

Board Report

Dr. Kevin Myers, Executive Administrator
September 30, 2024

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

Preparations for our school year started in June 2024, right after the 23-24 school year ended. Over the summer, we engaged in a Strategic Planning series that guided our site team through a reflection, data analysis, equity gap analysis, then creation of a plan for the school year. We started off by reviewing our LCAP, community schools documents, sections of our charter petition, and some of our foundational vision documents. We then started digging into all of our data, identified our equity gaps, gathered feedback from all stakeholders, then set goals and areas of focus for the year that aligned with our LCAP. The entire process, including monitoring, can be seen in the image below:



After we identified our goals, each team created a logic model, plan, and timeline for our work this year. We meet every 5 weeks to monitor our progress and to share that progress with our teams and other stakeholders. An executive summary of our strategic plan was shared with our staff and families and it is included as a separate

document with this report. Most updates in this report align with our progress so far this school year.

Instruction & Performance Data

Our instructional program has gotten off to a great start this year. We have been able to keep on pace with our strategic plan timeline. Some of the highlights have been our content alignment and planning with teachers, initiation of small group learning in all classes, use of Panorama to track interventions for our students who are struggling academically, and several parent and family nights aligned to our instructional program. So far, we held a meet and greet for the families and parents of our multilingual learners, and we have our math night and SPED meeting and greets calendared for the near future. We have also been very proactive about our teacher observation coaching/support plan, and we were able to start implementing that plan right away. Many teachers have already had 2-3 observations and coaching sessions already this school year.

Our goals for this school year for our academic program are as follows:

- **IREADY:** By May 2025, 70% of students, including subgroups, will demonstrate improved level placement on the Math and Reading assessment. (23-24 Math: 64%, Reading: 60%)
- **CAASPP:** By June 2025, 13% of students will score at a met or exceeded on the CAASPP Math assessment. (23-24 8%)
 - By June 2025, <60% of students will score a 1. (23-24 71%)
- **INSTRUCTION:** By June 2025, 100% of teachers will implement targeted differentiation strategies. (80% by Dec 2024)
- **DATA:** By June 2025, 6 Strategic Plan Update Reports (SPURs) will be presented to teachers during a staff meeting.
- **PD:** By June 2025, 25% (10/40 PDs) of PD will include staff from all departments for co-planning to address the focus areas.
 - **PD:** By June 2025, instructional staff will participate in at least 1 PLC.

Yearly-Ongoing Goals

- By June 2025, 27% of English Learners will meet the requirements to reclassify.
- By June 2025, 65% of students will meet 100% of their typical growth goal. (23-24 Math: 60%, Reading: 60%)

We will continue to monitor our progress towards these goals and I will update our board monthly in my board reports.

Culture & Climate

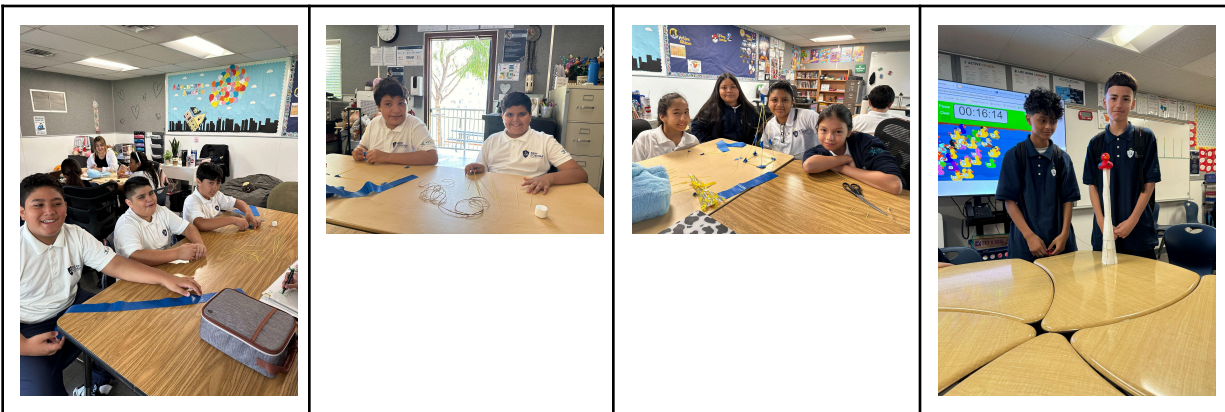
To continue our efforts from last year, our School Culture and Climate team decided to focus their goals for the year on Tier 1 implementation, including equitable

