1)   Review of the 2019 California School Dashboard revealed that the school's ELA "Status" (Distance from Standard, DFS) was -25.3 points/Orange, which was lower schoolwide than the state.

Root cause analysis for the lower DFS status for schoolwide.
Why was the 2019 ELA Status lower schoolwide than the state average?
Student performance on the 2019 CAASPP dropped compared to the previous cohort's performance on the 2018 CAASPP.
Why did the performance drop on the 2019 CAASPP?
Students were not well prepared for the CAASPP exam.
Why were students not well prepared for the CAASPP exam?
There was a lack of alignment in instruction in reading and writing.
Why was there a lack of alignment in instruction in reading and writing?
Professional development and teacher feedback was impeded by climate and culture issues.
Why was professional development and teacher feedback impeded by climate and culture issues?
2 of the 3 English Language Arts Teachers in the 2018-2019 school year were either in an antagonistic relationship with school staff and administration, or being pressured to engage in this antagonism, making it either difficult or impossible to pursue professional coaching and accountability.

Detailed plans that outline the actions of the school's leadership team to improve overall student academic performance in ELA, as measured by the California School Dashboard, included:

Implementation of a Writing Round Table PD for aligning and tuning writing instruction within all humanities courses.
Creating and stocking a Lending Library in response to student requests for reading material.
Implementing VALUE Rubrics with an assessment focus on college-ready reading and writing.
Implementing Thinking Nation "Document Based Questions and Essays" in all history courses, as well as partnering with Thinking Nation for outside assessment of DBQ essays.
Reimplementation of the school's historic, longitudinal, goal-oriented periodic assessment tool.
Reimplementation of Achieve3000.
Utilization of Gear-Up tutoring time in ELA classrooms.
Tailoring and personalizing ELA remediation instruction through online instruction using MyPath, the scope of which is derived from algorithmic processing of longitudinal NWEA MAP Growth data.
Reimplementation of RTI inventory consideration of every student's needs.

2)   **Review of the 2019 California School Dashboard revealed that the school's Math "Status" (Distance from Standard, DFS) was -109.3 points/Orange, which was lower schoolwide than the state and for the two significant subgroups: Latino at -10.3.3 points/Orange and Socioeconomically Disadvantaged at -104.1 points/Yellow.**

Root cause analysis for the lower DFS status schoolwide for the two numerically significant subgroups.
Why was the 2019 Math Status lower schoolwide than the state average?
Student performance on the 2019 CAASPP dropped compared to the previous cohort's performance on the 2018 CAASPP.
Why did the performance drop on the 2019 CAASPP?
Students were not well prepared for the CAASPP exam.
Why were students not well prepared for the CAASPP exam?
There was a lack of data-driven instructional collaboration and planning among the math faculty for the 2018-2019 school year.
Why was there a lack of data-driven instructional collaboration and planning among the math faculty?
Professional development and teacher feedback was impeded by climate and culture issues, and the primary periodic assessment tool used to track internal growth was abruptly terminated in favor of a new and significantly different assessment tool, creating a deficit of longitudinal growth data.
Why was the periodic assessment tool used to track internal growth abruptly terminated in favor of a different tool?
District administration determined the new tool to be more relevant to CAASPP preparation efforts than the existing assessment tool.

Detailed plans that outline the actions of the school's leadership team to improve overall student academic performance in Math as measured by the California School Dashboard included:

Replacing ALEX with IXL (both adaptive, interactive, independent practice software programs giving immediate feedback) due to student lack of engagement with ALEX.
Utilization of Gear-Up tutoring time in Math classrooms.
Reimplementation of the school's historic, longitudinal, goal-oriented periodic assessment tool.
Tailoring and personalizing Math remediation instruction through online instruction using MyPath, the scope of which is derived from algorithmic processing of longitudinal NWEA MAP data.
Reimplementation of RTI inventory consideration of every student's needs.
Implementing VALUE Rubrics with an assessment focus on college-ready critical thinking and quantitative literacy.

3)   **Review of the 2019-2020 school year was as follows:**
a.   **The school's Percentage of English Learners making progress toward English proficiency (ELPI) was 28.0%/No Color, which was lower than State at 48.3%. The school was classified as Very Low. Which includes not meeting the ELPAC participation rate for 2019.**
b.   **The school's LTEL's rate was 17.4% (28 students), which is higher than the state's average at 5.7%.**

Root cause analysis to address the data points above.
Why was the school's LTEL rate 17.4% in 2019?
According to the school's SIS system, there were 23 students listed as EL during the 2018-2019 school year. There were 266 students total that started the school year. At the end of that school year, there were 218 students enrolled, and 20 EL students listed in the school's SIS. The three student differential was due to disenrollment, not reclassification.
Why was the school's percentage of EL students making progress towards proficiency only 28% in 2019?
30 students took the ELPAC in the 2018-2019 school year. 7 of those students scored at 3 or 4 on the overall performance level. The other 23 students scored a 2 or 1.

