

**MORCS Executive Administrator Report**

**October 2017**

*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 life-long 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.*

**Attendance and Enrollment:**

Our current enrollment at MORCS is 335.

Enrollment Numbers:

<b>6<sup>th</sup></b>	<b>114</b>
<b>7<sup>th</sup></b>	<b>103</b>
<b>8<sup>th</sup></b>	<b>118</b>
<b>All</b>	<b>335</b>

Attendance:

6th grade - 98.353%

7th grade - 97.740%

8th grade - 98.218%

Overall - 98.118%

**Parent Conferences:**

Our parent conferences were a great success. In addition to our great turn out, we were very excited to see student led conferences where students were able to talk about their mastery in their classes. Teachers were also able to use the digital tools, textbooks, and resources to show many samples of student work giving parents a very clear picture of how their kids are performing. Ms. Rodman and Mr. Zepeda (who lead our academic and tutoring team) met with parents of students who are struggling with mastery in their classes and with the parents of our EL 1s and 2s to discuss the progress and support of our students outside of their core classes. Our operations and parent team also put together a small resource fair for our parents that they could visit before or after their scheduled conferences with their teachers. The partners at the fair included high school representatives, counseling and support services, and the California Charter School Association.

**“Maker Madness” Engineering Night:**

We had our first ever family engineering night on 10/26. Our goal was to expose families to engineering and the connection between engineering and the new NGSS standards. Through this highly engaging night, we also wanted to expose parents and students to possible careers they could pursue in the engineering field. Our STEAM Team (our new name for our math/science department) reached out to the community and we were able to put together the following sessions for our families:

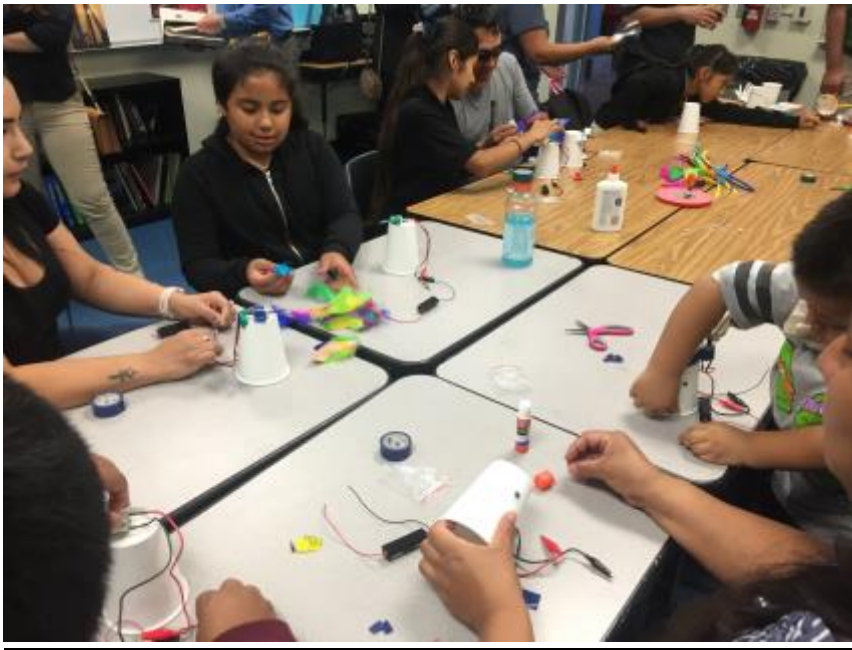
1. Coding: during the summer, Ms. Smith (7<sup>th</sup> grade math/science teacher) and I applied for a grant to get coding into our school. Ms. Smith was selected to participate in the grant, which provided her with 2 days of training on how to teach coding to middle school students and how to use the program that would be provided to our school as part of the grant. Ms. Smith has been teaching coding as an elective this year and the kids have loved it. Last night, she taught a session that

