



Board Report  
Dr. Kevin Myers, Executive Administrator  
January 27, 2025

*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.*

## Instruction & Performance Data

### *PD/PLCs:*

In the first semester, we focused our PD on small group instruction to ensure that all of our classes were differentiated and supportive of all learners. We also continued our initiative from last year where we provided time weekly for teachers and instructional staff to plan collaboratively. This time allows our general education teachers, special education teachers, ELD teachers, and paraprofessionals to plan together to ensure that our interactions with students are intentional and effective.

For the second semester, we are building upon the fall semester efforts. To kick off the year, we brought in an expert teacher from CHIME to train our teachers on effective practices for co-planning and to introduce them to the idea of co-teaching. There are 6 models for co-teaching, and they are all based on the Universal Design for Learning (UDL) structures. At our second PD for the year, we extended that learning through some videos and reading about those best practices. We also shared the following expectation for the teachers for co-teaching:

- Resource teachers will focus on teaching 2 lessons with math teachers each week.
- Special education paraprofessionals will engage in small group instruction with ELA teachers at least 2 times per week.
- ELD teacher will teach one co-taught lesson with general education teachers each week.
- Tutors and other, non-SPED paraprofessionals will teach at least one co-taught lesson or small group lesson per week.
- Co-planning time (every Monday) will focus on reviewing data and setting goals and a plan for co-teaching for the following week.

After we build a base of understanding for co-teaching and UDL, we will move into PLCs focused on UDL instruction. The UDL framework focuses on Representation, Action and Expression, and Engagement, so our PLCs will focus on those topics.

To further extend our impact, Dr. Myers will be conducting PD for non-instructional staff at the same time as our PLCs in which he will teach non-instructional staff about how they support the UDL and co-teaching initiatives from their roles. Additionally, we will have parent sessions at which we will help them understand and learn more about our approach.

### iReady Assessments and Performance Tasks:

Our students made solid progress between our baseline diagnostic (D1) and our second diagnostic (D2) in iReady. Our goals for the whole school year are as follows:

- 70% of students will demonstrate improved placement by Diagnostic 3 (April)
- Every student group will hit 100% typical growth by Diagnostic 3 (April)
- On CAASPP, 60% of our students will score a 2 or better in reading and math
- At least 51% of students will meet their typical growth.

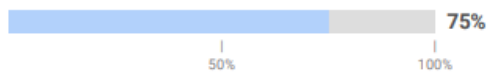
### Math Results: D2

Our results from our December Math Diagnostic (D2) are below. As we monitor towards our EOY goals, we would want to see the following on this diagnostic:

- At least 35-40% of students demonstrate improved placement.
- 50% median typical growth
- 25-30% of students have met their annual typical growth.

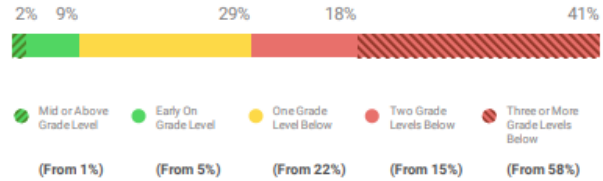
Students Assessed/Total: 332/342









#### Progress to Annual Typical Growth (Median)











The median percent progress towards Typical Growth for this school is 75%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

#### Current Placement Distribution









Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	 39%	11%	 23%	0%	33%	9/9
Grade 6	 83%	44%	 37%	8%	46%	106/110
Grade 7	 85%	42%	 36%	14%	50%	113/118
Grade 8	 56%	38%	 23%	14%	41%	104/105

### Multilingual Learner Data (math):

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade 5	 39%	0%	 20%	0%	50%	2/2
Grade 6	 83%	43%	 37%	10%	47%	30/30
Grade 7	 85%	37%	 33%	21%	42%	19/20
Grade 8	 25%	40%	 10%	16%	40%	25/26

**SPED Data (math):**

Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	 36%	27%	 18%	3%	30%	30/31
Grade 7	 50%	41%	 20%	23%	41%	22/23
Grade 8	 11%	32%	 5%	12%	36%	25/25

**Summary of Math Goals vs. Mid-Year Outcomes:**

TYPICAL GROWTH PROGRESS				
	End-of-Year Goal	Mid-Year Progress	Mid-Year Progress Met (Y/N)	Annual Goal Met (Y/N)
Schoolwide Typical Growth	100%	75%	Y	N
5th Grade Typical	100%	39%	N	N
6th Grade Typical	100%	83%	Y	N
7th Grade Typical	100%	85%	Y	N
8th Grade Typical	100%	56%	Y	N
SPED Typical	100%	36%	N	N
ML Typical	100%	79%	Y	N
IMPROVED PLACEMENT PROGRESS				
	End-of-Year Goal	Mid-Year Progress	Mid-Year Progress Met (Y/N)	Annual Goal Met (Y/N)
School-wide Improved Placement	70%	41%	Y	N