Detailed plans that outline the actions of the school's leadership team to close the achievement gap included:

The Action Plan for English Language Learners as outlined in the YPI BCHS EL Master Plan

ACTION 1 Capitalize on the resources and experiences that ELLs bring to school to build and enrich their academic language.	**ACTION 2** Analyze the academic language demands involved in grade-level teaching and learning.	**ACTION 3** Apply the background knowledge of ELLs, including their language proficiency profiles, in planning differentiated language teaching.	**ACTION 4** Connect language and content to make learning relevant and meaningful for ELLs.
ACTION 5 Focus on the developmental nature of language learning within grade-level curriculum.	**ACTION 6** Reference content standards and language development standards in planning for language learning.	**ACTION 7** Design language teaching and learning with attention to the sociocultural context.	**ACTION 8** Provide opportunities for all ELLs to engage in higher-order thinking.
ACTION 9 Create language-rich classroom environments with ample time for language practice and use.	**ACTION 10** Identify the language needed for functional use in teaching and learning	**ACTION 11** Plan for language teaching and learning around discipline-specific topics.	**ACTION 12** Use instructional supports to help scaffold language learning.
ACTION 13 Integrate language domains to provide rich, authentic instruction.	**ACTION 14** Coordinate and collaborate in planning for language and content teaching and learning.	**ACTION 15** Share responsibility so that all teachers are language teachers and support one another within communities of practice.	

4)   Review of the 2019 California School Dashboard revealed that the school's College/Career Academic Indicator with prepared students at 43.2% , which was lower than the State at 44.1%.

Root cause analysis to address the data points above.
Why was the College/Career Academic Indicator lower than the states, and only 43.2%
All graduating students did not pass A-G requirements with a grade of C or better.
Why did all students not pass A-G requirements with a grade of C or better?
The school's grading policy was not adhered to by the 2018-2019 faculty in a manner that reflected its accredited instructional program: A, B, C, or F
Why was the school's accredited grading policy not adhered to?
The school experienced a change in administration for the 2018-2019 school year, and the grading policy set forth in the school's accreditation self study was not mandated.

Detailed plans that outline the actions of the school's leadership team to close the achievement gap included:

The grading policy was officially board approved and reinstituted in the fall of 2019 at the beginning of the fall semester. A new Director of College and Career Counseling was hired, who has since implemented a highly organized and effective system of graduation readiness tracking. All student transcripts are audited yearly for credit deficiency in A-G coursework. All students at BCCHS must complete a program of A-G courses with a grade of C or better, which establishes compliance with college admission requirements for the UC/CSU system.

5)   Describe the instructional strategies we might expect to see in a virtual learning environment as described in the 2020-2021 Learning Continuity and Attendance Plan. Describe 2-3 strategies used to ensure Continuity of Instruction and to minimize Learning Loss.

Learning has been lost. There is no reframing or redefining expectations to avoid this fact. Adolescent learning is critically contextual, and that context is peer-rich. For teenagers, Vygotsky's "more knowledgeable other" is preferably a classmate whenever possible. In addition, the sound bottleneck of online communication platforms (Zoom, Meet, etc) slows communication to a pace that is a fraction of the normal ebb and flow of thoughts, ideas and questions that adolescents and their teachers share when in a face to face classroom environment. It was in recognition of these realities that BCCHS teachers made it a priority to shrink the virtual classroom to facilitate as much small-group or 1-to-1 discourse as possible. It has been in these conversations that most measurable and measured progress has been observed.

Specifically, BCCHS Teachers have:
    1.   Utilized small group instruction and conferencing in breakout rooms.
Whether students are speaking with one another, or the teacher is working with a small group to provide instruction or evaluate comprehension, small group interactions in breakout rooms has been a mainstay of our distance learning program. Too many students hide in the anonymity of the larger group, just as they do in the physical classroom. In small groups, students are more available, accessible, and willing to risk the exposure that comes with not knowing something already.

    2.   Conferencing with 1 or 2 students in breakout rooms.
This has been the most effective form of formative assessment during distance learning. Short conversations to check for understanding, skill development, or analytical thought, and to offer timely and relevant feedback, have allowed students to authentically show what they know or are learning, as well as gain validation for their thinking and progress.