implementation of our schoolwide positive behavior support plan. One huge component of this program is our token economy, scholar dollars. Using PBIS rewards, an online platform, we are able to track how many scholar dollars are given across grade levels. Our goal for the year was to have an equal distribution of 33% across 5/6th, 7th, and 8th grade. As of September 9th, 87% of our scholar dollars were distributed in 6th and 7th grade, leaving 8th grade short- only 13% of the scholar dollar distribution. Not surprisingly, our 8th graders also had a higher percentage of the office referrals in the first few weeks of school. To address this inequity, our SCC team has met with our 8th grade team to discuss a plan for implementing more positive praise and scholar dollar usage for our 8th graders. Additionally, they have created a plan to celebrate students for meeting expectations using our fun Friday incentive. With this, teachers track a certain behavior (e.g. focus and engagement, kindness, homework submission, etc.). If students reach a certain number of points for meeting this behavior, they earn scholar dollars and they get to have a celebration on Friday during our advisory period.

Our SCC team has also been focused on school safety in the last few weeks. During the week of 9/16, there were several social media posts threatening school shootings at valley schools. While BCCS wasn't on the list of schools being threatened, this did bring up many uneasy feelings for our students, staff, and families. Our team responded by visiting every classroom to speak with students about how we keep each other safe, holding safety drills, and communicating with parents about our efforts to keep the campus safe and our work with local law enforcement.

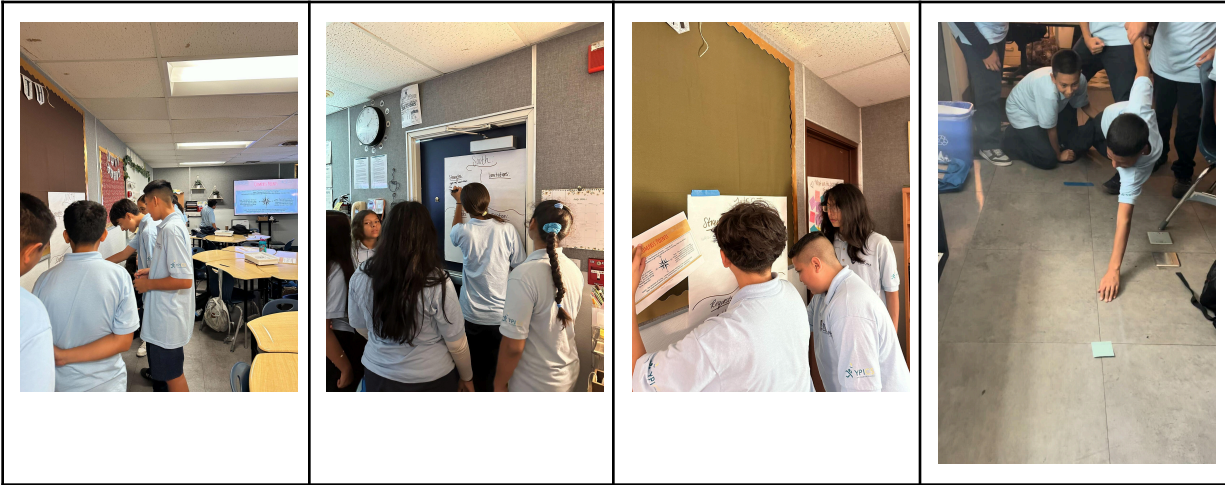
As always, we have had a lot of events and activities for students that help to build a positive culture at our school, both in and out of the classroom.