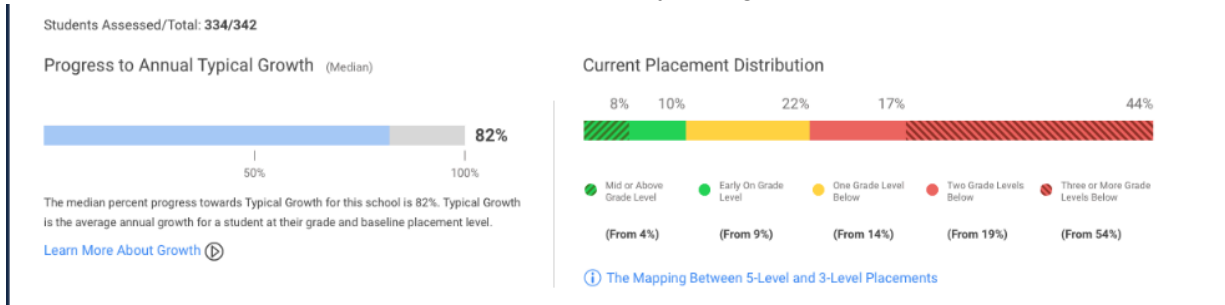
<b>5th Grade Improved Placement</b>	70%	33%	N	N
<b>6th Grade Improved Placement</b>	70%	46%	Y	N
<b>7th Grade Improved Placement</b>	70%	50%	Y	N
<b>8th Grade Improved Placement</b>	70%	41%	Y	N
<b>SPED Improved Placement</b>	70%	35%	Y	N
<b>ML Improved Placement</b>	70%	43%	Y	N
<b>TYPICAL GOAL MET PROGRESS</b>				
	<b>End-of-Year Goal</b>	<b>Mid-Year Progress</b>	<b>Mid-Year Progress Met (Y/N)</b>	<b>Annual Goal Met (Y/N)</b>
<b>Students who Met Typical Growth (School-wide)</b>	51%	41%	Y	N
<b>Students who Met Typical Growth (5th Grade)</b>	51%	11%	N	N
<b>Students who Met Typical Growth (6th Grade)</b>	51%	44%	Y	N
<b>Students who Met Typical Growth</b>	51%	42%	Y	N









<b>(7th Grade)</b>				
<b>Students who Met Typical Growth (8th Grade)</b>	51%	38%	Y	N
<b>Students who Met Typical Growth (SPED)</b>	51%	32%	Y	N
<b>Students who Met Typical Growth (ML)</b>	51%	39%	Y	N

### Reading Results: D2





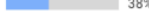
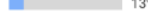
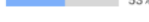

Our results from our December Reading Diagnostic (D2) are below. As we monitor towards our EOY goals, we would want to see the following on this diagnostic:

- At least 35-40% of students demonstrate improved placement.
- 50% median typical growth
- 25-30% of students have met their annual typical growth.

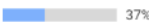
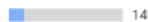






Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade 5	 69%	22%	 34%	22%	44%	9/9
Grade 6	 86%	49%	 33%	12%	46%	107/110
Grade 7	 110%	53%	 38%	14%	49%	115/118
Grade 8	 44%	40%	 16%	9%	38%	103/105

### Multilingual Learner Data (reading):

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	 41%	0%	 18%	0%	50%	2/2
Grade 6	 68%	45%	 25%	7%	41%	29/30
Grade 7	 38%	35%	 13%	10%	30%	20/20
Grade 8	 53%	38%	 19%	12%	38%	26/26

### SPED Data (reading):

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	 37%	39%	 14%	0%	42%	31/31
Grade 7	 91%	50%	 31%	9%	50%	22/23
Grade 8	 106%	52%	 38%	12%	52%	25/25

### Summary of Math Goals vs. Mid-Year Outcomes:

TYPICAL GROWTH PROGRESS				
	End-of-Year Goal	Mid-Year Progress	Mid-Year Progress Met (Y/N)	Annual Goal Met (Y/N)
Schoolwide Typical Growth	100%	82%	Y	N
5th Grade Typical	100%	69%	Y	N
6th Grade Typical	100%	86%	Y	N
7th Grade Typical	100%	110%	Y	Y
8th Grade Typical	100%	44%	N	N
SPED Typical	100%	66%	Y	N



