



**Annual LAUSD Performance Oversight Visit
Guiding Questions
11.15.19**

LINKS TO QUESTIONS/RESPONSES:

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Special Education Questions
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1. Analyze the school's CAASPP (SBAC) academic performance results. Based on your analysis:

a. To what does the school attribute the decreases in performance in ELA and Math school-wide and for all subgroups.

Our 2018-2019 school year started out with some unique challenges. One of our Math teachers resigned a few days before the school year started. Although we were able to secure a long term sub, the substitute never went through the summer training sessions which focused on Standards Based Grading and other trainings that focused on our hallmarks as an organization. Although this is only one teacher, the impact was widely felt because there are only six total math teachers at the school.

In addition to losing one of our Math teachers a few days prior to the beginning of the school year, our Math teachers were using the Power Teaching Math program, which did not offer any scaffolded supports or an adaptive learning platform for our students. Teachers expressed interest in exploring other curriculum for Math, which took place throughout the course of the school year.

Our ELA teachers also had the task of creating their own curriculum, using programs like Achieve3000 to support in areas like informational text and vocabulary development. We lacked an adaptive component in ELA to help support teachers with providing interventions in areas of need. We have traditionally relied on programs like SFA to provide structured intervention supports in the area of reading, but that did not carry on to ELA classes, making it difficult for teachers to provide in-the-moment interventions because of the varied levels of mastery that are in one classroom. Overall, not having adaptive platforms that give students the opportunity to build their skills made it very difficult for our Math and ELA teachers to provide the necessary supports to prepare students for grade level lessons.

MORCS also transitioned onto a new campus during the middle of the school year (January 2019 to be precise) which took away a lot of our staff's attention from instruction. Now that we are settled into the campus, we feel like we can focus much more on teaching and learning, instead of exerting time and energy packing and moving, as well as establishing new rules, protocols, and expectations on the new campus.

Finally, at the beginning of the 2018-19 school year, we acquired a new School Lead (Executive Administrator) as well as a new Coordinator of School Culture and Climate. With such a drastic change to the leadership team, several months were spent assessing the needs of the school and the instructional program, and essential programmatic changes were not made until mid- to end- of school year, until the School Lead could determine what the highest leverage needs and actions were. Now that the admin team is well established, we feel that this school year we were able to create the foundations for a stronger academic program, which we anticipate will result in higher CAASPP proficiency.

b. Please address the plan that outlines the actions of the school's Governing Board, and school-site leadership to improve overall student academic performance in both ELA and Math as measured by the CAASPP assessments.

Our teachers are using Standards Based Grading and have been instructed to deliver instruction based on learning outcomes that are bite-sized to allow for more precise monitoring of student mastery. Teachers engage in this by unpacking a standard in their weekly lesson plan to create a set of learning outcomes that will help drive their instruction for the week. This encourages teachers to have a deeper understanding of a student's level of mastery because they are assessing a standard from multiple assessments.

In addition, we are also conducting interim performance tasks and common assessments throughout the school year to expose students to the rigor and complexity that they will be seeing when they take the SBAC in May. After administering our common assessments and performance tasks, we will dedicate time to do a data dive with teachers and to plan for next steps with their departments and students.

This school year we also started a Math Support class during our Enrichment block to provide deeper interventions for students who need them. Our math support groups are made up of 2 classes per grade level, with each consisting of 15-16 students. In total, about 30 students per grade level (90 schoolwide) are participating in our Math support classes. Teachers are using standard specific data that is pulled from our diagnostic assessment to help students build their skills in growth areas. Students also have time to work on iReady, which is an

adaptive platform that provides support in Math and ELA based on each student's individual needs. Students were selected for these groups based on their diagnostic results, allowing us to group students who require similar interventions together in one class. This format has given our math teachers a platform to pre-teach and reteach concepts as appropriate.

Lastly, as mentioned in the previous question, we adopted a new math curriculum (Ready) that offers a much richer and more differentiated degree of resources for our math students. While we only have diagnostic and intervention materials for ELA (whereas we also have core curriculum for Math), we are seeking to adopt the full ELA curriculum in the following year.

c. In addition, provide a status report as to the current progress the school is achieving in continuing the growth.

Currently, our teachers have been using diagnostic results for iReady Math and iReady Reading to help create groups and drive their instruction. Our diagnostic results have allowed us to see how many students are below grade level, and has also given us suggested topics to teach each group to help increase their mastery of standards. Our next diagnostic will take place in early December and will give us the necessary data to determine the growth and progress for each of our students and subgroups. The iReady diagnostic exams are powerful tools as they purportedly provide results that are aligned very closely with SBAC proficiency. The design of the assessments also provide students with an online, adaptive testing environment, similar to the CAT portion of the SBAC. Also the diagnostic tools that iReady provides allows teachers and administrators to identify individual instructional areas of need for students as well as group-level needs and resources in order to provide effective intervention for our students.

2. Provide the school's internal assessment results from the beginning of the year to the most recent assessment, to include the following: (1) the number and percentage of students being tested for each assessment (pre and post), (2) the number and percentage of students scoring in the Not Meeting, Nearly Meeting, Meeting and Exceeding categories for each grade level and significant subgroup.

a. Include an analysis of identified strengths and weaknesses.

