high school and beyond.

YPICS Priorities Chart

Hallmarks	Service-Learning, Project Based Learning, Technology Integration, Parent & Community Involvement			
	Data Driven Culture (through the use of balanced assessment)			
School Outcomes & Hallmarks Drive Priorities				
Leverage Leadership	School Culture		Academic Achievement and Instruction	
Levers	Student Culture	Adult Culture	Data Driven Instruction, Professional Development, Instructional Planning, Observation & Feedback	
Administration	COO & CSCC	COO & DOO	CAO, DAA, & DSE	COO, DOT, DAA, & TC
Committees	School Culture & Climate	Parent & Community Engagement	Academic Achievement	Technology Integration
Priorities	School Wide Positive Behavior Support System	Understanding Student Data	Building Teacher Expertise using Marzano Model	Enhanced Learning
			Using Common Core State Standards and Assessments	
Anchors	Alternatives to Suspension	Evaluation of PE Data and impact of service (including Impact on Student Achievement)	Service Learning, Inquiry By Design, Blended Learning, and Reading & Writing Across the Curriculum	Access to Devices and Programs
	Improved Attendance		Standards Based Grading	
	Marketing and Communication		Marketing and Communication	
	Adult Morale & Engagement		Adult Morale & Engagement	
Outcomes	College Ready, Active Citizen, LifeLong Learner			
Brand Concept	Citizen Scholars			
Motto	"California's Future Leaders"			

YPI Charter Schools Priorities Paradigm

YPICS ultimate goal for students and families is to create Citizen Scholars in our schools who will eventually become the college-educated future leaders of California. To those ends, YPICS has developed a priorities chart to facilitate the implementation of its vision. The chart describes academic, culture, and operational program elements as well as its administrative staffing model.

Key to acronyms:

- COO - Chief Operations Officer
- DOO - Director of Operations
- CAO - Chief Academic Officer
- DAA - Director of Academic Achievement
- CSCC - Coordinator of School Culture and Climate
- DSE - Director of Student Achievement
- DOT - Director of Technology
- TC - Technology Coordinator

3. Programmatic Hallmarks of all YPICS Schools

Project-Based Learning	PBIS
Technology Integration	Presentations of Learning
Standards-Based Grading	GBF Coaching
Success for All Reading Strategies	Wrap-Around Services

Project-Based Learning

Projects are a vehicle to engage English Language learners in hands-on learning and cooperative group learning, both of which are best practice pedagogies for students who are learning in their second language. Projects have ranged from simple collaborative activities to fully backwards-planned and student-presented projects with a scope and sequence involving multiple standards.

Technology Integration

At all grade levels, in all core content classes, and throughout the CTE program, students at BCCHS use both Apple and Google technology as well as online learning tools to facilitate a 21st century approach to college preparation and workplace skill development. Students carry ChromeBook computers with them like textbooks, both on and off campus, for the duration of the school year. Every classroom contains a laptop cart with Macbook computers. The CTE lab contains Apple workstations each equipped with the Adobe Cloud Suite as well as Blender software for 3D design. Canon DSLR camera equipment, 3D printing, and large-format printing allow students to bring their creativity to PBL fruition.

Standards-Based Grading

YPI Charter Schools combine the tenets of mastery learning (repeated attempts without penalty until mastery is achieved) with a grading system that rewards improvement instead

of cementing failure. Standards-based grading, developed and communicated by John Marzano and Rick Wormeli, provides students with a rating system that provides honest and calibrated skill evaluation based on a 4-point rubric. Students are awarded an evaluation of advanced, independent, developing, or emerging based on specific indicators of developmental progress toward mastery of a standards-based skill. Grades are developed over time as rubric scores create a GPA-style average. There is only one actual letter grade awarded to students, and this is the final grade issued on the report

card with each grading period. The pedagogical imperative that drives standards-based grading is the need for grades to reflect an accurate understanding of real skill development, rather than a message to students regarding work habits, punctuality, and class ranking.

Success for All Reading Strategies

The Reading Edge for High School is a comprehensive literacy program that equips students with skills and strategies they need to read, understand, and learn from expository texts. Since the range of reading achievement is extremely broad in this age group, the Reading Edge for High School provides programs for students whose reading levels range from grade 4 through grade 9 (“pre-honors”). The purpose of this program is to accelerate incoming students to a 9th grade reading level and prepares them for success throughout the rest of high school. Reading strategies gained through the SFA program, all of which are cross-curricular, include: clarifying, summarizing, questioning, and predicting.

PBIS

YPI Charter Schools implements a school-wide, three-tiered approach to managing student behavior called Positive Behavior Intervention and Support. Tier one focuses on universal strategies that encourage all students on campus to be safe, respectful, and responsible in their day to day interactions with staff, each other, and in their treatment of school property. Tier one strategies include praise of positive behavior, a token economy, student activities during nutrition and lunch clubs, incentive trips, service activities, advisory program, competitive sports teams, assemblies, and after-school enrichment programs.

Tier two and Tier three support will provide more intensive and targeted services for students and families that need greater support from the school community in order to embrace Tier one behaviors and . Services will include Student Success and Progress Team (SSPT) meetings, Family Support Team, counseling services, individualized incentive plans, behavior contracts, social skills training, and referrals to community based programs, parent conferences, and student and parent workshops. Student Success and Progress Teams use a Multi-Tiered System of Support (MTSS) framework, which consolidates the Coordination of Services Team (COST), Student Success and/or Student Study Team (SST) and the Language Appraisal Team (LAT).

Presentations of Learning

In the three and one half years since BCCHS has been in operation, students have shared a number of visual and media arts CTE pathway projects with community members in multiple contexts. An annual Art Presentation of Learning (POL) showcases the best in student art projects from the year, including fine art, photography, video, and Adobe Photoshop original compositions. Student video presentations are used as an in-house

television communication called “Bert TV,” which airs online and communicates information about events and needs within the BCCHS community. BCCHS Student photography has also been awarded three years in a row at the California State Expo Photography Competition.

GBF Coaching

Beginning in the Summer of 2019 and in partnership with Relay Graduate School of Education, YPICS began the implementation of “Get Better Faster” Educator Coaching. Get Better Faster (GBF) focuses on equipping teachers with research-driven pedagogies and practices that have resulted in significant gains in student achievement in schools across the United States that serve low-income families. Through the “see it, name it, do it” rehearsal process and consistent, intentional classroom coaching with follow-up data meetings, GBF promises to accelerate the growth of early-career educators to the benefit of the students they serve. GBF is implemented by instructional personnel and reinforced by weekly visits from senior administration for YPI Charter Schools.

Wrap-Around Services

YPI Charter Schools partners with YPI, the Youth Policy Institute, to provide enrichment, counseling, intervention, and college application services to its students and families. Extended school day grants provide staffing and resources for working with students before school, after school, and during vacations when schools are out of session. College readiness grants provide classroom tutors and offer support for the college admissions and financial aid application processes. Additional grants provide licensed social workers and therapists to our schools to work with students and their families to support mental health.

4. Additional Programmatic Elements Unique to Bert Corona Charter High School

Universal A-G Coursework

UCCI Curriculum

Parent Participation

CTE Pathway Education and Training

Fully included RSP Support Services

Los Angeles Mission College IGETC Concurrent On-Campus Enrollment

All students attending BCCHS are enrolled in college bound, UC-approved , A through G credit bearing courses, and there is no alternate academic scope and sequence of courses available. All students, regardless of giftedness or learning disability, attend the same college preparatory classes together, in classrooms with students of all representative

ability levels. There is no academic tracking. As one of our promises is college-readiness, we do not allow our students to take an alternative scope and sequence of courses. All diploma-track students will matriculate through a UC-approved A through G scope and sequence of courses.

UCCI Curriculum

In cooperation with the UC Office of Curriculum Integration, BCCHS teachers teach and assess UC and CTE blended courses through the UC approved UCCI Curriculum Integration program, which allows students to pursue a UC readiness education while gaining knowledge of and experience with both thought and skill elements of specific career sectors in the global career market. Approved syllabi guide all UCCI coursework.

CTE Pathway Education and Training

Bert Corona Charter High School participates in the California Department of Education's Career Technical Education Pathway program, with an emphasis on the Arts, Media and Entertainment pathway, and further focusing on the Design, Visual, and Media Arts subsection. The CTE course sequence at BCCHS, comprised of three Visual and Media Arts courses, equips students to independently and confidently use industry-standard digital technologies for creation, enhancement and production. Our hope is to graduate college and career ready young adults with the capacity to participate in any number of industries as entry-level digital professionals while supporting themselves through college and gaining valuable workplace experiences. These courses are taught by an experienced industry digital and fine artist with certification in her skill sets. The content and scope of these courses is always "under construction" as trends, tools, and technologies are constantly changing. As any of our A through G courses is updated significantly, it is resubmitted to UC Doorways for updated approval.

Los Angeles Mission College IGETC Concurrent On-Campus Enrollment

The Los Angeles Community College System, through its Los Angeles Mission College (LAMC), has partnered with YPI Charter Schools to bring IGETC qualifying coursework (Intersegmental General Education Transfer Curriculum) to the campus of Bert Corona Charter High School. One to two courses of undergraduate, general education, transferable coursework is scheduled for concurrent enrollment participation each semester at BCCHS, and is staffed by LAMC faculty. Students who qualify for participation in these courses, by both recommendation and initiative, are earning college units towards the acquisition of an AA degree while simultaneously working towards high school diplomas. BCCHS has offered 9 undergraduate courses to date through its concurrent enrollment partnership with Los Angeles Mission College.

Fully included RSP Support Services for Students with Special Needs that Ensure Access to A through G Curriculum

All YPICS schools are staffed by Education Specialists with RSP teaching credentials and at ratios commensurate with N=28 CA State Special Education regulations. A YPICS Director of Special Education provides oversight and support for the Special Education programs at all YPICS schools, ensuring that compliance with deadlines, services, and LRE are met for each student. All students with special needs at BCCHS receive services that exceed those stipulated in Individualized Education Plan documents, as each student carrying an IEP is scheduled for bi-weekly time blocks of RSP support within their weekly schedules. Although fully included in the regular education program, students carrying an IEP have weekly guaranteed face-time with an Education Specialist and Special Education aide.

Parent Involvement

Parent and community representatives sit on the school's School Advisory Council, where they provide guidance and support in the form of both informal feedback on school plans and initiatives, and in the form of approval-by-vote direction on matters of budget and policy. All parents are invited and encouraged to take a detailed parent survey every fall to give feedback regarding safety, engagement, and instructional programming. All parents are invited to give feedback express concerns at the monthly Pan con Cafe parent gatherings. Mandatory orientation meetings are attended by parents and guardians of all students every summer before the commencement of the new school year. All parents are individually scheduled, twice yearly, for conferences with all of the teachers who work with their children.

5. Expected Schoolwide Learner Outcomes for All Learners

All BCCHS students will, upon graduation, be college-ready: CSU/UC eligible.

All BCCHS students will, upon graduation, be trained and practiced in how to engage their local and global communities as active citizens who volunteer time, energy, and leadership.

All BCCHS students will, upon graduation, possess the skills and personal vision for continuous learning in each phase of their lives.

College Ready

All students at Bert Corona Charter High School are required to take a series of courses that will fulfill the minimum requirements for California State University and University of California admission. All students complete a minimum of 2 years of technology-rich visual and media arts CTE courses as part of a career technical education pathway. All students engage in transparent, outcome-driven learning with authentic assessment feedback that informs their growth processes. All students create a personalized post-secondary plan with a certificated college and career counselor. All students are issued laptops to carry with them throughout the academic year, both on and off campus. All students are given the opportunity to complete college courses on campus through a concurrent enrollment program facilitated by Los Angeles Mission College.

Active Citizens.

Bert Corona Charter High School draws its vision from the legacy of Bert Corona, a Latino activist who worked to achieve social justice for immigrant communities. In this spirit, students at BCCHS become active citizens characterized by the ideals of a diverse and democratic society. Our students provide service to their communities by volunteering with and for local organizations that impact both their places of civic identity as well as the world beyond. All students are required to complete a minimum of one hundred volunteer hours before graduating, which are to be completed at an organization that provides direct services to local residents, a local school community, or leverages local volunteer efforts to make a global impact. Partnerships with local community organizations who open their doors to BCCHS students are numerous, and provide our students and families with opportunities to interact with, learn from, and serve with important movements and causes in the San Fernando Valley. Among BCCHS community partners are: Fenton Primary Center Charter School, Children's Hunger Fund, Pueblo y Salud, City of Hope, Pacoima Chamber of Commerce, LAPD, M.E.N.D. (Meet Each Need with Dignity), Best Friends Society, Foster Children's Resource Center, City of San Fernando, Valley Food Bank, Stoneman Douglas HS, and HERMANDAD MEXICANA. In addition to the aforementioned volunteer initiatives, all students are encouraged to participate in political rallies, community action days, community awareness events, civic celebrations, and cultural unity events that are relevant to the BCCHS student body and/or the residents of the San Fernando Valley and its Mexican and Latin American Communities. Several examples include the Pacoima Christmas Parade, Warriors for Social Justice Awards, Cesar Chavez March, CA High School Voter Registration Drive, and Latina History Day Dinner. It is hoped that students from BCCHS, once college educated, will return to their home communities and become engaged and active citizens who serve their neighbors and civic organizations.

Lifelong Learners

All BCCHS students develop communications, technological, and leadership skills to foster self-confidence and personal growth. Emphasis is placed on challenging students to develop problem-solving skills and to develop interpersonal skills to succeed in a 21st Century work and post-secondary education context. All students develop these skills through group-centered, project-based, technology-integrated learning environments. All students use industry-standard computer technology and web-based tools to maximize group communication and collaboration. All students are equipped with literacy skills that allow them to parse informational media and texts in order to gather information that is reliable and relevant to their purposes.

6. Initial College Readiness Data

Bert Corona Charter High School has graduated two cohorts of 12th grade students since its opening in August of 2015. The initial cohort (12 students total) was comprised of students who came to BCCHS as 10th grade or 11th grade students in its opening year. The second BCCHS graduating cohort matriculated in June of 2019, and this cohort's composition was 70% constituted of students (30 of 42 total) who started as 9th grade students in the school's opening year. The respective college readiness data for these two cohorts, and those of successive cohorts now enrolled at BCCHS, is significantly affected by the length of time students have spent at BCCHS before graduating.

A-G Course Completion

All students at BCCHS are required to complete a continuum of core academic courses that have been approved as A-G requirement courses for admission into the University of California and California State University Systems. All students attending BCCHS will complete this continuum to the extent that they meet the minimum eligibility requirements for UC/CSU acceptance. There is no other course continuum or track available to our students. This is an intentional strategy to ensure college-readiness for all graduates. Below are the school's current and historic course offerings, listed by A-G category:

A-G Course Matrix: Opening Year to Present

BCCHS Course Listing					
	15-16	16-17	17-18	18-19	19-20
History/social science (“a”)		World History	World History	World History	World History
			U.S. History	U.S. History	U.S. History
			Government	Government	Government
English (“b”)	English 9	English 9	English 9	English 9	English 9
	English 10	English 10	English 10	English 10	English 10
		English 11	English 11	English 11	English 11
			English 12	English 12	English 12
			AP English Language	AP English Literature	AP English Literature
Mathematics (“c”)	Algebra 1	Algebra 1	Algebra 1	Algebra 1	Algebra 1
	Algebra 2	Algebra 2	Algebra 2	Algebra 2	Algebra 2
		Geometry	Geometry	Geometry	Geometry
		Pre-Calculus	Pre-Calculus	Pre-Calculus	Pre-Calculus
				Statistics	Statistics
Laboratory science (“d”)	Biology	Biology	Biology	Biology	Biology
		Chemistry	Chemistry	Chemistry	Chemistry
			Physics	Physics	Physics
			AP Biology	AP Biology	AP Biology
Language other than English (“e”)	Spanish 1	Spanish 1	Spanish 1	Spanish 1	Spanish 1
	Spanish 2	Spanish 2	Spanish 2	Spanish 2	Spanish 2
			Spanish 3	Spanish 3	
				AP Spanish Language	AP Spanish Language
Visual and performing arts (“f”) [CTE]	Visual Arts & Technology 1	Visual Arts & Technology 1	Visual Arts & Technology 1	Visual Arts & Technology 1	Visual Arts & Technology 1
		Visual Arts &	Visual Arts &	Visual Arts &	Visual Arts &

		Technology 2	Technology 2	Technology 2	Technology 2
			Visual Arts & Technology 3	Visual Arts & Technology 3	Visual Arts & Technology 3
College-preparatory elective (“g”)	College & Career Readiness	College & Career Readiness	College & Career Readiness	College & Career Readiness	College & Career Readiness
			Business Management	Business Management	
			Leadership	Leadership	Leadership
				Leadership	Leadership
				Yearbook	Yearbook
				Senior Seminar	
Physical Education	PE 1 & 2	PE 1 & 2	PE 1 & 2	PE 1 & 2	PE 1 & 2
Dual Enrollment (Los Angeles Mission College)		(Fall) Speech and Communications	(Fall) Chicano Studies	(Fall) Business	Geography (Fall) Art (Fall)
	(Spring) Sociology	(Spring) Psychology	(Spring) Child Development	(Spring) Health	

Overall A-G course completion rates for the first two graduating classes are equal to the school’s graduation rate (or projected graduation rate) as only students who have finished the minimum A-G requirements will qualify for graduation. Students will earn a letter grade of C- or better on all A-G coursework unless otherwise stipulated in the student’s graduation plan, as neither the UC or CSU Systems accept letter grades of D or D- for A-G coursework when determining offers of admission. The school can allow for a letter grade of D in instances when students are on an Individualized Education Plan and require modifications, or when students enroll with transcripts in which a letter grade of

D or D- was issued for A-G coursework at the student’s previous high school. Credit recovery is offered through self-paced online learning courses using a platform called Acellus for Schools. Students are offered these courses in moderated environments such as Instructional Support Periods and Summer School.

A-G Courses

English and Math Course Pass Rates

All Students

Before Credit Recovery

English Language Arts Course Grades

ELA Course Grades	
Semester	Passing Rate
17–18 Fall	82%
17–18 Spring	64%
18–19 Fall	75%
18–19 Spring	89.2%

Mathematics Course Grades

MathCourse Grades	
Semester	Passing Rate
17–18 Fall	62%
17–18 Spring	63%
18–19 Fall	69%
18–19 Spring	84%

Illuminate July 2019

Senior A-G Course Completion Rates and Graduation Rates**Bert Corona Charter HS Students****First 2 Graduating Cohorts**

Academic Year	Students in 12th Grade	Students Completing All A-G Requirements by End of 12th Grade	Percentage of 12th Grade Cohort	Students with IEP Attending a Fifth Year of HS to Complete A-G (at BCCHS or Continuation)	Overall 12th Grade Cohort Graduation Rate
2017-18	12	11	92%	1 (8%)	100% *
2018-19	42	41	98%	1 (2%)	98% *

* Remaining student in 2018 12th grade cohort successfully completed all A-G requirements in January of 2019. Remaining student in 2019 cohort transferred to continuation school to finish HS.

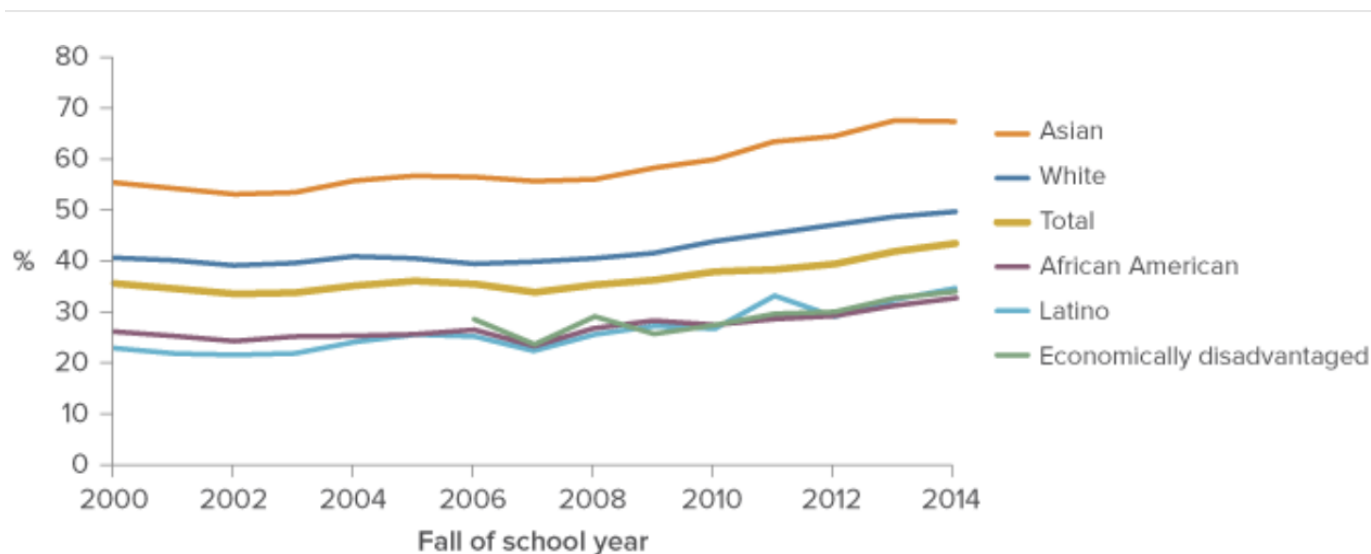
A Comparison of Local Resident School Graduation Rates - 2017-2018

School	Adjusted Cohort Graduation Rate(%)
Bert Corona Charter High	91.7
Sun Valley High	81.1
Arleta High	93.5
John H. Francis Polytechnic	88
Cesar Chavez Learning Academies Technology Preparatory Academy	87.0
Resident Schools Median	87.5
Los Angeles Unified	76.6

Percentage of A-G Requirement Completion

California Public School Subgroups

The following display represents historic statewide A-G completion rates by demographic subgroup in California for the years leading up to the opening of Bert Corona Charter HS, 2015.



SOURCE: California Department of Education, 2000–2014.

NOTES: No breakdown by socioeconomic status was available before 2006–07. The completion rate is higher among girls across all subgroups— in 2014–15, 49 percent of female graduates completed the a–g requirement, compared to 38 percent of male graduates.

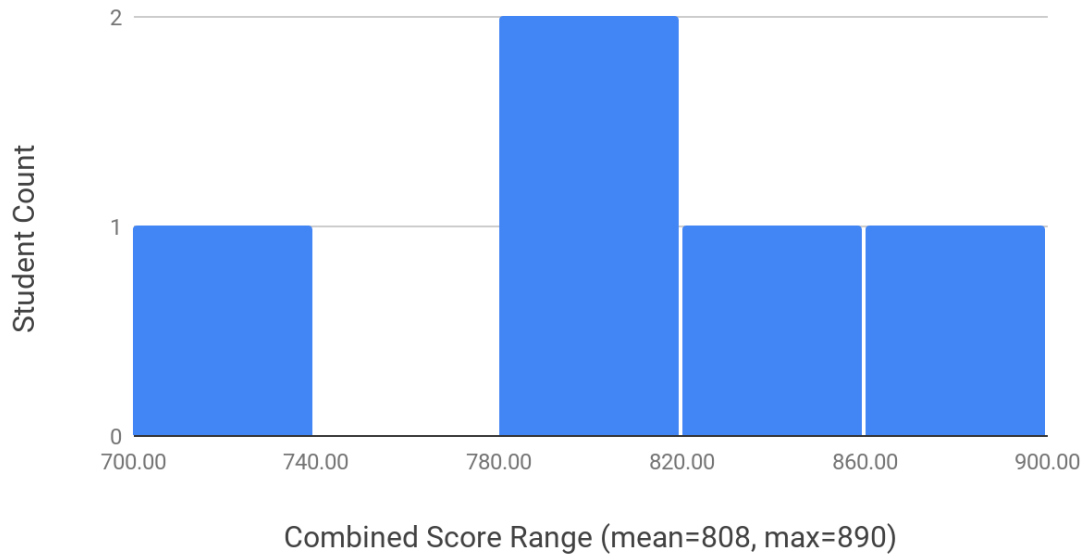
By comparison, BCCHS graduating seniors have completed 100% of their A-G course requirements for both the 2018 and 2019 graduating cohorts.

PSAT and SAT Participation and Performance

In 2016-2017, its second year of operation, BCCHS had 8 of 13 of its first eleventh grade students participate in PSAT-NMSQT testing at a local charter HS. Beginning in the spring of 2017, BCCHS began implementing on-site universal PSAT for all 9th, 10th, and 11th grade students. The school now has two years of universal PSAT data, and three years of PSAT-NMSQT data. The school's first graduating cohort (class of 2018) took its first and only SAT test in December of 2017, and the second graduating cohort (class of 2019) took the SAT both in August and October of 2018. The following data represents PSAT and SAT performance data for the first two graduating cohorts.

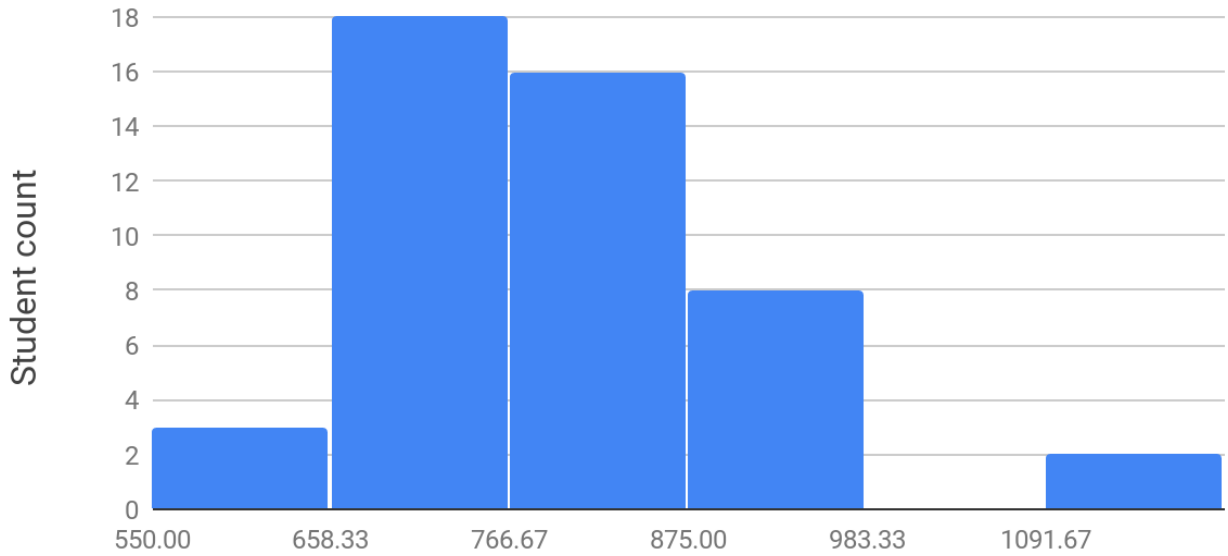
Class of 2018 SAT

Class of 2018 SAT Score Distribution - Winter 2017



Class of 2019 PSAT NMSQT

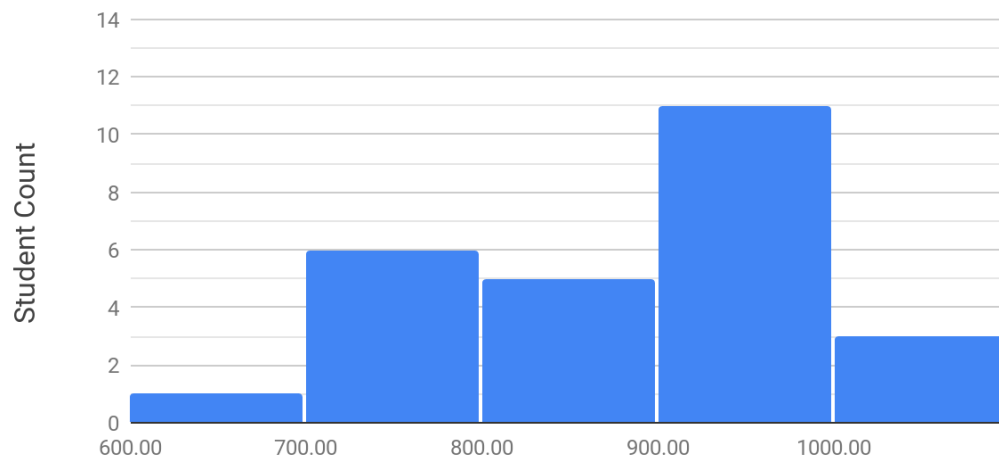
Class of 2019 PSAT-NMSQT Score Distribution



Combined Score Range (mean score = 797, max=1160)

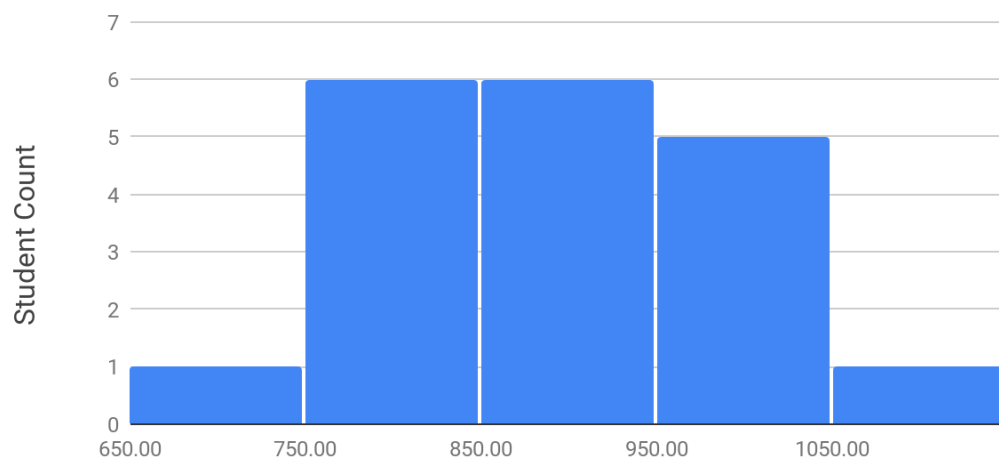
Class of 2019 SAT

Class of 2019 SAT Score Distribution - Summer 2018 Exam



Combined Score Range (mean=876, max=1070)

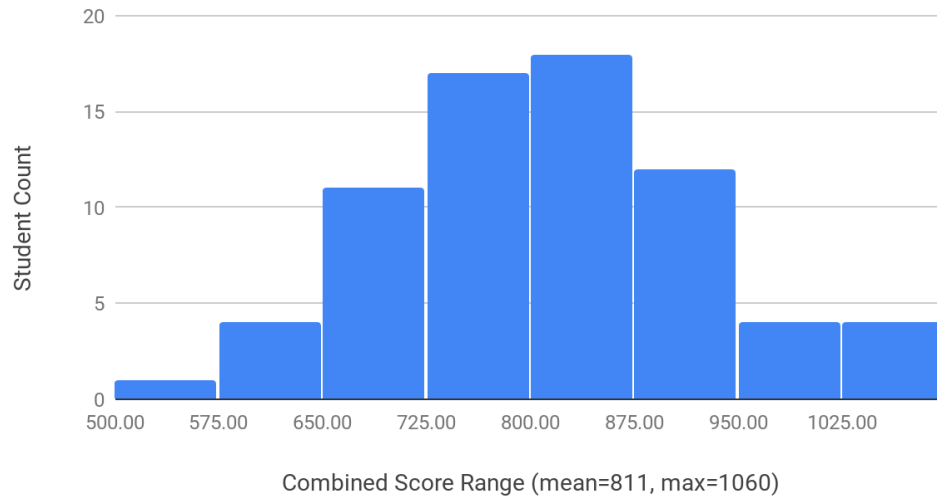
Class of 2019 SAT Score Distribution - Fall 2018 Exam



Combined Score Range (mean=884, max=1110)

Class of 2020 PSAT NMSQT

Class of 2020 PSAT-NMQT Score Distribution



The class of 2020 is currently slated to take its first SAT exam in October of 2019.