    3.   Standards-based grading for mastery; multiple attempts at assessments.
This has been a very seamless practice that we have carried from the classroom to distance learning. One of the national conversations during distance learning has been about how to hold students accountable for their learning, and many educators and districts have opted to pause authentic assessment. Students are being awarded points for seat time and earning grades that have little to no value in communicating cognitive growth. Our students have been used to giving evidence of their understanding, and although it has been more challenging to find sufficient time and the best tools to use to continue this expectation in a distance learning environment, we have maintained our expectations that students will provide evidence of growth towards mastery. ([See the article](#) at LAist.com that featured our school's approach in contrast to another LA area public high school.)

     4.   Peronalizing instructional pace through short premade teacher videos for delivery of instruction, and using 2nd party tools to engage students (NearPod, IXL, Phet, Gizmos, DuoLingo, and more) has allowed teachers to respond to student initiative and questions in a manner that does not require the entire class to be involved. This personalization naturally recognizes the need for differentiation, which does not always occur under more typical in-person classroom instruction.

**6)	Review the schools progress in implementing CSD's areas of growth outlined in the 2019-2020 annual oversight report.**

Less than one month after the CSD Oversight Visit to Bert Corona Charter High School in February of 2020, all of Los Angeles Unified School District's charter and non-charter public schools were forced into an indefinite period of distance learning. As no schools within the district or charter school community had ever implemented a 100% distance learning model of instruction and assessment, the focus of our school improvement efforts pivoted to the urgent development of a working distance learning model. We were already equipped with 1 to 1 laptop computer technology, and as a result of this commitment to the chromebook platform, many if not most of our management and instructional tools were already online, including sites that focused on content delivery, interactive skill practice, research, assignment and grades management, attendance tracking, and testing. We were also well situated to continue valid assessment of student understanding through teaching for mastery and standards-based grading. What we did not have in place were tools for managed virtual communication, including small group instruction/discussion virtual spaces within large group gatherings, nor did we have whole-class interactive response platforms for call and response direct instruction, and we really were not equipped for real-time skill performance and evaluation in a virtual environment. In the very short window of time between the beginning of mandated distance learning in mid-March of 2020 and the start of the 2020-2021 school year in August, BCCHS and YPICS personnel researched, tested, and piloted instructional technology and teaching and learning strategies that met our needs as educators, students, and administrators. The specific details regarding the strategies we designed, tested, piloted, and ultimately successfully implemented, as well as the tools we used to do so, are described explicitly in our [Learning Continuity and Attendance Plan](#). This became the sole focus of our work very shortly after the CSD oversight team left our school in February of 2020.

That said, here are some of the areas from the oversight visit report that we have discussed and worked on by way of our efforts during distance learning.

(A1-4)(A-9) Reading
Student High-Interest Reading Library - Student request at end of 2020 school year.
Some of our leadership students asked us to put together a library on campus so that students could read high-interest popular fiction without having to read online or go to local public libraries. We took a poll of all students asking them for suggestions for the volumes we would purchase. One of our teachers initiated an online fundraiser, and the school matched it. We purchased all new titles, bought new bookshelves, and started the library in December with 220 high interest titles for our students to check out.

(A5)(A7) EL Learners and Reclassification

The summative ELPAC exam has not yet been administered this 2020-2021 school year. It will be administered beginning in May, to allow as much instructional engagement, guidance, coaching, and support for EL and LTEL learners as possible before asking students to take the assessment. In lieu of SBAC performance, the school will be using longitudinal MAPS data as one of the reclassification criteria.

YPICS's reclassification criteria are as follows:

Comparison of performance in basic skills – earning C or better in grade level English classes.

Assessment of English Proficiency – ELPAC Results, NWEA Maps Longitudinal Growth Data.

Teacher evaluation of student academic performance.

Parent opinion and consultation.

Our current population of 197 students includes the following language classification designations:

Student Population	Language Classification
33	EL
111	RFEP
9	IFEP
29	EO

Given that 144 of 197 of our students (73%) have been classified as EL for some time span during their K-12 education up to this point, our data gives us pause to ask some very specific and critical questions about the most effective intervention strategies, practices and personnel that can dramatically move the literacy needle for LTELs. We know that at our level, grades 9-12, the cognitive demand of the material students are asked to read and process becomes exponentially more rigorous than anything they have yet encountered, and that the development of a student's capacity to successfully read, comprehend, analyze, and respond to this material is inextricably linked to the success they have already experienced in trying to do so. Unfortunately, our students have largely chosen avoidance in order to cope with their difficulties in attempting to perform these tasks. Asking our students to read for information and cognitive development, be it articles, chapters, works of fiction or expository text, is often met with noncompliance, and results in our instruction becoming reduced to preprocessed key points passed on through verbal and audiovisual delivery methods. We know this is not adequately preparing our students for college, and are therefore engaging in a transparent and robust discussion at the leadership level to determine how we can shape our entire school's instructional culture to one that regularly incorporates meaningful, successful, self-rewarding, self-reinforcing and increasingly complex instruction that requires age-appropriate reading demand.