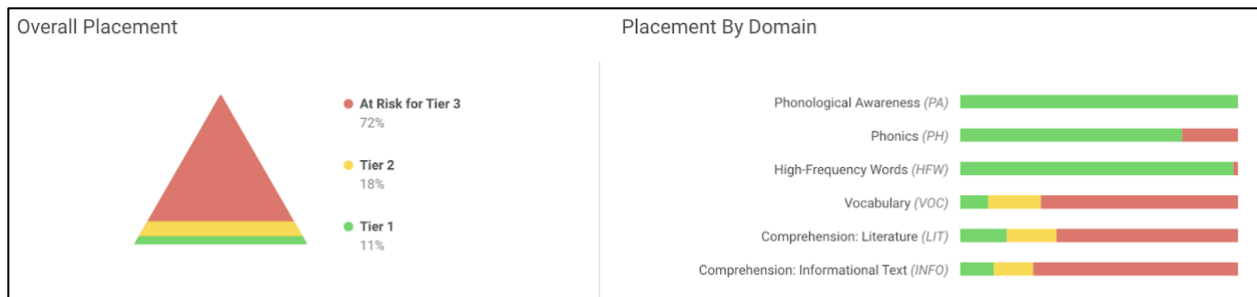
As of today (Nov 15th), we have only administered our first iReady Diagnostic assessment. The second iReady Diagnostic is scheduled for the first week of December, which is when we will have actionable growth data. We did administer another schoolwide interim assessment in October (an ELA Performance task and a mid-cycle Math Assessment), but since these were different in type than the iReady Diagnostic, we do not have growth data from this.

The results of the iReady Diagnostic below are a reflection of where our students currently stand in the areas of Reading and Math. Overall, the majority of our students fall in the Tier 3 range (2 or more grade levels below), with only 11% at the tier 1 range (at grade level) for Reading and 6% at the tier 1 range (at grade level) in Math.

iReady Diagnostic 1 Results (Reading)									
	Overall	6th Grade	7th Grade	8th Grade	English Learners	RFEP	IFEP	EO	SPED
At Risk Tier 3	71.75%	68.38%	68.07%	77.12%	96.12%	62.76%	35.00%	71.88%	94.29%
Tier 2	17.51%	23.08%	18.49%	11.02%	3.88%	24.49%	30.00%	12.50%	2.86%
Tier 1	10.73%	8.55%	12.61%	11.02%		12.76%	35.00%	15.63%	2.86%
No. of Students	354	117	119	118	103	196	20	32	35
iReady Diagnostic 1 Results (Math)									
	Overall	6th Grade	7th Grade	8th Grade	English Learners	RFEP	IFEP	EO	SPED
At Risk Tier 3	67.70%	61.54%	68.91%	72.50%	92.23%	55.84%	45.00%	75.76%	91.43%
Tier 2	26.69%	30.77%	29.41%	20.00%	7.77%	36.55%	45.00%	18.18%	8.57%
Tier 1	5.62%	7.69%	1.68%	7.50%		7.61%	10.00%	6.06%	
No. of Students	356	117	119	120	103	197	20	33	35

In ELA, our students performed highest in Comprehension of Literature with 17% at the tier 1 range (grade level), 18% in the tier 2 range (1 grade level below), and 65% in the tier 3 range (2 or more grade levels behind). Our students struggled the most in the area of Vocabulary Development, with 10% of our students in the tier 1 range (grade level), 19% in the tier 2 range (1 grade level below), and 71% in the tier 3 range (2 or more grade levels behind).

- 96% of our English Learners are performing at the tier 3 range (2 or more grade levels behind) and only 4% at the tier 2 range (1 grade level behind).
- 94% of our Students with Special Needs were in the tier 3 range (2 or more grade levels behind), while 3% were in the tier 2 range and the remaining 3% performed at grade level.



In Math our students performed highest in Measurement and Data with 13% at the tier 1 range (grade level), 26% in the tier 2 range (1 grade level behind), and 61% in the tier 3 range (2 or more grade levels behind). Our students struggled the most in the area of Geometry, with 7% of our students in the tier 1 range (grade level), 23% in the tier 2 range (1 grade level below), and 70% in the tier 3 range (2 or more grade levels behind).

- In Math, 92% of our English Learners are performing at the tier 3 range (2 or more grade levels behind) while 8% are performing at the tier 2 range (1 grade level behind).
- In Math, 91% of our Students with Special Needs were in the tier 3 range (2 or more grade levels behind), while 9% were in the tier 2 range (1 grade level behind).



