

BCCS Executive Administrator Report

January 2021

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.

Enrollment and Attendance:

20-21 Enrollment:

20-21 Enrollment	
Grade	Enrollment
5th	11
6th	105
7th	121
8th	114

Attendance Rate: For the most recent reporting period, the attendance rate at BCCS was 88%

2021-2022 Enrollment:

Enrollment for our income 5th and 6th grade classes is low. We currently only have 32 students enrolled for next year. While other charter school leaders are reporting similarly low numbers, I believe it is imperative to take action to recruit students for next year.

Recruitment for 2021-2022:

- Social media campaign and light post banners in the community. One of our slogans has always been *California's Future Leaders*. We will have that slogan on one side of a banner with the school log and enrollment information. On the other side of the banner we will have the photo of a former student. This side of the banner will read "The Future is Now." It will have "BCCS 2010 Graduate" (or whichever year is appropriate) then the former students current university or their career/job title. We will make these into flyers, light post banners, Facebook, Instagram, and Twitter posts, and we will possibly hang them up at our schools.
- Facebook targeted advertisements (paid service)
- Flyering at local businesses
- Presentations at local elementary schools
- Presentations in classes at Montague
- Flyering at Montague meal distribution (approx 500 meals handed out daily)
- Community trainings open to parents from elementary schools:
 - COVID safety
 - Vaccination information
 - Supporting academic growth at home
- Raffle for current families for bringing in another, new family to enroll.
- Virtual student events; planned by our students and attended by 5th graders from other schools

Addressing Attendance and Truancy:

One of the issues we experienced during the first semester were the large class sizes and the frequency of core content instruction. We increased instructional minutes from 100 minutes per week to 180 minutes per week. Teachers now see their students every day instead of every other day. Furthermore, we decreased the number of students in each class from 60-120 down to only 30 students at a time. Additionally, we increased the amount of support for underperforming students, especially during core content class time. Our goal is that this level of student visibility and support will increase adult-student interaction and engagement, and will therefore address attendance issues.

Some of our teachers have provided great feedback about these scheduling changes:

"I feel more connected with my students and like I am getting much better results. It's more work for me, but it's much better for the kids."

"I get more participation each time we meet, and the length [90 minutes] is great because I can get through my class at a steady pace and cover everything I planned. I also have enough time for independent work and I can give each student feedback and help them finish their work."

For high level truancy and absenteeism, we are providing several levels of support. First, we informed our staff of the frequent offenders and requested that they communicate with the admin and office staff when students miss class. Moreover, we requested that teachers keep us in the loop about students who are not attending class but are turning in assignments. Depending on the nature of the assignment and the duration of the work required to complete it, we may be permitted to count their assignment completion as asynchronous attendance. In addition to this communication, we have also partnered with Cal State Northridge to engage social work students to work as mentors for our students. Each of our students who have been struggling to attend class are paired with a mentor in addition to the other outreach services we provide to all students. Finally, our student support team is conducting home visits for those families who have the greatest need, for families who have been unresponsive, and for families with students with chronic absenteeism concerns.

iReady Results:

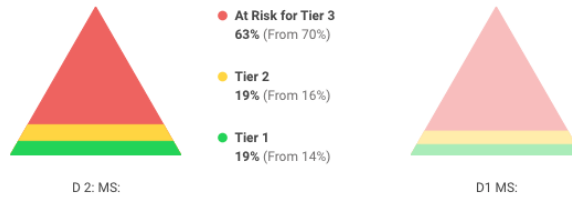
In December, we took our second iReady diagnostic for the year. There was overall growth, and our average towards typical growth progress was 33%. Ideally, we would have been at 50% at that point in the year, but our schedule made it difficult to progress as scheduled. Please see updates above for more information about scheduling changes for the second semester, which will help to address this issue.

Typical Growth vs. Stretch Growth:

The iReady diagnostic represents and measures growth using two data points. The first, *typical growth*, is determined based on their initial diagnostic score. iReady gathers normative data from all iReady users from diagnostics taken across the country. Typical growth is based on all students with the same score from across the country. For example, students scoring one grade level below may be expected to grow 20 points over the course of the year. Students two grade levels below may be expected to grow 25. It is all based on the growth of similar students across the country. *Stretch growth* is the growth students need to achieve to be on grade level by the end of the year, or as soon as possible. At BCCS, we are working with our teachers to aim for stretch growth for each student with the hope that we achieve at least our typical growth.