College Application, Acceptance, and Attendance

While all students do not share the same post-secondary goals and personal pathways upon graduation, one metric for the school's success in achieving college readiness for all of its learners is the rate at which its first two graduating cohorts have achieved access to a college education. Following is the data for college acceptance and matriculation for the first graduating cohort, the Class of 2018, and the most up-to-date information on college application and acceptance for the class of 2019.

Graduate Cohort Year	Students Graduating	Students Accepted to **4-Year College	Students Attending 4-Year College	Students Attending 2-Year College	Students Attending Trade School
2018	12 (100%)	5 (42%)	4 (33%)	3 (25%)	1 (8%)

** 4-Year Colleges granting admissions to BCHHS 2018 Graduates:

Grand Canyon University

Cal State University Los Angeles

Cal State University Northridge

Cal State University Channel Islands

Oklahoma State University

College Persistence - Class of 2018

Graduate Cohort Year	Students enrolled in and attending 2-year college	Students enrolled in and attending 4-year college	Students enrolled in and attending vocational training program	Students enrolled in but not currently attending year college
2018	4 (33%)	4 (33%)	2 (17%)	2 (17%)

College Application, Acceptance, and Attendance, cont.

The second BCCHS graduating cohort is currently in the process of applying to colleges, universities and vocational programs. Acceptance letters are coming in weekly. The following is their college application and acceptance data:

Graduate Cohort Year	Students Graduating	Students Applying to UC System	Students Applying to CSU System	Students Applying to 2-Year College	Students Applying to Vocational Programs
2019	41 (98%)	11 (27%)	22 (54%)	41 (100%)	6 (15%)
Graduate Cohort Year	Students accepted to a UC	Students accepted to a CSU	Students accepted to a 4-yr private college	Students accepted to a 2-year college	Students committed to attending a program in fall
2019	4 (9%)	20 (49%)	11 (27%)	16 (39%)	36 (88%)

The 32 Colleges and Universities offering admission to BCCHS students from the Class of 2019 as of May 9th are:

Chico State	Pierce College	Mission College
CSU Los Angeles	San Jose State	FIDM
CSU Channel Islands	College of the Canyons	Northern Arizona U
CSU Bakersfield	Grand Canyon University	San Francisco State
CSU Dominguez Hills	Dean College	Sonoma State U
CSU Northridge	Humboldt State	Pierce College
CSU San Bernardino	Iowa State University	University of Iowa
CSU East Bay	Luther College	Vanguard
University		
CSU Monterey Bay	Mount St. Mary's U	Woodbury University
CSU Fullerton		
University of California, Davis	University of California, Berkeley	
University of California, Irvine	University of California, Merced	

College Persistence - Class of 2019

Persistence tracking for this cohort will begin in the first semester of 2019.

7. State and Interim Assessment Performance Data

California Assessment of Student Performance and Progress

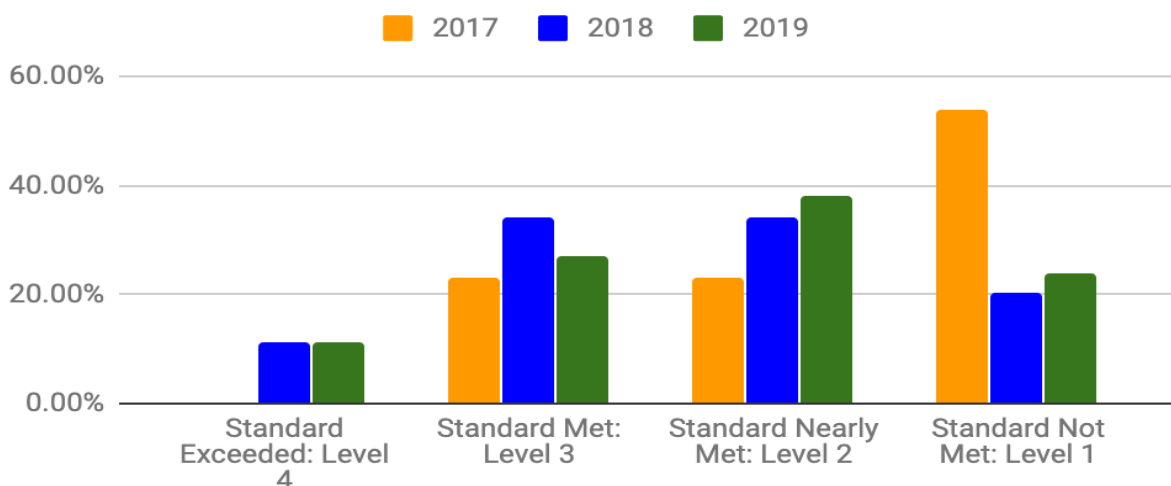
Bert Corona Charter High School has participated in three administrations of the CAASPP assessment since opening with 9th and 10th grade only in the summer of 2015. The first CAASPP assessment was administered in the spring of 2017 to a cohort of 13 students. The 2018 CAASPP was administered to a cohort of 44 students. Performance data for each of the first two cohorts is given on the following two pages, with reference to local public non-charter high school performance for the 2018 cohort. The 2019 CAASPP data with comparison to local LEAs was not available on the CDE Dataquest site as of the completion of this report, but preliminary summary data was available on the school's student information system.

ELA

ENGLISH LANGUAGE ARTS/LITERACY - BCCHS SBAC	2017 (13 Tested)	2018 (43 Tested)	**Growth	2019 (prelim)
Standard Exceeded: Level 4	0.00%	11.36%	+11.36%	11.00%
Standard Met: Level 3	23.08%	34.09%	+11.01%	27.00%
Standard Nearly Met: Level 2	23.08%	34.09%	+11.01%	38.00%
Standard Not Met: Level 1	53.85%	20.45%	-33.40%	24.00%

** The combined growth of 22.34% in ELA “Met” or “Exceeded” bands was the biggest improvement in ELA for an independent charter school in LAUSD. “Biggest improvement is defined as the greatest gains in scale score points towards grade level standards on average for a school between 2016-17 and 2017-18.”₃

2017, 2018 and 2019



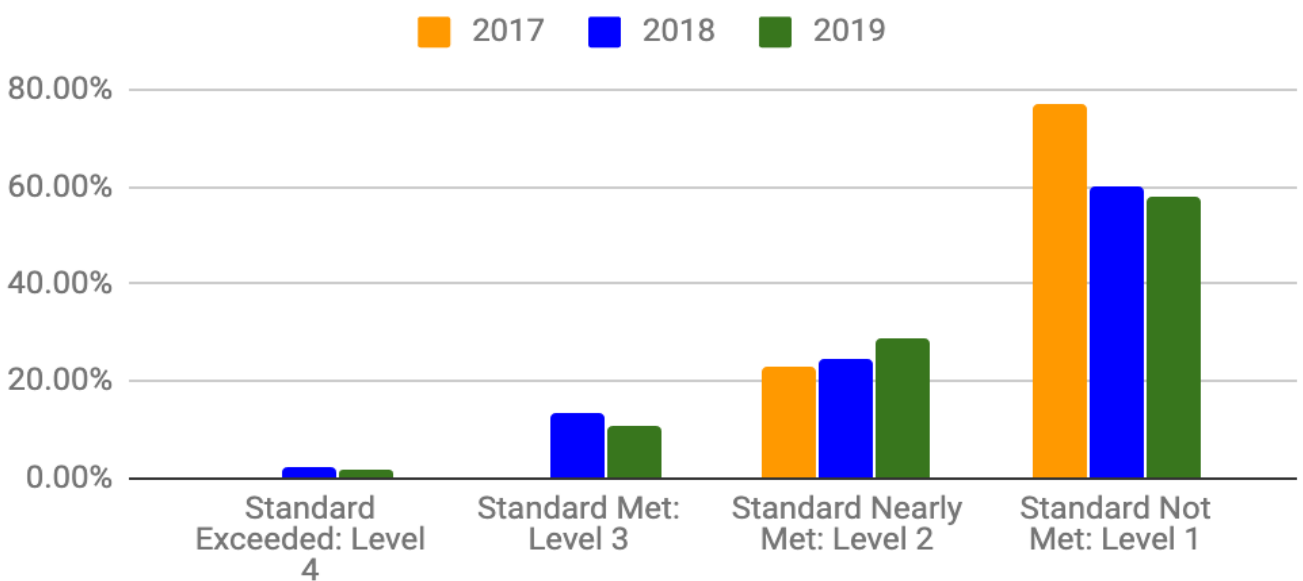
ENGLISH LANGUAGE ARTS/LITERACY

2018 ENGLISH LANGUAGE ARTS/LITERACY SBAC	Arleta High	John H. Francis Polytechnic	San Fernando Senior High	Bert Corona Charter High School
Standard Exceeded: Level 4	14.55%	18.80%	13.91%	11.36%
Standard Met: Level 3	37.15%	31.44%	32.61%	34.09%
Standard Nearly Met: Level 2	31.27%	26.26%	29.13%	34.09%
Standard Not Met: Level 1	17.03%	23.50%	24.35%	20.45%

MATH

MATHEMATICS - BCCHS SBAC	2017 (13 Tested)	2018 (43 Tested)	Growth	2019 (GOAL)
Standard Exceeded: Level 4	0.00%	2.22%	+2.22%	7.22%
Standard Met: Level 3	0.00%	13.33%	+13.33%	18.33%
Standard Nearly Met: Level 2	23.08%	24.44%	+1.36%	19.44%
Standard Not Met: Level 1	76.92%	60.00%	-16.92%	55.00%

BCCHS Mathematics (Levels 1 to 4)



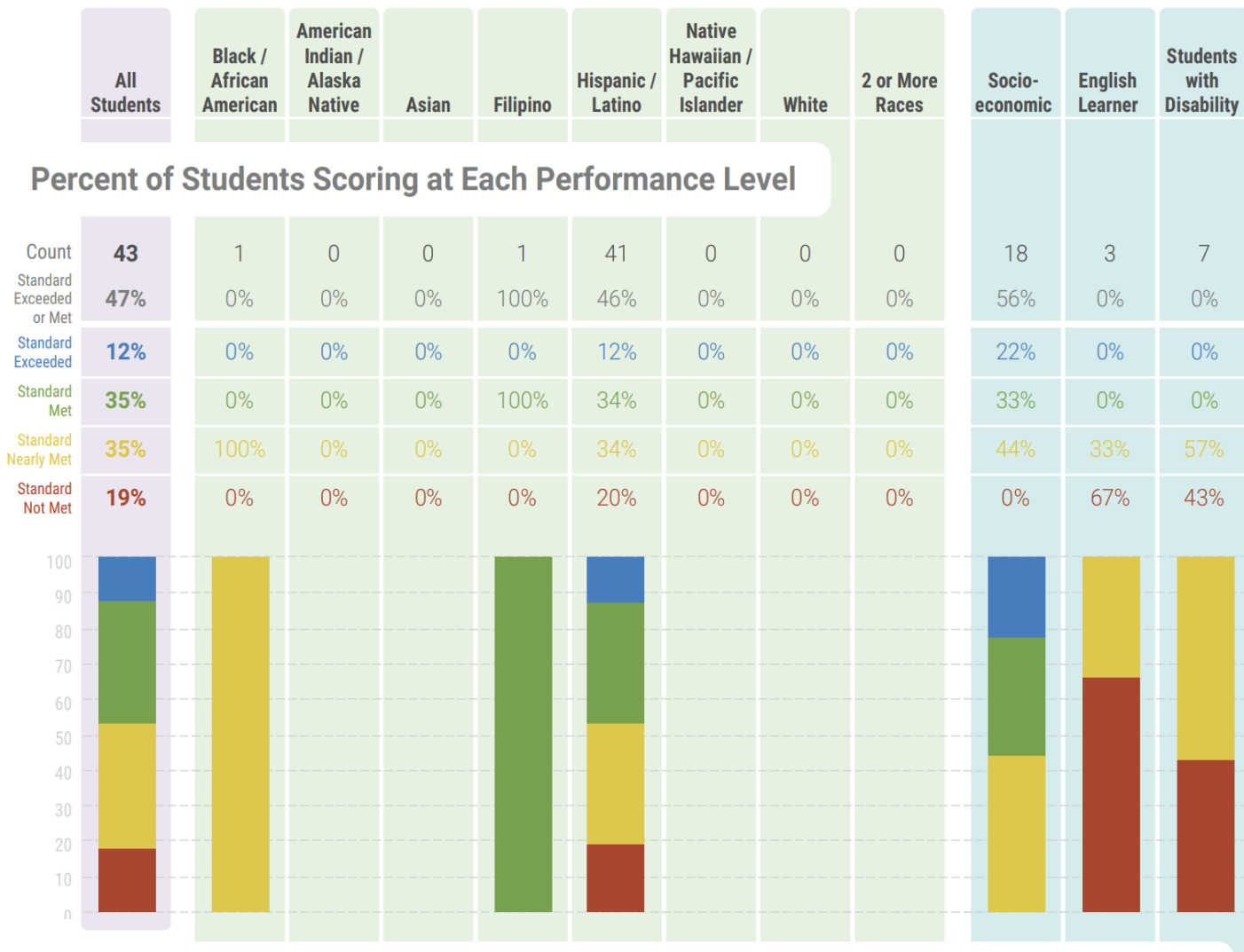
MATHEMATICS

2018 MATHEMATICS SBAC	Arleta High	John H. Francis Polytechnic	San Fernando Senior High	Bert Corona Charter High School
Mean Scale Score	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	4.95%	9.46%	6.49%	2.22%
Standard Met: Level 3	18.58%	18.59%	16.67%	13.33%
Standard Nearly Met: Level 2	30.65%	28.04%	24.68%	24.44%
Standard Not Met: Level 1	45.82%	43.91%	52.16%	60.00%

SBAC 2018 Test Cohort Scores - Disaggregated by Subgroup - ELA

Smarter Balanced Subgroup Summary

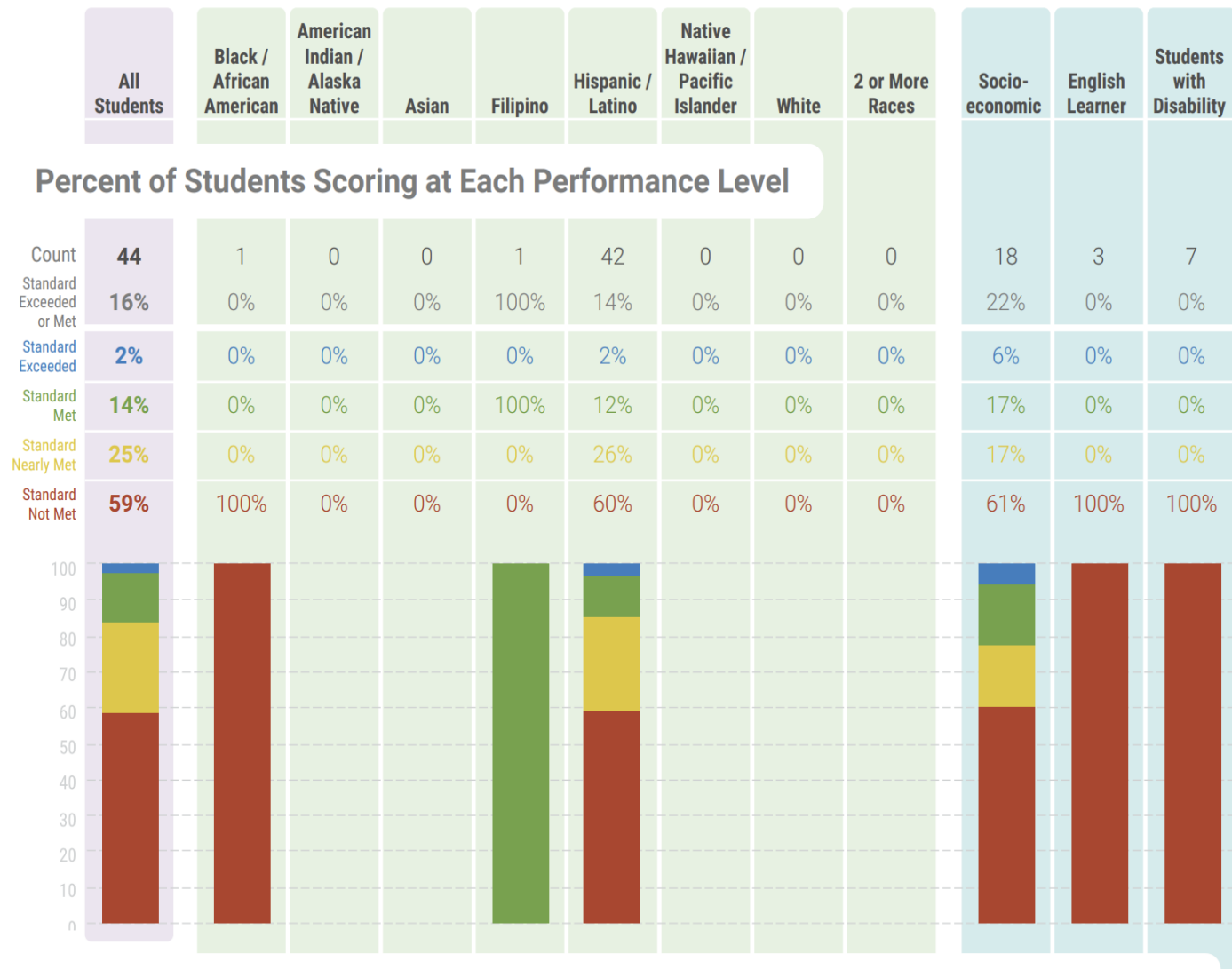
2017-18 ELA (Summative): All Grade Levels Tested



SBAC 2018 Test Cohort Scores - Disaggregated by Subgroup - MATH

Smarter Balanced Subgroup Summary

2017-18 Math (Summative): All Grade Levels Tested



SBAC Test Cohort Scores - ELA Comparative Local LEA Scores
CAASPP (SBAC) – English Language Arts

English Language Arts	Standard Met or Exceeded		
	2015-16	2016-17	2017-18
Bert Corona Charter High			
BCCH (11th grade)	* First year of operation	23.08%	45.45%
LAUSD Residential Schools			
Arleta High	67%	56.75%	51.70%
Cesar E. Chavez Learning Academies-Technology Preparatory Academy	43%	59.63%	65%
John H. Francis Polytechnic	52%	60.48%	50.24%
Sun Valley High	42%	30.85%	22.22%
LAUSD Resident Schools Median	47.50%	58.19%	50.97%
Los Angeles Unified School District (11th grade)	39%	39.55%	42.39%
State of California (11 th grade)	59%	59.76%	55.96%

CDE.CA.gov Dataquest 2019

In the 2018 testing cycle, 45.45% of BCCH 11th-graders Met or Exceeded Standards in English Language Arts. Compared to the year prior, this performance amounted to a district-best increase of 22.37% in the cumulative percentage of students in the 11th grade who Met or Exceeded Standards on the SBAC assessment for ELA. The 45.45% Met or Exceeded scoring also superceded LAUSD's 42.39% Met or Exceeded rate in ELA for that testing cycle. The significance of the increase can be attributed to several facets of the YPICS educational model. All EL students at YPI Charter Schools are

enrolled in SFA courses, which teach informational text reading instruction. To support the rehearsal of this instruction, all students are issued an Achieve 3000 account, which provides an adaptive instructional environment with real-time feedback, in which to practice reading comprehension of informational text. The school also provides small-group instruction using objective criteria codified in performance rubrics, and students are not moved into more advanced instruction until demonstrating mastery of prerequisite skills.

SBAC Test Cohort Scores - MATH Comparative Local LEA Scores

CAASPP (SBAC) – Mathematics

Mathematics	Standard Met or Exceeded		
	2015-16	2016-17	2017-18
Bert Corona Charter High			
BCCH (11th grade)	* (First Year no Data)	0% (13 Students)	15.56% (45 Students)
LAUSD Resident Schools			
Arleta High	26%	20.49%	23.53%
Cesar E. Chavez Learning Academies-Technology Preparatory Academy	8%	5.50%	5.06%
John H. Francis Polytechnic	31%	34.30%	28.04%
Sun Valley High	10%	2.13%	1.11%
LAUSD Resident Schools Median	18%	13%	14.30%
Los Angeles Unified School District (11 th grade)	28%	29.86%	31.32%
State of California (11 th grade)	33%	32.1%	31.37%

Cde.ca.gov Dataquest 2019

While BCCHS mathematics test scores were not commensurate with LAUSD schools as a whole, they were slightly better than LAUSD Resident Schools, and considerably better than two of the neighborhood schools that BCCHS students would typically attend.

BCCHS SBAC Test Scores - Cohort Performance by Subgroup

	2015-16 %Met/Exceeded		2016-17 %Met/Exceeded		2017-18 %Met/Exceeded	
	ELA	Math	ELA	Math	ELA	Math
All Students	*	*	23.08	0	45.45	15.56
Hispanic or Latino	*	*	23.08	0	45.24	13.95
English Learner	*	*	----*	----*	0	0
Students with Learning Disabilities	*	*	----*	----*	0	0
Economically Disadvantaged	*	*	18.18	0	55.56	22.22
Resident Schools Median	47.50	18.00	58.19	13.00	50.97	14.30
Los Angeles Unified	39.00	28.00	39.55	29.86	42.31	31.32

SBAC Test Score data for the first two graduating cohorts, 11th grade SBAC exam, is disaggregated by subgroup in this table.

There were no EL Students or Students with Learning Disabilities recorded in the data for BCCHS for the 2017 SBAC exam cycle. For the 2018 SBAC exam cycle, neither the English Learner (3/43 tested) or Students with Learning Disabilities (7/43 tested) subgroups were able to meet or exceed standards-based mastery performance. BCCHS' Economically Disadvantaged student subgroup, however (18/43 tested), was able to perform better than LAUSD students on the whole, as well as the median of resident schools, in English Language Arts. This same subgroup outperformed the median of resident schools in Math. The Economically Disadvantaged subgroup was BCCHS' strongest performing group in the 2017-2018 testing cycle. 2019 data is still preliminary, and comparative data is not yet available.

SBAC 2019 Test Cohort - ELA Preliminary Score Report

2018-19 Preliminary Smarter Balanced Performance Summary

ELA: All Grades Tested

Site: BCCHS
 Roster Date: Control Panel (09-04-2019)
 Grade Levels: All
 English Proficiencies: All
 Reported Race: All Reported Races
 Gender(s): Male & Female
 Special Education: Special & Non Special
 Socio-Economic: SED & Not SED

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

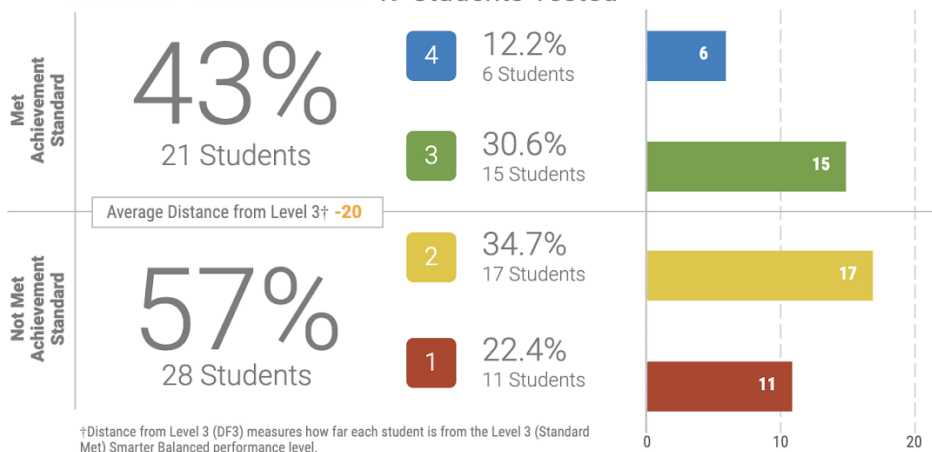
Claim Score Levels

- Above Standard
- Near Standard
- Below Standard

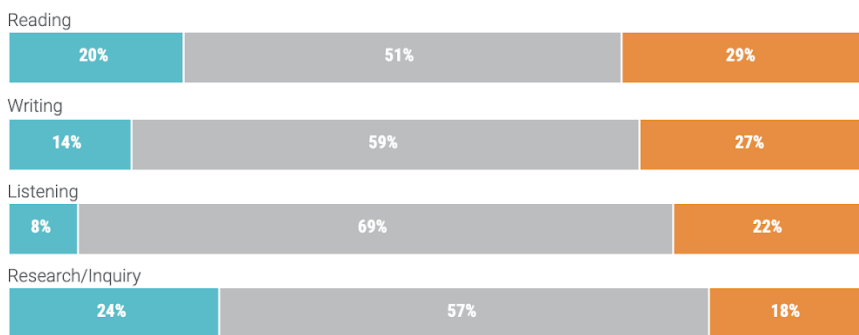
Generated on 09/04/2019 by Illuminate Education™

These partial results are not appropriate for public release.