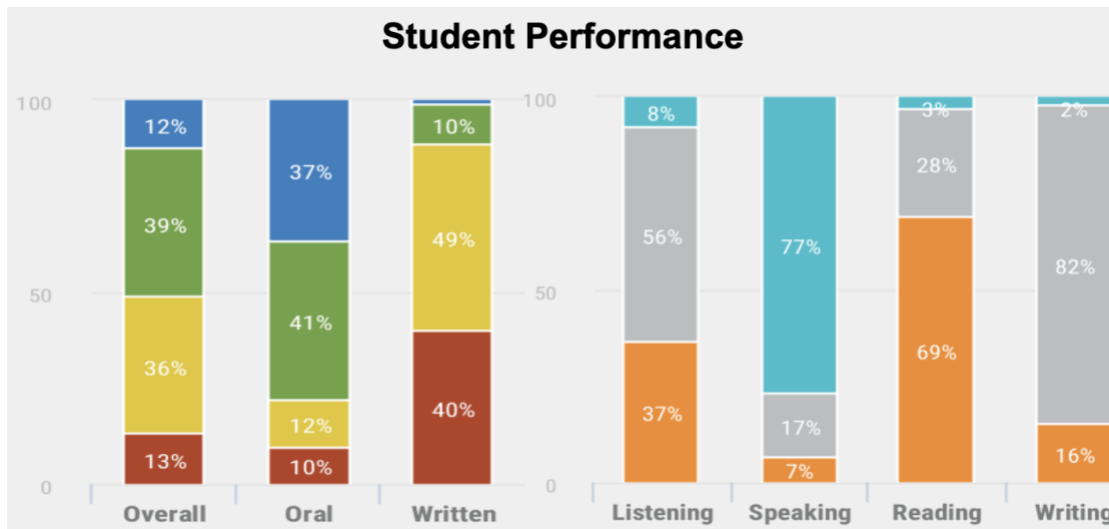
b. How is the school adjusting their practice to support students academically for the remainder of the school year? From iReady results (aligned to YPICS charter board meeting June 17, 2019)

Our school is adjusting practice by using the data and information provided by our iReady diagnostic results to drive their lesson planning and approach to instruction in their classrooms. This year, an area of focus at our organization wide Teacher Professional Development sessions is Success for All (SFA) strategies across the curriculum (ie. in every gen-ed class). Within the SFA strategies, one of the elements of focus is vocabulary, specifically being able to use context clues to determine meaning of new words. Each cycle also contains a focus on vocabulary that requires students to place focus on learning new words that pertain to the book that they are reading. In addition, we have asked teachers to include a word wall in their room environment that includes key words for their

lessons and current unit so that they are intentionally exposing students to academic vocabulary regularly.

Our teachers are also using their iReady diagnostic results to group students strategically for instruction in Math and ELA. Many of our teachers have adopted the use of stations in their classrooms to provide a blended learning environment for students. In this set up, teachers give students an opportunity to use the adaptive components of iReady, which focus specifically on skill building to get students up to grade level. Teachers who have adopted this set up are also using strategic grouping for instruction, providing targeted instruction based on the data and suggested learning topics that are provided by the iReady diagnostic system. Overall, the goal is to have teachers internalize the data that is being provided to them by the iReady system so that they can have a data driven classroom focused on providing the best supports possible to help our students catch up academically.

3. Analyze, and reflect on the results of the Summative ELPAC results and provide identified strengths and weaknesses.



a. Address how the school is adjusting instructional practice to support English Language Proficiency?

Our ELPAC results for the 18-19 school year indicate that our students performed best in the Oral domains, excelling particularly in the area of Speaking with an average performance level 3. Our students struggled the most in the Written domains, particularly in the area of Reading with an average performance level 1. This school year, we were strategic about how we placed students in their reading intervention classes (SFA) to ensure that they were grouped by mastery levels. This has allowed us to create leveled reading groups, with our strongest reading teachers leading the groups that require the most intense interventions. In addition, we have created EL (English Learner) Snapshots for our lowest level English Learners that include goals based on their ELPAC performance and recommendations for individualized classroom supports and accommodations, domain specific objectives, and information on how our academic aides will work with these students to ensure that they have the necessary supports to reach their goals. These are included in the grade level snapshot binders that our teachers have in their classrooms.

b. Include English Learners, At-Risk students and Long Term English Learners.

Our lowest level English Learners, most of whom are newcomers, have an assigned ELD support class during our SFA block every morning. In this class, they get to work on language specific skills through the use of our adaptive programs (iReady, Achieve3000!, and Duolingo) and receive support from our academic aides to make sure that they are practicing reading, writing, speaking, and listening skills.

The majority of our At-Risk and LTELs are in a leveled reading classe during our SFA block and receive instruction at their current performance level. Many of those students are in the level 4 class with Ms. Harry, where a majority of the focus is placed on reading and writing. Making sure that students were placed in the appropriate class was key to ensuring that they are receiving instruction that meets their academic needs.

4. Describe the implementation protocol for data cycles at the school – include cycles for both formative and summative data. From results of formative and summative assessments (define each and process) (aligned to YPICS charter board meeting June 17, 2019 and 2018-2019 oversight notes (O4)). Include a status update from the annual oversight 2018-2019.

While this continues to be an area of growth for us, we have made some progress and we have set in motion plans that will contribute to a strong data cycle for MORCS.