(A8)   Graduation Requirements

In the fall of 2019, the Executive Director of YPICS asked the YPICS Board to approve a grading policy that does not allow "D" grades in core courses. For BCCHS, this means not using "D" grades in any A-G course. After many conversations with school staff and organizational leadership, the move was made to ensure that students were being asked to perform at a level that would ensure their college readiness throughout their 5-12 education pathway at YPICS.

(A9)   Reimplementation of NWEA MAPS and MAPS-Driven Remediation

MAPS testing was resumed in the spring of 2020. Personal growth coaching and goal setting based on individual longitudinal data reports are being offered in Advisory for each student at our school. In addition, students' longitudinal MAPS data has been analyzed by Edgenuity Learning Solutions and used to generate personalized remediation growth plans through a program called MyPath. This program sets out a scope and sequence of video lessons delivered by knowledgeable instructors and designed to address the specific remediation needs of every individual student, in both reading and math, based on MAPS performance data. MyPath is required of every student and instructional support advisors regularly monitor student progress. This program is YPICS' adaptive remediation strategy that parallels the middle school iReady suite of instruction and remediation tools.

(O5)   PBL

One of YPICS' hallmarks is project-based learning (PBL). This instructional strategy typically requires higher levels of critical thinking and communication than typical tasks required in response to more didactic models of direct instruction. In an effort to ensure that all students at BCCHS have access to this intellectual and social pedagogy, our school has agreed to ask all students to take on a yearly passion project. Advisors and content teachers alike have agreed to provide coaching, guidance, and assessment of skills that are incorporated into SBG gradebooks in order to support, motivate, and influence student initiative and self discovery through the PBL process. Our V.A.L.U.E skill learning outcomes for high school are being used as the primary assessment targets, and the accompanying rubrics are being used to give students feedback and mastery scores. Our first exhibition of PBL passion project work will be in June, 2021.

(O8)   PD

In an effort to maintain a focus on mastery of essential skills for college readiness, as well as determine how best to accomplish this in a distance learning environment, staff have engaged in three significant PD themes since the end of the 2020 school year:

1) Standards-based grading for mastery in a DL environment. A two week, full day intensive was delivered in June 2020 as one of the first utilizations of Learning Loss Mitigation funding.
2) V.A.L.U.E skills translation and calibration. The "Valid Assessment of Learning in Undergraduate Education" rubrics, written by the American Association of Colleges and Universities, were read, translated, and calibrated by our staff using high school student work samples so they could be added to our SBG gradebooks. In addition to core content skill rubrics, we now evaluate student work for growth in Written Communication, Oral Communication, Critical Thinking, Integrative (interdisciplinary) Learning, Creative Thinking, Inquiry and Analysis, Problem Solving, and Reading.
3) Project Based Learning. All students now work on a Passion Project for the purpose of making a difference in their communities, be it through reflecting, informing, educating, developing, or changing.

(O7)   SEL Curriculum - Advisory

A primary concern for every school during distance learning has been the social emotional health of students. Our Advisory Committee, under the leadership of Max Garcia (PPS/MFT), Director of Counseling Services, has created an approach to weekly advising that helps students discuss all of the endeavors they undertake in school from a social emotional perspective. Our goal is to build up capacity by addressing fears and assumptions, and replacing them with strategies for embracing change and challenges with confidence that is based in more accurate self-assessments, as well as the belief that reaching out for help is always a good thing. Engaging students in conversations about how they are feeling on any given day has helped validate their experiences with anxiety and self doubt that have arisen as a direct result of isolation from peers and caring school adults.

(O7)   Cyberbullying and Suspension

Due almost exclusively to the compassionate, accepting, kind, witty, patient, understanding, encouraging, and no-nonsense culture that our teaching faculty has created at BCCHS, we have had no problems with cyberbullying throughout the duration of mandatory distance learning. While a very small handful of public instances of student discontent have understandably been encountered, there have been no persistent patterns of disrespect, intimidation, or sabotage of our distance learning program by our students. We have been extremely fortunate that nothing we have seen in student behavior has risen to the level of a suspendable offense.