Overall Performance: 49 Students Tested



Claim Performance: Percent of Students at Each Level



ADDITIONAL FILTERS APPLIED: Addl Student Group: All Students

SBAC 2019 Test Cohort - Math Preliminary Score Report

2018-19 Preliminary Smarter Balanced Performance Summary

Math: All Grades Tested

Site: **BCCHS**
 Roster Date: **Control Panel (09-04-2019)**
 Grade Levels: **All**
 English Proficiencies: **All**
 Reported Race: **All Reported Races**
 Gender(s): **Male & Female**
 Special Education: **Special & Non Special**
 Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

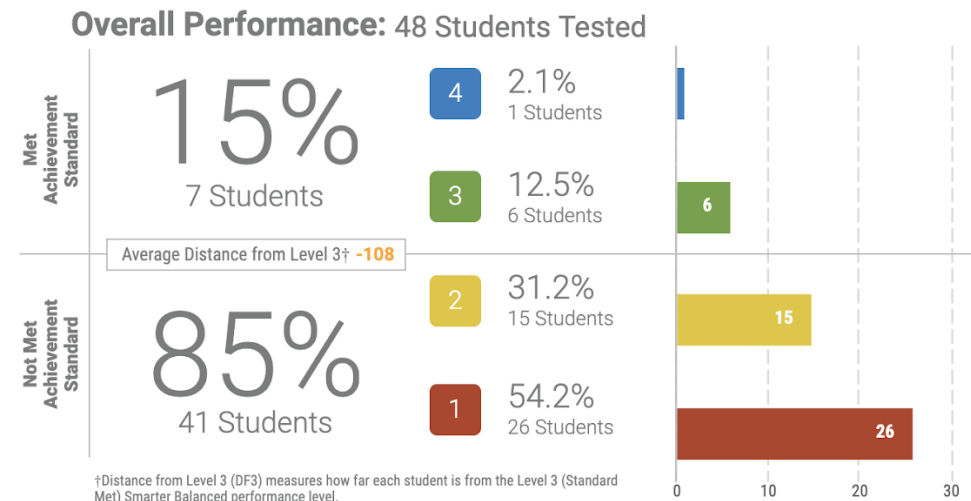
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

Claim Score Levels

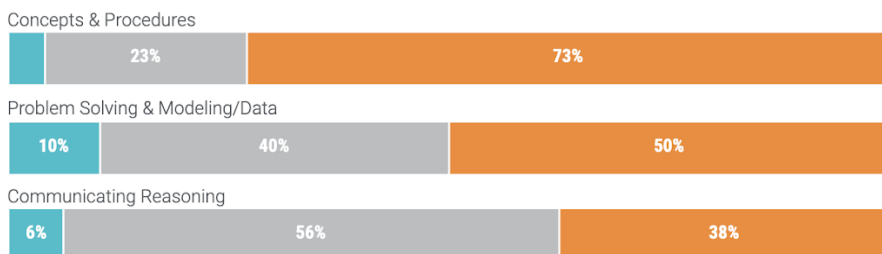
- **Above Standard**
- **Near Standard**
- **Below Standard**

Generated on 09/04/2019 by Illuminate Education™

These partial results are not appropriate for public release.



Claim Performance: Percent of Students at Each Level



ADDITIONAL FILTERS APPLIED: Addl Student Group: All Students

NWEA MAPS - Longitudinal Reading and Math Progress Monitoring

The Measure of Academic Progress 6+ Growth computer adaptive assessments in reading and mathematics, made available by the Northwest Evaluation Association (NWEA), have served as the most consistent and informative internal measure of academic performance and progress over time for Bert Corona Charter High School students.

A research study of MAPS Growth testing data, completed in August of 2015 by NWEA, *“identified cut-scores on MAP that correspond to published college readiness benchmarks on the ACT and provided a set of tables to help teachers and parents gauge, in a timely manner, whether a student is on track in his or her preparation for college success.”*

Summative data for each 11th and 12th grade cohort for 2017-2018 and 2018-2019 winter assessment results is presented in the following tables, including mean overall RIT cut scores (with standard deviation) for that cohort, and percentage of students meeting MAPS Growth college-ready benchmark.

2017-2018 Winter MAPS Growth 6+ Assessment

MAP Test and Cohort	% of Cohort Tested	Mean RIT	Std Dev	*Norms Percentile Benchmark for College Readiness	Norms Percentile to RIT Range for College Readiness	Number of Students Meeting or Exceeding Benchmark	% of Cohort College Ready by Middle of 11th or 12th Grade
Reading 11	88%	220.1	9.6	59 th -69 th	226-231	17	37%
Reading 12	92%	222.8	9.2	59 th -69 th	226-231	3	27%
Math 11	98%	226.3	16.2	61 st -76 th	240-249	13	25%
Math 12	85%	223.0	15.7	61 st -76 th	240-249	1	8%

2018-2019 Winter MAPS Growth 6+ Assessment

MAP Test and Cohort	% of Cohort Tested	Mean RIT	Std Dev	*Norms Percentile Benchmark for College Readiness	Norms Percentile to RIT Range for College Readiness	Number of Students Meeting or Exceeding Benchmark	% of Cohort College Ready by Middle of 11th or 12th Grade
Reading 11	94%	217	14.4	59 th -69 th	226-231	28	38%
Reading 12	86%	219	15	59 th -69 th	226-231	20	48%
Math 11	93%	227	16.9	61 st -76 th	240-249	24	32%
Math 12	88%	230	18.3	61 st -76 th	240-249	8	19%

*Anchored to the ACT=22 Benchmark for College Readiness, established by the *MAP Growth College Readiness Benchmarks Study (2015)*.

ACT research estimates that students meeting or exceeding 22 points on the ACT have a 50% chance of obtaining a grade of “B” or higher or about a 75% chance of obtaining a “C” or higher in corresponding credit-bearing first-year college courses. Published RIT ranges are commensurate with the ACT benchmark.

**Yearly Lexile Data for First 4-Year Graduating Cohort Students, Class of 2019:
NWEA MAPS RIT to Lexile Scores for Spring/Summer MAPS Growth Exams**

2015-2016 Spring/Summer Lexile Scores	2016-2017 Spring/Summer Lexile Scores	2017-2018 Spring/Summer Lexile Scores	2018-2019 Spring/Summer Lexile Scores
691	763	853	1030
1051	1033	1321	1435
907	961	1051	1190
745	961	997	1050
835	961	835	1130
871	997	871	1070
925	1015	1051	1290
	907	1069	1010
871	835	961	1090
1195	1357	1303	1575
925	925	1105	1110
	745	745	1010
	799	961	
1051	979	1141	1350
1015	1033	1213	1350
1015	1105	1303	1250
1177	1231	1267	1350
331	817	619	785
1141	1033	1411	1415
1033	1051	1087	1270
1069	1015	1033	1350
	727	889	950
979	925	970	1110
		961	1090
637	781	997	1230
781	997	1123	1010
637	1087	1105	
1087	1195	1069	1190
1159	1087	1249	1250
1069	943	1087	1170
1015	1069	1069	1230
529		817	1090
727	817	835	950
	1033	1051	1555
Mean:	910	1042	1185

Lexile Growth for First 4-Year Graduating Cohort

		College and Career Readiness			
		Not On Track		On Track	
Grade		Falls Far Below	Approaches	Meets	Exceeds
1		BR111L and Below	BR110L – 185L	190L – 530L	535L and Above
2		150L and Below	155L – 415L	420L – 650L	655L and Above
3		265L and Below	270L – 515L	520L – 820L	825L and Above
4		385L and Below	390L – 735L	740L – 940L	945L and Above
5		500L and Below	505L – 825L	830L – 1010L	1015L and Above
6		555L and Below	560L – 920L	925L – 1070L	1075L and Above
7		625L and Below	630L – 965L	970L – 1120L	1125L and Above
8		660L and Below	665L – 1000L	1010L – 1185L	1190L and Above
9		775L and Below	780L – 1045L	1050L – 1260L	1265L and Above
10		830L and Below	835L – 1075L	1080L – 1335L	1340L and Above
11/12		950L and Below	995L – 1180L	1185L – 1385L	1390L and Above

Mean Lexile of 910 as incoming 9th graders. →
 Mean Lexile of 975 as 10th graders. →
 Mean Lexile of 1042 as 11th graders. →
 Mean Lexile of 1185 as 12th graders →

ACHIEVE3000® | The Leader in Differentiated Instruction

The graphic above denotes the yearly mean grade-level lexile scores for students who finished high school at BCCHS in the first 4-year cohort of students to matriculate, from Fall 2015 to Spring 2019. Their yearly mean lexile data is placed on the Achieve 3000 College and Career Readiness Lexile Level Table. The mean lexile score for this first 4-year cohort went from a 5th grade “Meets College and Career Readiness” level as entering 9th graders, to a mean of 11th/12th grade “Meets College and Career Readiness” level in 12th grade. That is a growth of six to seven years of reading growth in four years. BCCHS can attribute this growth to many factors, including:

- teaching and grading for mastery over work completion, transparent expectations for performance codified in standards-based rubrics, engaging curriculum and teaching practices tailored for scaffolding, an SFA reading program course requirement for all 9th graders and all students still classified as EL, access to rigorous grade-level reading materials approved by both UC and CTE officials, regular access to teachers for clarifying conversations due to small class sizes, block-scheduling, additional instructional support through grant-based tutorial staff, concurrent enrollment college courses, and expert-level instructors.

Current Cohorts Lexile Status

The following tables contain summative reading data for the current BCCHS 10th, 11th, and 12th grade cohorts, as determined by lexile determinations reported in NWEA periodic assessment results. This data is maintained in Illuminate student information system.

Current 10th Grade Cohort (Class of 2022)

# of Students Reading at Grade Level or Above	Grade	Semester	Lexile Levels at Grade Level or Above
11 Students	9 th	Fall 2018 (August)	26%
12 Students	9 th	Spring 2019 (February)	26%

BCCH Data NWEA MAPs 2018-2019 Illuminate Data

Current 11th Grade Cohort (Class of 2021)

# of Students Reading at Grade Level or Above	Grade	Semester	Lexile Levels at Grade Level or Above
24 Students	10 th	Fall 2018 (August)	40%
30 Students	10 th	Spring 2019 (February)	49%

BCCH Data NWEA MAPs 2018-2019 Illuminate Data

Current 12th Grade Cohort (Class of 2021)

# of Students Reading at Grade Level or Above	Grade	Semester	Lexile Levels at Grade Level or Above
11 Students	11 th	Fall 2018 (August)	19%
22 Students	11 th	Spring 2019	33%

BCCH Data NWEA MAPs 2018-2019 Illuminate Data

8. EL Reclassification

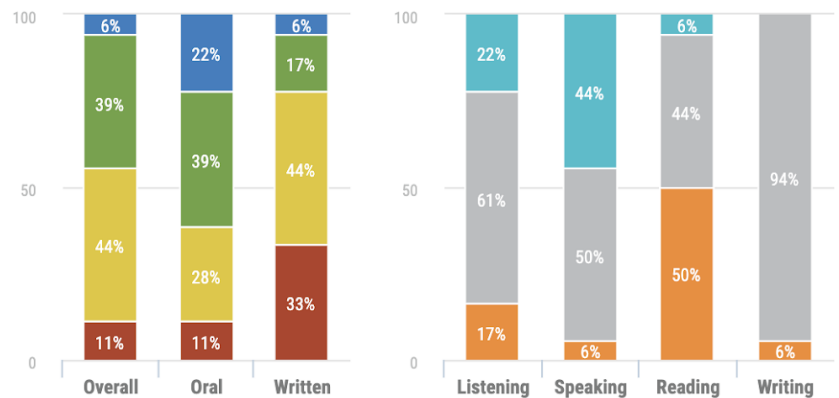
2017-2018 ELPAC Summative Assessment - Data Summary

Performance Level	Overall		Oral		Written	
	%	#	%	#	%	#
Level 4	6	1	22	4	6	1
Level 3	39	7	39	7	17	3
Level 2	44	8	28	5	44	8
Level 1	11	2	11	2	33	6

Performance Level	Oral				Written			
	Listening		Speaking		Reading		Writing	
	%	#	%	#	%	#	%	#
Well Developed	22	4	44	8	6	1	0	0
Somewhat/Moderately	61	11	50	9	44	8	94	17
Beginning	17	3	6	1	50	9	6	1

# Tested	18	
Overall Average	PL	2
	SS	1526
Oral Average	PL	3
	SS	1506
Listening Average	PL	2
Speaking Average	PL	2
Written Average	PL	2
	SS	1545
Reading	PL	2
Writing	PL	2

Number of Students at Each Level



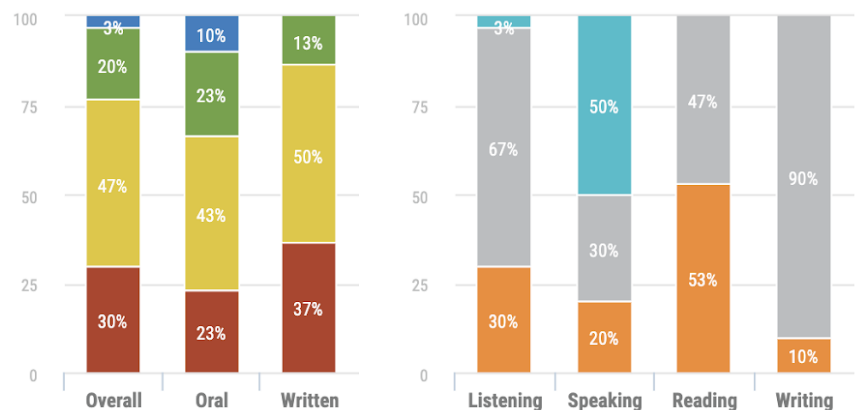
2018-2019 ELPAC Summative Assessment - Data Summary

Performance Level	Overall		Oral		Written	
	%	#	%	#	%	#
Level 4	3	1	10	3	0	0
Level 3	20	6	23	7	13	4
Level 2	47	14	43	13	50	15
Level 1	30	9	23	7	37	11

Performance Level	Oral				Written			
	Listening		Speaking		Reading		Writing	
	%	#	%	#	%	#	%	#
Well Developed	3	1	50	15	0	0	0	0
Somewhat/Moderately	67	20	30	9	47	14	90	27
Beginning	30	9	20	6	53	16	10	3

# Tested	30	
Overall Average	PL	2
	SS	1522
Oral Average	PL	2
	SS	1506
Listening Average	PL	2
Speaking Average	PL	2
Written Average	PL	2
	SS	1538
Reading	PL	1
Writing	PL	2

Number of Students at Each Level



Reclassification rates for the first four years of the school's operation are as follows:

Year	Total Enrollment	Total EL Students	Reclassified Total	Reclassification Rate
2015-2016	79	4	1	25%
2016-2017	163	20	10	50%
2017-2018	225	30	7	23%
2018-2019	242	34	7	21%

(Reclassification data based on Illuminate SIS reclassification dates and enrollment period at BCCHS)

EL/IEP student Co-Occurance

Year	EL Students	EL Students with IEP
2018-2019	34	17
2019-2020	28	17

English Common Core Course Passage Rates for EL Students - 2018-2019

	Fall 2018	Spring 2019
Total Semester English Courses Taken by EL Students	24 courses	29 Courses
Total Semester English Courses Passed by EL Students	20 passing grades	17 Passing Grades
English Course Pass Rate by EL Students	83% courses passed	59% courses passed

18-19 BCCHS NWEA MAPs RIT Growth Goal Summary							
READING				MATHEMATICS			
Beginning-End (Aug-Feb)				Beginning-End (Aug-Feb)			
	# of students who met growth goal	Percent of students who met growth goal	Average RIT Growth		# of students who met growth goal	Percent of students who met growth goal	Average RIT Growth
9th	27	56%	1.68	9th	15	31%	-1.02
10th	35	55%	1.19	10th	33	52%	1.09
11th	36	52%	2.82	11th	36	52%	2.14
12th	21	50%	0.39	12th	21	50%	2.23
Total	119	53%	1.65	Total	105	47%	1.17
English Learners	19	59%	1.03	English Learners	17	53%	3.30
SpEd	33	55%	0.48	SpEd	29	48%	1.45

2015 READING Student Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	10.3	6.01	6.81	5.46	17.1	8.11
1	10.8	6.00	5.99	5.46	16.8	8.09
2	9.5	6.05	4.52	5.49	14.0	8.20
3	7.3	5.79	3.02	5.33	10.3	7.59
4	5.4	5.56	2.33	5.19	7.8	7.05
5	4.2	5.60	1.97	5.21	6.1	7.15
6	3.2	5.62	1.54	5.22	4.8	7.19
7	2.5	5.58	1.25	5.20	3.7	7.11
8	1.9	6.05	0.99	5.49	2.8	8.19
9	1.1	6.35	0.60	5.68	1.7	8.87
10	0.6	6.72	0.17	5.91	0.7	9.66

2015 MATHEMATICS Student Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	11.4	5.56	7.67	5.03	19.1	7.59
1	11.4	5.50	6.97	4.99	18.4	7.45
2	9.5	5.35	5.72	4.90	15.2	7.11
3	7.8	5.08	5.19	4.73	13.0	6.47
4	6.8	5.05	4.78	4.72	11.6	6.41
5	5.8	5.22	4.13	4.82	9.9	6.80
6	4.4	5.20	3.26	4.80	7.7	6.75
7	3.5	5.11	2.47	4.75	6.0	6.55
8	2.9	5.59	1.78	5.05	4.6	7.66
9	2.0	5.81	1.17	5.19	3.1	8.15
10	1.5	6.18	0.85	5.42	2.3	8.92

Reclassification is based on criteria associated with the LAUSD Reclassification Criteria Chart. BCCHS includes teacher input, academic semester grades, lexile performance on interim assessments, SBAC performance, and ELPAC as possible criteria for reclassification, and then makes a recommendation to parents for their consideration.

During the 2018-2019 school year, 83% of EL students received a grade of C or better during the fall semester of their Common Core English course. 59% of EL students received a grade of C or better during the spring semester of their Common Core English course.

In addition, when comparing Fall to Spring NWEA MAPs reading performance, 14 of 31 (45%) EL students who tested met their projected growth goal. It is important to note that the Fall to Spring assessment’s purpose is to measure a “beginning of year to end of year” growth, and the Fall assessment was given in August while the Spring assessment was given in February.

BCCHS has no EL students requiring the initial ELPAC exam this year. All students are LTEL, and the summative ELPAC testing window opens in February.

9. Stakeholder Perception Data

YouthTruth Survey Data

For the past two academic calendar years, students and staff have taken a perception survey to gauge overall school experience for students and adults. YPICS has contracted with YouthTruth to gather this data. Below is the summary report data for student responses for 2017-2018, the first year that all grade-level cohorts (9-12) were present at the school.

YouthTruth data is reported as percentage of positive ratings by students. The percent of positive ratings includes the proportion of students whose average rating across the related questions was at least a 3.5 out of 5, with 5 representing the strongest possible agreement with the prompt.

Disaggregated data from the survey provided staff with student perceptions of:

- the relative rigor of academic expectations in core content areas (typically used to determine success on state and college readiness exams),
- the extent to which students perceive that their teachers believe in them, push them, and are fair,
- the extent to which students feel a sense of belonging, and
- the extent to which students feel safe enough to be themselves.

YouthTruth Academic Rigor Parameter - General Impression

Question	Bert Corona Charter High School	Your School - Apr 2018	Your School - May 2017	Typical School Nationally	CA schools
In order to receive a good grade, I have to work hard in my classes	72%	84%	86%	80%	80%
The work that I do for my classes makes me really think	41%	67%	70%	64%	63%
I can tell that my teachers understand the subjects that they are teaching	57%	77%	79%	71%	72%
My teachers give me assignments that help me to better understand the subject	48%	61%	67%	60%	61%

YouthTruth Academic Rigor Parameter - English Summary

Question	Bert Corona Charter High School	Your School - Apr 2018	Your School - May 2017	Typical School Nationally	CA schools
In order to receive a good grade, I have to work hard in my English class	82%	90%	89%	78%	79%
The work that I do for my English class makes me really think	69%	79%	72%	68%	69%
I can tell that my English teacher understands the subject that he/she is teaching	80%	85%	83%	79%	79%
My English teacher gives me assignments that help me to better understand the subject	66%	72%	77%	66%	67%

YouthTruth Academic Rigor Parameter - Math Summary

Question	Bert Corona Charter High School	Your School - Apr 2018	Your School - May 2017	Typical School Nationally	CA schools
In order to receive a good grade, I have to work hard in my math class	77%	89%	82%	77%	76%
The work that I do for my math class makes me really think	69%	85%	74%	72%	69%
I can tell that my math teacher understands the subject that he/she is teaching	81%	88%	72%	74%	72%
My math teacher gives me assignments that help me to better understand the subject	67%	82%	59%	67%	64%

YouthTruth Academic Rigor Parameter - Perceived Teacher Effectiveness

Question	Bert Corona Charter High School	Your School - Apr 2018	Your School - May 2017	Typical School Nationally	CA schools
Many of my teachers don't let people give up when the work gets hard	50%	64%	63%	57%	59%
Many of my teachers want me to use my thinking skills, not just memorize things	46%	78%	73%	65%	67%
Many of my teachers want me to explain my answers - why I think what I think	64%	83%	83%	71%	72%
In most of my classes, I learn a lot almost every day	38%	59%	67%	58%	58%
In most of my classes, I learn to correct my mistakes	56%	69%	70%	63%	64%

YouthTruth Academic Rigor Parameter - Perceived Teacher Encouragement

Question	Bert Corona Charter High School	Your School - Apr 2018	Your School - May 2017	Typical School Nationally	CA schools
Many of my teachers are willing to give extra help on school work if I need it	47%	60%	57%	64%	65%
How many of your teachers try to be fair?	42%	61%	54%	62%	65%
Many of my teachers believe I can get a good grade if I try	59%	78%	72%	79%	79%
Many of my teachers are not just satisfied if I pass, they care if students are really learning	34%	49%	57%	53%	53%
Many of my teachers connect what students are learning in class to life outside of the classroom	19%	36%	43%	37%	36%
Many of my teachers make an effort to understand what my life is like outside of school	31%	37%	41%	34%	37%

YouthTruth Academic Rigor Parameter - Perceived Belonging, Buy-in, and Social Safety

Question	Bert Corona Charter High School	Your School - Apr 2018	Your School - May 2017	Typical School Nationally	CA schools
I really feel like part of my school's community	37%	40%	65%	47%	46%
I can usually be myself around other students at this school	62%	60%	75%	65%	65%
Most students at this school are friendly to me	62%	66%	75%	65%	67%
I often work with other students for my classes because my teachers ask or tell me to	35%	46%	53%	46%	47%
I often work with other students for my classes, even when my teacher doesn't ask or tell me to	32%	32%	51%	38%	39%

2017-2018 Parent Survey Data

The following are data displays capturing feedback from parents through the yearly Parent Survey administered every year by YPICS at each of its three schools. This specific data represents parent feedback from 2017-2018, at a 34% response rate.

Question/Pregunta 1A

- The school informs me about academic services available to help my child.
- La escuela me informa acerca de los servicios académicos disponibles para ayudar a mi hijo.

Strongly Agree / Totalmente de acuerdo	36%
Agree / De acuerdo	57%
Disagree / En desacuerdo	1%
Strongly Disagree / Totalmente en desacuerdo	3%
Don't Know / No sé	3%

Question/Pregunta 1B

- The school offers me opportunities to participate in councils, committees and parent organizations.
- La escuela me ofrece la oportunidad de participar en los consejos, comités y organizaciones de padres.

Strongly Agree / Totalmente de acuerdo	30%
Agree / De acuerdo	57%
Disagree / En desacuerdo	3%
Strongly Disagree / Totalmente en desacuerdo	3%
Don't Know / No sé	7%

Question/Pregunta 1D

- An administrator is always available when I would like to speak with them or if I need to discuss a concern.
- Tenemos administradores disponibles para responder cualquier pregunta o inquietud.

Strongly Agree / Totalmente de acuerdo	36%
Agree / De acuerdo	50%
Disagree / En desacuerdo	6%
Strongly Disagree / Totalmente en desacuerdo	4%
Don't Know / No sé	4%

Parent Survey Data, cont.

Question/Pregunta 2E

- Staff members at the school take my complaints and suggestions seriously.
- Los miembros del personal de la escuela toman mis quejas y sugerencias en serio.

Strongly Agree / Totalmente de acuerdo	33%
Agree / De acuerdo	60%
Disagree / En desacuerdo	1%
Strongly Disagree / Totalmente en desacuerdo	3%
Don't Know / No sé	3%

Question/Pregunta 2A

- I feel welcome to participate at this school.
- Me siento bienvenido a participar en esta escuela.

Strongly Agree / Totalmente de acuerdo	43%
Agree / De acuerdo	51%
Disagree / En desacuerdo	3%
Strongly Disagree / Totalmente en desacuerdo	1%
Don't Know / No sé	1%

10. Student Engagement Data

Attendance, Drop-Out Rate, Chronic Absenteeism, and Suspension Rates

A. School attendance rates;

2015-16		2017-18	
Grade	% ADA	Grade	% ADA
9	96.86%	9	93.382%
10	92.68%	10	95.250%
All	96.04%	11	92.769%
		12	93.238%
		All	93.994%
2016-17		2018-19 1st Semester	
Grade	% ADA	Grade	% ADA
9	97.028%	9	95.848%
10	93.945%	10	94.327%
11	92.857%	11	94.510%
All	95.408%	12	94.582%
		All	94.745%

B. Chronic absenteeism rates,

Year	Rate
15-16	7.59%
16-17	8.49%
17-18	18.31%
18-19	18.1%

Chronic absenteeism is defined as those students who miss 10% or more of eligible ADA instructional days, from both excused and unexcused absences, including time taken to change schools.

C. School dropout rate

Year	Rate
15-16	0%
16-17	0%
17-18	0%
18-19	0%

Students leaving BCCHS are checked out only when a letter of intent to enroll is communicated to the operations staff of our school. Therefore, we have not checked out any student for chronic absenteeism. We take the ADA penalty on our P1 and P2 reporting rather than simply cutting a student loose because of attendance issues.

D. Suspension Rates

<i>Suspensions</i>	<i>In-School</i>	<i>Out-of-school</i>	<i>Total</i>	<i>Rate</i>
<i>2015-16</i>	<i>0</i>	<i>3</i>	<i>3</i>	<i>3.8%</i>
<i>2016-17</i>	<i>0</i>	<i>16</i>	<i>16</i>	<i>9.3%</i>
<i>2017-18</i>	<i>0</i>	<i>17</i>	<i>17</i>	<i>6.7%</i>
<i>2018-19</i>	<i>2</i>	<i>3</i>	<i>5</i>	<i>2%</i>

The school grew in enrollment each year from 2015 through 2019, so although the number of suspensions peaked in 2017-2018, the actual suspension rate dropped due to a larger enrollment. LAUSD, the charter authorizer of the BCCHS charter, resolved that schools will only use suspension when all other means of corrective action have been exhausted, or when the safety of the student or school has been put at risk. Most of the suspensions in BCCHS' history are either drug-related (the majority) or a result of student to student violence or the threat of violence. An LAUSD deadline of 2020 for alternatives to suspension, specifically restorative justice practices and full SWPBIS implementation per bulletin BUL-6321.0, has put creative pressure on charter schools to reduce suspension rates. The significant drop in suspensions during the 2018-2019 school year is evidence of BCCHS' response to this pressure and the beginnings of the SWPBIS implementation.

E. Expulsion Rates

Bert Corona Charter High School has not expelled any students since its inaugural year of operation.

Chapter II: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school’s statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
<p>YPI Charter Schools was founded in 2004 with the purpose of being an excellent school that provided wrap around services to the community. Over the last 11 years, YPI Charter Schools has worked hard to ensure that not only students were welcome and supported on our campuses, but that the entire community and our students’ families felt like our schools were a place they could come for support. YPI Charter Schools has always focused on providing a strong academic program where students have the ability to develop the skills they will need to be successful in their futures. In support of that effort, YPI Charter Schools has offered additional services and trainings to families and parents. For years, the parents and students of YPI Charter Schools have been asking for a high school and in 2015, YPI Charter Schools was finally able to make that dream become a reality. The YPI Valley Public Charter School (now Bert Corona Charter High School) opened its doors in the fall of the 2015-16 school year with the goal of providing the same</p>	<ul style="list-style-type: none"> ● Charter Petition ● LCAP ● Mastery Learning (research) ● SBG (research) ● PBIS (research) ● Growth vs Fixed Mindset (research) ● Mission ● Vision ● S.L.O <ul style="list-style-type: none"> ○ College Ready ○ LLL ○ Active Citizens ○

excellence in service and academics that the middle schools have provided for over a decade.

Bert Corona Charter High School’s promise to the community and families is that it will provide authentic learning experiences to its citizen scholars so they seize and create opportunities in their communities. The term “citizen scholar” is particularly important, as its mission is to provide students with the tools to be academically savvy and prepared, but also to be outwardly focused. The goal is that students will not only be ready for college and careers, but that they will also be able to put their acquired skills to use to serve and to better their communities. The mission of YPI Charter Schools is to prepare citizen scholars to be leaders and innovators in their communities, and the school will do this through academically rigorous lessons and high expectations. These lessons will be delivered through authentic experiences that will help to prepare students for college and careers.

VISION -

The vision for Bert Corona Charter High School is to create a place of learning that empowers students to become functional and prepared communicators for the demanding global requirements of the future. The high school will provide a mutually supportive and positive learning environment in which every member will develop communications, technological, and leadership skills to foster self-confidence and personal growth. Emphasis will be placed on challenging students to develop problem-solving and interpersonal skills to succeed in the 21st Century through a Service-Learning, Project- Based Learning, and technology-integration focus.