Formative Data Cycle:

- iReady – With the adoption of iReady Diagnostic resources, we administered our first round of ELA and Math diagnostics during the week of August 12th, 2019. Aligned with the recommendations and design of the iReady program, we will administer two more diagnostics in ELA and Math during this school year, the week of December 2nd, and the week of March 2nd.
- Data analysis protocol – following the administration of the first iReady diagnostic, Curriculum Associates (the organization who provides iReady), conducted a data dive with our instructional staff on September 23rd, which walked teachers through the process to using the iReady tools to identify areas of need for individual students and groups. Using the iReady resources, teachers made plans to re-teach key standards, and to adjust their instruction to spiral other standards into review sessions and lessons.
- ELA Practice Performance Task / Math Common Assessment – In order to gather formative data in between the iReady diagnostic windows, and to give students practice with assessments within the format and rigor of the CAASPP Performance Task, we administered the ELA Practice Performance Task to all students during the week of October 28th. During the same week, we offered a common assessment in Math to all students, using iReady assessment resources. On November 4th, we had staff engage in a “critical friends” protocol, using the data collected during these assessments to identify areas of strength and growth in terms of student proficiency. Teachers then used these results to plan re-teaching, modifications, and adjustments to their lessons in order to ensure that they supported students in these high-need areas
- Our Executive Administrator and Coordinator of Instruction have attended several trainings with the Relay Graduate School of Education this year, most recently on November 7th and 8th. Aligned with these trainings, we intend to implement weekly data review meetings with teachers beginning next month. These data meetings will focus on Exit Ticket data for individual teachers, and formative assessments that demonstrate student mastery of the daily learning objectives in their classes. As part of the weekly data meeting process, we will coach teachers in identifying

gaps in learning, so that they can modify and re-teach important concepts based on student data

Summative Data Cycle:

- ELPAC – The annual ELPAC exam is an invaluable source of data in terms of language acquisition for our English Learners in the domains of reading, writing, listening, and speaking
 - CAASPP – The annual CAASPP exams provide important summative data regarding student proficiency in ELA and Math
 - Data Dive Protocols – Once we receive the results for either ELPAC or CAASPP, we will guide the staff through a data dive, that involves an analysis of trends in the performance data. Once areas of strength and growth are identified, instructional staff will discuss both programmatic and instructional next steps that will target the biggest gaps in student learning as well as to enhance the rigor and supports provided to all students, as well as specific subgroups
 - Unit/Mastery Assessments – As a mastery-based grading school, teachers employ unit assessments to assess the student mastery of specific standards throughout the school year. These results contribute to provide progress reports for students and parents which are published every five weeks. Teachers also use the information to assess which standards need to be re-taught and what modifications need to be made to their instruction in order to maximize student learning and proficiency.
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5. Describe and provide a status report on the implementation of the key features outlined in the approved charter.

At MORCS, we are proud to serve the communities of Koreatown and Pico-Union, which include a large number of immigrant students, as well as socioeconomically challenged families. We continue to provide a safe learning environment, to represent the spirit of service that Monsenor Oscar Romero championed, and to prepare students for success in high school, college, and as lifelong learners.

As described in our approved charter, we continue to provide a **small learning environment**, with a current enrollment of 353, so that students can learn in an environment where staff know their names, their families, their backgrounds, and their learning needs.

MORCS utilizes **Standards (Mastery) Based Grading** in all general education classes so that students are accountable for mastering the learning material rather than simply being graded on the submission of busy work. Our implementation of Mastery Based Grading is solidified, although we continually work to perfect these practices with individual teachers.

Again, following the example of Monsenor Oscar Romero, MORCS provides **service learning projects** and opportunities every year to every student in the form of CASA projects. Every student has multiple opportunities in a given school year to plan service learning events, which include supporting the growing homeless population in our city to cleaning up the environment and ensuring that our community has a safer and healthier place to live.

The opportunity for students to engage in **Project Based Learning** continues to be a focus for our school. Admittedly, during this school year, we were unable to devote as much time in PD for PBL preparation because we wanted to focus on the Get Better Faster teaching and coaching strategies, we continue to have the expectation that teachers provide PBL projects for their students and plan to find time to support this expectation in the second semester.

We have increasingly encouraged and supported our staff in implementing **inquiry- and student-based learning**, which describes a classroom in which students bear the brunt of the thinking involved with the learning experience (rather than the teacher). In an inquiry-based learning classroom, students are actively reading, writing, discussing, and thinking, in order to uncover the learning material, as opposed to the traditional model of teaching and learning wherein the teacher simply lectures, and the students passively listen, then later regurgitate knowledge back out to demonstrate "mastery".

MORCS is proud to have strengthened our **technology Integration** even since the charter petition was last approved. We provide one-to-one computer

access for students in every classroom, and also provide differentiated professional development for teachers on how to successfully utilize technological tools with their students. This continues to be an important aspect of education for our students who are growing up in a world where technology permeates all aspects of our lives.

MORCS continues to implement literacy instruction every day for all students through the **Success for All** instructional program. Every morning, all students have SFA class for 45-60 minutes, during which they practice their reading, writing, listening, and discussing skills in differentiated cohorts across the school. All teachers, regardless of their credential, teach students during SFA class and also implement SFA strategies throughout the curriculum. We reinforce and support teachers in successfully implementing this program during trainings before and throughout the school year.

6. Provide the CSD with an update about the school’s implementation of its LCAP and describe what is working well and what areas need further growth and attention. (Please do not “cut and paste” directly from LCAP).

Since the new administrative team was formed in 2018 and we have moved into the new facility in early 2019, we were able to create stronger foundations for our academic program, as aligned with the 8 state priorities and our LCAP goals and actions. There remain several areas of growth in terms of LCAP implementation, mostly aligned with academic results, as it will take additional time for our recent programmatic improvements to translate into stronger performance metrics.