- showed kids and families how to animate the letters in their name by writing a specific code.
2. Catapult Creation: we were very excited to host the USC (Society of Hispanic Professional Engineers) as one of our STEAM partners last night. In this session, the families were able to collaborate to create a mini catapult that would project mini marshmallows at a target. My favorite part about the project was how they allowed the kids to create with minimal guidance, and then helped the kids update and create new iterations as a to improve on their original model. A few kids were frustrated when their first model didn't work well, but they were proud and excited as they created new iterations and they eventually found success.
  3. Robotics: one of our new staff members from the Promise Neighborhoods grant has a background in engineering and robotics, and she used electric toothbrush motors to help the students create their own robots.
  4. Lego Cars Design: In this session, the staff from Play Well TEKologies helped the kids design and build a Lego car that actually ran and moved. Some kids created obstacle courses for their cars, others held "battles" to determine which car was build the best. It was great to see the kids so excited about their own designs!

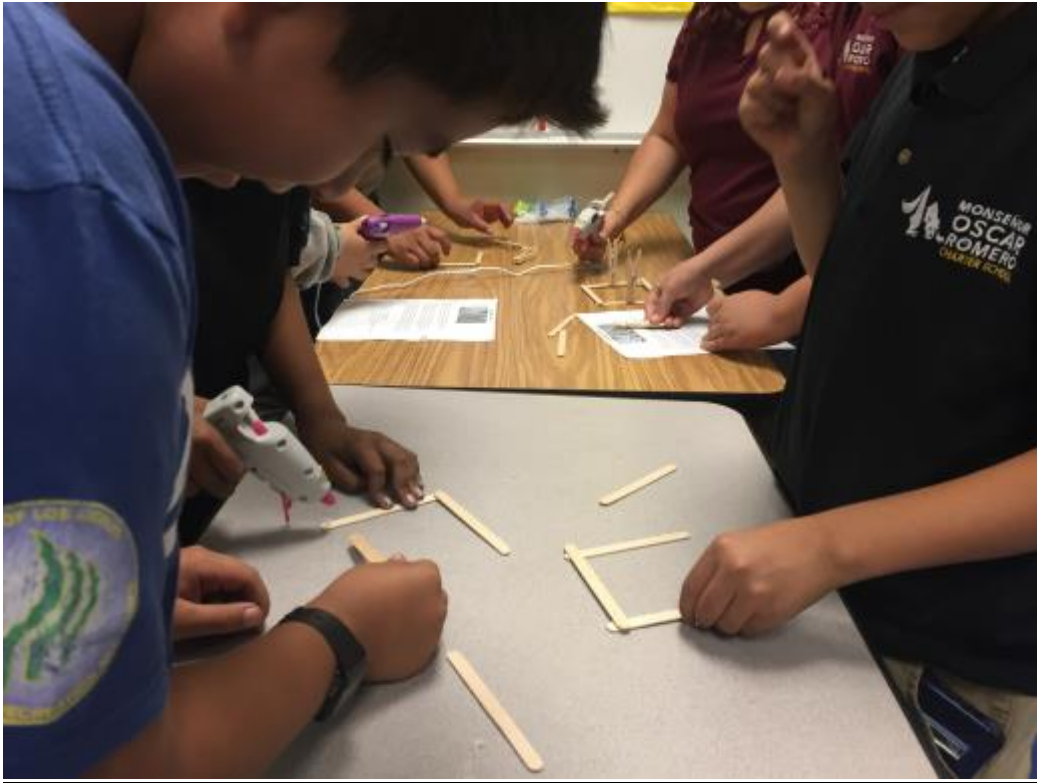
This night was definitely a success and represents the amazing events our team at MORCS and YPICS and hold for our families!













### **LCAP Meetings:**

We are having monthly LCAP meetings with our parents to keep them informed of our plan for success this year and so they understanding the expectations and accountability for our school. At the most recent meeting, we shared our most recent SBAC scores with our parents and showed them how MORCS stacked up in the community when compared with other schools. They were excited to see that our school did well in comparison to local schools. They were especially excited to see how well our ELs and students with special needs performed and that they were ranked as “Improved Significantly” on the state 5 by 5.

### **Professional Development**

Our professional development continues to focus on support for all learners and standards based grading practices. At our next full day TPD, we will be digging into the SBAC results and blueprints, comparing our results to other benchmarks and data and then making connections between our learning outcomes (which we wrote using the CA Standards) and the claims/targets for the SBAC test. This work will help us to continue to align our work with the state expected outcomes for our schools.