MISSION - *Bert Corona Charter High School’s mission is to prepare students for academic success in post-secondary education, to prepare students to be responsible and active participants in their communities, and enable students to become lifelong learners. Students at the high school will become active citizens characterized by the ideals of a diverse and democratic society. Our students will provide service to their communities, take responsibility for their own learning, and develop the habits of mind that will empower them to be successful in high school and beyond.*

A1.2. Prompt: Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Bert Corona Charter High School has created an educational environment that fosters success in the classroom as well as the community. YPI Charter Schools senior leadership, it’s board members, partners from Youth Policy Institute, and through its SAC, student and parent and school representatives, have together helped to define and shape the implementation of the school’s learning outcomes, which are:</p> <ol style="list-style-type: none"> 1. Prepare students for academic success in high school as well as post-secondary education (College Ready) 2. Prepare students to be responsible and active participants in their communities (Active Citizens) 3. Enable students to become lifelong learners <p>In keeping with these proposed Expected Schoolwide Learning Outcomes (ESLOs), every student who graduates from Bert Corona Charter High School will be:</p> <ul style="list-style-type: none"> ● An Effective Communicator, able to read, write, converse and listen for a variety of purposes. ● An Information Manager, able to locate, access, organize, evaluate and apply information in a complex and technological world. ● A Problem Solver, able to apply a variety of thinking, creative and computing skills to produce solutions for practical and theoretical problems. ● A Productive Member of society, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community. ● A Lifelong Learner, able to set educational and career goals, to develop a realistic strategy to achieve those goals, and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment. 	<ul style="list-style-type: none"> ● SAC agendas ● Youth Truth Survey (Students) ● Parent Engagement Meetings ● Board/Executive Team Meeting Agendas ● On FIRE school mantra (Focused, Intentional, Reflective, and Engaged) ● C.R.A.C.L.L. Posters

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Our purpose, mission and vision are at the forefront of all planning that is done for each school year. With students and parents in mind, we plan parent engagement meetings and trainings, teacher trainings, student instruction, events, and activities that align with our outcomes. Our values and goals are discussed and created with a variety of stakeholders, and we work to include members from each stakeholder group in discussion and planning whenever possible.</p> <p>At Bert Corona Charter High School, our students, parents, and the community are always on our minds when we are planning and goal setting. The mission and vision are the driving concepts behind the choices we make to support our students and the greater community. Thus, our daily activities and instruction are very closely aligned with our mission and vision. Since our first year of instruction began, significant efforts were put into planning our curriculum so it would align with our mission and vision. We are utilizing the UCCI curriculum that has been developed and approved by the UC system and CTE initiative to ensure we are using curriculum that will keep our students on pace for college and career readiness.</p> <p>BCCHS makes all families aware yearly of the unique nature of our grading practices so that families will understand the school’s emphasis on mastery and authentic skill building and intentionality in fighting grade inflation.</p> <p>Counseling and YPI Partner Staff hold regular workshops to communicate college admissions requirements and application processes, and how the school is preparing students to be eligible.</p>	<ul style="list-style-type: none"> ● SAC Minutes ● Charter Petition ● UCCI Curriculum ● Pictures at CHF, Parade, Fenton, Best Friend Society, City of Hope Blood Drive, Holiday Parade, Cesar Chavez March and Dinner, Latina History Day ● School-Wide Priorities Doc ● Parent Conference Documents ● Parent letters regarding SBG and volunteer hours ● Parent communication- Graduation Requirements

<p>We also make sure that we have activities and opportunities in place for our students to be engaged in the community and to become active participants therein. Our students have participated in service projects which include several community organizations located in the neighborhoods where our students live, so that our school is supporting these organizations’ mission to serve the community. These organizations include: Children’s Hunger Fund, MEND, Best Friend Society, City of Hope, City of Pacoima, Fenton Charter School, Cesar Chavez Committee, and Latina History Day.</p>	<ul style="list-style-type: none"> • College workshop docs
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A2. Governance Criterion

The governing board (a) has policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career- readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school’s vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
<p>The Board of Trustees, in addition to holding the fiduciary responsibility for the organization and being the entity to whom the Charter will be granted, shall provide external accountability, internal oversight, and leadership. The primary role of the Board is to govern Bert Corona Charter High School in a manner that will enable the school to achieve its mission as prescribed and permitted by its charter. The Board’s role is one of oversight of school management,</p>	<ul style="list-style-type: none"> • Board Meeting Minutes • Executive Director Job Description • LCAP

specifically, oversight and management of the Executive Director who has oversight and management responsibility of school leadership.

Oversight of the school. The Board is ultimately responsible for monitoring school performance, including its compliance with its charter and other governing documents. The Board is accountable to the LAUSD for the achievement of the school’s goals set out in the school’s petition. The Board is responsible for the approval and monitoring of the LCAP, and for ratifying the school’s mission. The Board reviews the School LCAP at the beginning of the year and supports the goals set forth and monitors achievement of these goals.

Annual financial audit. The Board hires the school’s auditor, reviews the annual audit, and, if necessary, adjusts policies and procedures.

Appeals by parents. The Board hears appeals by parents on matters of student discipline, including student expulsions.

Enhancing the organization’s standing. The Trustees are ambassadors of the school to the community and work individually and collectively to increase the organization’s standing in the community.

Ensure legal and ethical integrity. The Trustees ensure that the school adheres to all laws, regulations, and rules, and that it conforms to the highest standards of ethical conduct.

Fundraising. The Board assists the school in fundraising, and in the school’s applications for public grants (categorical and discretionary) and private donations from foundations, corporations, and individuals.

Strategic planning. The Board, in conjunction with school leadership, develops a strategic plan for the school and monitors its implementation.

School Policies. The Board is responsible for establishing, implementing, and enforcing, or delegating the implementation and/or the enforcement of school policies with respect to:

- admissions,
- curricular guidelines,
- employment and other personnel matters,
- student discipline,
- special education,

<ul style="list-style-type: none"> • English language education for English Learners, • ethics, • transportation, • student food services, • student health services, • communication with students’ families, • communication with governmental and regulatory agencies, • public relations and outreach, and • hearing complaints • all or more particularly set forth in the By-Laws of the School. <p>Executive Director</p> <p>The Executive Director has primary responsibility for the strategic development, implementation, and management of all aspects of school performance and operations for the Bert Charter High School. Overseeing all aspects of the organization, from administration to fundraising, the Executive Director will foster a collaborative and engaging community culture for a diverse group of stakeholders including students, parents, faculty members, Board members and local leaders.</p>	
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A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
<p>Bert Corona Charter High School currently uses a 1:1 Chromebook take-home model for all students. Each student is issued a G Suite for Education account that gives them access to Google’s various collaboration and creation tools. In addition to the Chromebooks our students also have access to Macbooks for when they need to complete more processor-intensive tasks like photo editing, video creation, etc. Our students also use i-Ready for benchmark diagnostic tests, Achieve 3000 for differentiated reading assignments, the Adobe Suite for Visual and Media Arts</p>	<p>Acceptable Use Policy Macbook Carts Chromebooks Data from i-Ready, Achieve 3000, etc YPICS Barracuda Web Security Gateway website Media Release</p>

<p>creation, ALEKS or IXL for adaptive math instruction, and other online programs deemed useful by our classroom instructors.</p> <p>Before students are issued a Chromebook and access to our network, the student and parent/guardian are required to sign our Acceptable Use Policy. The student’s G Suite account is monitored and supported by our on-site technician and the Director of Technology and Integration. At the network level, we use a Barracuda Web Security Gateway to ensure internet safety. We use Barracuda’s preset categories as well as custom categories that allow us to block/unblock sites as needed. This system is monitored and supported by our on-site technician and the Director of Technology and Integration.</p>	<p>Student/Parent Handbook</p>
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Governing Board and Stakeholder Involvement

A2.2. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.2. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school’s governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
<p>Bert Corona Charter High School is committed to community based education and providing support for its students through an integrated approach to school, family, and community. YPICS embodies the belief that students thrive when they are part of a supportive community. Therefore we strongly believe in involving and sharing decision making with the participation and feedback of our families and communities.</p> <p>We encourage parents to participate in our Monthly Parent Meetings, the School Advisory Council, and Parent Workshops and Orientation meetings. We also work with parents on an individual basis as it pertains to the student’s IEP, SST or any additional concern with the student.</p>	<ul style="list-style-type: none"> ● Board Meeting ● LCAP ● Parent and Student Handbook ● SAC ● Pan Con Cafe ● Parent Meetings (Individual) ● IEP Parent Meeting ● Monthly Calendar ● Remind Messages

Uniform Complaint Procedures

A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3. Prompt: *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
The Administration of Bert Corona Charter High School works with all its stakeholders to explain the Uniform Complaint Procedure. During the beginning of the year, all parents attend a Mandatory Orientation where all policies and procedures are presented and explained.	<ul style="list-style-type: none"> • UCP • SAC • LCAP • Parent Orientation

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the LCAP and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of all stakeholders.*

Findings	Supporting Evidence
<p>The planning process for Bert Corona Charter High School began with small focus groups that were held with school leaders, parents, teachers, and students throughout the planning years to collect comments/advice about the LCAP development process and implementation. All feedback was collected, synthesized, and organized to inform the draft LCAP, which was then finalized collaboratively with our board members, administrators, parents, teachers, and students. Our LCAP mirrors our charter petition and it provides a pathway to our future. Bert Corona Charter High School looks at the needs of students with a parent’s eyes. As parents, we have hopes and dreams for our children. Our school is focused on supporting families to help their children succeed in life by ensuring access to a high quality rigorous education and by providing a positive school culture and environment in a public school setting.</p>	<ul style="list-style-type: none"> ● PD ● Board Meeting ● YPICS Leadership Meeting ● Academic Committee ● Administrative Team Committee ● SAC ● Pan Con Cafe (informational only)

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school’s Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
<p>Teachers, administrators, Board Members, parents, community members and others closely review data and discuss the school’s priorities as they relate to all facets of the educational process. Bert Corona Charter High School reviews all internal data on an ongoing basis, including information from internal learning-outcome benchmarks, Success For All reading data, ALEKS (now IXL) math data, Achieve 3000 reading data, MAPS Adaptive Testing (now iReady) assessments, and grades. From critical conversations in professional development meetings within our Professional Learning Community, to reports from senior executives in conversation with the governing board, analysis of student achievement is public and transparent at every level of the organization.</p>	<p>LCAP EL Plan PD Plan MAPS Results iReady Results PD Agendas and Documents YPICS Leadership Meetings Grades</p>

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>YPICS is committed to developing democratic small school communities throughout all program areas of its schools, including academics and student life. The goal of leadership is to foster maximum staff ownership of the development, implementation, and evaluation of school programs. To this end, Bert Corona Charter High School Administration has created collaborative decision making structures to assist in implementing this vision. Professional development meetings are comprised of the Executive Administrator, Director of Instruction, the teaching faculty, and the Education Specialist in charge of special education services on campus. These meetings are used to discuss best practice, consider current practice, calibrate assessment tools, examine student work, and evaluate student performance data in order to design successful instructional strategies and/or interventions. Critical Friends Protocols are used to ensure equitable and thorough communication within the group, so no strategy or observation is left unconsidered. Shorter faculty meetings allow discussion of curricular trips, student leadership initiatives, culture and climate concerns, and calendar commitments such as testing and conferences. Staff have a decision-making voice in these structures, and are both encouraged to bring their voices to the process and challenged to support the decisions with specific accountability within their spheres of influence.</p>	<ul style="list-style-type: none"> ● PD ● All Staff PD ● SAC ● YPICS Leadership Committee ● Academic Leadership Committee ● Administrative Team ● Executive Administrator Meetings

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<p>The current structures in place for planning, consensus building, and resolving differences are:</p> <p>Weekly Professional Development Meetings</p> <p>Weekly Executive Administrator Meetings</p> <p>Weekly Special Ed Staff Meetings</p> <p>Weekly Administrative Team Meetings</p> <p>Weekly Lever Meetings with Academic Leadership Team</p> <p>Weekly Lever Meetings with Director of Technology</p> <p>Weekly Lever Meeting with Leadership Team</p> <p>Lever Meetings with COO and ED as necessary.</p> <p>Teacher preparation period coaching meetings.</p> <p>The technology used to ensure seamless communication between all team members is:</p> <p>SLACK, Google mail, Google Calendars, Trello</p> <p>These structures are in place to ensure the timely and targeted communication of information between team members, as well as to work collaboratively through differences in pedagogy or practice that may need dedicated time and communication for consensus building. In addition, the Coordinator of Instruction holds meetings twice per month with each teacher to ensure the alignment of program implementation. Also, YPICS has an “open door” policy in which any team member can speak with any other team member for the purposes of addressing problems and concerns.</p>	<ul style="list-style-type: none"> ● Slack ● Google Calendar ● Gmail ● Trello ● Open Door Policy

A4. Staff: Qualifications and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.1. Prompt: *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<p>The process to ensure all staff members are qualified for their responsibilities starts with the hiring process and continues for the duration of the staff member’s employment at YPI Charter Schools. When vetting candidates for interviews, we make sure a team of administrators looks at the resumes that have been submitted before we call anyone in for an interview. This team reviews the resumes and letters of reference for each candidate to ensure they have adequate credentialing and the experience to fill the needs presented by the open position, or are at least in the process of completing this credentialing. During the interview, we have at least two staff members present to provide multiple lenses from the team. Once an offer has been made and accepted, our team members participate in ongoing professional development.</p>	<ul style="list-style-type: none"> ● Onboarding process (Zubia) ● PD Agendas

<p>We have regularly scheduled trainings each Monday for 90 minutes and throughout the year we have pupil-free days during which we can engage in more in-depth and rigorous reflection about our work and/or our students.</p> <p>Our teaching team and our operations team meet weekly with the site lead administrator to ensure that we are always on the same page. All team members (both faculty and staff) have the opportunity to participate in professional learning that will add value to their professional capacities. At times our training is differentiated based on staff performance to ensure that all staff members are learning and being equipped in their areas of growth.</p>	
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Defining and Understanding Practices/Relationships

A4.2. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.2. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>When a new staff member is hired, he or she is provided with a copy of our employee handbook and all of our policies are shared with the new employee. During our summer professional development, which is a minimum of 7 days for returning staff and 10 days for new staff, we cover our major policies and then revisit the policies as needed throughout the year. For example, our grading policy is discussed during a staff meeting right before our first report cards go out for the year. Additionally, as our leadership team reflects on our progress throughout the year, we may decide to revisit and review a policy if we feel our staff is not clear on the expectations. Our policies are reviewed twice annually (in January and in July) by our leadership team and then the policies are revised and sent to all existing team members and other stakeholders.</p>	<ul style="list-style-type: none"> • Handbook (Zubia /Gamez) • Summer Onboarding Agenda

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.3. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
<p>YPI Charter Schools is dedicated to the professional growth of all personnel. To ensure that there is someone who is always focused on our teachers and their growth, we have an administrative structure in place that has a Director/Coordinator of Instruction for each school. When our whole team is in place, there is also a Director or Coordinator of Culture and Climate, as well as a Director/Coordinator of Operations. This division of labor allows our Director or Coordinator of Instruction to focus on the academic needs of teachers and students. We allocate 90 minutes weekly for professional development and also strategically plan pupil-free days during which teachers have time to reflect more thoroughly on their practice and on student performance. Our professional development plan at the high school has been focused primarily on planning and assessment for standards-based mastery grading for the first semester of its operation. Our teachers have been using UC Curriculum Integration (UCCI) course syllabi to plan units that will prepare students for success in UC/CSU coursework, and specific career technical education fields. They have been using this curriculum structure to analyze the Common Core College and Career Readiness Standards and have been writing learning outcomes and accompanying rubrics that will coach students to independent mastery of the standards-based knowledge and skills for each course. These rubrics are highly effective for our students and teachers for reflecting on the learning that has truly taken place.</p>	<ul style="list-style-type: none"> • BCCHS PD (Agendas)(weekly structure) • YPICS PD

<p>We know that if students understand which skills and what content they have mastered and where they still need practice, they will be able to push their own development and learning on the pathway to success. Preparing to facilitate student learning through this process is a highly intentional process to which we have dedicated a significant part of our professional learning time together. To further calibrate our work of adequately preparing college-ready learners, we have begun evaluating our own rubric writing using the V.A.L.U.E rubrics written by the Association of American Colleges and Universities. These performance rubrics isolate and explicitly describe the skill set that every student should possess upon graduation from an undergraduate program at an American University.</p>	
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Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4. Prompt: *How effective are the school’s supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>The instructional team actively participates in ongoing professional development, discussion, and learning process that will help all members of our team grow in its professional capacities. We consider ourselves a professional learning community, as reflection and discussion are key components of our professional development plan. Each week, our teachers participate in professional reading/discussion led by our Director of Instruction (DOI). Teachers are observed and have the opportunity to discuss their instructional program, data, and results with the DOI on an individual basis. We have recently invested in a professional growth strategy called Get Better Faster, and we use a program called Whetstone to help teachers analyze their abilities in all areas of their practice, including professionalism, planning, instructional practice, parent interactions, and learning. This program is used weekly through observations, feedback, PD conversations, and one-on-one discussions with our teaching staff and director of instruction.</p>	<p>Video Footage GBF Waterfall One on One Conference Notes Whetstone Feedback</p>

<p>Teachers have the opportunity to reflect on their own performance and to discuss growth needs with the DOI. At the end of the year, a final evaluation is written by the DOI using Whetstone, and the results are shared with each teacher individually. At this time, the teacher will set growth goals for the upcoming year with the DOI to ensure that we are consistently growing as a team.</p>	
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A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the district’s LCAP and the Single Plan for Student Achievement (SPSA), the school’s vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>Guided by the vision and mission of the school, the YPICS Board of Directors allocates resources in order to prepare our students to become college ready, active citizens, and lifelong learners. The leadership team annually reviews the school wide priorities (See Priorities Chart) which encapsulates the input of all school stakeholders (YPICS administration, school site administration, faculty, staff, parents, and students). Through the use of a committee structure, stakeholders use data (financial, academic, attendance, behavioral, and parent engagement) to determine school wide priorities and make recommendations to the Board of Directors. The YPICS decision-making process supports meeting the student needs identified in the district Local Control and Accountability Plan (LCAP). Since our first year of operations,</p>	<ul style="list-style-type: none"> ● Budgeting Process ● COO ● Budget Worksheets

Bert Corona Charter High School, the YPICS Executive team and the Executive Administrator have been making financial and resource allocation decisions for the school. Committees have been established that consist of culture and climate, parent engagement, and parent advisory council. The academic achievement committee and student leadership have already been established and are functioning.

The focus of financial resources are targeted at:

1. Using Common Core State Standards to create a standards based grading process for student assessment.
2. Using a PBIS framework to create a positive school culture and climate.
3. Purchasing materials and equipment to establish the basic needs of a school and meet the thematic needs of the academic program including media arts education and early college access.
4. Hire highly qualified faculty and staff.

Budgeting Process

Policy: In consultation with the Executive Director and Finance Committee, ExED will prepare the annual budget for approval by the Governing Board. The budget is to be approved by the Governing Board prior to the start of each fiscal year.

Procedures:

The Executive Director will work together with the Chief Operations Officer and all Executive Administrators and program managers to ensure that the annual budget is an accurate reflection of programmatic and infrastructure goals for the coming year.

ExED will ensure that the budget is developed using the organization's standard revenue recognition and cost allocation procedures. ExED, in consultation with the Governing Board, will set a target net income goal to meet strategic goals and/or comply with existing loan covenants. ExED will present a draft budget to the Finance Committee prior to the end of the fiscal year. The Finance Committee shall review and approve a recommended fiscal year budget and submit it for approval to the Governing Board. The Governing Board will review and approve the budget no later than its last meeting prior to the start of the fiscal year. ExED will prepare financial statements displaying budget vs. actual results for presentation to the Governing Board at each board meeting.

<p>Review of equipment and materials procurement policies. Purchases & Procurement Policy: All purchases must be authorized first by the school’s Executive Administrator and finalized by the Executive Director or Chief Operations Officer. Any expenditure in excess of \$10,000 for the purchase of a single item should have bids from three (3) suppliers if possible. Any food contract that exceeds \$150,000 (the small purchase threshold set by the US Department of Agriculture) shall follow a competitive bid process. Goods or services purchased with federal funds must follow federal procurement guidelines as outlined in Education Department General Administration Regulations (EDGAR), Part 80— Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, Sub-part C (Post Award Requirements), Section 80.36 (Procurement) located at: http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html</p> <p>The Governing Board must approve any contract over \$25,000.</p>	
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Practices

A5.2. Indicator: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<p>YPI Charter Schools works with Excellent Education to ensure the most effective use of the funds to support its mission and to ensure that the funds are budgeted, accounted for, expended and maintained appropriately. YPICS accounting procedures conform to Generally Accepted Accounting Principles (GAAP) to ensure accuracy of information and compliance with external standards. YPICS uses the accrual-basis of accounting at year-end, meaning that revenues are recorded when earned, and expenses are recorded when a</p>	<ul style="list-style-type: none"> ● Budgeting Process (ED, COO, ExEd) ● YPICS Fiscal Policies and Procedures

<p>liability is incurred regardless of when the receipt or payment of cash takes place. Bank reconciliation and approval occur on a monthly basis. Financial duties are distributed among multiple people to ensure that financial transactions are properly authorized, appropriated, executed and recorded, and to ensure protection from fraud and error. The YPICS Board of Directors contract annually with a qualified independent certified public accounting firm to conduct an audit of the organization’s financial statements in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General of the United States, and, if applicable, the U.S Office of Management and Budget’s Circular A-133. The selected audit firm familiar with these standards, related State of California and Charter School regulations, and the Standards and Procedures for Audits of California K-12 Local Education Agencies in order to properly conduct the audit.</p>	
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Facilities

A5.3. Indicator: The school’s facilities are adequate to meet the students’ learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<p>Bert Corona Charter High School is co-located with Maclay Middle School. The LAUSD campus has sufficient space to house Bert Corona Charter High School when it achieves full enrollment of 480 students and will meet the needs of the vision and mission of the charter. The facilities are safe, functional and well maintained.</p>	<ul style="list-style-type: none"> ● Prop 39 ● Classroom Walkthroughs ● Creative use of space (Gear UP/ College Loft)

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction, including online.*

Findings	Supporting Evidence
<p>Bert Corona Charter High School secured grant funds to help acquire its initial instructional materials and equipment to establish the basic needs of the school and meet the thematic needs of the academic program, including science laboratory tools and equipment, physical education equipment, and visual and media arts technology. Financial resources have been allocated through the budgeting process to ensure the procurement, upkeep, and replacement of all essential instructional materials. Bert Corona Charter High School has a state of the art media arts computer lab, science classrooms with experiment equipment and materials, computer resources which students can use in each classroom, and one Chromebook computer for every student enrolled. The Visual and Media Arts program, which is our CTE pathway, has also been funded by CTE pathway grant funds to bolster the industry-standard level of technology with which we are able to train our students.</p> <p>In addition to the material and technology-rich environment created for our students, BCCHS invests in both a Director of Technology and Integration as well as technology support personnel who place, prepare, troubleshoot, and repair technology resources both at the district and school site level. These personnel ensure that a technology-rich environment, which is also a technology-dependent environment, is consistently maintained to peak performance so as not to hinder the realization of the vision and mission of the school.</p>	<ul style="list-style-type: none"> ● P.O. Ordering Process ● Example P.O.s ● Spendbridge

Well-Qualified Staff

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school’s vision, mission, schoolwide learner outcomes, and identified student learning needs.

A5.5. Prompt: *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school’s vision, mission, schoolwide learner outcomes, and identified student learning needs.*

Findings	Supporting Evidence
<p>YPICS full-time regular staff compensation is comparable to LAUSD district staff, including comparable health and life insurance benefit packages. Tutors and supervision aid positions which are normally not full-time positions are paid at the lower range of the LAUSD scale for classified staff. This year, benefits packages were shifted to a one-provider plan, and a buy-out option was approved by the YPICS board.</p> <p>All YPICS employees participate in paid professional development that is offered by YPICS or the school site. Professional development is planned based on the school wide priorities for all learners, school site needs or individual growth plans for staff. YPICS employees participate in 10 full days of training during the summer, and between 3 and 5 full days during the school year, in addition to the weekly professional development time allocated throughout the instructional calendar.</p>	<ul style="list-style-type: none"> ● YPICS Salary Table ● Offer of Employment ● Benefits Registration ppwk ● YPICS PD agendas

Long-Range Planning

A5.6. Indicator: The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students’ achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
The BCCHS LCAP goals are the goals for students achievement for all students. In order to effectively manage school resources to provide the best possible instructional program for meeting these goals, BCCHS works with the COO of YPI Charter Schools and ExEd to direct available resources towards the programming and staffing that are imperative for delivering on the promise of college readiness and UC/CSU eligibilities as spelled out in the LCAP goals .	<ul style="list-style-type: none"> ● LCAP ● Budget Worksheet ● Budget Revision History

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts**Long-range Financial (and Other Resources) Plan and Stakeholder Involvement**

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school’s vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Findings	Supporting Evidence
The YPICS Board of Directors allocates resources in order to prepare our students to become college ready, active citizens, and lifelong learners. The leadership team annually reviews the school wide priorities which are developed with the input of all school stakeholders (YPICS administration, school site administration, faculty, staff, parents, and students). Through the use of a committee structure, stakeholders use various data sets (financial, academic, attendance, behavioral, surveys, and parent engagement) to determine school wide priorities and	<ul style="list-style-type: none"> ● SAC ● LCAP ● Master Schedule ● HS Staffing model

<p>make recommendations to the Board of Directors. In the first four years of BCCHS existence, each year has required a new level of programming to accommodate the needs of each successive grade-level cohort in its matriculation towards graduation and UC/CSU eligibility. Adding courses to the master schedule has required new financial commitments for highly qualified staff and resource allocation. These changes have been anticipated as part of the long-range staffing and resource allocation planning each year.</p>	
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Regular Accounting and External Audit Procedures

A6.2. Indicator: The school has written policies that define internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Findings	Supporting Evidence
<p>YPI Charter Schools works with Excellent Education to ensure the most effective use of the funds to support its mission and to ensure that the funds are budgeted, accounted for, expended and maintained appropriately. YPICS accounting procedures conform to Generally Accepted Accounting Principles (GAAP) to ensure accuracy of information and compliance with external standards. YPICS uses the accrual-basis of accounting at year-end, meaning that revenues are recorded when earned, and expenses are recorded when a liability is incurred, regardless of when the receipt or payment of cash takes place. Bank reconciliation and approval occur on a monthly basis. Financial duties are distributed among multiple people to ensure that financial transactions are properly authorized, appropriated, executed and recorded, and to ensure protection from fraud and error.</p> <p>The YPICS Board of Directors contract annually with a qualified independent certified public accounting firm to conduct an audit of the organization’s financial statements in accordance with auditing standards generally accepted in the United States of America, <i>Government Auditing Standards</i> issued by the Comptroller General of the United States, and, if applicable, the <i>U.S Office of Management and Budget’s</i></p>	<ul style="list-style-type: none"> ● Exed ● Board Meeting Minutes

<p><i>Circular A-133</i>. The selected audit firm familiar with these standards, related State of California and Charter School regulations, and the <i>Standards and Procedures for Audits of California K-12 Local Education Agencies</i> Audit in order to properly conduct the audit engagement.</p>	
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Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: *Evaluate the effectiveness of the school’s processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence
<p>YPICS has stringent segregation of duties from the school site level to the Board of Directors.</p> <p>Contracts can only be approved and signed by an Executive Administrator, the Chief Operations Officer, or the Executive Director. Any contracts over \$50,000 require Board Approval. Our back office, ExED, houses the physical checks and the Board receives the check registers at the Board Meetings to review all outgoing payments. Any payments needing to be paid out are entered into our procurement system, Spendbridge, which goes through at least three levels of approval (site, back office accountant, back office account manager). The Executive Director authorizes any transfer of funds. Chief Operations Officer or Executive Director authorize payroll.</p> <p>The HR Coordinator enters new employee information into the HR system while ExED updates salaries and runs payroll. All Payroll registers are prepared and sent by ExED for approval then reviewed by the HR coordinator and by the Chief Operations Officer who approves the registers.</p> <p>ExED reviews and reconciles bank transactions. Money/checks collected on site are deposited within 10 business days and deposit</p>	<ul style="list-style-type: none"> • Exed • Board • Fiscal Policy

<p>recaps are sent to ExED as back up.</p> <p>The Board of Directors authorize credit cards/ credit card limits for admin based on positions. Card holders submit all original receipts, recaps and purchase back up monthly to the AP department for reconciling.</p>	
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Budgeting Process — Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: *Evaluate the effectiveness of the school’s procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

Findings	Supporting Evidence
<p>YPICS and Bert Corona Charter School leadership believe strongly in maintaining transparency in all areas of public school education. In order to ensure transparency in the school governance and finance, YPICS Schools participate in district oversight visits, follow the requirements of the Brown Act, report on fiscal matters every month at board meetings, and conduct fiscal audits every year. Each of these measures are essential for ensuring transparency around the finances of the parent YPICS organization and school.</p>	<ul style="list-style-type: none"> ● Exed ● SAC Minutes ● Board Meeting Minutes

Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

A6.5. Prompt: *To what extent does the school’s governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves*

Findings	Supporting Evidence
<p>YPICS actively monitors salaries in public education for all administrators, faculty, and staff positions. The YPICS Board of Directors and Leadership Team believe that competitive salaries and strong supportive learning environments for adults that focus on personal and professional growth are major keys to building successful public schools. As such YPICS salaries are competitive with LAUSD salaries.</p> <p>BCCHS Teaching staff are compensated according to a salary scale that is commensurate with that of LAUSD</p> <p>YPICS Administrator salaries are lower than but competitive with LASUD Administrator salaries. YPICS School administrators receive comparable health and life insurance benefit packages. However salaries are lower than district administrators because YPICs campuses have additional staff that district sites do not. For example, LAUSD schools with under 500 students have one administrator, while YPCS schools that are fully enrolled with 340 or more students have three administrators. BCCHS, due to the nature of being a college-readiness high school, has more than three administrative staff in order to allow each staff member to stay focussed on specific areas of the school’s programming.</p> <p>YPICS full time regular classified staff are paid comparably to district staff and receive comparable health and life insurance benefit packages. Tutors and supervision aid positions which are normally not full time positions are paid at the lower range of the LAUSD salary scale for classified staff.</p>	<ul style="list-style-type: none"> • Budget • Salary Scale

Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt: *Evaluate the effectiveness of the school’s marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
<p>The YPICS Executive Team, Director of Marketing and school site leadership work together to create long-term plans based on the school’s vision and mission. Recruitment and retention of students and families from local neighborhood catch-zone schools is critical to the long-term viability of the BCCHS vision and mission. To this end, our Director of Marketing, in consultation with the Executive Director, Assistant Executive Administrator for BCCHS, and operations team at BCCHS, designs outreach marketing tools and strategies to maximize the visibility and presence of our school on line, in local neighborhoods and middle schools so that families know there is a safe and supportive small high school experience available to them if the larger comprehensive schools do not serve the learning needs of their scholars.</p>	<ul style="list-style-type: none"> ● Post cards ● Street Banners ● Sidewalk Banners ● Web Sites

Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
<p>In order to ensure transparency in school governance and financial management, YPICS Schools participate in LAUSD district oversight visits, reports on fiscal matters every month at board meetings, and conducts fiscal audits every year. Each of these measures are essential for ensuring transparency around the financial management of the organization and school.</p> <p><u>District Oversight Visits</u></p> <p>Bert Corona Charter High School’s Charter is authorized by the Los Angeles Unified School District. The LAUSD Board of Directors has delegated its oversight authority to the LAUSD Charter School Division (CSD).</p>	<ul style="list-style-type: none"> ● Board meeting minutes ● LAUSD Oversight Visit Report

The CSD conducts oversight visits annually. In depth reviews are conducted focusing on four focus areas:

1. Governance
2. Student achievement and educational performance
3. Organizational Management, Programs, and Operations
4. Fiscal operations

YPICS and Bert Corona Charter High School staff participate fully in these oversight visits.