LCAP Areas of Strength/Progress:

<i>LCAP Goal</i>	<i>Analysis</i>
1B: Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition	As detailed in Guiding Question 7a, we adopted new curriculum this school year (Ready Math, by Curriculum Associates), which is aligned with the CCSS and is highly rated by third-party curriculum reviewers (ie. Edreports.org). This, along with the professional development trainings provided by Curriculum Associates, is a major step in ensuring that students have access to standards-aligned materials and curriculum. We have also adopted a new assessment and diagnostic tool called iReady, which is also created by Curriculum Associates, and which provides students with quality assessment and intervention materials in ELA and Math. Finally, by providing weekly feedback to each teacher on their lesson plans, including the standards covered each day, we are providing direct support for teachers in terms of providing quality, standards-aligned instructions and materials.
1C: Clean and Safe School Facility	MORCS continues to work diligently to ensure that the new facility remains clean and safe for all students and staff. We are in constant communication with LAUSD and appropriate vendors to ensure that necessary repairs and cleaning are done on a daily basis. We also encourage students to take ownership of their campus and to ensure that their learning and playing spaces are kept as clean as possible.
2A: Teachers will participate in annual and ongoing professional development on the	In alignment with the training provided by the Relay Graduate School of Education, MORCS provides its teachers with professional development focused on the Get Better Faster Scope and Sequence (which is attached in PDF form alongside these responses, and also linked here)

<p>implementation of CA Common Core State Standards</p>	<p>http://www.samsconnect.com/wordpress/wp-content/uploads/2013/01/Santoyo-Keynote.pdf</p> <p>This year, we also provide each teacher with weekly lesson plan feedback on an internally developed template which includes identification of Common Core State Standards being taught each day.</p> <p>Finally, these supports are reinforced by weekly observations and coaching provided to all teachers. In the next month, we will also begin implementing data review meetings which will focus on how student assessment results, so that teacher can use data to determine which CCSS standards need to be re-taught and reinforced.</p> <p>Finally, teachers are provided professional development on Mastery Based Grading which reinforces earning proficiency on the CCSS, rather than simply completing assignments and tasks in order to improve their grade(s).</p>
<p>3A: Maintain parent representation on the Parent Committees</p> <p>3B: Conduct a minimum of six (6) family meetings per year.</p>	<p>Three parent representatives (who have been elected by all MORCS parents) to the School Advisory Council have the opportunity to meet every other month and provide input towards key school initiatives and systems. In addition to the SAC committee, parents communicate directly with the administrative team during monthly “Café con los Directores” (y Maestros every other month).</p> <p>Lastly, a variety of parent workshops are offered on a weekly basis including ESL classes, Graciela’s Dream College Workshops, College Readiness workshops, and School to Home trainings, to name a few. (See more details in <u>Binder 3, Section 3.4d</u>).</p> <p>In addition to a fall and spring parent conference weeks, this year, we also included a fall parent classroom walkthrough, during which parents had the opportunity to observe all teachers on campus and provide feedback regarding areas of strength and growth that they observed. The admin and leadership teams reflected on this feedback in order to improve the instructional program at MORCS.</p>
<p>5A: School will maintain a high Average Daily Attendance Rate (ADA)</p>	<p>We are happy to report that in the 2019-20 school year, we have the highest enrollment count since MORCS was founded 12 years ago! Our current enrollment is 353, which is significantly higher than last year’s average of about 340.</p> <p>Our ADA counts have been strong all school year, up until the current date. Our most recent ADA report showed us between 97% and 98%. We are happy to have</p>

	<p>maintained ADA in the upper nineties during the entire school year.</p>
<p>6: Monsenor Oscar Romero Charter School will maintain a low annual expulsion rate.</p>	<p>Our expulsion rate for the current and last year remains zero. Our suspension rate, which has been an area of concern in years past, has been minimized due to the increase of alternate methods of intervention including restorative circles and practices, Saturday school, the application of the Essential 5 student expectations on campus, the focus on grade-level routines and procedures, and the use of field trips, the student store, scholar dollars, and other programs to incentivize positive student behavior. To date, we have 3 out-of-school suspensions and 0 in-school suspensions.</p>
<p>7: Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to academic and educational programs as stated in the school's charter.</p>	<p>In addition to state and federal mandated support programs such as IEPs, EL designated and integrated supports, SSPTs, and 504 plans, at MORCS we have created additional programs to ensure that all of our students have full access to the instructional program. For our English Learners, we have created and implemented "EL snapshots" which allow a collaborative team including parents, students, and staff to create language acquisition goals for English Learners based on the needs of each student. The snapshots also include individualized supports for each student, so that the grade-level teaching teams and tutors are aligned in their support for each English Learner.</p> <p>We have provided Math Intervention and Support classes at each grade level to provide targeted and differentiated instruction for students who are struggling in math. These math support classes are smaller in size to allow students to have more time to interact directly with the teacher. Teachers utilize the intervention materials provided by Ready Math in order to pre-teach difficult lessons to students, as well as re-teach topics that students struggled with. Finally, students in Math Intervention also engage with Prodigy Math, an online, gamified program that allows each student to practice math concepts each at their own level of readiness.</p> <p>From August to October, we supported each general education classroom with a tutor, utilizing federal grants managed by Youth Policy Institute. With the abrupt closure of the YPI organization, we recently lost those tutors, but are strategizing and discussing how we can hopefully restore the classroom tutoring and supports.</p>