Team Building Activities





**BERT
CORONA**
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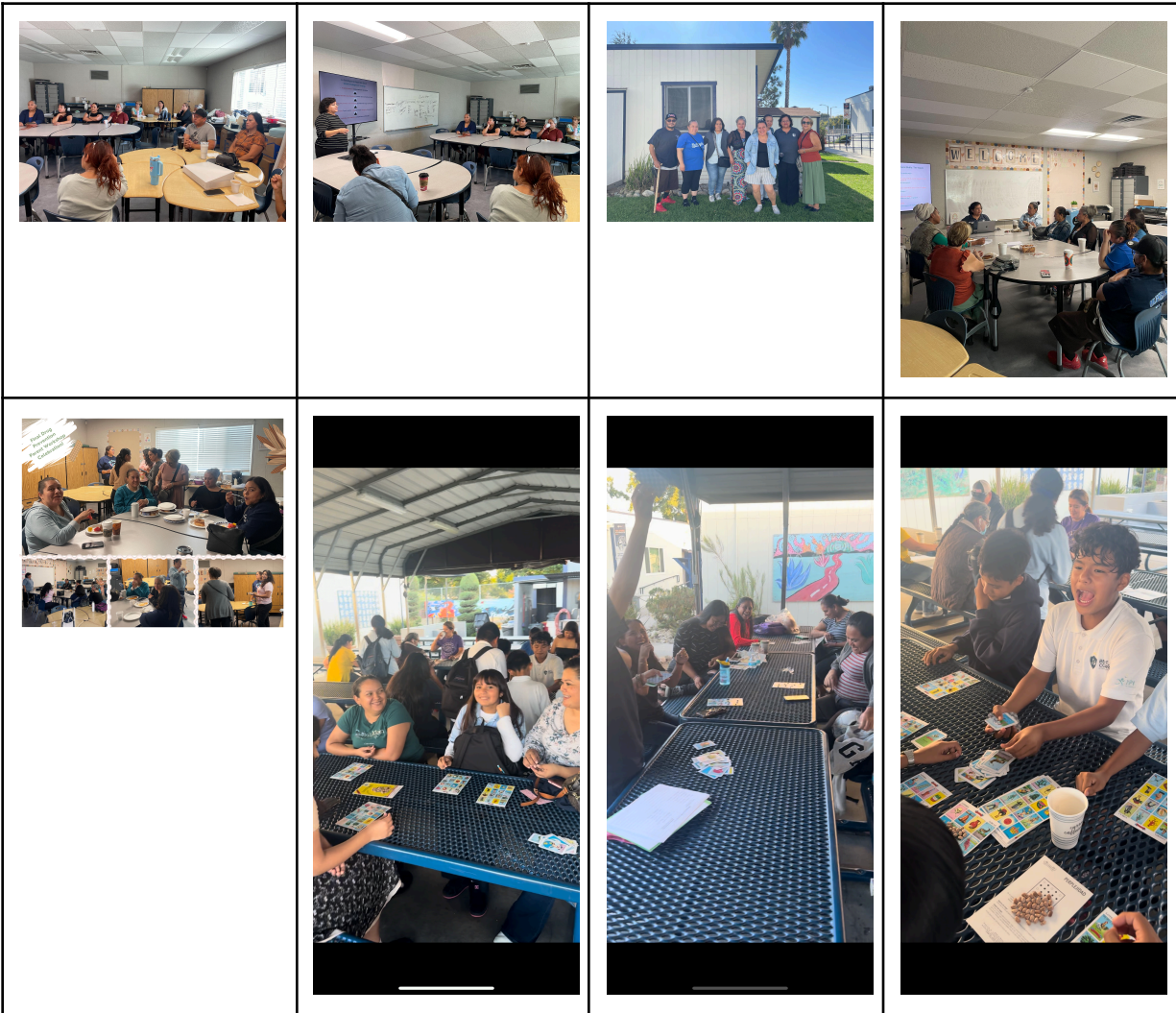
Friendship Day Bracelet Activity