YPICS Board of Directors Meetings

YPICS has monthly Board of Directors meetings at one of the YPICS school sites. Monthly fiscal reports and check registers are reported on and reviewed. Faculty, staff, students and parents are invited to attend board meetings.

Audits

The YPICS Board of Directors contracts annually with a qualified independent certified public accounting firm to conduct an audit of the organization's financial statements in accordance with auditing standards generally accepted in the United States of America, *Government Auditing Standards* issued by the Comptroller General of the United States, and, if applicable, the *U.S Office of Management and Budget's Circular A-133*. The selected audit firm familiar with these standards, related State of California and Charter School regulations, and the *Standards and Procedures for Audits of California K-12 Local Education Agencies Audit* in order to properly conduct the audit engagement.

**ACS WASC Category A. Organization: Vision and Purpose, Governance,
Leadership, Staff, and Resources:
Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary (including comments about the preliminary identified critical learner needs)

The school has a clear and coherent vision and mission which are communicated to staff, students and families through its school wide learning objectives: college readiness, active citizenship, and life-long learning. These are clearly defined and communicated to all stakeholders. The school uses its financial resources transparently and effectively to secure highly qualified staff and an abundance of instructional materials. Staff are offered regular and rigorous professional development that is aligned to the school wide learner outcomes and LCAP goals. The school's governing board effectively manages all financial operations, human resources, and instructional programming through the Executive Director and Chief Operations Officer.

Prioritize the strengths and areas for growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

The school is managed by a highly skilled Executive Director with years of experience as a teacher, school leader, board member, and charter school advocate.

The school is connected to the local community through ongoing relationships with numerous organizations who are invested in improving the lives of local residents, which supports the schools school wide learner outcome of becoming an active citizen.

The school has secured highly trained, credentialed, and professional staff, including staff members with masters degrees in education, doctoral degrees in science and law, multiple years of AP teaching experience, multiple years of administrative experience, and industry experience in visual and media arts and technology.

The school provides an abundance of instructional materials, including: all students have 1-to-1 24/7 laptop access, science laboratory equipment, adaptive online instructional programs, credit recovery programming, concurrent enrollment college course materials, and all books and materials required by UC approved UCCI syllabi.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

Professional development at YPICS has at times seemed overwhelming to teachers in its scope, sequence, and quantity, and has not necessarily felt immediately equipping. Staff have expressed the need to spend time planning and preparing for students rather than spending so much time, often full days, in meetings. Critical learner needs require staff to be trained in reading comprehension strategies that allow all learners full access to curriculum. Professional development goals and agendas should be more narrowly focussed towards these concerns, with specific deliverables and subsequent coaching and support, and a minimization of information transmission regarding organizational compliance issues that could be covered using different mediums. Also, staff need differentiated professional development opportunities yearly, including required full day and full week professional development meetings, so that all staff are grown in the areas of critical learner needs.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>Bert Corona Charter High School Academic Leadership anchors it’s instructional practices in the work of several education and psychology researchers. The combined influences of these researchers has been to develop a compassionate, authentic, rigorous approach to teaching and learning in which all students of all subgroups can experience growth and success in a UC/CSU college preparatory academic program. Given the nature of our student population being almost entirely students whose first language is not English, and all qualifying for free and reduced meal programs, we wanted a driving philosophy and pedagogy of teaching and learning to be growth-oriented, not accountability-driven.</p> <p>Bloom and Mastery Learning</p> <p>Reteaching and rehearsal, resulting in multiple opportunities to show mastery of content, rather than coverage and deadlines, changes the emphasis of assessment to growth over time, and can move the bell curve of typical grades distribution so that very few students fail.</p> <p>Vygotsky</p> <p>Lev Vygotsky’s Zone of Proximal Development and the More</p>	<ul style="list-style-type: none"> ● Guskey-Formative Assessment and Bloom (Mastery Learning) ● Vygotsky-ZPD and The More Knowledgeable Other ● Marzano-The Need for a New Scale ● Miller-A Better Grading System ● V.A.L.U.E. Initiative of the AACU ● Book: Formative

<p>Knowledgeable Other change the classroom climate and culture into a place where everyone growing together becomes the shared goal, and both adults and students can help each other press into and through new and rigorous content.</p> <p>Standards-Based Grading Several researchers and pedagogical pioneers have recognized the need for a new approach to developing a grade that communicates real information about student progress. John Marzano and Rick Wormeli have led this work, and BCCHS has pioneered an implementation of the concept that uses our student information system to record progress towards mastery rather than simply completion of tasks and individual grades. Standards based grading at BCCHS is guided by performance rubrics with explicit descriptions of skill indicators at different levels of mastery.</p> <p>Hattie and Affect Sizes John Hattie’s meta-analysis of thousands of education research projects led to his globally referenced categorization of over 200 practices carried out by classroom educators, and his subsequent ranking of each of them in terms of the overall educational progress (as measured by a relative metric of annual expected growth) that each practice can lead to, in a student’s experience. BCCHS teachers have woven some of the most impactful of these practices into their teaching in order to promote accelerated growth in their students.</p> <p>V.A.L.U.E. Project (AACU) BCCHS teachers use a set of rubrics developed by an initiative of the American Association of Colleges and University called the Valid Assessment of Learning in Undergraduate Education as an anchor document for rubric development. It is an exceptionally detailed and careful work attempting to capture and articulate the skill sets that American university undergraduate students should possess upon receipt of their Bachelors Degree. The depth and complexity captured in the graduated levels of for each domain of skill is both informative and challenging to the team as they attempt to capture the detail and rigor for each critical skill in their own mastery rubrics.</p>	<p>Assessment and Standards Based Grading. (Marzano)</p> <ul style="list-style-type: none"> • Book: Fair Isn’t Always Equal (Wormeli)
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Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

Findings	Supporting Evidence
<p>Bert Corona Charter High School derives its college and career readiness standards from the California Common Core and the California Frameworks for Visual and Performing Art, World Language, and Physical Education.</p> <p>All core content courses meet UC A through G requirements, are approved by the UC High School Articulation Unit (including all AP courses), and are visible for analysis on the UC Doorways A-G Course Management Portal.</p> <p>Most BCCHS courses in English, Math, Science, and History are pre-approved courses through the UCCI program (University of California Curriculum Integration), which integrates career technical education skills with typical high school articulation A-G courses.</p>	<ul style="list-style-type: none"> ● Illuminate Board ● Course Syllabi ● AP Syllabi ● UC Doorways Page

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Findings	Supporting Evidence
<p>The first and most critical of all Schoolwide Learner Outcomes at Bert Corona Charter High School is College Readiness. All academic courses at Bert Corona Charter High School are driven by college and career readiness standards as embedded in the CA Common Core Standards and/or the CA Curriculum Frameworks.</p>	<ul style="list-style-type: none"> ● Course Syllabi ● CA Frameworks ● CA Common Core Standards ● SBG Rubrics

<p>The concepts and skills taught in each A-G UC/CSU preparatory course are derived directly from these standards, and codified in performance rubrics with explicit indicators of skill and concept mastery articulated at every level of mastery. The integration of CTE skill instruction into UCCI courses ensures that students are exposed to a rigorous and relevant college and career ready educational experience. The planning process for teachers starts with the common core and/or framework/CTE standards, which are then disaggregated into “know” and “show” skill sets, which then become daily learning outcomes for which detailed and explicit rubrics are created. Some teachers at the school have felt that they lack certain CTE specific skills in order to fully implement the instructional program outlined in some of the CTE UCCI courses, and have expressed a need for greater access to professional development to prepare for teaching these courses.</p>	<ul style="list-style-type: none"> ● Unit Plans ● Lesson Plan template and example plans
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Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<p>BCCHS teachers using UCCI course syllabi have interdisciplinary project work embedded in their courses, all of which require collaboration and articulation between teachers to ensure the interdisciplinary, shared delivery of college and career standards-based skill development through all involved BCCHS coursework. Multiple outsourced curriculum tools are used to support this work, including Achieve 3000, IXL, and Adobe Creative Suite.</p>	<ul style="list-style-type: none"> ● UCCI Syllabi ● IXL ● Achieve 3000 ● Adobe Creative Suite

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>The primary feeder school for Bert Corona Charter High School is Bert Corona Charter Middle School. Parents led a long-term initiative to get the high school chartered and opened in the fall of 2015, and to this day, it is the primary articulation middle school that feeds our enrollment. The campus on which we run our facilities for school operations is an LAUSD Middle School, Maclay Middle School, and families have become aware of us through both word of mouth and an aggressive awareness campaign to local families led by our Executive Director, but the extent of articulation regarding our curricular programs is not as extensive as that received by Bert Corona Charter Middle School Families. Pacoima Middle School is also in the catch area targeted by our information campaigns.</p> <p>Students at BCCHS take concurrent enrollment college courses through Los Angeles Mission College but held on our campus. Professors and other outreach staff are regularly exposed to our mastery learning and standards based grading approach to teaching and learning, and our students are conversely exposed to traditional college coursework and grading through these concurrent course experiences. The college and career counselor at BCCHS is an experienced community college articulation veteran who has worked in the high school bridging and articulation world for many years, and knows the high school to junior college to university pathway intimately, making him a highly effective advocate for our families as they assist us in preparing our scholars for college.</p> <p>BCCHS has only two cohorts of graduates currently enrolled in colleges and trade programs. The college persistence data for the first cohort is presented in Chapter 1. We have not yet begun to conduct our persistence survey for the class of 2019 as many colleges and universities do not commence until mid September. The college and career counselor, academic administration, and families of BCCHS will develop an articulation survey to track and monitor yearly college persistence, beginning with this 2019 cohort.</p>	<ul style="list-style-type: none"> ● BCCHS Outreach Events ● LAMC enrollment agreements ● College persistence data for cohort 2018 ● BCCHS Recruitment Photos

B2. Access to Curriculum Criterion

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>In order to graduate from Bert Corona Charter High School and receive a diploma, all students, including those with learning disabilities and those learning English as a second language, must matriculate through a UC-approved A through G core and elective educational program. This is the only course pathway offered to our students. There are no other pathways or tracks. All students graduating from BCCHS are CSU/UC eligible, by virtue of their coursework completed at the level of a C or better.</p> <p>All 9th grade students at BCCHS are enrolled in a College and Career awareness course, as well as those who transfer into our school and have not yet had a similar course at their transfer institution. The learning outcomes for this course focus explicitly on gaining an awareness and understanding of the process of becoming college eligible and career ready. Students conduct college searches, explore possible majors, research financial aid options, and create college pathway accounts on californiacolleges.edu. In addition, students are taught to communicate on multiple platforms in the workplace, craft a resume, conduct mock interviews with adults who work at the school site, and take career</p>	<ul style="list-style-type: none"> ● UC Doorways Course List ● “The Board” counselor screen in illuminate ● College and Career class learning outcomes and course description ● GEAR UP Mission and Vision ● College visitation photos

<p>interest inventories.</p> <p>Every year since the school has been in operation, multiple adults have taken students on college visitation trips, not exclusively the college and career counselor. Staff who are excited about their alma mater have spearheaded these trips, modeling for our students a sense of accomplishment and personal vision.</p> <p>The YPI GEAR Up team conducts monthly workshops for students through our Advisory classes, exposing students to the possibilities for both classical 4 year university training as well as career technical education opportunities.</p> <p>Most students face challenges in the area of reading and writing on grade level, especially when reading and responding to informational text, as demonstrated by periodic assessment data. In order make informed choices about college and career opportunities, students will need to close reading and writing gaps as much as possible before culminating.</p>	
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Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>In order to graduate from Bert Corona Charter High School and receive a diploma, all students, including those with learning disabilities and those learning English as a second language, must matriculate through a UC-approved A through G core and elective educational program. This is the only course pathway offered to our students. There are no other pathways or tracks. All students graduating from BCCHS are CSU/UC eligible, by virtue of their coursework completed at the level of a C or better, unless otherwise stipulated in an individualized education plan. In addition to the UC/CSU preparatory program, BCCHS has a Visual and Media Arts CTE pathway program that equips students over a three year period, to use Adobe Creative Suite, Blender 3D</p>	<ul style="list-style-type: none"> ● Classroom observations of small group instruction and conferencing ● Counselor “Board” ● CTE Pathway course descriptions ● A-G UC doorways

<p>object creation, 3D printing, Portrait and Fine Art Photography, Video capture, editing and rendering, large format printing, silk screening, fabric printing, and more.</p> <p>In order for students of different learning styles and skill sets to have equitable access to the A-G curriculum and CTE course pathway, teachers at BCCHS employ the following strategies and solutions to ensure that every student in every class has had the maximum possible opportunity to attain mastery of the standards-based concepts and skills being presented to them through the instructional program:</p> <p>Teaching for Mastery - Students are exposed to repeated modeling and given multiple opportunities to rehearse and practice skills, and are given regular and repeated feedback until mastery is achieved at the level that is maximizing the student's potential.</p> <p>Standards-based grading- Students are not given grades for each task they complete or each exam they take in their courses. Instead, they are given numeric rubric scores that correspond to an explicit description of mastery for the specific skills involved in completing the task or exam. Students are not given zeros at any time, only scores of 1, 2, 3 or 4, and until the final course grade is recorded, students may work to improve their mastery scores. In this way, assessment is explicit and transparent from the beginning of a unit to the end, and all students know what they are aiming for regardless of the specific task. Mastery rubrics are not task specific, they are standard-based learning objective specific.</p> <p>Small group instruction and conferencing- This is the primary strategy to ensure differentiation and personalization within core and CTE classes. Students learn when they have meaningful conversations with knowledgeable adults, and for each student, what is meaningful determines what gets learned to automaticity. The only way to ensure that we are effectively checking for understanding and acting on those checks is to give our scholars access to us in smaller settings. Those could be with a group of three or four students who are working through the same elements of the curriculum, or with one student who needs a more restrictive level of support. GEAR Up tutors help us provide this level of personalized instruction in our classrooms by adding more knowledgeable adults that students have access to.</p>	<p>approved course list</p> <ul style="list-style-type: none"> • Fully included SpEd population • SBG rubrics
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Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>At BCCHS, our mantra for communications with families regarding the progress of our scholars is “no surprises.” We send home progress reports every 5 weeks, although the first of these is to share our perceptions about student engagement and attitudes towards school. The 10, 15 and 20 week reports are to communicate progress towards a mastery-based passing grade. We also require teaching staff to reach out to families in the event they begin to see evidence of potential academic failure. For non-Spanish speaking faculty, we have arranged a communication partner program in which we pair them with a Spanish-speaking colleague who will place phone calls to parents for them on a weekly basis, shortening the time between communications through report cards, and communicating critical concerns as they arise.</p> <p>Before a report card is ever issued, all parents and students have access to our student information system, Illuminate, and can maintain real-time tracking of student academic progress towards a passing grade in all courses. This portal allows students to see their mastery level in all of the standards-based learning objectives being measured and scored for each course being attended in any given semester. The grade builds as the result of a GPA-style average of mastery scores as the semester progresses, until the grade is locked at the end of the semester. If a student does not pass a course, they are either reprogrammed into that semester course at a later date, or given the opportunity to take a UC approved credit recovery course through the Acellus online education program.</p> <p>For the first three years of the school’s operation, all students and their parents were invited twice a year to participate in traditional parent-teacher conferences in which parents of every student met with every teacher on their child’s schedule. Operations staff at BCCHS would call and confirm appointments with at least one</p>	<ul style="list-style-type: none"> ● Illuminate parent and student portal ● Weekly College Application workshops ● Parent conference sign schedules and documents. ● Student led conference schedule ● IEP meeting minutes/notes.

parent or guardian of every student at our school. The turnout was over 90% each year, twice a year. As the school has now grown to an enrollment of 200 students, it has become difficult to schedule those meetings with any significant time for substantive conversation, for all 200 students and every teacher. The 2018-2019 school year was the first year in which the school only scheduled students that teachers felt it was imperative to see. This felt counter to the school's highly intentional culture, so for the upcoming 2019-2020 school year, BCCHS is going to attempt to roll out student-led conferences. Once again, all students will have confirmed appointments with their parents, but multiple students will meet simultaneously in the classroom of the Advisory teacher. Each student will walk his/her parent or guardian through evidence of current academic progress, including the current report card, and answer questions. The Advisory teacher is there to help guide and facilitate the conversation when necessary, but is not the focal point of the conversation. It is hoped that this transition will build both ownership and capacity for academic independence in our scholars.

The college and career counselor at BCCHS leads weekly college application workshops during the fall semester to assist families as they walk with their scholars through the college admissions process. These workshops are voluntary, but allow our counselor additional time to work with groups of our scholars and their families outside of the typical school hours, which can be difficult for our families to access the school. The counselor is still committed to scheduling meetings with families who are not able to attend evening workshops.

All students with IEP are engaged in regularly scheduled IEP meetings in which family members are a valuable and necessary part of the IEP team. Addendum IEP meetings are scheduled whenever students require changes in services or placement.

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>The first college and career counselor at BCCHS helped 87% of the first graduating cohort (class of 2018) and 100% of the second graduating cohort (class of 2019) successfully apply to 2 and/or 4 year institutions of higher learning, including Jr Colleges, State Universities, Universities of California, Private Universities, and trade schools. The small size and intimate nature of the school make the college and career counselor a person of immense impact and advocacy. With the help of YPI GEAR Up staff, a majority of students in both the 2018 and 2019 cohorts were able to take the PSAT NMSQT as well as the SAT with 100% fee waivers. The 2019 cohort was able to take the SAT twice during the college application process. The college and career counselor brought numerous representatives from regional universities to visit BCCHS students on campus, some of whom carried out enrollment processes during their visits. College visitations have been carried out consistently each year that the school has been in operation, since the fall of 2015. All students have had the opportunity since the spring of 2016 to enroll in concurrent enrollment courses that give students exposure to college-level instruction and assessment. The school has visited regional college fairs on multiple occasions. The combined effect of these efforts has been a college persistence rate of 87% for the graduating cohort of 2018, and a college commitment rate of 84% for the graduating cohort of 2019, including 32 institutions of higher learning having offered admissions to the 41 graduates in this class.</p>	<ul style="list-style-type: none"> ● 2019 Senior Tracker ● 2019 College Acceptance ● 2018 College acceptance data ● 2018 College persistence data ● College visits ● College fairs ● SAT test dates

ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary (including comments about the preliminary identified critical learner needs)

Bert Corona Charter High School has a clear and transparent plan for achievement for all students that is anchored in college and career readiness standards as presented in common core state standards and state curricular frameworks. The school has integrated CTE standards-based skills into its curriculum in most A through G core curriculum courses. The school staff has developed an approach to teaching and learning that focuses on repeated attempts at mastery, resulting in a standards-based grading system that gives meaningful feedback in the form of skill ratings and only locks grades only at the end of a semester. In order to gain full access to the UC and CTE approved curriculum being presented to students at BCCHS, reading and writing deficits will have to be addressed in a way that closes significant performance gaps.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

The school approaches teaching and learning as a process of apprenticeship towards authentic mastery of standards-based academic and career readiness skills using a UC approved and CTE rich continuum of courses, which all culminating students will finish, regardless of difference.

The school assesses all students using detailed and explicit descriptions of mastery that allow students to target specific areas of growth and earn higher mastery skill ratings in order to finish with a passing and /or higher grade in each UC approved course.

All students are provided access to the school's UC approved A through G curriculum through instructional strategies that allow for maximum differentiation, including: multiple opportunities to master standards-based learning outcomes, time for small group learning and conferencing for reteaching and formative assessment, and grading practices that are dependent on skill performance, not assignment completion.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

In order to ensure consistent access to the curriculum for all students, the school must implement significant reading and writing remediation strategies for students who are not performing at a high school level in these areas.

The school must seek out additional professional development opportunities to train faculty in the skills necessary to teach its UCCI courses to fidelity in all disciplinary content areas.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

<p>At Bert Corona Charter High School (BCCHS), all students are involved in challenging and relevant work in their standards-based courses. With the focus on Common Core (CC), College and Career standards, as well as the Next Generation Science Standards (NGSS) practices, BCCHS has focused on creating an environment of learning and individual growth. Incorporating our theme of being on F.I.R.E (Focused, Intentional, Reflective, and Engaged) can also be seen in a school wide setting which further encourages rigor for both students and staff.</p> <p>Educators at BCCHS have a focus on professional development, and during regular school hours we have time to visit and observe our peers’ classrooms and observe the micro-culture in each individual’s classroom. This allows the visiting educators to observe the best practices in regards to the production of high level work conducted in their spaces and use these techniques in their own classrooms to help improve their practice. Conducting this also shows the students how even we as educators are practicing the F.I.R.E. principles.</p>	<ul style="list-style-type: none"> ● Classroom Observations ● Student Work Samples ● SBG Rubrics ● Course in College and Career. ● PD agendas
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<p>Another historical trend in professional development is the focus on peer review of rubrics and of student work. This allows the educators to sharpen their rubric creating lens and allows other educators to provide insight. Many of these student work examples are saved and serve as future exemplars for other students who may initially struggle in understanding how to accomplish a task.</p> <p>Educators at BCCHS use anchor student work samples to calibrate learning objective rubrics so that expectations for what mastery looks like is agreed upon by the faculty. This way students receive similar messages from each educator as they move through their classes and turn in, for example, writing pieces in several classes to several different teachers.</p>	
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Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
<p>To further encourage our students experiences in challenging work as well as their understanding of their area of study, BCCHS has incorporated the standards based grading approach (SBG). This approach allows our students to review their learning outcomes and understand how they are to be assessed. Constant review of these rubrics during study allows students to reflect on what needs to be done in order to improve their mastery.</p> <p>Common core, framework, and CTE college and career readiness standards are used to determine daily learning objectives (also known as learning outcomes) that are then given specific indicators for students to use to understand what is expected of them when those</p>	<ul style="list-style-type: none"> ● SBG Rubrics ● Learning Outcomes ● Conferencing ● Standards ● Lesson plan documents with linked rubrics ● Unit plan documents with linked rubrics

<p>standards are mastered. The indicators are captured in a rubric, which is presented to students before they begin their work, so they know exactly what to work towards when they begin.</p> <p>To encourage high levels of rigor, students are focused on achieving a target goal of proficient/independent or higher (advanced) on the rubric. If a student achieves a mastery score on a formative assessment that indicates they are achieving below the target mastery goal, student-to-teacher conferencing is conducted to provide instant feedback on how to improve throughout the lesson activity.</p>	
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Differentiation of Instruction

C1.3. Indicator: The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>The primary driving pedagogy behind embracing and implementing mastery learning and standards based grading is differentiation. Not all learners learn at the same tempo or volume given the rigor of A through G curriculum. Allowing students to work at different paces, learn with different tools, complete different tasks, and produce different quantities of evidence for their learning is not only reasonable in a mastery learning environment, it is compassionate and responsible in a second language learner environment. Our grades are driven by evidence of mastery of specific standards-based learning objectives, not completion of specific tasks.</p> <p>BCCHS has focused on instructional differentiation as a key focus in providing all our students with access to the curriculum. This starts with specialized PD instruction on reviewing trends in state and district scores and collaborating with one another along with administration on how to best serve the critical learning needs of our students. During these PD’s we also focus on EL strategies to help develop our reading and writing strategies in our content</p>	<ul style="list-style-type: none"> ● SBG Rubrics ● Student Work Samples ● SBG Gradebooks ● Interactive Instructional Websites ● MAPS scores ● PD Agendas ● Collaboration with other teaching staff. ● Student Personal Computers ● Classroom carts and other technologies ● Google Classroom ● IXL

<p>classes to further strengthen our students in these areas.</p> <p>BCCHS also has a continued focus on growing in our professional development meetings to allow educators to grow in our differentiation methods and review best practices so that others may incorporate them. A key focus that is continually worked on is the critical friends review where teachers review rubrics and student work examples from other educators and provide meaningful feedback on how to make them more accessible to students. This may even include how to differentiate the lesson in other ways and even provide alternate methods of showing mastery.</p> <p>BCCHS differentiates by also incorporating technology in the classrooms on a frequent basis. Every student receives a personal chromebook computer to gain access to various google software tools that teachers use to post assignments and notifications. Students can also use these computers to access various content specific software programs where they can create, visualize, manipulate and visually explore the content. This is especially useful for our EL and SPED students in order for them to gain an understanding of the concepts.</p> <p>Classrooms also have a set of macbook computers students can use if their personal computer is unavailable or a software program is incapable of being used on their chromebooks. Another important factor in utilizing the computers is to give each student the ability to monitor their current progress in their courses through our student information system program, illuminate, and if needed, communicate with their teachers on creating an action plan.</p>	<ul style="list-style-type: none"> ● ALEKS ● Achieve 3000 ● PHET
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C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>BCCHS helps differentiates and encourages learning through many research-based practices to help facilitate higher order thinking skills and giving all of our students many tools to master their content. Some strategies are process oriented inquiry learning (POGIL) and Success For All (SFA) techniques where students are presented with a unique set of prompts and have to work together in order to solve the task. Strategies such as these strengthen the collaboration of students and build confidence in their reasoning and oral skills.</p> <p>Many educators at BCCHS also use online software programs that all students can access at any time with the use of their personal school-provided computers. These programs include reading applications like Achieve 3000, which utilizes students lexile levels and provides articles appropriate for their continued growth. Others include virtual simulation software like PhET in which students can visualize abstract concepts that can be hard to grasp for many students without the program, especially those with IEP's or who are still learning English. Other software programs provide instant feedback with explanations to students to correct any potential errors and others can provide instant feedback to the instructor on how well the class is working on a particular problem and if there is a trend, more differentiation or reteaching can be done thus correcting any misconceptions or misunderstandings on the spot. ALEKS, IXL, and Duo Lingo.</p> <p>BCCHS also focuses specific segments of our district wide professional development offerings on teacher growth areas with regards to the use of technology. These segments are led by our lead technological administrator who has used the various technological strategies with success in encouraging student engagement.</p>	<ul style="list-style-type: none"> ● ALEKS ● DuoLingo ● IXL ● Adobe ● POGIL ● Achieve 3000 ● Socrative ● Gizmos ● PhET ● PD's on technology (district wide) ● Field Trips