LCAP Areas of Growth

<i>LCAP Goal</i>	<i>Analysis</i>
1A: Maintain the appropriate assignment of fully credentialed teachers in the appropriate subject areas.	While appropriately credentialed staff are always provided in every content area, a recent teacher departure and some delays in the finalization of a couple teachers' credentials have led us to temporarily find coverage from substitutes in some classes. We anticipate and hope that these will be resolved within the next month.
1B: Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.	Students do have access to standards-aligned materials and curriculum in all classes. This is an area of growth because the quality and usability of standards-aligned curriculum can vary greatly. Our students would benefit from updated core curriculum in English, Science, and Social Science, to complement the successful adoption of effective Math Curriculum this year.
4A: Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/CAASPP statewide assessments.	Our students' performance on the CAASPP exams in the last few years has been a concern. In order to promote success in English and Math, we need to ensure that we have quality teachers and quality curriculum in every classroom. We need to train our staff on effective classroom management as well as high-leverage instructional strategies. Ultimately, Math and English proficiency are the most important of the growth areas on the LCAP, since these metrics give us the clearest picture as to whether we are truly preparing students adequately for high school, college and for a happy and successful life beyond college.

7. Review the schools progress in implementing CSD's areas of growth outlined in the 2018-2019 specifically:

a. CURRICULUM:

From oversight 2018-2019 (O3) the school is in the process of adoption of new curriculum for next year for ELA and Math. Ensure that a viable rigorous curriculum is available for all subject areas. In addition, provide an update in reference to this school and the Math curriculum (aligned to YPICS charter board meeting June 17, 2019)

During the 2018-19 school year, the YPICS organization conducted a thorough curriculum-selection process for math with the end goal of selecting an effective math curriculum for our schools. We initially reviewed over 20 objectively reviewed curricula for math and over the course of three months invited curriculum developers to demo their resources for us, and eventually decided upon Ready Math. Ready Math not only offered in-depth, Common Core-aligned, differentiated, and accessible curricular materials, but they also offered invaluable assessment, diagnostic, and intervention resources that promised to support teacher heavily in identifying key areas of need for their students on a regular basis. The YPICS Math Curriculum Adoption Process has been attached in PDF form alongside these responses.

So far, the curriculum adoption has been very successful. Teachers and students are benefitting from use of the highly structured materials, and are using the diagnostic and intervention tools in grade-level instruction as well as during math support classes to target specific areas of need for each student. Curriculum Associates, the company that offers Ready Math, has been very supporting in terms of offering three professional development sessions for all math teachers throughout the school year, focusing on effective utilization of the curriculum, and how to provide effective intervention for struggling students that is tailored towards their specific needs.

As an organization, we plan to adopt a similar curriculum adoption process for ELA, Science, and Social Science curriculum with an emphasis on ELA for the upcoming school year.

b. CULTURE AND CLIMATE/KEY FEATURES

i. What has the school done to address the different stages of PBL? (in reference to the oversight and the alignment of the YPICS charter board meeting June 17, 2019).

This school year we have placed most of our focus on management and rigor to make sure that our teachers have the foundations in place to ensure the delivery of high quality instruction. Because of the addition of the Relay coaching model, we have looked at PBL through the lens of service learning, using the CASA curriculum in our ELA and Social Studies classes to prepare

students as they plan and create projects that will help inform the community of areas of need. Each grade level has taken their students on a community walk where students identified assets and deficits in the community. This is followed by having students brainstorm ideas for solutions to the deficits, or areas of need, that they identified in their community walk. The final phase will require students to develop a project that they will present at our CASA night, where parents and community members will be invited to attend and learn about their projects. Teachers are given time to discuss and plan for their CASA projects every other week at our professional development sessions, with our ELA teachers leading each grade level while the other teachers support as necessary. This approach to culturally relevant projects is a year long process that culminates with a presentation of their signature projects by May 2020.

ii. Based on the conversation with the leadership team, the school is in the process of continuing to create processes to share information with employees regarding systems to communicate and gather input to support the school programs and to include engaging opportunities for staff members to gain understanding of the decisions made at the school, describe systems for communicating and process for data collection – provide data and progress.

Our administrative team and school are focused on continually improving with regards to our communication systems with staff, students, and parents. We have employed multiple methods of communicating in various ways:

Communication from Admin to Staff:

- EA Bulletin – on a weekly basis, the Executive Administrator (Principal) publishes a bulletin outlining upcoming events, shoutouts, and important reminders (attached as PDF)
- MORCS Staff Portal – An online document accessible to all staff contains all important school documents, announcements, and updates for staff's easy reference (attached as PDF)
- MORCS Master Calendar – An online, public calendar is accessible to all staff so that they can review upcoming events as well as schedules and any other important school calendar information (attached as PDF)

Two-way communication:

- Weekly Ops Meetings – each Tuesday a staff meeting (separate from our weekly PD meeting) occurs to allow admin to discuss significant updates, announcements, and events. In presenting these, staff are always given time to respond with questions/comments/and concerns (sample Ops meeting survey results are attached as PDF)
- Slack Announcements, grade-level channels – Utilizing the “Slack” platform, multiple communication channels exist for staff to communicate regarding important school operational and instructional items. Channels include 6th grade, 7th grade, and 8th grade channels for grade-specific

discussions, a MORCS-Announcements channel for all-staff announcements, MORCS-Emergency for emergencies, and various other channels that allow staff to easily communicate with one another, including administration

- Grade-level meetings – recently, we have asked School Culture and Climate administrators to join weekly grade-level meetings so that they can provide updates on student interventions and also listen and gather information regarding student needs.