### **Great California Shake Out:**

We participated in the statewide earthquake drill on 10/26 as our students were out of school for parent conferences on the actual date. Our drill went very smoothly and we were able to reflect on a couple of tweaks and re-training to make sure our kids are prepared and safe in the case of an actual emergency.

### **Academics: Digging Deeper with Hot List Students**

Our academic team is still working with our hot list students in class, but we are also starting to identify more specific needs for our students through our focused work with them. Our tutors are still working with our students in their classes, but they are also pulling students out of elective time to teach/re-teach specific skills and information that will help our kids progress forward.

### **School Advisory Council:**

We have now had two School Advisory Council meetings. This council includes teachers, parents, students, and community members, as well as at least one representative from the administration team. The meetings are coordinated and facilitate by me (Mr. Myers). The council has decided to focus on two initiatives: writing a policy to share with the YPICS Board that will declare MORCS to be a sanctuary and a safe space for all

students; and, working with the Berendo staff to create a safer place and process for student drop off and pick up. (see SAC agenda and minutes attached).

**School Leadership Focus and SMART Goals:**

Each member of our school leadership team (a variety of teachers, admin and staff) has written a SMART goal for each month of school to date. The SMART goals connect to the overall school goals we wrote during the summer: Providing Support and Feedback for all Stakeholders, and Improving School Culture. Each week we reflect on our progress on meeting our SMART goals. (See SMART Goals Sheet Attached)

**Students Lead In Anti-Bullying Month:**

In collaboration with our SCC team and Ms. Aquino (School Social Worker), our students have created presentations for other MORCS students about the negative effects of gossip and bullying. The kids are working with our staff to educate other students and to be proactive about preventing bullying. We have heard some great feedback from our students and our 8<sup>th</sup> grade leaders feel very empowered!

**Successes with Restorative Justice Circles:**

As a part of our efforts to find alternatives to suspension, we have been using Restorative Justice (RJ) circles to help mediate and resolve issues between students. We have recently had some great success with these efforts, especially in mediating some issues between MORCS and Berendo students. The kids realize that most of the conflicts they have are from rumors and gossip, both between groups of friends and on social media, and once they realize this they are able to bury their issues and move forward.

# Academics: MAP and SBAC Results

## 2016-17 Smarter Balanced Performance Summary

ELA: All Grades Tested

Site: MORCS  
 Roster Date: Control Panel (10-27-2017)  
 Grade Levels: All  
 English Proficiencies: All  
 Reported Race: All Reported Races  
 Gender(s): Male & Female  
 Special Education: Special & Non Special  
 Socio-Economic: SED & Not SED

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

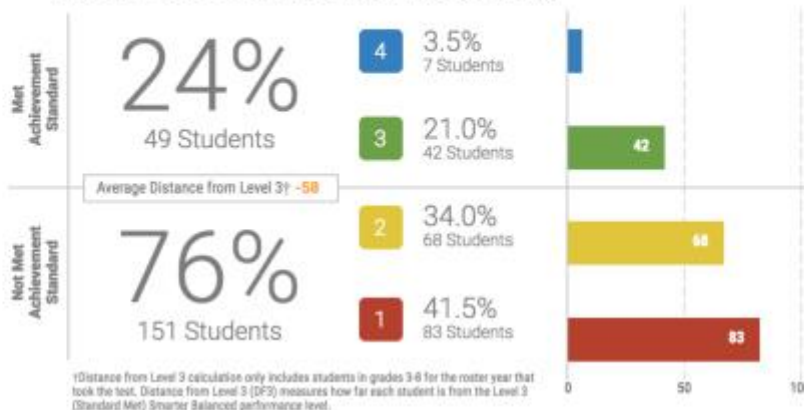
- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