**BERT
CORONA**
CHARTER SCHOOL

Parent Engagement:



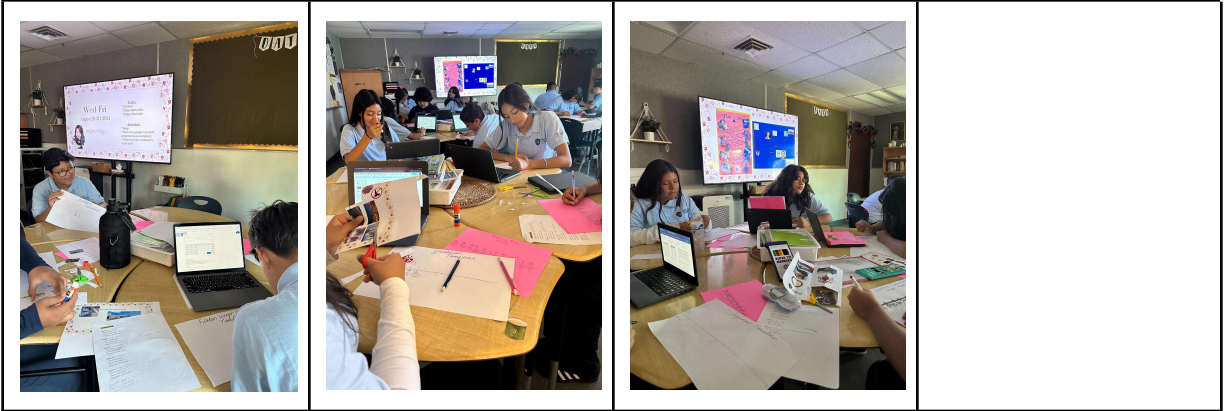
Advisory Volleyball Tournament:





**BERT
CORONA**
CHARTER SCHOOL

Projects and Presentations:



Student Store:



Hispanic Heritage Month:



Community Schools

One of our goals this year was to increase our student engagement through our daytime activities and through our extended learning programs. We have increased student participation, especially in our athletics program. Our girls volleyball team has over 25 participants, and we are looking into adding girls softball for the spring. Additionally, we have added one lunchtime activities for culture building and student engagement each month through our community schools team. Finally, we revamped our Saturday program to include a balance of social emotional development, academic support, and enrichment activities. Using our ELOP funding, we are able to have BCCS staff work with our Think Together partners to run a more robust program for our students on the weekends.

Operations

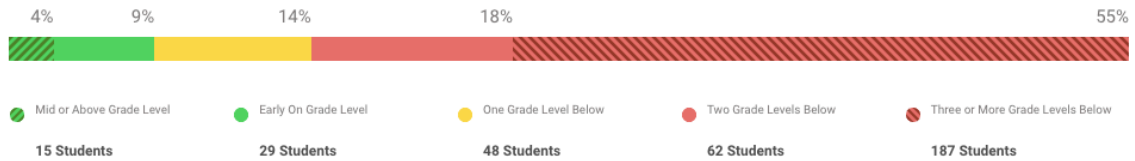
So far this year, we have maintained a 94% attendance rate, and we have had a more strategic approach to attendance. In our first tier, all students are celebrated and receive scholar dollars if they achieve perfect or excellent attendance (95% +). In our second tier, we are sending regular notifications and families are assigned an attendance champion if they drop below the 95% attendance rate. This person uses ring central to text or call their assigned families once or twice a week to check in, remind them about attendance, and to share important information about upcoming events and academics. For our third tier of chronically absent students, families are assigned a mentor who helps create an attendance success plan and checks in regularly with the student at school.





Our team has also been able to push for increased attendance and engagement with our parents. We have been sending our more regular and varied communication and are building a solid group of parents who attend our meetings. As of 9/9/24, 172 parents and family members had participated in family and community engagement activities. This is a huge increase from previous years!