Systems for Collecting anonymous staff feedback (general and specific):

- YouthTruth Survey – Twice a year staff are given the opportunity to provide comprehensive and anonymous feedback regarding all aspects of school governance and operations. The results are discussed by the executive team for YPICS and shared with the governing board. Programmatic changes are made with this feedback in mind
- Teacher Lead (feedback) – Recently we have implemented a system where the schoolwide Teacher Lead is asked to gather feedback from all departmental leaders regarding the operations of the school. The teacher lead then meets with the Executive Administrator (EA) / Principal to share the staff-wide feedback anonymously. The EA reviews the feedback, then shares it along with next steps with all staff in an email and works with the admin team to execute the next steps (feedback attached as PDF)
- Stakeholder Complaint Process – Staff, students, and parents each have a similar complaint process. Staff are instructed to provide a written complaint to their supervisor or the supervisor of the individual whom the complaint is written about. If their concerns are not resolved in a reasonable amount of time, the EA will then address the concerns. If the EA does not address the concerns to their satisfaction, next is the HR Director for YPICS, then the Executive Director, and finally the Board of Trustees. (Stakeholder Complaint Process attached as PDF)

Decision-making opportunities for staff:

- School Advisory Council – The SAC committee consists of 12 members, 5 of which are elected staff members. The SAC team meets at least 6 times in the school year and discusses the most significant school events and issues, including budgetary decisions, school policies, and the school plan for improvement (LCAP). (SAC agenda attached as PDF)
- MORCS Leadership Team – The MORCS Leadership team consists of grade-level leads, Instructional team members, administrators, and any other staff who has a leadership role on campus (ie. advisory lead, student government lead). The leadership team meets every six to eight weeks and provides each other with updates from each department and discusses pertinent schoolwide events and matters (MORCS Leadership agenda attached as PDF)

- LIT Team, grade-level teams, and other committees (ie. Student recognition committee, attendance committee) – Staff have the opportunity to discuss and implement student supports and improvements to the school program through various committees that are scheduled to meet once a month during Monday PD. However, we discovered that since Monday PD time is often interrupted by holidays, the committees haven't met as often as we would have liked. We are planning to revisit the committee meeting schedule for the second semester. (YPICS committee structure attached as PDF)

c. What is the schools coaching cycle? Provide progress and next steps.

This year we have adopted the Relay coaching model. Mr. Quon and Mr. Zepeda attended a summer program run by the Relay Graduate School of Education where we were introduced to trajectories (Management and Rigor) grouped by phases that provide a scope and sequence platform for teacher growth based on their current level of performance. The model provides a scaffolded approach to coaching, looking at two different trajectories (Management and Rigor), placing emphasis on classroom management and the development and delivery of rigorous content in a classroom.

Our coaching has been split between 4 members of our Instructional Leadership Team. Mr. Zepeda is currently coaching 8 teachers, Mr. Quon is coaching 3 teachers, and we have two classroom teachers who are each coaching 1 teacher. We chose to focus on the management trajectory for the first 3 months of school, and have started data meetings with teachers who are ready to move on to that particular element of coaching. When we observe teachers and give them feedback, our focus is on the elements outlined by the trajectories, which helps keep us aligned to the Getting Better Faster model that is taught by Relay. Our goal is to begin data meetings (Rigor) with all teachers by December.

8. Provide, targeted instructional practices that we will observe school-wide tied to specific data analysis results and your professional development plan (3-4 at most) as this will guide us during our classroom visitations (in essence what can we expect to hear and see in each classroom during our classroom visits). Include your professional development plan. Per the annual oversight report for 2018-2019 and the YPICS charter board meeting include: Culture and Climate strategies and instructional strategies that will be observed.

Standards Based Grading

- Part of our practice this year has been to focus on rubrics that are student friendly and focus on student objectives. Our rubrics have a 1-4 scale that outline the skills that must be demonstrated to determine mastery. Classrooms will have their learning outcomes posted on their board which will correspond directly to the rubric that students are using for the assignments/activities that they are engaging in for the day. Each outcome is essentially a standard that is simply written in IWBAT or SWBAT form to ensure that they are presented in a way that is comprehensible for students.

Relay: Get Better Faster effective teaching strategies

- Our teachers will be using aggressive monitoring (Rigor trajectory) to monitor student understanding of their tasks and objectives. At one of our recent professional developments, teachers had the opportunity to map out a path of travel for aggressive monitoring, and practice each round to ensure that they are monitoring student learning effectively.
- In correspondence to the management aspect of GBF, you will see that grade levels have specific routines and procedures (Management trajectory). Before the school year started, grade levels had time to plan our routines and procedures together to make sure that the expectation was the same across the board for students in each grade level.
- Lastly, the first phase of the GBF framework focuses heavily on lesson preparation. We guided all teachers in creating an effective units plan in the summer, and are collecting, reviewing, and providing feedback on lesson plans every week. These lesson plans, along with their feedback, are included in the Binder #3 under section 3.3.