<b>ML Typical</b>	100%	50%	Y	N
<b>IMPROVED PLACEMENT PROGRESS</b>				
	<b>End-of-Year Goal</b>	<b>Mid-Year Progress</b>	<b>Mid-Year Progress Met (Y/N)</b>	<b>Annual Goal Met (Y/N)</b>
<b>School-wide Improved Placement</b>	70%	N/A	N/A	N/A
<b>5th Grade Improved Placement</b>	70%	22%	N	N
<b>6th Grade Improved Placement</b>	70%	46%	Y	N
<b>7th Grade Improved Placement</b>	70%	49%	Y	N
<b>8th Grade Improved Placement</b>	70%	38%	Y	N
<b>SPED Improved Placement</b>	70%	47%	Y	N
<b>ML Improved Placement</b>	70%	38%	Y	N
<b>TYPICAL GOAL MET PROGRESS</b>				
	<b>End-of-Year Goal</b>	<b>Mid-Year Progress</b>	<b>Mid-Year Progress Met (Y/N)</b>	<b>Annual Goal Met (Y/N)</b>
<b>Students who Met Typical Growth (School-wide)</b>	51%	47%	Y	N
<b>Students who</b>	51%	22%	N	N



<b>Met Typical Growth (5th Grade)</b>				
<b>Students who Met Typical Growth (6th Grade)</b>	51%	49%	Y	N
<b>Students who Met Typical Growth (7th Grade)</b>	51%	53%	Y	Y
<b>Students who Met Typical Growth (8th Grade)</b>	51%	40%	Y	N
<b>Students who Met Typical Growth (SPED)</b>	51%	46%	Y	N
<b>Students who Met Typical Growth (ML)</b>	51%	39%	Y	N

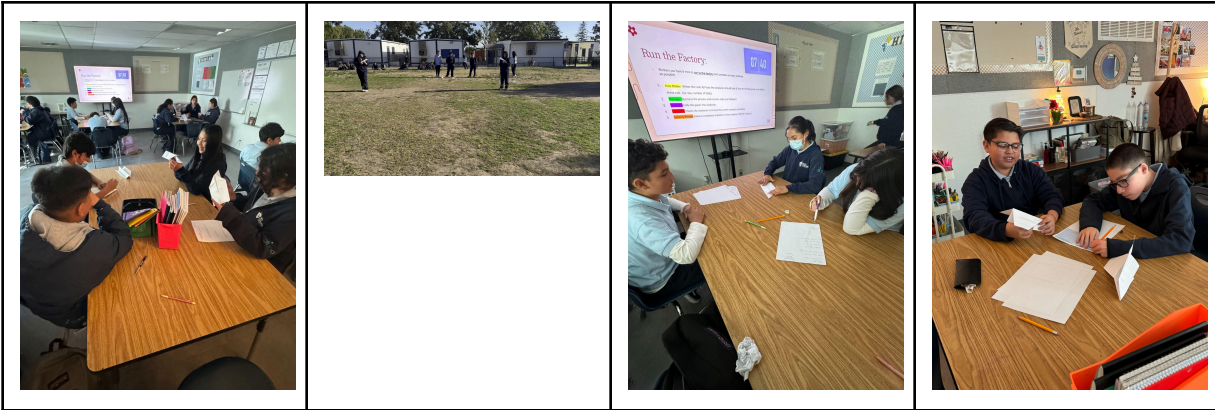
***iReady Celebrations: Here are some teachers and groups who really stood out!***

- Ms. Vidana's 3rd Period ELA class hit 247% of their typical growth!
  - Her SWD in the same period hit 241% of their typical growth!
- Ms. Bravo's students with special needs AND her ELs hit 195% of their typical growth!
- Mr. Walter's ELs in period 2 hit 194% of their typical growth!
- Ms. Contreras's 2nd period math class hit 269% of their typical growth!
  - Her 4th period EL students hit 254% of their typical growth!
- Ms. Luc's ELs in period 5 hit 292% of their typical growth!

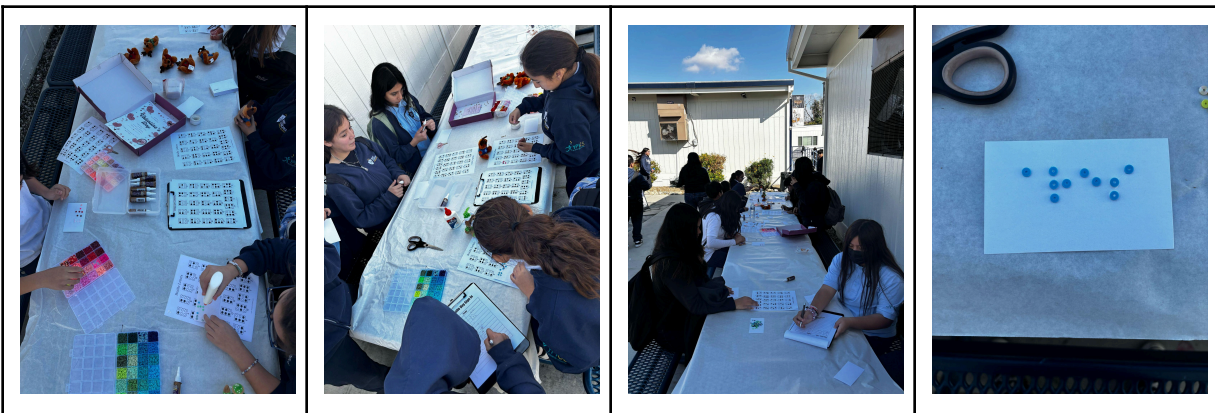
## Culture & Climate

As always, BCCS has been a busy place recently! Since our last board meeting...