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>Educators at BCCHS use various methods to help facilitate the learning of all students. At the forefront are the standards based grading rubrics (SBG) in which educators explain how a student is to master a learning outcome. Students get personalized feedback weekly in their courses, in advisory, and through constant student access to the gradebook. Also all students have individual conferencing session with their teachers where specific coaching can occur. Students are then able to focus on where they currently are in their mastery and how they can improve. This reflection allows all students to continually challenge their current knowledge and to always aspire to achieve higher levels of mastery than where they currently place.</p> <p>One of the instructional hallmarks of all YPI Charter Schools is Project Based Learning. When students are placed in teams to work on a project, the communication is rich with important dialogue. Students with learning disabilities, learning style differences, and language development needs can ask questions that are relevant to them as they use their prior knowledge and that of their peers to grow a new understanding of standards based content. These conversations are also rich opportunities for strategic coaching by teachers, since the questions being asked are questions students have about what is meaningful to them in the moment.</p> <p>Educators also encourage process oriented inquiry learning (POGIL) and Success For All (SFA) strategies where students work in small collaborative groups to complete projects or tasks. Educators in this role tend to serve as facilitators and provide constant feedback on group and student progress as needed in order for the students to achieve their desired goals in mastery. Educators in these roles examine how student interaction is occurring, answering questions and redirecting focus when necessary.</p> <p>A recurring trend at BCCHS is to allow educators the freedom to</p>	<ul style="list-style-type: none"> ● Teacher Coaches: <ul style="list-style-type: none"> ○ Garcia ○ Castaneda ○ Rothenay ● Evidence of teaching for Mastery in all gradebooks ● SFA and POGIL strategies ● Coaching approach to engaging students ● Autonomy, choice and guidance ● Collaborative work amongst teachers ● Project-based learning in classrooms. ● Teachers welcome peer classroom visits ● Obtain coaching strategies from colleagues ● Teaching the students to understand and master our rubrics ● High level of PD on Differentiation

<p>visit their peers to gain further insight into their teaching practices. BCCHS is a fairly small school where virtually all educators will encounter a student which another staff member currently has or has had in previous courses. Visiting teachers during lessons then allows some of the best strategies that are used in one educator’s classroom to be possibly incorporated into their own, and thereby increasing the success of engaging all students.</p>	
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Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

- **C2.3. Prompt:** *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>Bert Corona Charter High School is a firm believer in having all students demonstrate their acquired knowledge at higher cognitive levels and extending learning opportunities. With the incorporation of learning objectives taken from the state standards throughout our curriculum, students are encouraged to utilize their knowledge through participating in project based learning that requires all students to conduct relevant research to solve unique problems, develop concepts, create awareness, and use their knowledge to focus on areas of particular concern for their community or themselves. All students BCCHS have access to computer technology with high-speed internet access for conducting research and gaining knowledge that they perceive as important to the standards based project assignments given to them in their A-G core content classes.</p> <p>One example of project based learning that draws on both student prior knowledge and relevant research is carried out in the Biology and Community Health course in a project in which students learn how communicable and inheritable diseases manifest themselves. Students are asked to extensively research a particular disease and prepare brochures to distribute to their fellow classmates and families with information on their findings, bringing awareness of</p>	<ul style="list-style-type: none"> ● Student Projects ● Project-Based Learning research ● Chromebooks ● Student google drive accounts with project elements ● Gradebooks ● Presentation videos ●

<p>what may be affecting their community.</p> <p>Another example from the business course is a project in which students have conducted extensive research in an area of business they wish to develop, and have created a personalized action plan to make their business a reality in the future if they so choose. A third example can be found in the college and career readiness course in which students use their acquired skills and research in order to prepare for future job interviews. Students participate in a mock interview with local adults who specialize in a specific vocational field and give feedback to students regarding how well they have managed to impress the interviewer.</p>	
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C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrates that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>At BCCHS, we have fully embraced the on F.I.R.E. (Focused, Intentional, Reflective and Engaged) as evidenced by student work including projects and class discussions. This serves as the backbone in how students should approach problem solving and higher level thinking.</p> <p>The various assignments which are used to demonstrate their higher level of thinking and problem solving can be seen in their graphic models conducted in their art course; using mathematical principles to understand how to budget their finances and investment from their algebra courses; and the various written essays across the courses.</p> <p>UCCI course content incorporates themed project work and discourse that require students to access prior knowledge, think, reason, and problem solve in group and individual activities. Each course is based on a particular CTE sector theme, so the coursework is aligned to the types of questions, dilemmas and tasks that students might find working within that sector in the vocational environment. In addition to familiar and classical dilemmas and problems that students are exposed to in a standards based A-G college preparatory course, like statistics, Government, and AP English Literature, all students at BCCHS are asked to think through CTE sector lenses as they consider real work related</p>	<ul style="list-style-type: none"> • Student work examples

scenarios in their project based learning work.	
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C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.*

Findings	Supporting Evidence
<p>All educators at BCCHS utilize technology to assist our students as they work to achieve our schoolwide learner outcomes and our academic standards. Each student receives their own personal chromebook computer with their own school email, and educators extensively use google classroom to post assignments and notifications. Our art courses have a one to one ratio of new iMac computers with Adobe and other various editing software. If a student is missing their computer, BCCHS also includes a class set of iMac computers for their use.</p> <p>Educators across the different contents at BCCHS also use their technological platforms to help diversify their lessons to bring an enriching experience to all students. Programs such as Aleks (changing to IXL) and Achieve 3000 are adaptive to the individual student and provide immediate feedback on their progress. Other software programs such as Socrative give the educator and student immediate feedback on how well the students are doing in real time, and the educator can decide on the spot if a particular pedagogical method is being used effectively.</p> <p>Students at BCCHS are also experienced with our illuminate software program, which they use to track and monitor their current progress in their courses, which helps them in determining which step of action to take if they are in the position of not meeting their standards based learning objectives.</p>	<ul style="list-style-type: none"> ● Each student is issued a Chromebook ● Use of Google Drive ● Computer carts in 11 classrooms ● CTE Pathway Classes ● Coding Software- “Processing” ● Adaptive - immediate feedback for students: level of competence for ● Assessment system <p>Chromebook</p> <ul style="list-style-type: none"> ● Email ● Google Classroom <p>Classroom sets of Macs</p> <ul style="list-style-type: none"> ● Computer Lab ● IT department ● Visual & Media Arts Technology Curriculum and technology ● Aleks ● Achieve 3000 ● IXL ● Khan Academy ● Illuminate -Student Info

	System <ul style="list-style-type: none"> ● MAPS ● iReady
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C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<p>Educators at BCCHS use a variety of resources beyond the textbook which link students to the real world. The primary portal to these resources is the internet, and all students at Bert Corona Charter High School are issued a chromebook laptop for use at school and at home in order to have access to the resources presented to them by their instructors. The communication platform teachers use for making students aware of resources beyond the textbook is Google classroom, which allows immediate access to web sites, videos, and documents that support their learning. Examples of the rich and accessible resources used by BCCHS instructors include software and programming from HHMI (Howard Hughes Medical Institute) which students use to research and analyze real medical research data; Achieve 3000 software, which provides a research and reading library of tens of thousands of articles that students can use for gathering data and information related to various topics of current events around the world; ALEKS and IXL, adaptive online math platforms that students have round-the-clock access to for gaining real time feedback on practiced standards based math content, and Khan Academy. Students in the life sciences courses conduct real research with knowledge they have learned in class to analyze previous and current student-gathered data from locations in our local wetland habitat, the focus of which is the monitoring of an amphibian species for population trends. In addition, students are given their own periodic assessment data (NWEA MAPS to date, now iReady diagnostic exams) so they can monitor their own personal growth in reading and mathematics skill level. All students can see both their achievements and areas of needed growth, and can set new goals with the help of their instructors. Additional experiences and activities that link students to the real</p>	<ul style="list-style-type: none"> ● Student work examples ● Achieve 3000 ● HHMI Interactive ● Historical MAPS data ● Field Trip Photos

<p>world have come in the form of academic field trips to numerous locations in Southern California. These trips expose our students to places of research and culture (museums and centers), the natural world (state and national parks and local habitats), community based organizations (NGOs), and higher education (colleges and universities, college fairs).</p>	
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Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<p>At BCCHS, not only do we focus on the students secondary education success but also emphasize activities and programs to help expose students to new areas of interest that will affect them in their postsecondary career. All incoming students take a college and career course in which students learn college readiness skills, such as effective note-taking, research, and presentation, and are also exposed to potential colleges and postsecondary institutions that have programs of potential career interest for the student. In this course, students also learn about different career path options, the requirements that must be met to attain access to the institutions that can train them in that career, and the necessary steps to prepare for applying. Students work on their presentation skills and conduct mock interviews with individuals based in the Los Angeles area who work in a number of these career fields, giving our students access to how real working professionals</p> <p>Students at BCCHS have volunteered at schools and NGOs with missions and visions that allow our students to see and experience what working in these sectors could look like . Teacher assistants and technology assistants have been roles at BCCHS that allow for a different level of insight into what a career as an educator or IT professional these professions are areas of interest to our students. A course in business has also offered BCCHS students on opportunity to learn what it takes to effectively plan and manage a business, including understanding customer service, product</p>	<ul style="list-style-type: none"> ● Teacher Assistants ● IT Interns ● College and Career ● Photography ● Business Course ● GearUP clubs ● Community partners ● Assembly speakers

<p>design, finance and long term vision.</p> <p>Various clubs have also been offered at BCCHS, both by BCCHS staff and by an extended school day grant program offered by YPI. Each of these clubs offer participating students an opportunity to learn skills that could be used in a professional context after high school. The club opportunities to date have included athletics, photography, yearbook, art, gaming, and speech. The photography and speech clubs have garnered awards and recognition for the school up to the state level of competition.</p>	
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**ACS WASC Category C. Standards-based Student Learning: Instruction:
Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary (including comments about the preliminary identified critical learner needs)

Bert Corona Charter High School engages all students in a challenging and relevant standards based curriculum that is A through G approved by the UC High School Articulation Unit and thoroughly integrated with career pathway awareness and vocational skill development as evidenced by the UCCI CTE core courses that are implemented at the school in every core discipline. In addition, a dedicated visual and media arts Career Technical Education pathway of three courses utilizes state of the art

tools and an industry experienced instructor to equip students with real and relevant technical skills that are marketable in many of today's related industries.

All students are made explicitly aware of the performance expectations for providing ample evidence of independent mastery of all standards based learning objectives in order to earn a passing grade in each required A through G course and ultimately a diploma from the school. This is accomplished through the use of performance rubrics that articulate indicators of independent performance for every learning objective in every course, which students have access to before instruction commences for any and all units of instruction. Instructors utilize a variety of instructional strategies and pedagogies to ensure that all students not only have access to the curriculum, but can achieve a level of mastery of the standards based learning objectives that is commensurate with personal potential and results in an academic mark of C- or better for every course. These strategies include project based learning, small group instruction, conferencing, adaptive online program implementation, flexible workloads and deadlines that focus on evidence of mastery rather than work completion, and peer tutoring through collaborative group learning. These approaches keep teacher-student interactions operating in a "need to know" mode, in which students approach teachers as coaches with authentic and vital needs for information as they work both independently and in collaboration with their peers, rather than listening passively and missing core content during long lectures. The school's standards based grading model unifies and undergirds these approaches to help personalize a rigorous A through G instructional program for all learners.

The staff of Bert Corona Charter High School recognizes the context in which its diverse learners have matriculated through k-12 education largely in classroom-based instructional models with often limited resources. The staff has endeavored, with the help of generous grant funding and visionary senior leadership from YPI Charter Schools, to offer a vocationally aware and technology rich learning experience to all students, one that includes regular academic and community excursions and experiences beyond the classroom, including college visitations, natural environment and museum research trips, collaboration with community organizations.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

The school provides a differentiated and personalized instructional environment so that all learners, regardless of difference, can access a rigorous A through G preparatory curriculum for UC/CSU admission.

The school offers all learners a technology and resource rich instructional environment with highly skilled, experienced and trained educators.

The school utilizes instructional strategies that allow all students to be partners in learning rather than passive recipients of knowledge.

The school utilizes grading practices that place the emphasis of instructional time on

mastery of standards based knowledge and skill rather than work completion.

The school engages in professional development activities that require and benefit from the collaboration and calibration efforts of its faculty to maintain the highest quality curriculum and teaching practices for the benefit of all learners.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

The school needs to provide additional professional development opportunities to equip its staff to support all learners in becoming independent and proficient readers of informational text.

The school needs to seek out additional professional development opportunities to equip its staff with all necessary skills to fully deliver the instructional units presented in UCCI curriculum

The school can better serve all learners through cross-curricular collaboration, which will build connections between content areas, making classwork more meaningful.

The school needs to improve differentiation for accelerated learners and learners still acquiring English as a second language.

The school needs to focus more time in professional development on the sharing of best practices which equip teachers for better serving all learners.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school’s programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school’s assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.]*

Findings	Supporting Evidence
<p><i>Collect Data</i></p> <p>The school collects student performance data by administering the Smarter Balanced (CAASPP) Interim and Summative assessments. The Interim assessment was initially only given to 11th graders though now includes 9th graders and 10th graders to help address their needs earlier in their high school career. The Summative assessment is given only to 11th graders as required by the state.</p> <p>The school provides universal PSAT testing to all 9th, 10th, and 11th graders. Access to the SAT is given multiple times, with the first attempt as early as the spring semester of 11th grade, though the earliest SAT exams to date have been in the summer between semesters of 11th and 12th grade.</p> <p>The school has historically administered NWEA Maps, a computer adaptive assessment, to measure students’ individual academic levels and growth. This benchmark assessment is given three times during the school year and measures students’ academic level in</p>	<p>CAASPP (16-17 Summative Scores, 17-18 Summative Scores, 17-18 Interim Scores, 18-19 Interim Scores)</p> <p>PSAT/SAT scores</p> <p>NWEA Maps scores</p>

<p>Reading and Mathematics. NWEA is being replaced in the 2019-2020 school year by iReady diagnostic testing.</p> <p>The school administers the ELPAC (previously CELDT) assessment to English Learners annually and teachers are provided professional development to be equipped to use EL strategies across the curriculum. Data on reading and literacy is also collected in the form of measures of students' Lexile levels according to NWEA Maps and ACHIEVE3000, an adaptive reading program with an emphasis on expository text comprehension.</p> <p>The Physical Fitness Test coordinator administers the FitnessGram physical fitness test to students enrolled in a Physical Education course to measure aerobic capacity, body composition, muscular strength, endurance, and flexibility.</p> <p>Teachers use Illuminate to track student mastery of learning outcomes that are based on common core state standards, including embedded college and career readiness standards, through the mastery ratings they receive on formative and summative assessment tasks delivered in the classroom.</p> <p><i>Disaggregate Data/Analyze Data</i></p> <p>Student performance data is disaggregated and analyzed during professional development meetings to find trends in student performance that leads to the creation of target lists with specific intervention strategies to support all students' academic growth.</p> <p><i>Report Student Performance Data to all stakeholders</i></p> <p>Summary reports of student performance on Smarter Balanced (CAASPP), PSAT/SAT, and NWEA Maps assessments, along with general trends in student performance in courses based on teacher assessments, are shared at Professional Development meetings, School Advisory Committee meetings, monthly YPICS Academic Leadership Team meetings, and Board Meetings.</p>	<p>ELPAC / CELDT scores</p> <p>FitnessGram results</p> <p>Illuminate student/parent portal</p> <p>RTI / Target Lists with Plan of Intervention</p> <p>CAASPP results NWEA Data Reports</p>
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D1.2. Indicator: The school leadership and instructional staff determine the basis for students’ grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>Teachers have taken state standards for both content and college and career readiness and turned those into learning outcomes with student-friendly language. A rubric has been developed for each of these learning outcomes to use when assessing each student’s progress towards mastering the related standards.</p> <p>All students are provided with a soft or hard copy of rubrics to access in their courses, making the assessment process more transparent by ensuring all students are aware of what they are required to learn to receive a grade.</p> <p>Students are guided through the process of self-reflection to provide self-awareness of their progress towards mastery and of the grade they should expect to receive.</p> <p>Teachers engage in Critical Friends Groups to calibrate our rubrics’ effectiveness at assessing for mastery. We do this by individually evaluating student work and providing feedback regarding the language in the rubric, and the subsequent quality of the teacher-created assessment.</p> <p>Teachers provide students with multiple opportunities to take a variety of assessment types to demonstrate mastery of a standard, and then use the body of assessments to determine a students’ final level of mastery. Some of the assessments given for a standard may include pre-assessments, formative assessments and conversations, summative assessments, presentations of learning, projects, conferencing, and tests or quizzes. By providing multiple opportunities throughout each semester to demonstrate mastery of a learning outcome, teachers are able to better assess a student’s true level of learning.</p>	<p>Rubric Folders Rubric Binders Rubrics posted on walls Rubrics posted on websites</p> <p>Self-Reflection forms Self-Reflection walls</p> <p>Student work samples</p>

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>There are several systems used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.</p> <p>The school uses results from benchmark tests (NWEA Maps, now iReady diagnostics), CAASPP Summative and Interim assessments, PSAT/SAT, and teacher assigned grades to evaluate the overall academic progress of each student. Teachers occasionally use time during a professional development meeting to have a data dive that is used to target students in need of support along and develop a plan of intervention. To address low performance in English and Math, teachers use the performance data gathered for each student to determine what students will benefit most from taking an extra instructional support period in English and/or Math. Students have also been double blocked in a course (one content area extending the length of two class periods).</p> <p>The foundational tool for determining and assigning student grades is the standards based grading rubric. Once learning outcomes are derived from common core state standards, each learning objective is assigned indicators of performance for 4 performance levels, and each level is assigned a number. These numbers are entered into gradebooks when students are given feedback about their performance levels. If levels change due to growth, these rubric scores are updated in the gradebook. A grade is built in Illuminate using a scale for the mathematical means of all standard mastery scores. Students can, for the entire semester, petition to improve their mastery scores, thereby improving their</p>	<p>NWEA MAPs Data CAASPP Data PSAT/SAT Data</p> <p>SBG Gradebooks SBG Rubrics</p>

<p>overall grades in courses.</p> <p>The student and parent portals in Illuminate provide live access to grades and assignments. Teachers have an agreement to update grades at least once a week, though the number of assignments and assessments teachers add to Illuminate per week vary from teacher to teacher.</p> <p>Teachers use the Advisory period on Tuesdays to check in on their students’ academic progress. Teachers conference with students to help them be aware of their areas of weakness based on their grades and to determine next steps to improve each grade.</p> <p>Teachers spend time during Advisory ensuring students are aware of the A-G requirements and helping them monitor their progress towards completing them.</p>	<p>Illuminate student/parent portal</p> <p>Illuminate Student Portal</p> <p>Credit Check Form</p>
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Assessment of Program Areas

D1.4. Indicator: The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: *Evaluate the processes that the school leadership and instructional leadership use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>The end of every school year is the beginning of the planning process for the year that is to follow. One component that goes into the planning is the creation of the course matrix that is created with graduation requirements and credits in mind, which are set primarily by the state of California with respect to A through G requirements. Our course matrix is composed of courses students must take to graduate high school according to the state of California, additional courses that fall into the A through G requirements, our Media and Visual Arts CTE Pathway courses, the addition of AP courses, the addition of new electives, and each semester’s community college course offered at our site by a professor from Los Angeles Mission College. This task is accomplished through ongoing collaboration between the Director of Instruction, College Counselor, and teachers adding new</p>	<p>Graduation Requirements list</p> <p>Course Matrices for each school year</p>

support student achievement and their needs.

Findings	Supporting Evidence
<p>After reviewing the school’s first SBAC scores, it was determined that a proactive intervention approach to test preparation was necessary. During the 2017-2018 school year the school started using the SBAC Interim assessment with 11th graders. After assessing students using that practice test, the school modified the Advisory program for juniors for a couple of months to provide ongoing support in strengthening their skills in the areas in which most students scored poorly. The result was the single highest gain in English Language Arts scores for a high school in Los Angeles.</p> <p>A review of our inaugural iReady diagnostic assessment data, as well as Lexile level data made available through NWEA Maps data, has revealed that our current cohorts in all grade levels are experiencing difficulty maintaining grade-level comprehension of informational text. As this is the bulk of what students read in high school and college, the professional development agenda for the 2019-2020 school year has been refined to make reading the focus of most first semester PD sessions, specifically teaching reading to English learners in all core A through G courses.</p> <p>The school has analyzed passing rates for courses and as a result, has addressed the need to provide students the opportunity for credit recovery with multiple options given that they did not master sufficient learning outcomes by the end of the semester to pass a course. Silicon Valley online High School, Acellus and Opportunities For Youth face to face credit recovery program have all been options used by the school to assist students in their recovery of previously attempted but not passed coursework. Students that excel in their courses have been given the opportunity and encouraged to take on summer courses and online courses to customize their progress in meeting the a-g requirements, as well as adding additional courses not offered in our matrix.</p> <p>In the second semester of the first year of operation, the school opened up the opportunity for students to take courses operated on campus by Los Angeles Mission College. These classes give high performing students access to curriculum that exceeds the rigor of</p>	<p>SBAC Scores Interim SBAC scores</p> <p>Advisory Planning Docs</p> <p>Lexile Data iReady Data</p> <p>Gradebooks</p> <p>Credit Recovery Certificates</p> <p>LAMC courses</p>

<p>typical high school programming, offers them the chance to receive college credit while in HS, yet offers all students in grades 10-12 the opportunity to enroll and attempt to push themselves. Only 9th grade students are restricted from enrolling without prior consultation with parents and teachers. One college course from LAMC has been offered per semester since the school's opening.</p>	
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D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

D2.1. Prompt: Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

Findings	Supporting Evidence
<p>Teachers at Bert Corona Charter High School work on creating a learning environment in which students can authentically determine, through a process of collaborative assessment with their teachers, which standards and skills they have mastered. The goal has always been to have our students have a grasp of their real and measurable abilities, so our efforts have been to implement a standards-based grading system that allows for students to have that level of understanding about their own learning. There is always a learning curve for both students and teachers when first using standards-based grading paired with ongoing assessment and self-reflection. Over time students become able to articulate their successes and their challenges more effectively and they can discuss their own next steps for learning. Teachers also grow in their ability to use rubrics to communicate expectations and to guide students in the process of self-assessment. While we still haven't had one consistent way in</p>	<p>Rubrics Student work samples Lesson plans GBF clipboard notes GBF exit tickets</p>

<p>which teachers guide students through the process of tracking their growth by mastery of learning outcomes, and in the reflection of their learning, most teachers use some form of establishing this practice.</p> <p>Teachers at BCCHS typically have at least one task they are using as a working piece of formative assessment in an instructional week, and from this task arise the conversations that serve as meaningful and timely feedback for mastery growth. These tasks are always driven by standards based learning objectives for all students. The frequency of new task introductions and the expectations of task completion are generally presented to all students, but teachers work closely with each student and/or small group of students to differentiate expectations for work completion, deadlines, and sometimes the design of the task. What stays constant for all students, including students with accommodations by virtue of their IEP, are the expectations for mastery at each level, as described explicitly in the standards based grading rubrics.</p> <p>BCCHS is now implementing a school improvement matrix called Get Better Faster in which all teachers at BCCHS are expected to check for understanding in multiple ways during instructional time. Aggressive monitoring while walking a path around the classroom, and exit tickets to determine the meaning students are making of instructional activities, are two of the practices teachers are expected to implement with every class, every day. This data helps the school’s instructors differentiate reteaching, remediation, and extension for all students in the most appropriate manner for their continuous growth.</p>	
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Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
<p>Demonstrating mastery of the standards based essential skills and enduring understandings has been the primary focus for teachers since the school’s launch. Measuring students’ independent</p>	<p>Teacher Gradebooks PD Agendas RTI documents</p>

proficiency is accomplished by providing a variety of formative and summative assessments along with multiple attempts at mastering the learning objectives presented by each task, as needed by each student. Teachers gather data on the learning demonstrated by their students by assessing through pre-assessments, written papers, quizzes and tests, projects, presentations, conferencing, exit tickets, and any other activity a teacher may provide to determine a student's level of mastery. Timely, useful, relevant feedback is given to students through a coaching model of instruction that allows for daily differentiation through intentional conferencing and small group instruction. Through conversations in professional development meetings teachers share strategies used in their courses and with specific students to best assess their levels of mastery. Teachers track students' progress on both formative and summative assessments, both through updated mastery scores in their gradebooks and anecdotal data they take through monitoring students during instructional time, to revisit the pacing of their courses so as to assure students are given adequate time to master learning objectives before proceeding to subsequent objectives. Teachers also use these assessment results to plan interventions for those students struggling to keep up with the pace of the course and to plan follow-up assessments of standards not mastered the first time around. During professional development meetings teachers have used the Response to Intervention (RTI) approach to first identify students with learning and behavior needs and then collaborate on determining appropriate next steps for these students in their courses. Instructional and management decisions are constantly informed by teachers' independent assessment of their students and by the collaborative conversations and planning regarding students.

Teachers at Bert Corona Charter High School also use periodic assessment summative data several times per year, both in the form of iReady diagnostic testing (what was NWEA MAPS) and the interim SBAC assessments, to determine intervention, remediation, reteaching, or extension instructional goals for all students.

GBF Clipboard notes
iReady data
Interim SBAC data
Conferencing
SGI

Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

Findings	Supporting Evidence
<p>Data that reveals the extent to which students at Bert Corona Charter High School understand the expected level of performance in relation to preparation for college and career is found in three data sources for the school: A through G completion rates, college and career training program application rates, and perception surveys.</p> <p>For students who stay enrolled at Bert Corona Charter High School through the completion of high school, and do not transfer, BCCHS has a 100% A through G completion rate for graduating seniors. Students understand that the only sequence of study available at BCCHS leads to UC/CSU eligibility, depending on competitive GPA. The college and career counselor, in partnership with GEAR Up, guides all students through an explicit understanding of this expectation through transcript analysis, individual college readiness appointments, workshops in advisory, and parent meetings.</p> <p>College and career training program application rates for both of the first two graduating cohorts have been 83% and 100%, respectively. Students in both of these cohorts, regardless of learning difference or English language ability, have been exceptionally cooperative, eager, and proactive about seeking help with college and career training application. They have embraced that college and career training after high school is an imperative next step, not just an option.</p>	<p>A-G completion rates</p> <p>College and career training application rates</p> <p>Youth Truth Survey Results</p>

Every year all students at Bert Corona Charter High School are asked to anonymously complete the Youth Truth Survey, which allows the school to gather students' honest perceptions on all aspects related to the school, including Academics, School Climate and Culture, and teacher effectiveness. Overall responses tend to this data have historically leaned towards Agree. All categories return an average response based on the following scale: 1 (strongly disagree) 2 (disagree) 3 (Neither Agree/Disagree) 4 (Agree) 5 (strongly Agree).

Student engagement seems to be at the same national level (just 1% difference), i.e. at least 56% of students agree or strongly agree to be engaged with the school. The perception of Academic Rigor and related questions is above the Typical School Nationally for the four listed categories. The perception of Academic Rigor in Math and English is above the Typical School Nationally for the four listed categories.

After coding the data, amongst the categories Academic Rigor, College and Career Readiness, Relationships With Teachers, and Student Engagement, 40% of the students responded with Relationships With Teachers as the most significant strength. In regards to student responses to Relationships With Teachers, the most common observations highlighted the teachers' supportiveness and culturally engaging and responsive curriculum. Responses indicate that students feel respected by their teachers.

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary (including comments about the preliminary identified critical learner needs)

The school has a comprehensive approach to assessment and accountability that includes criterion referenced state and national assessments, standards based formative and summative teacher created assessments, adaptive online instructional programs, and student reflection. All students, including all students with learning differences and disabilities, and all students learning English as a second language, are assessed for growth in college preparatory standards based learning objectives that drive the UC approved A through G curriculum offered by the school. This data reveals critical learner needs to the faculty and administration, including the need for intervention and remediation in the area of reading informational text for comprehension, and significant pre-college writing skill deficits. Teachers use data from state and diagnostic exams as well as work samples from teacher created assessments to determine appropriate growth goals for all students, as well as to collaborate to determine the effectiveness of assessment tools and practices that will work in a differentiated learning environment to meet those goals. The college and career counselor provides advocacy, guidance and education regarding college knowledge and college readiness, with the help of the YPI GEAR Up grant staff who augment and supplement these efforts.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

The school has an explicit and transparent process for communicating expectations.

The school has an explicit and transparent process for determining grades.

The school has multiple measures for determining critical learner needs and progress.

The school facilitates data driven professional development for faculty and staff.

The school faculty maintains a school wide commitment to deep learning over coverage, production, or punctuality.

The school faculty maintain consistent practices for supporting all learners in the classroom, including conferencing, small group instruction, checking for understanding, and aggressive monitoring.

**Category D: Standards-based Student Learning: Assessment and Accountability:
Areas of Growth**

The school needs to ensure alignment in the consistent use of rubrics before and during every unit of instruction in order to ensure transparent communication of learning objectives to all students.

The school needs to monitor and ensure that the quality of explicit descriptions of mastery, aka indicators, are at a college preparatory level and written in student-friendly language.

The school needs to monitor and ensure that conferencing is being used consistently and across all A through G courses on a weekly basis and with an emphasis on providing appropriate support for students with learning disabilities and students who are learning English as a second language.

