

Executive Administrator's Report April 27, 2019

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.

How is BCCS managing the shift to online instruction and virtual communication during the COVID-19 epidemic.

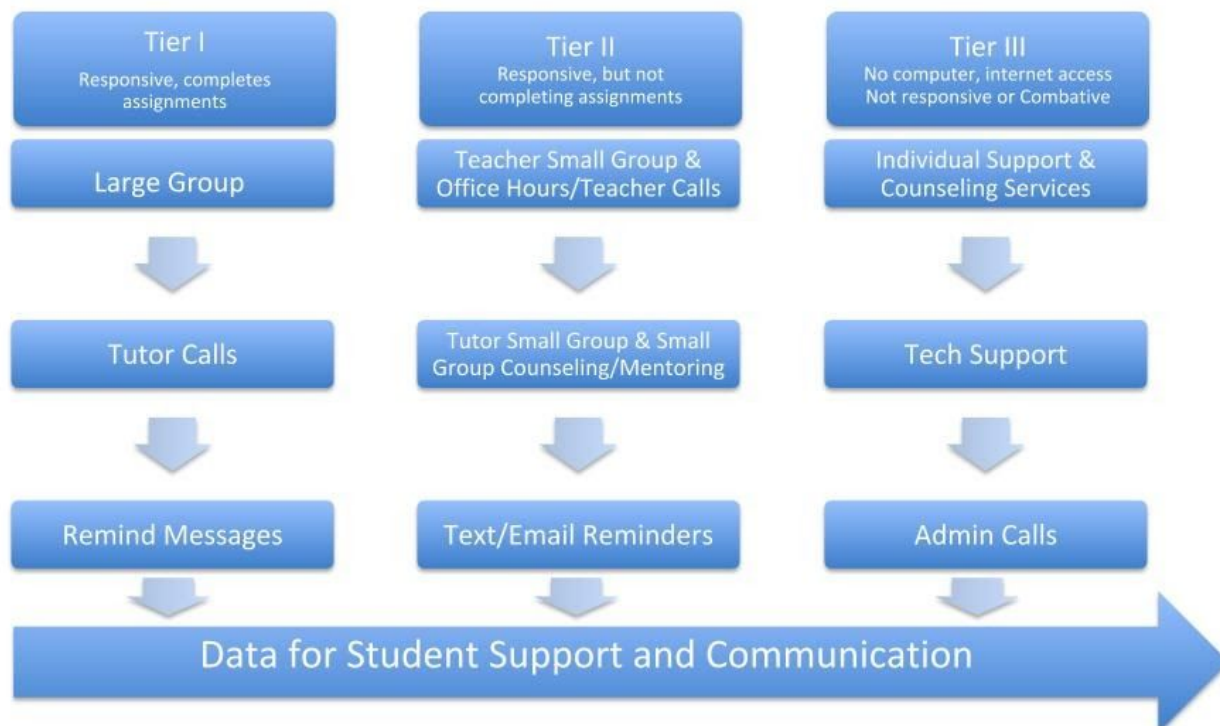
1. Access to distance learning

BCCS is now planning a fourth computer distribution day. To date, 122 devices (desktops, laptops, iPads) have been loaned to families to support distance learning. Currently, 6 more families have requested a device. Our team is working on the details of the next distribution day.

Date	1st Distribution	2nd Distribution	3rd Distribution	4th Distribution	Total
Grade	3/17/20	3/23/20	4/3/20	Pending	
5th Grade	4	3	2	0	9
6th Grade	14	20	5	2	41
7th Grade	5	26	5	3	39
8th Grade	6	23	9	1	39
Total	29	72	21	6	128

2. Communication and Supports for Our Students and Families

Strong communication is the most powerful tool we have to support our students and families. We are following a multi-tiered approach to support our learners:



Level	Tier I	Tier II	Tier III	In Transition	Total
Students	173	147	53	0	373

Tier I Supports - Student/parent is responsive to calls and student is completing assignments

1. Large Group- Direct instruction to a cohort of learners or in a flipped classroom model using Google Meets .
2. Tutors call the student/parent to “check in” and provide support with academic questions.
3. Remind messages are sent weekly with information about what is happening at BCCS and new resources available to our families and community.

Tier II Supports - Student/parent is responsive to calls but student is not completing assignments

1. Small Group Sessions- Teachers and tutors hold small group academic support sessions. Students are targeted based on need.
2. Teachers hold “office hours” for students to ask questions or connect with the teacher.
3. Teachers call students/parents to “check in”, encourage students to participate in Google Meets sessions, and provide support with academic questions.
4. Teachers and tutors send emails to students as reminders.
5. Students are invited to participate in small group counseling and mentoring opportunities.

**Tier III Supports - Student/parent is not responsive to calls and student is not completing assignments
Student does not a device to access distance learning opportunities or no internet access**

1. Administration is calling home to speak to parents to identify needs and connect families to the appropriate resources.
2. Students are being connected to counseling services from our outside provider
3. Teacher and tutors are setting up one on one meets or calls.
4. Computers are being distributed, Internet access is still being negotiated. (More families are requesting internet access)

All information collected from the work of the BCCS team is compiled in a spreadsheet so that everyone is up to date about support being provided to students and families. a Sample of the document is below:

Last Name	Tier Level (Enter 1,2,3)	Tier Description	Admin Comment
Student 1	2	Tier 2 (Responsive but completes less than 50% of work)	
Student 2	2	Tier 2 (Responsive but completes less than 50% of work)	
Student 3	3	Tier 3 (No internet access)	Spoke to Parent. Student has moved to a new address. Still in need of internet access.
Student 4	1	Tier 1 (Responsive and completes 50-79% of assignments)	
Student 5	3	Non-Responsive,Parent Combative,no tech (Tier 3)	Called and left messages on all contact numbers listed. Call for support made by staff on 4/23.

We are beginning to shift our efforts to more parent supports and will be hosting our first “Cafe Con Los Directores” on April 28th. The Cafe will be focused on answering parent questions and concerns. We expect to have more Cafes and workshops scheduled soon to support the needs of parents to become teacher partners/teachers aides at home.

4. Professional Development and Team Communication

The staff has been communicating using Google Meets and Slack. We have moved away from two a day meetings: to one per day: to three meetings per week. Meetings are 15 to 30 minutes long and are focused on keeping staff updated about important actions happening at the national, state, local, and organization/school level. Staff is beginning to be concerned about what school will look like in the Fall.

Professional development, planning and time for collaboration is held on Mondays. Staff is more and more comfortable using technology to support distance learning. The primary tools are Google Meets, Classroom, Gradebook, and Voice. Staff is using additional programs/applications like Jamboard, Peardeck, Flipgrid, Khan Academy, Kahoot, Quizizz, padlet, Screencastify, in addition to iReady, and Achieve 3000. Mr. Bradford and Mr. Rios have lead the effort at BCCS to support the staff to find, adapt to, and integrate the tools they need to support our learners. Staff is also given time to collaborate with grade level teaching partners, tutors and RSP teachers.