Our 7th graders were learning about governmental systems and they created roles and responsibilities (bureaucracy) to build paper airplanes, then tests their products!



Our students came together during lunch to learn more about braille and about different methods that make learning and information available to people with special needs.



We have many more cultural events scheduled for the spring semester, but we're only a couple of weeks in! Here are some of the exciting things coming up this semester:

- Adult Spelling Bee
- Art Contest
- Celebration Assembly
- Soccer Tournament
- Sweetheart Movie Night and Bake Sale
- Read Across America Month

- Scholastic Book Fair
- Grad Night
- Knights by the Sea
- Spring Pop Day
- And More!

In terms of meeting our school culture and climate goals, our team has implemented many action steps to help us progress further towards our goals. In the last month of the school year, they:

- Worked with advisory teachers to re-teach/remind students of schoolwide expectations.
- Held an anti-bullying assembly and provided lessons for classroom discussions and reflection.
- Shared referral and scholar dollar data with staff to help set new goals and to push positive interactions between staff and students.
- Shared data with parents during Coffee with the Directors meeting.
- Recognized staff for their efforts to implement PBIS strategies.
- Collaborated with our after school partners to go to 2 college sporting events on college campuses.
- Conducted observations and walkthroughs quarterly to assess fidelity of our program and to provide feedback to teachers.
- Held the first ever BCCS Auction where students could use scholar dollars to purchase donated items.

*Data:*

In total this year, we have passed out 120,870 scholar dollars to our students: 40,397 recognizing respect, 44,872 for responsibility, and 35,595 in acknowledgement of safe behavior.

For ODRs, we have had a total of 639 incidents reported for the 24-25 school year. The largest spike in behavior was in October, which is consistent with data trends and research. ODRs are submitted for a variety of reasons, but the most frequent reason is to document disruption or defiance. Most ODRs serve as documentation and are not always accompanied with sending a student to the office.

Our 7th grade team submits the most ODRs consistently, but this is because of their dedication to the process and procedures, not because they have more behavior issues. They are also the team that hands out the most scholar dollars in recognition of student behavior. They are a great model of how to implement all aspects of PBIS.



## Community Schools

One of our goals for our extended learning programs this year was to increase the number of female participants in sports. In 23-24, we had very little participation so our team put a strong effort into recruitment and engagement of our girls in sports. During the fall semester 2024, 22 of the 43 participants in fall sports were females, resulting in a 51% participation rate compared to male athletes. To continue that trend in the spring semester, we have started a softball team. We currently have 24 participants. We are excited about the growth we have seen in our female athletics program!

Another success of our CS team has been the creation of the Supplemental Program Planning Guide. This tool was designed to help our partners from Think Together work through the planning process for large events and holiday programming (like our Thanksgiving and Winter programs). After our Thanksgiving program was not heavily attended, our team implemented use of their planning tool, resulting in much better attendance (approximately 20 students at our Thanksgiving program and over 70 at our winter program).

Finally, we continue to be proud of our work and progress in MTSS implementation. We are using Panorama, which has a new AI feature, to create intervention plans and to track progress while we work with our students.

## Operations:

### *Attendance:*

Our attendance is holding strong at about 94% this year, a definite improvement over last year. Additionally, our chronic absenteeism continues to decrease. We are focused on addressing attendance from 2 sides, both the supportive side and the celebratory side. We are recognizing students and families for good attendance, but we are also recognizing growth by giving scholar dollars and certificates of improvement. Additionally, we are meeting with families either in groups or individually to create plans for support and improvement.

### *Parent Engagement:*

Last semester, we sent out a letter asking our families to engage in 15 hours of participation and work with the school each semester. 325 parents have signed and returned the letter, indicating that they agree to participate. However, only 10 parents have met or exceeded the 15 hour marker for the fall semester.

Our effort in the spring semester is to provide more needs-based opportunities for parents to engage, including an ESL class for parents that started last week on January 15th. We had a good turn out of about 17 parents, most of whom I do not see



**BERT  
CORONA**  
CHARTER SCHOOL

regularly at other meetings. It was great to see some new faces participating in a new opportunity!