The school needs to ensure that there is a consistent alignment of language and practices in the area of assigning academic grades through standards based grading, especially given the data on credit recovery enrollment and first time passage rates.

The school needs to be more intentional and consistent about the use of exemplars of student work as a scaffold for all students, but especially students with auditory processing issues and students who are learning English as a second language.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<p>All students at Bert Corona Charter High School have, since the inaugural year of the school's operation in 2015-2016, regularly participated in civic engagement initiatives. Some of these initiatives have been acts of simple service and philanthropy, like tutoring primary students in literacy at Fenton Avenue Primary School or raising money for Best Friends Animal Society for pet rescue and re-homing. Others have been political in nature, such as joining the Cesar Chavez Day March or petitioning politicians at the State Democratic Party Convention. While the overall practice of the school looks consistent in terms of taking initiative, the actual practices have been inconsistent. We have not yet established traditions and routines that every student can expect to experience every year.</p> <p>BCCHS uses a number of processes and strategies to include families in the learning and teaching process.</p> <p>School Advisory Council - A committee of the whole, this advisory committee is comprised of students,</p>	<ul style="list-style-type: none"> ● Pan con Café Sign In sheets ● Monthly Calendar ● Transcribed copies of Remind messages ● LAPD Officer member of SAC ● Co sponsored events with City of LA. Hire LA job Fair ● Community events sponsored at school (CD 7 and LAPD) Days of Dialogue, Council District 7 Community Meeting (Meet your new Council member Monica Rodriguez) Hermandad Mexicana Awards Dinner

<p>teachers, administrators, parents, and community members. It takes the place of a more traditional school site council, and assists the school in making decisions about policy, programming, and resource allocation.</p> <p>GEAR Up -The GEAR Up, counseling and operations office hosts Fall and Spring Parent Workshop Series for English and Spanish speaking parents. These meetings provide information on after school opportunities, college information, access to free after school services, school committee updates, LCAP progress and input, the school website, parent resources, and a question and answer forum.</p> <p>Pan Con Cafe - This group meets roughly 6 times each year and provides support and input on campus safety, student aid, and volunteer opportunities for community members..</p> <p>The College and Career Office - This office sponsors numerous workshops and events throughout the year that are open to all families. The College and Career Office also specifically tailors workshops to assist non-English speaking parents and families that face financial hardships when planning for college tuition costs.</p> <ul style="list-style-type: none"> - Saturday and evening parent workshops specifically designed for parents of students at risk of failing. - Workshops dedicated to Financial Literacy and understanding the four systems of college. 	<ul style="list-style-type: none"> ● Participated in Pacoima Holiday Parade ● Cesar Chavez March and Awards Dinner ● Fenton Charter School Tutoring Program ● Children’s Hunger Fund, Best Friends Animal Society in Mission Hills, City of Hope Blood Drive, Valley Food Bank, Democratic Party Convention, Cesar Chavez Warrior for Justice: Dinner and March ● Voter Registration Drive ● GEAR Up (Academic tutoring flyer) ● Fall Parent Workshop Flyer ● Pan Con Cafe Flyer ● English Learners Advisory Committee (ELAC) ● BCCHS Board of Director Minutes ● College and Career Office Website ● College & Career Office Workshop communication ● Intervention Tiers ● Aleks & Achieve 3000 Usage Statistics
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Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
<p>ALL graduating students at Bert Corona Charter High School are expected to accumulate 100 hours of community service during their high school career. Students are referenced to local community agencies in efforts to engage and connect students with their community and serve their needs. These connections build an awareness of the challenges adults face on a local, regional and global level, and give BCCHS students and opportunity to invest time and energy in making an impact, as well as an opportunity to observe in real time or hear about how trained people in the workforce meet those challenges with post secondary training. Since the opening of the school, BCCHS students have:</p> <ul style="list-style-type: none"> ● Packed boxes of food at Childrens Hunger Fund in Sylmar, to be shipped all over the United States to families who are at risk of significant malnutrition. ● Given hundreds of hours tutoring primary school children in reading at Fenton Avenue Primary Center. ● Donated blood to City of Hope Cancer Center ● Collected food for the Valley Food Bank ● Raised money for the Best Friends Animal Shelter ● Served at the Cezar Chavez Justice Awards ● Engaged politicians with specific questions about education in Los Angeles at the CA Democratic Convention <p>and have served, given, and represented the school at many other times and in many other significant ways.</p>	<p>Community service trip photos Luminarias references Gear Up - Guest speakers Assembly guest speakers Field trip data</p>

Because the school knows it cannot use instructional time weekly to take all students to have these experiences, it regularly recruits and invites career-licensed guest speakers to speak on the career fields they are engaged in and the education required for them to attain licensure in their chosen fields. BCCHS students regularly comment on the inspiring, challenging, and moving nature of these speakers, and on more than one occasion have made career focus decisions as a result of the exposure to passionate adults sharing their career journeys. In addition to these assembly speakers, the College and Career office, in partnership with GEAR Up, organizes career themed field trips for students, and recruits professionals from various industries to present to students about post-secondary career opportunities during lunch and or advisory.

Students receive social-emotional support services in small group settings through Luminarias psychological support services: students may be self-referenced, teacher/school staff referred, or a parent may refer.

The Resource Specialist, as a function of holding IEP meetings for BCCHS high school students, works with IEP teams to develop transition plans for students with IEP, and these plans regularly involve setting vocational transitional goals the require students to engage with community members to develop familiarity with real world scenarios students will encounter after high school.

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school’s practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language, especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
<p>Bert Corona Charter High School is located on the campus of Maclay Middle School, an LAUSD middle school, and is therefore maintained and cleaned by LAUSD operations personnel through a Proposition 39 conditional use agreement. Custodial personnel daily maintain a clean campus for both Bert Corona Charter High School and Maclay Middle School. The Plant Manager in charge of the Maclay Campus serves as the Plant Manager for BCCHS room environment, physical plant, and physical or chemical safety issues.</p> <p>BCCHS Campus safety personnel include the Assistant Executive Administrator, a full-time campus security team member, a Coordinator of Culture and Climate, and a Coordinator of Operations. This team has built a strong working relationship with the neighboring school police department to ensure that communication is direct and the response rapid in the case of an actual school emergency.</p> <p>The school follows California Education Code Title 2, Division 4, Part 27, Chapter 6 when responding to incidents of violence, weapons possession, drug and/or alcohol possession/use/distribution, and bullying including cyber bullying. In adherence to this section of the Education Code, the school has availed itself of the following measures:</p> <ul style="list-style-type: none"> ● the right to search student belongings either randomly or upon reasonable suspicion ● in school suspension, ● out of school suspension, ● the assistance of trained search animals ● school law enforcement action, including arrest 	<ul style="list-style-type: none"> ● IT support ● PBIS ● Restorative justice practices ● Fire drills ● Lockdown drills ● Earthquake drills ● Uniform Complaint Procedures ● Attendance Policy ● Acceptable Use Policy ● K9 Searches ● Discipline Policies ● Clearance Process For Volunteers ● Parent-Student Handbook

- hearing for possible expulsion

Since the school's opening in 2015, only 1 expulsion hearing has been held, and there was no expulsion as the parent chose to withdraw the student during the proceedings.

The school follows the Comprehensive School Safety Plan of the Proposition 39 host school, Maclay Middle School, for emergency preparedness protocols including fire, earthquake, and lockdown emergency drills. Fire, earthquake, lockdown, and active shooter drills are held every year with different frequency depending on the type of drill and the schedule created by the host school. BCHHS is a closed campus. All visitors must be buzzed in through a locked and secured main entrance gate, register with the main office to notify the school of their presence and business with the school, and be assigned a pass that permits them to visit. A camera is located at the main entrance so that everyone entering the campus is monitored and questioned regarding their reason for requesting access to the school. The BCHHS staff monitors school grounds before school, throughout the school day including lunch and passing periods, and immediately after school for dismissal. A trained member of the campus administration team is present for the duration of the school's after school programming, which is run through a grant funded by YPI (youth policy institute). The YPI staff are responsible for the direct supervision of all students participating in the after school program, but BCHHS recognizes the need for an experienced and trained administrator to be present in the event of an emergency.

Staff members are certified biannually in CPR and trained yearly in safety, health, and human resource compliance. These trainings include up to date information on blood-borne pathogens, seizure response, mandatory reporting of suspected child abuse and/or neglect, suicide prevention, and sexual harassment between any possible combination of site-based stakeholders. The school has a Uniform Complaint Procedure posted in the main office.

The college and career counselor, who is also MFT trained, can provide referrals, information, and counseling support for parents and students. Counseling services partners Luminarias provides

free group counseling services upon referral. BCCHS also provides health trainings for staff concerning EpiPens, Sudden Cardiac Arrest response, and Narcan nasal spray.

The climate and culture team, led by the Coordinator of Culture and Climate, is the first line of response to issues of student behavior that does not meet the level of our posted Essential 5 expectations for student behavior: be on time, wear the school uniform, communicate with respect, protect school property, and use cell phones only as directed. The majority of student behavior that rises to the level of being unsafe typically stems from disrespectful communication in the form of face to face bullying, cyberbullying, or interactions that involve threats between students. Drug and weapon possession is a periodic source of unsafe student behavior. BCCHS has developed policies for student behavioral expectations, student attendance, student dress, and academic integrity. Positive Behavioral Intervention and Support, PBIS, is the primary student behavioral management and support initiative of YPI Charter Schools, and is a positive, proactive approach to building strong cultures of trust and respect on campus. BCCHS is in its first year of PBIS rollout.

An atmosphere of trust, respect, and professionalism is created through the charter governance structure which provides for shared decision-making, collaborative policy making, and committee involvement by all stakeholders. As a part of BCCHS's ongoing intent to encourage student responsibility, teaching faculty use Advisory class time to engage students in public conversations that highlight school policies on bullying, derogatory or hateful language, suicide, harassment, and many other issues of vital importance to teens. These conversations, held on Deep Dive Advisory days, allow students to gain awareness and understanding of the school's policies and the education code, and offer a space for students to give voice to their experiences and concerns about the culture of the school while being heard and validated by their peers.

<p>All students and their parents or guardians must sign an acceptable use policy before being issued access to school computer technology. The school’s network is protected by robust web security tools that are managed by a dedicated Director of Technology and Integration. Student networks are dedicated and more restrictive than networks used by staff and faculty.</p>	
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High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students’ heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>BCCHS maintains a caring environment that honors individual differences and promotes high expectations for students. The school’s approach to teaching and learning emphasises mastery, not work completion or competition. Students participate in authentic academic growth through multiple attempts at mastery and personal reflection in consultation with compassionate and highly trained teachers. In addition to this highly supportive form of classroom support, all students are invited to participate in after school tutoring programs, offered through YPI extended school day programming, that provide additional academic assistance at regularly scheduled times.</p> <p>The school has, for the past two years, offered a Queer Space club to support and celebrate diversity, and students can start a club at</p>	<p>Mastery grading Student Self-Reflections YPI after school program</p> <p>LGBTQA+ club</p>

<p>any time with clearance from administration and support from a staff sponsor. The school displays a series of motivational messages both inside and outside of the classroom.</p> <p>College acceptances are celebrated publically in the school’s main office, at school assemblies, and within the main source of communication with teachers and staff, SLACK. Also recognized at assemblies are exceptional demonstrations of Focus, Intentionality, Reflectiveness, and Engagement (being “on FIRE”). This collection of character traits, in its full acronym, is the greatest honor the school gives to its community members. The “On FIRE” award communicates recognition for exceptional performance in the school’s ESLO (expected schoolwide learning outcomes) of college readiness, active citizenship, and lifelong learning.</p> <p>BCCHS utilizes a three tiered intervention structure to ensure student learning, RTI. Tier II and Tier III students receive more intensive interventions to ensure an atmosphere of caring, concern, and high expectations. High expectations and concerns for students are demonstrated through curricular offerings, early intervention programs, and shared accountability for student performance by staff, parents, and students.</p> <p>The school’s advisory program provides an all-grade-level integration of student experiences and voices, allowing for the best of BCCHS culture to be shared with and grown within all students from the earliest days of their enrollment at BCCHS. In advisory, students find a place of belonging as they work with advisors to understand academics, learn about college, share ideas and concerns that are of vital importance, and serve the school and local community. Advisory is the primary point of connection at BCCHS, and is foundationally important for all students.</p> <p>To ensure a safe environment for our students who are facing emotional and psychological challenges, Luminarias counseling services offers free support for students who are referred to them by friends, family, teachers, or self referral. A health clinic located</p>	<p>On F.I.R.E. awards</p> <p>College bound recognition display boards (acceptance letters)</p> <p>Advisory periods</p> <p>Luminarias</p>
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<p>on the same site as the Maclay campus also offers one on one counseling support for students at no cost.</p>	
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Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school’s leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District’s Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
<p>Parents, students, and staff are included as committee members on the School Advisory Council, which reviews the LCAP. The committee discusses the different areas of the plan and votes on additions or changes before voting to present it to the Governing Board.</p> <p>Parents and administration meet monthly for the Pan con Cafe parent meeting. Parents are kept abreast policies, changes in programming, events, and safety, and asks questions about the schools operations and make suggestions to administration about ways parents can participate and support the school, as well as how the school might consider changes that could better support all learners.</p> <p>The Academic Leadership Team meets to look at student data, discuss challenges to students and educators, recognize successes, and plan professional development. This group of counselor, teachers, RSP Specialist, and Executive Administrator take on the burden and charge of steering the academic mission and vision of the school.</p> <p>The Administrative Leadership Team meets weekly to consider matters of attendance, testing, student behavior, student support, physical plant safety, event scheduling, compliance progress, and</p>	<p>LCAP- Meetings Academic Leadership meetings Administrative Leadership meetings Senior leadership</p>

safety training. This group of dedicated leaders is responsible for leading Bert Corona Charter High School in every area of its operation, and decision making is happening throughout the meeting.

The Student Leadership Class, with guidance from the Assistant Executive Administrator, the Coordinator of Operations, and the Coordinator of Climate and Culture, creates events, activities, and service opportunities for the student body of BCCHS. They are trained in collaborative decision making by their staff sponsors, and truly own the culture and climate of the school from a student perspective.

The Senior Program Director for YPI Charter Schools presents expectations for professionalism and workplace conduct through presentation of the faculty and staff handbook at the start of every academic calendar year. The Senior Program Director also handles all workplace human resource complaints, investigating them thoroughly so as to help staff seek strategies and solutions that can lead to improved workplace trust and safety. This position was considered necessary after a series of human resource complaints and actions at YPI schools became too time consuming for our Executive Director to carry out that role.

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community. **Indicators with Prompts**

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's academic and personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
<p>At Bert Corona Charter High School, Students with special needs have</p> <ul style="list-style-type: none"> ● a resource period block programmed three days a week to support students with IEP with academic achievement. ● access to the RSP specialist before school 4 days per week. ● Closely managed delier of service minutes and accommodations ● IEP meetings that consistently and reliably evaluate progress toward IEP goals. ● Specific mental, occupational, and physical health services related to IEP goals <p>Partnership with the school-based Northeast Valley Health Corporation Clinic offers BCCHS students and family no-cost medical and mental health services.. Services available include:</p> <ul style="list-style-type: none"> ● Visits with a Social Worker once a week. ● Access to ALL medical services- including vaccinations. ● Teen Health Services. ● Referral to outside agencies. <p>The YPICS partnership with Luminarias Institute offers students and families:</p> <ul style="list-style-type: none"> ● Individual, family and group therapy in a school-based setting. ● Supervision of trainees, interns, and license eligible therapists. ● Consultation to school staff, agencies, as well as seminars and workshops. <p>BCCHS offers a wide variety of intervention supports for students including:</p> <ul style="list-style-type: none"> ● Support groups that offer support for issues ranging from study skills, stress management, substance abuse, and grief support. ● A full time academic counselor ● GEAR Up: after school academic tutoring, small group tutoring during advisory, intervention support, community referrals and parent workshops. 	<ul style="list-style-type: none"> ● GEAR Up ● Sped - RSP course ● IEP services ● NEV- Clinic ● Luminarias ● College and Career Counselor workshops ● LA Mission College Courses

- Counseling office workshops that offer support for needs ranging from class programming choices, AP class selection, summer school options, and credit recovery options.
- Information about summer school classes for students who require credit recovery in order to graduate with 100% A through G course completion.
- An introduction to career planning within CaliforniaColleges.com that allows teachers, counselor, and students to review appropriate course choices given articulated career goals.
- Incoming 9th grade parent meetings that expose parents and students to BCCHS course offerings and educational pathways.
- College and career counselor is available before during lunch and after school, with extended hours offered through workshops on Tuesdays until 6:30 p.m.

The College and Career Office offers a wide variety of appropriate academic and intervention supports for students including:

- The college and career counselor reaches out to students at every grade level to assist them in career and college exploration pathways.
- Workshops for students on a range of topics including taking the ACT and SAT, completing the Common Application, and Early Decision Workshops
- Evening workshops for parents on a range of topics such as The College Application Process and Financial Aid
- CaliforniaColleges.com, a college and career readiness solution that aligns student strengths and interests to postsecondary opportunities.
- On campus college courses offered throughout the year, taught by Los Angeles Mission College professors

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
<p>Bert Corona Charter High School has many built-in levels of support for ensuring that all learners, despite difference or disability, can fully access the rigorous A through G curriculum provided by the school’s UC approved matrix. Students with learning disabilities and other special needs who have an IEP are scheduled into RSP course blocks three times a week for a total of 190 minutes of additional support with the RSP teachers and aides.</p> <p>Students in 9th, 11th and 12th grade (and when by proximity, grade 10) receive targeted grant services through YPI GEAR Up grand tutors and college advisors.</p> <p>All 9th grade students and all students continuing to learn English as a second language receive explicit instruction in reading through a Success for All course in reading strategies.</p> <p>All students who have successfully completed coursework to a B or A level are encouraged to take AP courses to stretch and build their academic capacities for college level rigor.</p> <p>All students in all A through G content courses are given personalized coaching with respect to task design, workload, and deadlines in order to present students the</p>	<ul style="list-style-type: none"> ● Sped - RSP ● GEAR UP ● SFA ● Instructional support periods ● AP courses ● Acellus ● Differentiation of workload and deadlines ● Adaptive online instructional support ● Validation of Math and Language Courses

<p>most appropriate path to achieve mastery of rigorous standards based college preparatory skills presented by the curriculum.</p> <p>All students have access to adaptive supports in mathematics and reading, through the IXL math online learning platforms, and the Achieve 3000 informational reading platform.</p> <p>All students have the opportunity to receive validation of first semester math and language (other than English) courses. If students take and does not pass a first semester math or language course that is part of a one year sequence, that course grade can be validated to a C if the second semester of the sequence is passed with a C or better. This is a practice in the UC system for similar coursework that is cumulative in the nature of its learning objectives.</p>	
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Support Services – Multi-Tiered Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.*

Findings	Supporting Evidence
<p>College readiness is the most critical of all three of the school’s expected schoolwide learner outcomes. In order to be college ready, students need complete access to the curriculum. The biggest challenge to that access, for BCCHS students, is their ability as a student body to read and accurately comprehend the types of information found in textbooks, articles, online research repositories, journals, and any other source of informational text. In order to identify the extent to which students are in need of remediation and intervention to bring up their reading levels to grade level competence, BCCHS administers beginning of the year assessments to all of its learners. The data from these assessments</p>	<p>iReady diagnostic results IXL Achieve 3000 ALEKS SDAIE SFA Strategies</p>

<p>is analyzed and given to teachers so that they can appropriately differentiate for all students, while at the same time stretching students so real and accelerated growth can happen during the school year. Teachers also give pre-assessments to determine mastery levels of standards based concepts and skills before units begin, making it possible for some students to pursue advanced studies and revealing areas in which students need more intensive support.</p> <p>SDAIE and SFA reading strategies are currently the primary pedagogical supports and interventions available to core content instructors who do not speak Spanish, which is the first language of all of our students who are learning English as a second language. Adaptive curriculum is an essential part of the instructional program for students who struggle to access the curriculum because of reading challenges. IXL, ALEKS, Achieve 3000, and other online programs that are accessible by all of our students, allow learning practice in reading and math to continue after the school day is over.</p>	
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E3.3. Additional Online Instruction Prompt: Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.

Findings	Supporting Evidence
<p>In order to have total access to Bert Corona Charter High School’s instructional program and the supports that have been put in place to enhance and assist all types of learners, it is vital that students possess computer technology that is in good repair and is functioning to provide access to the internet. The internet cloud is host to all google classroom sites, all adaptive instructional programs, and many of the instructional materials utilized by instructors on a daily basis. All students at BCCHS, including students with learning differences and students learning English as a second language, are given a functioning chromebook at the beginning of the school year. This device stays with the student for the duration of the school year, including when the student returns home each day. It stays with the student all day every day. This allows for access to cloud-based instructional resources at all times, for all students, every day, all school year. Because the school has chosen to implement a cloud-dependent instructional program, it has also invested in a 27.5 hour employee position dedicated to instructional technology support. Through a system of help desk ticket submission and response, the Director of Technology</p>	<p>IT support Chromebooks</p>

<p>supports the IT Support personnel at all three YPICS campuses to maintain the YPICS wireless network and the fleet of computers in students’ hands that are used to access it.</p>	
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Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school’s effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
<p>All students at Bert Corona Charter High School, regardless of any and all elements of their demographic profiles, are enrolled in all UC approved A through G college preparatory courses in the sequence prescribed by their grade level and the BCCHS course matrix. There is no secondary, non-college preparatory course sequence, nor is there a shortage of seats in the courses needed by a student given the most appropriate placement in the grade level sequence of scheduled courses. In order to receive a diploma from Bert Corona Charter High School, any and all students must complete a sequence of courses that will make them UC/CSU eligible provided they achieve a grade of C- or better in each course. Transcript audits are carried out by the college and career counselor for Juniors and Seniors at the beginning of every year, and for every student in the school during scheduling for the fall semester of every school year. This audit process ensures that any deficits in A through G course completion are rectified either by rescheduling courses that have not been passed with a C- or better, or by assigning students credit recovery coursework through the Acellus program and instructional support periods.</p>	<p>Illuminate SIS “The Board” counselor screen Enrollment audit</p>

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>Students at Bert Corona Charter High School have access to numerous curricular and co-curricular activities that link to schoolwide learner outcomes and college readiness standards. The school offers Advanced Placement courses in Biology, English Literature, and Spanish. The school is building its capacity to offer additional AP courses as students and families are routinely asking for their availability. Each year the school has sent staff to AP training in response to the staff’s expressed interest in offering AP courses in additional disciplines.</p> <p>The school also offers college courses that meet on campus and are taught by Los Angeles Mission College faculty. Partnership with Los Angeles Mission College Dual Enrollment program allows students to enroll in college courses and earn college credit while completing high school. Students who take dual enrollment courses earn high school and college credit at the same time and get a head start on completing a college degree. Dual Enrollment allows students to explore various fields of study, and the work they complete can be transferable to four-year universities.</p> <p>In addition to community college exposure, students are routinely offered opportunities to visit colleges and universities throughout Southern California and occasionally regional institutions in California.</p> <p>To prepare for college admissions, the school administers universal PSAT examinations throughout the year to grades 9 through 11, and offers the SAT with fee waivers to seniors before and during senior year. The college admission process is closely coached and supported, including assistance with the application process as well as FAFSA.</p> <p>A rigorous and competitive speech team has, for two years, enabled students to study exposition of English literature at regional competitions, enhancing students’ college readiness in</p>	<ul style="list-style-type: none"> ● On Campus College Course Syllabus ● AP Courses Syllabi ● College Field Trip Photos and Literature ● College Fair literature and flyer ● Northern CA College Trip photos and flyers ● SAT Exam Registration emails ● PSAT Scores ● SAT scores ● Speech & debate ● GEAR Up after school tutoring

<p>writing, reading, and communication learning objectives.</p> <p>A competitive photography club has enhanced CTE pathway learning objectives by giving students the opportunity to have their photography judged by a jury panel against the work of students from all over the state of California. Both of these co-curricular experiences have brought success and notoriety to the school through the exceptional talents of its students.</p>	
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ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary (including comments about the preliminary identified critical learner needs)

Bert Corona charter High School is a safe and clean environment in which students learn in clean, safe, resource-rich classrooms with highly qualified and caring teachers who respect and celebrate difference. Student voice is significant in shaping the climate and culture of the school, and parent, employee, and community voices are all part of a decision making structures for the school. All students at BCCHS are expected to complete a rigorous scope and sequence of UC approved A through G courses, including CTE pathway courses that equip students with real world media technology job skills. Staff and faculty work hard to maintain a workplace environment characterized by trust, professionalism and high expectations for student learning and each other's work performance and team approach. Students report believing in their teachers and that the school is preparing them for college and careers after high school. Students have access to significant resources for mental health services on a weekly basis.

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

The school has invested significantly in building partnerships with community organizations and engaging in significant acts of service on their behalf since the opening of the school.

The school benefits from 2 different mental healthcare partners that operate on campus or next door in service to our students and their families.

The school has created an instructional program that differentiates and scaffolds for a very diverse group of learners.

The school has an intentional, nurturing, multi-age Advisory program that operates as a place of vital connection, advocacy, college knowledge frontloading, and social-emotional processing with peers.

The school requires all students to participate in a college preparatory scope and sequence of courses.

The school has a highly collaborative faculty and staff who use professional development time to connect, collaborate, share, question, and provide feedback into instructional and cultural practices.

The school has a highly committed and experienced administrative team that provides for the safety of the school community and accountability for student engagement in the form of attendance and behavioral expectations.

The school encourages and facilitates the participation of students in active citizenship opportunities to fulfill the school's expected schoolwide outcome of giving back to the community, which it has done extensively considering its enrollment and limited staff.

The school is committed to involving parents in essential volunteer, feedback, educational, and decision making structures.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

The school needs to implement a consistent and accurate method of monitoring student volunteer hours.

The school needs to provide consistent co-curricular opportunities for students from year to year, regardless of faculty and staff turnover.

The school needs to invest in consistently, yearly maintaining long-term community partnerships, so that all students will have opportunities for active citizenship through the school's connections.

The school needs to develop a clear, detailed, posted consequence chain so that students

will have boundary expectations for repeated negative behaviors.

The school needs to train all staff in restorative justice practices to in order to build responsibility and self-regulation of behavior, and to build a culture of trust among all stakeholders when trust has been broken.

The school community needs to commit to sustaining a transparent, supportive, solution-oriented approach to communication, to ensure that a safe and supportive work environment is maintained at all times for all stakeholders.

Prioritized Areas of Growth and Needs from Categories A through E

Growth Area I - *Equity and Access.*

Goal: All students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to and enroll in the complete A-G academic and educational program as outlined in the school's charter.

Activities related to this goal:

- All students attending Bert Corona Charter High School are enrolled in a UC/CSU approved A-G college preparatory course sequence. There is no other sequence to offer, and no tracking system to separate those students who might otherwise be deemed as not college-going. All students are taught, equipped, and prepared as though they are going to a post-secondary institution: trade program, community college, or 4 year college or university.
- All courses in the school's master program are offered to all students in a sequence, with the exception of the 4th course in mathematics, which is optional.
- Students carrying IEP are offered more than the legally required service minutes as defined in each IEP. This is accomplished through designated time blocks that are included in each student's schedule, and staffed with highly trained professional educators with SpEd credentials. In addition to direct service provision with credentialed SpEd instructors, students receive targeted assistance and support from qualified teaching aides.
- Students who are learning English as a second language and are classified as EL in the school's S.I.S are mindfully scheduled in designated SFA Reading courses so as to have access to intentional supplemental instruction in strategies for reading English.
- A full time college and career counselor has 100% of his time dedicated to supporting students in accomplishing the completion of their course sequences. He is not used as a general purpose administrator for "other duties as assigned."

Summary of Progress:

- 100 % of students in both of the first two cohorts of 12th graders have graduated within 1 year of their anticipated graduation date (2 students with IEP have either stayed an extra semester at BCCHS or transferred to continuation school in order to complete their A-G coursework for graduation).
- All graduating students who have been enrolled at BCCHS for at least two years will have completed at least 2 and in some cases 3 years of a CTE pathway sequence in Visual and Media Arts.
- All students carrying IEP are and have been fully included in the regular education A-G program classes. Students with Adaptive Physical Education periodically spend time with a credentialed A.P.E. instructor, away from their regular education peers.
- Students in grades 10, 11 and 12 are routinely programmed into Instructional Support Periods which allow for flexible use of time and teacher availability to provide weekly support to students as they attempt to master common core state standard curriculum.
- Tutors from a grant-based school support program known as G.E.A.R-UP are present in classrooms during instructional hours and are available after school for academic support.

Current areas of need for continued growth:

- Students in all grades need continuous instruction in reading strategies for effectively parsing and comprehending expository text, as is evidenced by the less-than-100 percentage of students in grades 10 and 11 qualifying as college ready in reading according to MAPS growth data and PSAT data.
- Students in all grades need additional support to communicate effectively in writing at a college-ready level. Writing across all core curricular areas will be an intentional area of instructional focus.
- Long term English language learners (LTEL) need improved access to the rigorous A-G curriculum through instruction that meets the level effective ELD instruction as described in the LAUSD EL Master Plan (which BCCHS has adopted).