Success for All (SFA) Across the Curriculum + EL Support strategies

- Throughout our organization-wide teacher professional developments, an area of focus has been SFA strategies across the curriculum, specifically to support our English Learners in their classes. You will see the following-at various levels of application-in classrooms throughout your visit:
 - Visual representations of learning material (graphic organizers, charts, printed notes for some students)
 - Collaborative learning
 - Random selection
 - Vocab cards and foldables
 - Word walls
 - Structured note taking

- Sentence starters
- Posters with 4 reading strategies

SPECIAL EDUCATION:

1. What is the charter school's system for monitoring and supporting the education program for students with disabilities at the school?

Monseñor Oscar Romero Charter School welcomes all students with special needs to be a part of the school culture and to take advantage of all that is provided to students without disabilities. While our special education program is a resource model, we are able to support students with high needs who would typically be regulated to Special Day classrooms. The school sends out notices at the beginning of the school year alerting parents that we are a nondiscriminating campus and that all students are welcome. In addition to these Child Find obligations, upon noticing students that struggle we check to see if they have a special education profile in Welligent and determine what intervention is necessary. While Resource support is enough for many of our scholars, we do provide DIS services such as Counseling, Speech, OT, APE, ERICS, etc. when needed.

2. Please describe the professional development provided to staff regarding service to students with disabilities, including students with moderate to severe disabilities.

YPICS provides professional development to staff on various special education related topics. This year, we've provided PD on "Supporting All Learners," which focuses on academic supports, accommodations, and modifications of students with special needs, including those with moderate severe disabilities. "Special Education 101," which is an overview of our special education program, general education teacher responsibilities, and a description of all special education eligibilities. We have also help PD on "Verbal De-escalation Techniques" and fight responses to be used for students with behavioral concerns.

3. How is the development and implementation of the IEP driving academic achievement and behavior supports?

The development of the IEP drives all behavior and academic supports. Based on needs identified in the present level of performance, the IEP team are able to develop reasonable and measurable annual goals which pushes students closer to grade level proficiency. Goals & Objectives are reviewed weekly with students, and progress reports are sent to parents with their child's 10 and 20 week report cards. Depending on student progress goals can be amended via an IEP meeting at any point throughout the school year.

4. What are specific examples of student academic and behavior interventions implemented at the school site? How have they been successful? How do you know that these interventions have been successful?

Academic interventions include the use of SFA strategies across the curriculum, I-Ready, small group instruction/tutoring for students that struggle academically, and special education supports and services for students with IEPs. The school has implemented Positive Behavioral Interventions and Supports (PBIS) and continues to provide support/intervention at each level to address student behavior. Students who are referred, currently receive counseling support through Luminarias Institute Inc.

We also employ a Multi-Tiered System of Supports (MTSS) process as well as a Student Success and Progress Team (SSPTs) in order to identify and collaboratively address individual student academic/behavioral areas of need. Both processes are based on a referral system that all stakeholders can participate in. However, MTSS focuses more on identifying any and all necessary student supports with a variety of academic and socioemotional services in mind. SSPTs tend to focus on academic supports and identifying the root cause of a student's poor academic performance.

The success of academic interventions is gauged through test scores, assignment scores, grades, progress on programs such as I-Ready, Achieve 3000, and increased work completion in the classroom. Successful behavioral interventions are demonstrated by reduced behavioral referrals as well as an increase in positive and proactive behaviors.

5. How does the school ensure IEP compliance in reference to related services, accommodations and/or modifications for Students with Disabilities (SWD); how does the school ensure that delineated services and provisions are implemented with fidelity?

To ensure compliance in reference to related services, the school contracts with special education service providers to provide services that are not provided by BCHS staff. The school uses vendors like DirectEd Specialized Services and TES, Total Education Solutions, to provide counseling, Speech, OT, APE, DHH, etc. Services are monitored via reviewing service provider logs as well as reviewing the SER300 report weekly to ensure services are implemented with fidelity. All teachers are aware of students' accommodations and/or modifications at the beginning of the school year and following any new IEP meeting. RSP teachers also attend grade level meetings to address any concerns regarding implementation of accommodations. Additionally, the Director of Special Education, Executive Administrators, and Coordinator of Instruction meet on a regularly with the Resource team to discuss program needs and to review the 200 and 300 reports in order to ensure that services are being provided to fidelity and that IEP meetings, reports, and deadlines are being honored.

6. Per the school Self-Review Checklist, Students with Disabilities: 2018-2019, item 92 please identify your grievance designee.

If there is a Parent, student, or staff grievance that cannot be remedied at the school-site level, the Executive Director of YPI Charter Schools, Yvette King-Berg, is the grievance designee.

7. What systems does the school have in place for following up on informal parent complaints?

Once the school becomes aware of a parent complaint, a meeting is called to formally hear and document the parent's complaint. Once we understand the nature of the complaint, we work with the parent and student to find a quick and fair resolution. Resolutions may include, but are not limited to, a change to the student's schedule, a change in the way services are delivered, or the convening of a new IEP meeting.