### Claim Score Levels

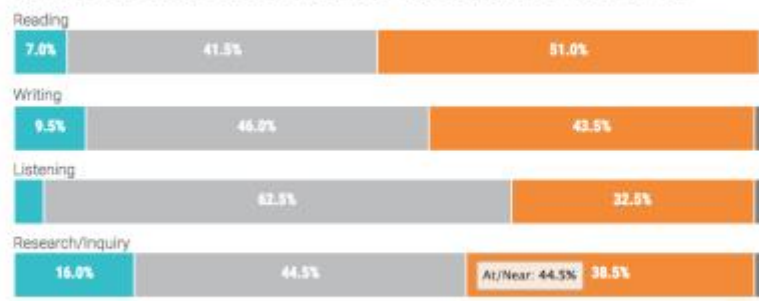
- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

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### Overall Performance: 200 Students Tested



### Claim Performance: Percent of Students at Each Level



Calculations include students tested out of district. ADDITIONAL FILTERS APPLIED: Students: All Students Add Student Group: All Students

## 2016-17 Smarter Balanced Performance Summary

Math: All Grades Tested

Site: MORCS  
 Roster Date: Control Panel (10-27-2017)  
 Grade Levels: All  
 English Proficiencies: All  
 Reported Race: All Reported Races  
 Gender(s): Male & Female  
 Special Education: Special & Non Special  
 Socio-Economic: SED & Not SED

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

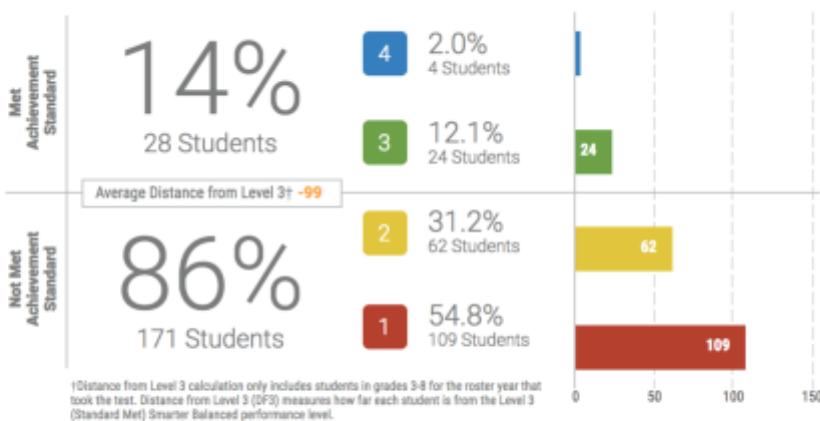
- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

### Claim Score Levels

- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

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### Overall Performance: 199 Students Tested



### Claim Performance: Percent of Students at Each Level



Calculations include students tested out of district. ADDITIONAL FILTERS APPLIED: Students: All Students Add Student Group: All Students



SBAC Reading				SBAC Math			
		#	%			#	%
All	1	135	40.42%	All	1	178	53.61%
All	2	116	34.73%	All	2	96	28.92%
All	3	65	19.46%	All	3	38	11.45%
All	4	18	5.39%	All	4	20	6.02%
		334		All		332	
SBAC Reading				SBAC Math			
		#	%			#	%
6	1	52	48.15%	6	1	68	63.55%
6	2	42	38.89%	6	2	29	27.10%
6	3	12	11.11%	6	3	8	7.48%
6	4	2	1.85%	6	4	2	1.87%
6		108				107	
SBAC Reading				SBAC Math			
		#	%			#	%
7	1	46	38.66%	7	1	60	50.42%
7	2	34	28.57%	7	2	40	33.61%
7	3	32	26.89%	7	3	16	13.45%
7	4	7	5.88%	7	4	3	2.52%
7		119				119	
SBAC Reading				SBAC Math			
		#	%			#	%
8	1	37	34.58%	8	1	50	47.17%
8	2	40	37.38%	8	2	27	25.47%
8	3	21	19.63%	8	3	14	13.21%
8	4	9	8.41%	8	4	15	14.15%
8		107				106	

6A - READING	
Mean RIT	201.5
Exceeding	1
Met	1
Nearly Met	6
Did Not Meet	21
7A - READING	
Mean RIT	205.6
Exceeding	0
Met	5
Nearly Met	9
Did Not Meet	10
8A - READING	
Mean RIT	214.2
Exceeding	1
Met	5
Nearly Met	17
Did Not Meet	6