Assessment and Achievement: iReady Reading Baseline Data



Overall Placement



Students Assessed/Total: 341/346





Choose to Show Results By		+ Add secondary demographic to show results by					Showing 4 of 4	
Grade								
Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 5		0%	33%	11%	44%	11%	9/9	
Grade 6		3%	6%	16%	20%	56%	107/110	
Grade 7		5%	10%	13%	21%	51%	119/121	
Grade 8		6%	8%	14%	11%	61%	106/106	

Choose to Show Results By		+ Add secondary demographic to show results by					Showing 2 of 2	
Economically Disadvant...								
All	Overall Grade-Level Placement						Students Assessed/Total	
Yes - Economically Disadvantaged		4%	8%	12%	19%	56%	274/279	
Not Reported		4%	9%	21%	16%	49%	67/67	

Choose to Show Results By		+ Add secondary demographic to show results by					Showing 2 of 2	
Special Education								
All	Overall Grade-Level Placement						Students Assessed/Total	
Yes - Special Education		0%	3%	3%	8%	87%	79/80	
No - Special Education		6%	10%	18%	21%	45%	262/266	

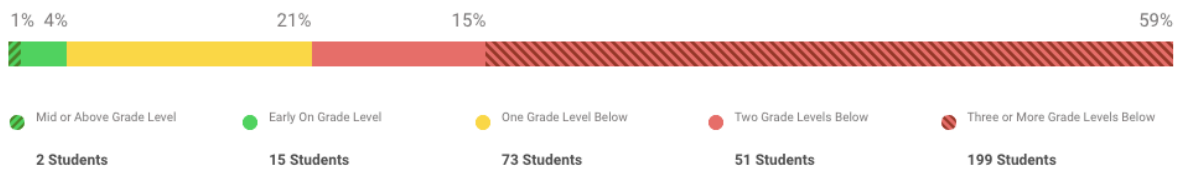
Choose to Show Results By		+ Add secondary demographic to show results by					Showing 2 of 2	
Sex								
All	Overall Grade-Level Placement						Students Assessed/Total	
Female		5%	10%	14%	16%	55%	167/169	
Male		3%	7%	14%	21%	55%	174/177	





Choose to Show Results By		+ Add secondary demographic to show results by					Showing 2 of 2	
English Learner								
All	Overall Grade-Level Placement						Students Assessed/Total	
Yes - English Learner		1%	5%	10%	20%	64%	167/169	
No - English Learner		7%	12%	18%	17%	46%	174/177	



Assessment and Achievement: iReady Math Baseline Data



Overall Placement

Students Assessed/Total: 340/346



Choose to Show Results By		+ Add secondary demographic to show results by					Showing 4 of 4	
Grade								
Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 5		11%	0%	56%	11%	22%	9/9	
Grade 6		0%	5%	25%	19%	51%	108/110	
Grade 7		0%	6%	20%	15%	58%	118/121	
Grade 8		1%	3%	16%	10%	70%	105/106	

Choose to Show Results By		+ Add secondary demographic to show results by					Showing 2 of 2	
Economically Disadvantaged								
All	Overall Grade-Level Placement						Students Assessed/Total	
Yes - Economically Disadvantaged		1%	4%	21%	16%	58%	273/279	
Not Reported		0%	6%	25%	9%	60%	67/67	