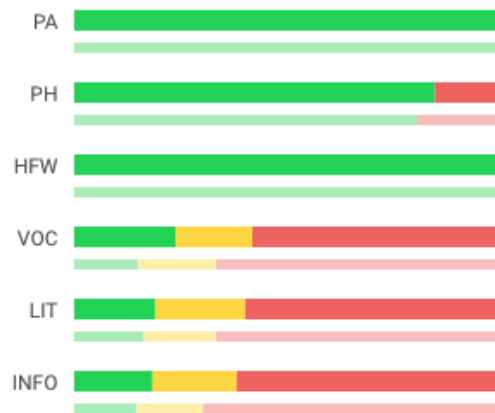
Reading Results

Overall Placement [①](#)



Overall, we had some promising results and growth, although we feel our scheduling changes and new focus on intervention will help to spur even more growth during the second semester. As you can see to the left, our tier 3 group dropped by 7% during the first semester, and our highest performance group increased by 5%.

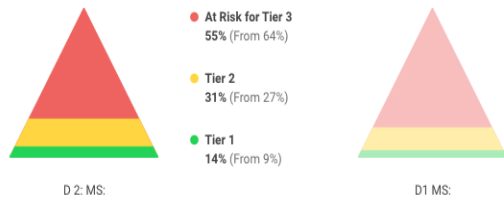
Placement By Domain



Our students are showing high levels of mastery in standards that are cyclical throughout the K-8 curriculum, including phonological awareness, high frequency words, and phonics. Overall, they still need to work on vocabulary, literary comprehension, and understanding informational text. While we are pushing to have all students reach their growth goals, one tangible effort is to get our students currently performing one grade level below (tier 2) to score on grade level by the end of the year. This would result in 37% of students schoolwide reading on grade level. Last year, 23% were on grade level based on the final diagnostic, so this would show significant growth.

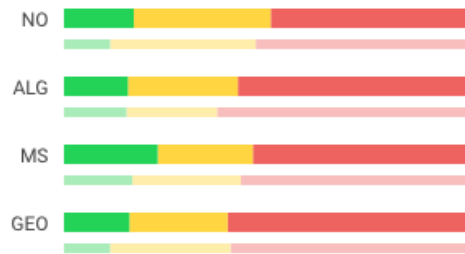
Math Results

Overall Placement [i](#)



Overall, we had some promising results and growth, although we feel our scheduling changes and new focus on intervention will help to spur even more growth during the second semester. As you can see to the left, our tier 3 group dropped by 9% during the first semester, and our highest performance group increased by 5%.

Placement By Domain



Our students are showing high levels of mastery in measurement and data. Overall, they still need to work on geometry and algebraic thinking. While we are pushing to have all students reach their growth goals, one tangible effort is to get our students currently performing one grade level below (tier 2) to score on grade level by the end of the year. This would result in 41% of students schoolwide reading on grade level. Last year, 23% were on grade level based on the final diagnostic, so this would show significant growth.

Intervention and Support:

A wide variety of data from the first semester, including grades, teacher/student feedback, attendance, participation, and our iReady diagnostic pointed us to the conclusion that we need to do more to engage our students and to provide interventions for struggling learners. To address this, we are dedicating time every Monday for collaborative planning. During this time, our general education teachers, special education teachers, and tutors meet together to discuss how student needs will be addressed through regular instruction throughout the week. Additionally, we have identified several times throughout the week where targeted interventions will be implemented:

- Saturday Academy: Targeting students one grade level below and ELs
- Monday Intervention: 1 hour of tutoring supporting students as they work through their iReady pathway
- After School Intervention: targeted support for vocabulary and reading informational text.
- Office hours: teachers hold times in their schedule daily for students to come for individual or small group support.
- In-class support:
 - Assigned case-loads for tutors for small group instruction and check-ins
 - Special Education Support for Breakout Groups
 - Planned interventions and instructional strategies for reaching all learners

Staff Committees:

Our teachers and staff have signed up for one of four committees for the second semester. The goal is to work strategically with our staff to set goals for improvement in areas that data demonstrates a need for improvement.

- SFA and EL Committee- SFA program adjustments for virtual learning and EL support for distance learning
- Guiding Coalition- review of school systems and structures to set goals for improvements and change for the future.
- Academic Excellence and Alignment Committee- review of Standards-Based grading practices and planning for improved communication and implementation.
- Recruitment and Enrollment Committee- support with recruitment for 5th and 6th grade, and possible creation of recruitment materials.

Student Leadership Class:

After a brief hiatus during distance learning, our leadership class has resumed this semester! Ms. Contreras, our 6th grade math and science teacher has taken on the responsibility of working with our newly appointed leadership students. They will be planning some events that will address student needs and will help build a strong school culture, even though we have to connect online.