Growth Area II - Implementation of Formalized, Measureable, Quantifiable Assessment Process that Supports Smarter Balanced Assessment Progress

Goal: The percentage of students at every applicable grade level, including all student subgroups, will score at a rate commensurate with or higher than the proficiency rates of the highest performing local resident schools on the Smarter Balanced/CAASPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

Activities related to this goal:

- All students in grades 9 through 12 complete an A-G UC approved continuum of courses that is aligned to common core standards and assessed through the use of performance rubrics articulating specific, measurable progress in standards-based skills and understandings.
- All students in grades 9 through 12 take quarterly assessments in reading and mathematics using the NWEA Measure of Academic Progress, in which growth goals are generated for each quarter between test iterations, or the iReady Diagnostic adaptive assessment, which periodically assesses students for common-core grade-level academic performance in reading and mathematics.
- Students in grade 11 take the full interim SBAC assessment in the first semester of their 11th grade year, and engage in periodic SBAC preparation in Advisory periods using the interim assessment question bank.
- Students in grades 10, 11 and 12 are routinely programmed into Instructional Support Periods which allow for flexible use of time and teacher availability to provide weekly support to students as they attempt to master common core state standard curriculum.
- All students requiring accommodations for testing receive said accommodations with proctoring from credentialed staff.

Summary of Progress:

- In two years of eligible testing since the school opened, BCCHS English Language Arts/Literacy scores improved by 33% (+11% increases in levels 2, 3, and 4), and BCCHS Math scores improved by almost 17% (+13.33 % in level 3 alone) in the SBAC assessments of spring 2018.
- In 2018 SBAC assessment data, BCCHS students did not match or out-perform LAUSD students in mathematics, but did outperform the median performance of local resident LAUSD high schools on median.

- In 2018 SBAC assessment data, BCCHS students outperformed LAUSD students as a whole on median in English Language Arts, but did not outperform local resident LAUSD high schools.
- In 2018 SBAC assessment data, the three students testing as English Learners and the 7 students testing with documented learning disabilities did not performed at levels 3 or 4 in English Language Arts or Mathematics.
- Cohorts at BCCHS that have attended 2, 3, and 4 years (first full graduating cohort to have gone through all 4 grades at BCCHS) all experienced growth in average RIT year to year every year at both the Fall and Winter quarterly exams in both Reading and Mathematics.
- The first full graduating 4-year cohort grew six lexile levels in reading, and finished on-grade level, as measured by mean lexile scores recorded by NWEA MAPS over a 4 year period.
- Based on preliminary data, BCCHS students performed at a similar proficiency rate in both English Language Arts and mathematics on the 2019 SBAC exam compared to the 2018 exam cohort of 11th graders.

Current areas of need for continued growth:

- In pursuit of the continued goal of performing as well or better than local area public high schools, BCCHS has set a schoolwide goal of 5% growth in both levels 3 and 4 performance for both English Language Arts and math for successive SBAC exam cycles. This would raise overall scores in both content areas to exceed those of multiple local resident schools' 2018 scores.
- The SBAC preparation approach will continue to be anchored in the use of the SBAC interim assessments and interim assessment question banks. BCCHS muse use its Advisory course for consistent test-prep sessions.
- The school will use iReady Diagnostic Assessments as common-core correlated measurement tools to inform instruction. iReady assessments will be administered quarterly leading up to the SBAC spring assessments, and test results will be used to train teachers in reading and reasoning strategies, as well as to personalize instruction.
- The school will continue to assist students in their development as readers of informational text. All 9th grade students, as well as those with reading scores more than two grade levels behind their current grade level, will be scheduled to take SFA reading intervention courses that run concurrently with core courses. All students in all core content areas will utilize and implement SFA strategies.

- The school will use Achieve 3000 as an adaptive intervention tool in the explicit instruction of reading informational text. Data from Achieve 3000 practice and performance will be used to analyze comprehension and vocabulary acquisition.
- YPI Gear Up tutors will work more closely with math and English teachers to help students fill in instructional gaps that are keeping them from reaching grade-level skills in mathematics and ELA. Gear Up
- Teaching staff at the school will make explicit to students how their standards-based, mastery-driven coursework is aligned with SBAC performance expectations, drawing specific connections between learning outcomes and SBAC targets. Standards-based grading (SBG) rubrics will be designed for student access and understanding, and rely on collaborative staff calibration protocols that are anchored in student work samples, so mastery scores entered help students understand specific areas of needed academic growth as well as areas of validated mastery.
- BCCHS students with IEPs and students learning English will take the CAPA and the SBTS to help them scaffold to the CAASPP.

Growth Area III - All students will stay on track to be college-ready, including A-G completion, PSAT and SAT participation, and reading lexile at pre-college levels.

Activities related to this goal:

- All students in all subgroups in grades 9 through 12 at BCCHS have been required to complete a continuum of courses that will meet UC/CSU admissions requirements, since the school's opening in 2015.
- All students in grades 9, 10, and 11 now take the PSAT exam yearly. Universal PSAT testing went into effect in the spring of 2017.
- All BCCHS students in grade 12 take the SAT exam at least 1 time during a school year.
- All students in Grades 9 through 12 receive regular college knowledge workshops and programming from a full time dedicated college and career counselor and the YPI GEAR UP college preparation grant staff.
- All students in 11th and 12th grade BCCHS students attend mandatory parent meetings with the college and career counselor and grant staff to begin the college choice and admissions process.
- All 9th grade BCCHS students and all students currently classified as EL participate in an SFA class (Success for All) in which reading strategies for understanding informational text are explicitly taught.

- All 9th grade BCCHS students are required to take College & Career courses in which students learn about college, financial aid, career opportunities and career interests, and time management, as well as hearing directly from career professionals as they share their educational paths and experiences.
- Students in the class of 2023, 2021 and 2020 receive support from YPI GEAR UP college and career advising, including workshops, college visits, test preparation for PSAT 10, PSAT/NMSQT, and registration for the SAT.
- All students in grade 12 are guided through a personalized process of completing financial aid applications, college admissions applications, and scholarship applications.
- All students in grades 10-12, and when appropriate grade 9, are encouraged to enroll in Dual Enrollment courses offered through Los Angeles Mission College each semester. These courses are taught on the BCCHS campus by LA Mission College professors.
- All students attend an Advisory class daily, Tuesday through Friday. Thursday is dedicated to College and Career workshops and activities. YPI GEAR UP staff offer college readiness, college choice, college application, and financial aid workshops during this time.
- BCCHS offers AP courses in Spanish, English Literature and Biology. The school has also offered a course in AP English Language and Composition.
- All students complete at least 2 years, and up to 3 years, of a CTE Pathway sequence of courses in Visual and Media Arts, designed by an instructor with industry experience.
- Two spaces on campus are dedicated to college and career readiness: the College and Career Resource Center and the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) office.
- College visits are scheduled for representatives from local and regional colleges and universities, and are made available to all students.
- All students are enrolled in the californiacolleges.edu website, which also aids teachers in college and career curriculum.

Summary of Progress:

- 83% of the first graduating cohort in 2018 are currently attending the post-secondary institution they had planned for upon high school graduation.
- 100 % of the second graduating cohort in 2019 applied to at least a 2-year college, 54% applied to a CSU, 27% applied to a UC, and 35% applied to a private 4 year college or university.

- All students at BCCHS are on track to receive diplomas from BCCHS, and have a 100% completion rate for A-G courses either through initial course completion, reprogramming of failed courses, or monitored independent study credit recovery through the Acellus Program. 100% A-G completion is the only programming offered to BCCHS students.
- The graduation rate of the first cohort of 12 students (class of 2018) was 100% as of January of 2019, when the one remaining student from that cohort (who holds an IEP) finished all graduation requirements. As of spring June 2019, the graduation rate of the second cohort of graduating students (class of 2019) is also 100%, as 1 of those 41 students, who holds an IEP, transferred to a continuation school at the end of the 2019 school year to complete graduation requirements.
- The growth in mean overall score from the PSAT-NMSQT to the SAT for the class of 2019 was 87 points. [*Both tests scored on 1600 point scales]
- The SAT mean overall score grew from the first graduating cohort (class of 2018) to the second graduating cohort (class of 2019) by 76 points.
- Since the spring of 2017, BCCHS passage rates (C or better) for LA Mission College Dual Enrollment classes have been 84%, 92%, 86%, and 75%, respectively. This compares to a three year average course completion rate of 64% for LAMC students from 2012 through 2014.
- All students enrolled in grades 9, 10, and 11 continue to take the PSAT yearly (universal PSAT).
- According to NWEA MAPS Growth and ACT anchor benchmarks, college readiness in reading grew 21% between the first two graduating cohorts, and math college readiness grew 11% (Class of 2018 vs Class of 2019 data).
- SSD accommodation approvals follow students through every PSAT and SAT exam. Students approved for accommodations are supported in small testing environments and give the adequate time and accommodation.
- Seniors are guided through the completion/approval process of Disability Resources and Educational Services for community colleges and CSUs.
- Incoming students are presented with a summer bridge informational series of workshops on A-G college readiness, community service, and high school completion journey workshops.
- Incoming seniors are guided through a summer intensive to prepare them for the college application process and transitioning from high school into college.
- All students at BCCHS set up accounts at californiacolleges.edu, an initiative of the California College Guidance Initiative that is free to students and helps students and their families navigate the process of choosing, applying and paying for college.

Current areas of need for continued growth:

- Students in all grades are continuing to exhibit challenges in reading and comprehending informational text, as evidenced by historic NWEA MAPS data, SBAC data, and the new iReady diagnostic assessments. Professional development plans must focus on this fundamental skill set in order to ensure access to A-G college readiness curriculum for all students.
- Writing samples across the curriculum is revealing writing levels that range from low middle school to high school grade level in rigor and convention. BCCHS will increase student writing skill and capacity through a renewed and consistent focus on writing across the curriculum and the use of conferencing and small group instruction in all classrooms. BCCHS recognizes that effective grade-level writing skill is essential for post-secondary preparedness at all education levels (4 year, 2 year, and vocational training).
- The consistent use of Interdisciplinary Projects will stimulate the development of real-world problem solving skills. Professional development for staff needs to be put in place to train all educators on how to work together to help our students become global thinkers.
- Consistent and routine implementation of Achieve 3000 will allow short, targeted practice at reading and comprehending expository text, with immediate feedback.

Growth Area IV - *Student Engagement*

Pupil Engagement as measured by school attendance rates, chronic absenteeism rates, school dropout rates, and high school graduation rates.

Activities related to this goal.

- Daily phone calls are made to parents of all absent students by 10 a.m.
- Meetings are scheduled with parents if students have more than three absences.
- Attendance Progress Reports are run weekly that include: days absent, class periods missed, and tardies in each class.
- An eligibility list of all school activities is based on attendance: 10 absences or more will exclude students from representing the school in extra-curricular activities, or participation in school events, including participation on sports teams.

Current Progress

- Increased parent participation in response to the related activities is curbing absenteeism and tardiness.
- Students are responding to eligibility requirements. They care about representing their school and participating in events, and are expending the extra effort to be at school.
- ADA is consistently over 90% for all grade levels.
- Incentives for Perfect Attendance have been created to celebrate scholars who have perfect attendance at each Monthly Assembly.
- A congratulatory letter is mailed to parents for having our scholars at school each day.
- Free Dress passes are given to students who are entered in a monthly attendance raffle.

Current areas of need for continued growth:

- Parent Workshops need to be offered to those parents of students with 10 or more absences or 1st period tardies, to explain the academic impact of chronic absenteeism and tardiness.
- Tardiness at the beginning of the day needs to be curbed significantly. Students with chronic tardiness will be assigned make-up time (detention) to make up lost instructional minutes and support long-term behavioral changes.
- Incentives for Perfect Attendance are being created to celebrate scholars who have perfect attendance at each Monthly Assembly.

Growth Area V - *EL Reclassification*

EL students will be reclassified to RFEP, monitored for 3 years, based on EL criteria and checked for Proficient.

Activities related to this goal.

- Mandatory meeting with parents of ELL students to share current data and discuss the importance of grades in English courses, exam scores, and the process of reclassification.
- Meeting with EL students to discuss their data and progress towards reclassification.
- All EL students are required to take an SFA course that provides supplemental practice in reading until they are reclassified.

- Monitoring students' progress on ACHIEVE 3000 for progress in comprehension of informational reading.
- Teachers provide EL students access to learning A-G curriculum content through activities involving reading, writing, listening, and speaking, and provide scaffolding through conferencing and small group instruction.
- Identified EL students travel together through their course schedules to ensure consistent support from bilingual teachers and tutors who can accommodate each student's needs.
- Spanish-Speaking GEAR UP staff are in our classrooms providing support to students during instructional time in core curriculum classes.
- Students are referred to our after school tutoring services provided by Spanish speaking GEAR Up tutors.
- Our College and Career Counselor speaks Spanish, thus he is able to support EL students and their families in their primary language when communicating A-G requirements and the college application process.

Current Progress

- 83% of EL students passed the first semester of their 2018-2019 Common Core English courses.
- 19 of the 32 EL students (59%) who took both the fall and winter NWEA MAPs reading assessment met their projected growth goal from one test to the next.
- BCCHS has reclassified at minimum 20% and up to 50% of our EL student population each year, which has outpaced the LAUSD Resident Schools mean rate for the last three consecutive years.

Current areas of need for continued growth:

- EL students have not met standards mastery on SBAC assessments as a sub group.
- Some EL students are remaining at LTEL status through high school.
- EL students are not scoring within CSU admission ranges on the PSAT (predictor) or SAT.
- English Learners need consistent, weekly, intentional, explicit instruction on reading and comprehending informational text.
- All EL students will be scheduled for SFA each semester in grades 9-12 until such time as they reclassify as RFEP.
- All EL students will be rescheduled into advisory periods with Spanish-speaking teachers who can mentor them and provide additional academic support.
- All EL students will have their Achieve 3000 accounts closely monitored by both English Teachers and Advisors for progress and areas of continued challenge.

- Administration will provide additional professional development opportunities for teachers by bringing in outside experts on the implementation of EL strategies and sending teachers to conferences that provide training in this area.
- BCCHS will make reading strategies for EL students the focus of 2019-2020 professional development meetings when those meetings are within the school's purview to plan and execute, including instruction and review for teaching staff in the following pedagogies and practices:
 - Data Dive into iReady
 - 5 Essential Components of Reading Instruction
 - Comprehensible Input and Teaching Reading to ELL
 - SDAIE
 - SFA Strategies (vendor-based)
 - Achieve 3000 (vendor-based)
 - Effective Note-Taking from Informational Text
 - Writing to Improve Reading
 - EL Mentor Teachers
- BCCHS professional development and teaching practices will be guided by the LAUSD EL Master Plan and the California English Learner Roadmap (produced by CALTOG - Californians Together).

Growth Area VI - *Professional Development.*

Goal: Teachers will participate in weekly ongoing professional development on the implementation of CA Common Core State Standards and based on student academic achievement data.

Activities related to this goal:

- Teachers participate in regular, consistent, professional development that provides skills and strategies for helping students master of CA Common Core content.
- Teachers participate in regular, consistent professional development that provide skills and strategies for working with EL populations to master CA Common Core content.
- Teachers participate in regular, consistent professional development that provides skills and strategies for differentiating instruction and assessment to ensure that all subgroups of learners can successfully master CA Common Core content.

Summary of Progress:

- All staff meets weekly for two hours for professional development as a school team, monthly with the teams from the other schools in the larger YPI Charter Schools organization, and yearly before the beginning of every school year.
- Professional development agendas are derived from data, including MAPS Growth, SBAC, grades, and PBIS data.
- EL strategies, mastery learning, and standards-based grading have been central themes in each year's PD work since the school opened in 2015.
- Professional development time is appropriated to the three divisions of organizational leadership and initiative within YPICS: Academics, Operations, and Climate & Culture.
- Professional development at YPICS is integrated with technology and shared organization-wide through a platform.
- Educators, counselors, coordinators and operations staff lead professional development sessions out of their areas of expertise.
- Professional development includes the calibration of core instructional methods and tools that are used to grow common core content mastery.

Current areas of need for continued growth:

- Instructional leadership needs to provide targeted professional development to support staff in their use of curriculum guides from the University of California Curriculum Integration Unit, which blends Common Core content with a CTE

perspective so students experience an embedded context for their learning.

Professional development will be devoted to helping teachers find the necessary resources to learn the programs i.e. Photoshop/Illustrator/Premiere/Coding (Visual Arts content) and others that are needed for specific UCCI course projects.

- Instructional leadership needs to provide differentiated professional development training so that teachers with different levels of experience can learn specific differentiation strategies for working with EL learners, students with special needs, and students with exceptional gifts and talents.
- Instructional leadership needs to consistently ensure that faculty are trained thoroughly in all aspects of Standards Based Grading, mastery learning, and authentic assessment. Time will be devoted to coaching weekly in teacher preparation periods.
- As SFA is the primary reading support program for BCCHS, staff will be trained in using SFA Strategies in order to support reading across the curriculum.
- All BCCHS staff will be trained to use Achieve 3000 for assisting students in reading comprehension of informational text through embedding Achieve 3000 article content into their instructional planning.
- All staff need continuous training in strategies to instruct and accommodate students with learning disabilities so as to increase access to the curriculum. Specifically, BCCHS staff will learn to better recognize how learning disabilities present themselves in the classroom, and how to plan for difference consistently with practices that allow for better access and student comprehension.

Chapter III: Summary from Analysis of Identified Major Student Learner Needs

Implications of Data and Self-Study Findings

BCCHS is far exceeding most local neighborhood LAUSD public schools with respect to 4 year graduation rates.

BCCHS is far exceeding historically low rates of completion of A through G eligibility requirements for the UC/CSU university systems, specifically for our most significant subgroups, students identifying as latino, and students identified as economically disadvantaged.

BCCHS graduating seniors all have post-secondary plans that include vocational school, 2 year college, or 4 year college or university.

BCCHS students' reading abilities are creating a significant challenge to the expected schoolwide learner outcome of becoming college-ready given consistent deficits in the areas of comprehension of informational text, comprehension of grade level literature, and recognition of grade-level vocabulary.

BCCHS students with learning disabilities and students learning English as a second language are consistently performing at a level of “not met” on SBAC state assessments.

BCCHS students are missing a significant number of instructional minutes due to chronic absenteeism in the form of both absences and tardies.

Critical Learner Needs Summary

College Readiness is the primary Schoolwide Learner Outcome in which there are critical areas of need for BCCHS students:

1. Instructional rigor. BCCHS students need rigorous and consistent instruction and remediation that are grade-level appropriate and designed to build and maintain academic skill sets that will allow all learners to be successful in the first year of college.

2. Reading for information and comprehension. BCCHS students need support and cross-curricular training to become grade-level readers of pre-college content, including: performing accurate comprehension, executing evidence-based analysis, and writing in response to reading for summary, synthesize, analysis, criticism, and creativity.
3. Computational Literacy and quantitative reasoning. BCCHS students need intensive support and remediation to gain sustainable grade level skills in these fundamental areas of mathematics.
4. Attendance. BCCHS students need to be in school every day, on time, and consistently engaged in learning. BCCHS faculty and staff need to create incentives and gather coordinated support from families for remediating poor attendance and chronic absenteeism.
5. Motivation. Parents, teachers, administrators, support staff, and grant staff need to work together to develop and sustain approaches to building student motivation and belief in self so that all students will successfully engage in learning a rigorous A through G curriculum.

Questions:

How can we implement transformative pedagogies and practices in the teaching of reading to all students across all common core disciplinary areas of study?

How can we equip all students to set and meet their own personal expectations for performance at college-ready levels using the tools and pedagogies of mastery learning and standards-based grading?

How can we effectively remediate computational literacy and quantitative reasoning deficits for all students within the scope and sequence of our currently existing math courses that meet in block schedule?

How can we change attitudes towards school attendance in order to reduce our chronic absenteeism and increase the time we are spending with our students in successful learning each year?

How can we foster validation, high expectations, self-belief, and engagement to treat systemic lack of motivation amongst our students for performing at high levels in school?

Chapter IV: Board Approved Academic Excellence Action Plan: Spring 2019

During the 2018-2019 school year, BCCHS had the opportunity to work collectively with administrators, teachers, students and staff to develop an Academic Excellence Action Plan in response to significant observed challenges in student performance data. The YPICS Governing Board approved this Academic Improvement Plan that focuses on improving ELA and Math performance, support to our EL students, and attention to our Special Needs population. In addition to the specific LCAP goals and plans for improving student achievement, this is the most current board approved plan for student achievement. It is being revisited in light of the data and revelations of the self study process.

The process for goal setting provided for vertical and horizontal instructional rounds, coaching, and collaborative planning. This planning involved providing a schoolwide Multi-Tier System of Support. This involved all stakeholders actively reviewing of relevant student data including; specific measures on English Learners, LTELs, SPED, suspensions, attendance and all elements of BCCHS. Key in this initiative is being data-driven, which required training for all teachers, and staff. The team looked at all data as a whole, and then looked at student academic achievement in all areas. This required teachers to use strategic instructional delivery platforms, (SFA, Direct Instruction, differentiated instruction, small group instruction, an environment of inquiry, and self reflection, etc.) and the use of measurements that identify the instructional needs of each student to be able to move them forward. These measurements include: NWEA, Illuminate, Achieve3000, ALEKS, and SFA (Cohorts are leveled).

Teachers are observed using the following:

- Teacher Evaluation: Observation Video -Taped Lessons and Feedback
- Instructional Rounds- [Instructional Rounds Snap-Shots Forms](#) (now GBF Waterfall)
- Teacher Observations- [YPICS Teacher Observation Google Form](#) (now WhetStone)
- Teacher Evaluation- Spring Formal Observation-Great Coaching Model Form (now GBF Waterfall and WhetStone)

Teachers bring work samples and rubrics during multiple PDs to calibrate student work. Additionally, YPICS-wide PD teachers Identify and bring a lesson plans to support ELs and students with IEPs that make use of at least one of the core SFA strategies (Summarizing, Questioning, Clarifying, Predicting, and Writing Across the Curriculum) to share and provide feedback with their colleagues.

Question: Root cause analysis and detailed plans (SMART goals) that outline the actions of the school’s executive team, Governing Board, and school-site leadership to improve overall schoolwide academic performance in both ELA and Math as measured by the CAASPP assessments.

BCCHS Response: An explicit collaboration with Governing Board and executive team to work on the development and implementation of a plan that is reflective of direct actions through BCCHS in addressing our students’ needs, specifically, ensuring that teachers are equipped to teach and support student learning in all areas.

SMART Goal 1: Literacy across the content areas			
Focus Area	Pathway to Goal	Action Plan	Implementation
Standards-Based Grading	<ul style="list-style-type: none"> All teachers will have a complete set of learning outcomes, rubrics, and unit plans by the end of the semester. Students will be able to articulate expectations in each learning outcome and their progress in mastering the outcomes by referencing their work as evidence. 	<ul style="list-style-type: none"> Teachers are provided with NWEA MAPs and CAASPP results so that they can analyze trends in student performance and align teaching to address the needs according to the data. Teachers also discuss test results with students during the Advisory period to encourage self-awareness of growth and to motivate students to work towards reaching the next performance band. Coordinator of Instruction and lead teacher position to support teachers and to teachers. PD time during this 	<p>BCCHS is providing in class support focused on 10th and 11th graders by tutors from GEAR UP. This same group of tutors hosts an after school tutoring program focused on 10th and 11th graders though it is open to all grade level students.</p> <p>Teachers are provided differentiated instruction to support the varying needs of students in</p>

		<p>semester will be devoted to Critical Friends Group to support teachers in completing/refining rubrics and calibrating the use of rubrics to evaluate assignments.</p> <ul style="list-style-type: none"> ● PD time during this semester will be devoted to teachers sharing best practices for both presenting rubrics to students and guiding students to reflect on their mastery. 	<p>the process of mastering standards-based curriculum learning outcomes.</p> <p>In math courses, teachers use ALEKS, a self-paced adaptive online program, to assure students have access to content that is at their level of potential as determined by ongoing embedded progress assessments.</p> <p>In English courses, teachers use ACHIEVE 3000, a differentiated instruction for nonfiction reading and writing that are precisely tailored to each student's Lexile reading level. Some students have a double-block of ELA and Math based on their needs determined by previous grades, test scores, and teacher input.</p>
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			All registered 9th grade students are enrolled on our SFA class.
Project-Based Learning	<ul style="list-style-type: none"> Teachers will implement PBL at least once during the semester. Teachers will begin to create a road maps to learning the programs/skills/content needed to implement UCCI projects that extend outside the teacher’s content area OR plan a cross-curricular project if it’s not already part of the current curriculum. 	<ul style="list-style-type: none"> PD time will be devoted to teachers to share PBL plans and receive feedback prior to executing the project. PD time will be devoted to helping teachers find the necessary resources to learn the programs i.e. Photoshop/Illustrator/Coding (Visual Arts content) etc. that are needed for specific UCCI course projects. Teachers will be given time to collaborate with other teachers with whom UCCI courses are intended to be taught. 	<p>Coordinator of Instruction and Executive Administrator conduct classroom observations for PBL Implementation.</p> <p>PD time has been devoted to helping teachers find the necessary resources to learn the programs i.e. Photoshop/Illustrator/Coding (Visual Arts content) etc. that are needed for specific UCCI course projects. Teachers will be given time to collaborate with other teachers with whom UCCI courses are intended to be taught. Vertical and horizontal collaboration is taking place.</p>
Math Proficiency	<ul style="list-style-type: none"> Increase the passing rate for all math courses. 	<ul style="list-style-type: none"> Monitor grade distribution at the end of every grading period and use the data during 	<p>Coordinator of Instruction and Executive Administrator, and</p>

	<ul style="list-style-type: none"> ● Increase student performance levels on the SBAC and NWEA Math assessments. 	<p>PD to create a plan of intervention using MTSS process.</p> <ul style="list-style-type: none"> ● PD math department meeting time will be devoted to data dives with the intention to identify target students and create a plan of intervention. ● Math teachers will review sample SBAC questions and plan to embed them into lessons based on correlating learning outcomes. ● Partner with Gear Up to hold mandatory tutoring for target students in Math. 	<p>ED conduct classroom observations Math strategy Implementation.</p> <p>During Professional Development teachers shared student work samples and rubrics to reflect on the use of SFA strategies (Summarizing, Questioning, Clarifying, Predicting, and Writing Across the Curriculum) with the purpose of sharing and providing feedback to their colleagues.</p>
<p>English Proficiency</p>	<ul style="list-style-type: none"> ● Increase the passing rate for all English courses. ● Increase student performance levels on the SBAC and NWEA English assessments. 	<ul style="list-style-type: none"> ● Monitor grade distribution at the end of every grading period and use the data during PD to create a plan of intervention. ● PD English department meeting time will be devoted to data dives with the intention to identify target students and create a plan of intervention. ● English teachers will review sample SBAC questions and plan to embed them into lessons based on correlating learning outcomes. 	<p>During Professional Development teachers shared student work samples and rubrics to reflect on the use of SFA strategies (Summarizing, Questioning, Clarifying, Predicting, and Writing Across the Curriculum) with the purpose of sharing and providing feedback to their colleagues.</p>

		<ul style="list-style-type: none"> ● Partner with Gear Up to hold mandatory tutoring for target students in English. 	
English Learner Progress	<ul style="list-style-type: none"> ● Increase EL student English proficiency as measured by ELPAC, NWEA Reading, SBAC, and English course grades. ● Reclassify at least 20% of students. 	<ul style="list-style-type: none"> ● PD time will be devoted to sharing best practices to support EL students in all content areas. Teachers will participate in data dives that include student English proficiency as measured by ELPAC, NWEA Reading, SBAC, and English course grades. ● PD time will be devoted to reviewing the ELPAC practice test with the intention of determining the possible needs for EL students based on the type/format of questions in each subsection. ● EL students will take part in ELPAC practice test sessions prior to the ELPAC summative assessment. 	<p>Teachers: Multiple opportunities for teacher to Identify and bring a lesson plan that makes use of at least one of the core SFA strategies (Summarizing, Questioning, Clarifying, Predicting, and Writing Across the Curriculum).</p> <p>Sessions throughout the day where all teachers have an opportunity to share their best practices with colleagues.</p> <p>Coordinator of Instruction and Executive Administrator complete Classroom observations and provide feedback on PD implemented in the classrooms.</p>
SPED Accommodations	<ul style="list-style-type: none"> ● Increase the level of implementation and monitoring of accommodations provided to students based on their IEP to ensure an appropriate 	<ul style="list-style-type: none"> ● PD time will be devoted to sharing best practices in regards to specific examples of accommodations used by teachers in each course. 	<p>Sped Director and Executive Director walk classrooms to ensure that strategies have been implemented.</p>

	level of access to content based on student's needs.	<ul style="list-style-type: none">● Teachers will use an accommodation tracker during this semester with the intention of reflecting on the effectiveness of how well accommodations are implemented for each student to improve mastery.	
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BCCH 2018-2019