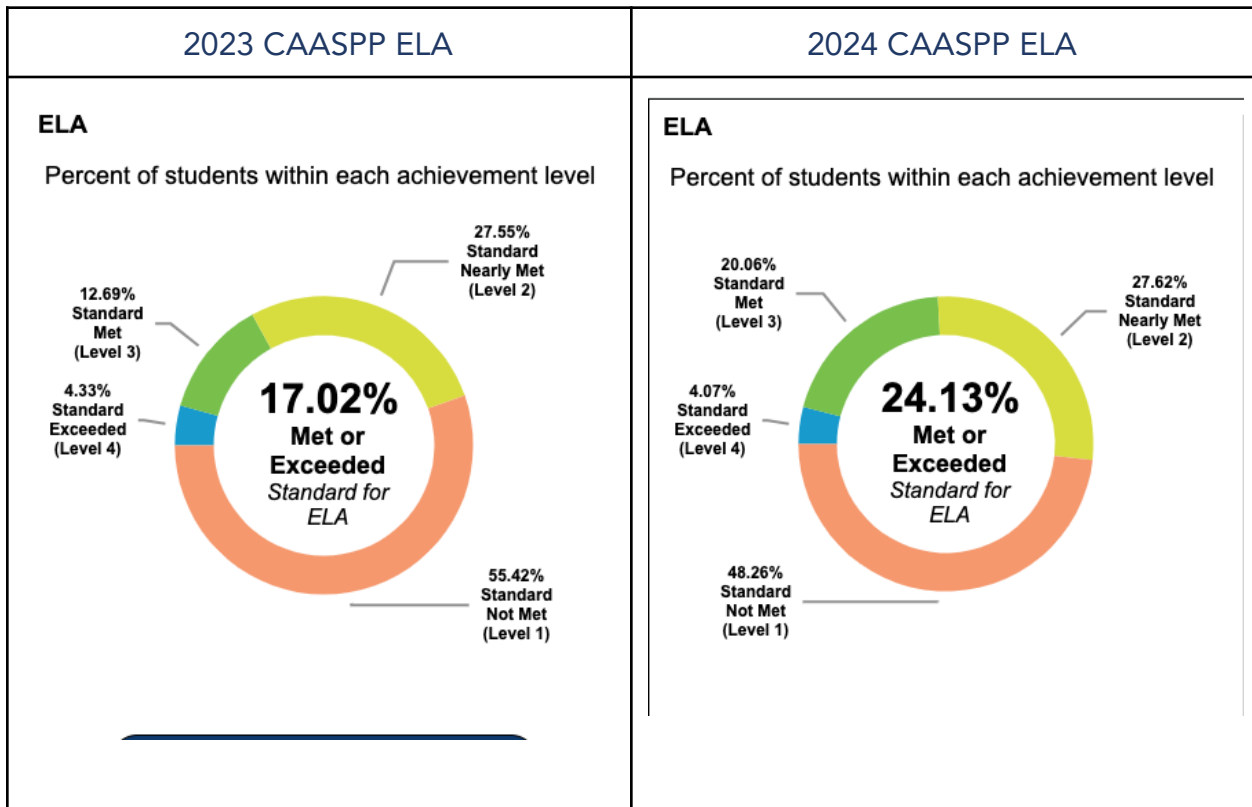
Choose to Show Results By		+ Add secondary demographic to show results by					Showing 2 of 2	
Special Education								
All	Overall Grade-Level Placement						Students Assessed/Total	
Yes - Special Education		0%	0%	13%	4%	83%	78/80	
No - Special Education		1%	6%	24%	18%	51%	262/266	



Choose to Show Results By	+ Add secondary demographic to show results by	Showing 2 of 2					
Sex							
All	Overall Grade-Level Placement						Students Assessed/Total
Female		0%	2%	21%	13%	63%	167/169
Male		1%	6%	22%	17%	54%	173/177

Choose to Show Results By	+ Add secondary demographic to show results by	Showing 2 of 2					
English Learner							
All	Overall Grade-Level Placement						Students Assessed/Total
Yes - English Learner		0%	3%	19%	15%	64%	165/169
No - English Learner		1%	6%	24%	15%	54%	175/177

Assessment and Achievement: 2024 CAASPP Data

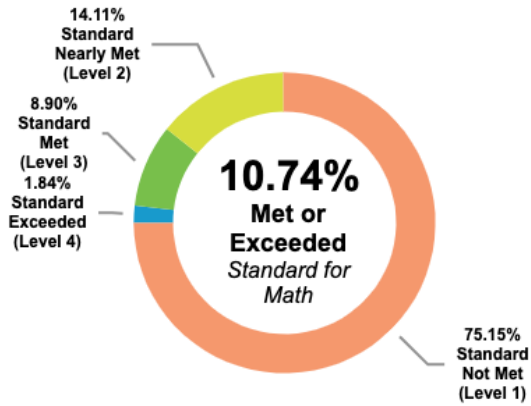




2023 CAASPP Math

Mathematics

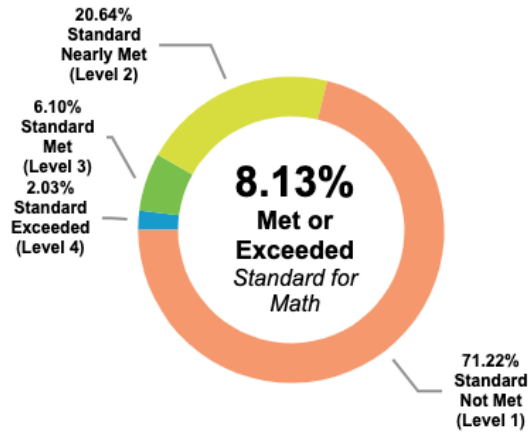
Percent of students within each achievement level



2024 CAASPP Math

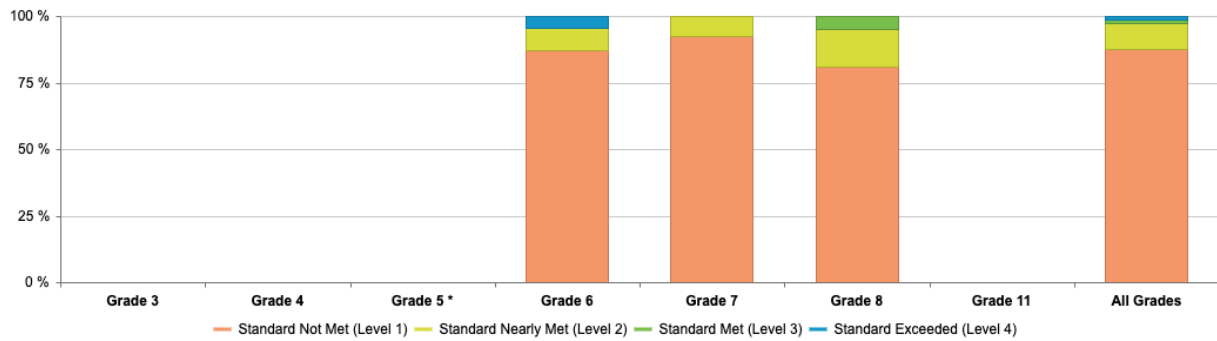
Mathematics

Percent of students within each achievement level



▼ Reported disabilities

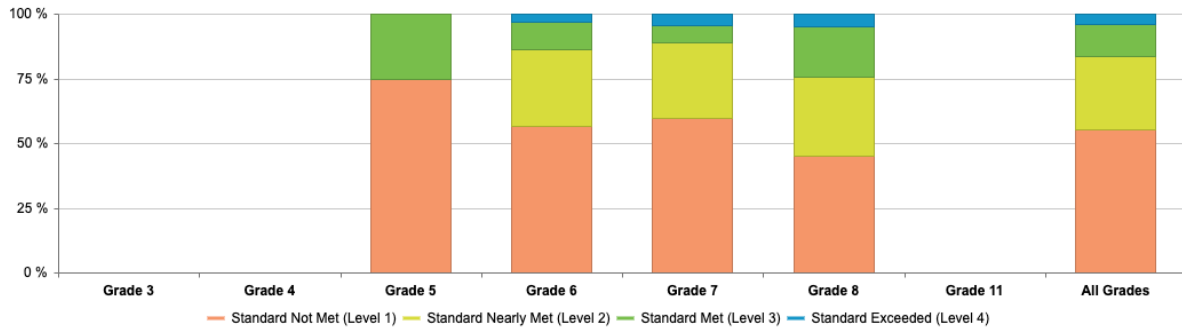
Achievement Level Distribution





▼ Socioeconomically disadvantaged

Achievement Level Distribution



▼ EL (English learner)

Achievement Level Distribution

