

BCCS Executive Administrator Report

March 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

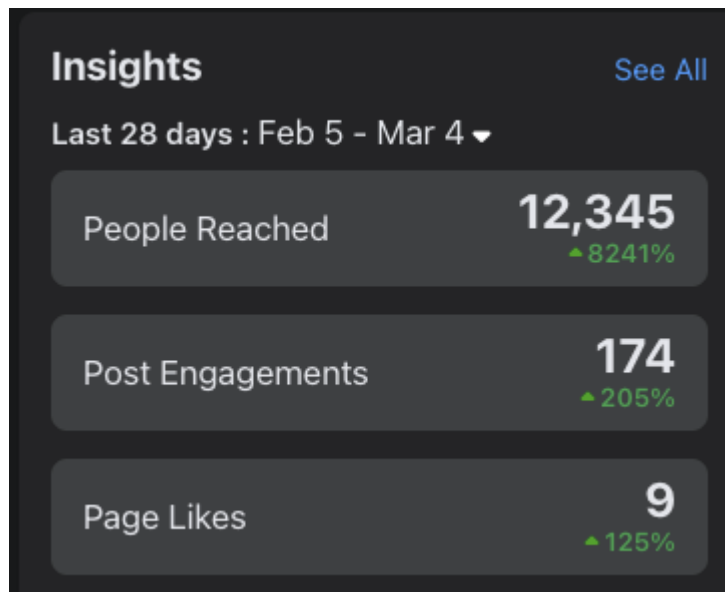
Attendance Rate: For the most recent reporting period, the attendance rate at BCCS was 88%

2021-2022 Enrollment:

Enrollment for our income 5th and 6th grade classes is low. We currently only have 52 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:

- **March updates for the following items are in bold, red text.**
- 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. **The banners were approved by city council and should be up next week.**
- Facebook targeted advertisements (paid service) **Task completed; our Facebook traffic has increase over 8000% and engagement has increased 205%. This means our work is being more widely publicized to the greater Pacoima community, which will hopefully promote our school and catalyze higher enrollment numbers. See image below for more info.**



- Flyering at Montague meal distribution (approx 500 meals handed out daily) **We have visited Montague weekly for the past month, resulting in approximately 10 new enrollees and many more interested parents/families.**
- Community trainings open to parents from elementary schools:
 - COVID safety (video being created) **Our admin team will be recording this video this week.**
 - Social Emotional Health during a pandemic **Scheduled for Wednesday, March 17**
 - Vaccination information- **Working on scheduling with a physician from Kaiser**
 - Healthy lifestyle and eating habits- **Tentatively Scheduled for 3/25/21**
 - Supporting academic growth at home **Wednesday, March 10**
- Virtual student events; planned by our students and attended by 5th graders from other schools- **On February 18th, we invited Montague Charter Elementary students to join the BCCS student community for a virtual movie night. We watched *Wonder* and teachers facilitated discussions on the impact of bullying, as well as one of the key concepts from the movie: *Given the opportunity to be right or kind, choose kind.***

LA County Food Distribution:

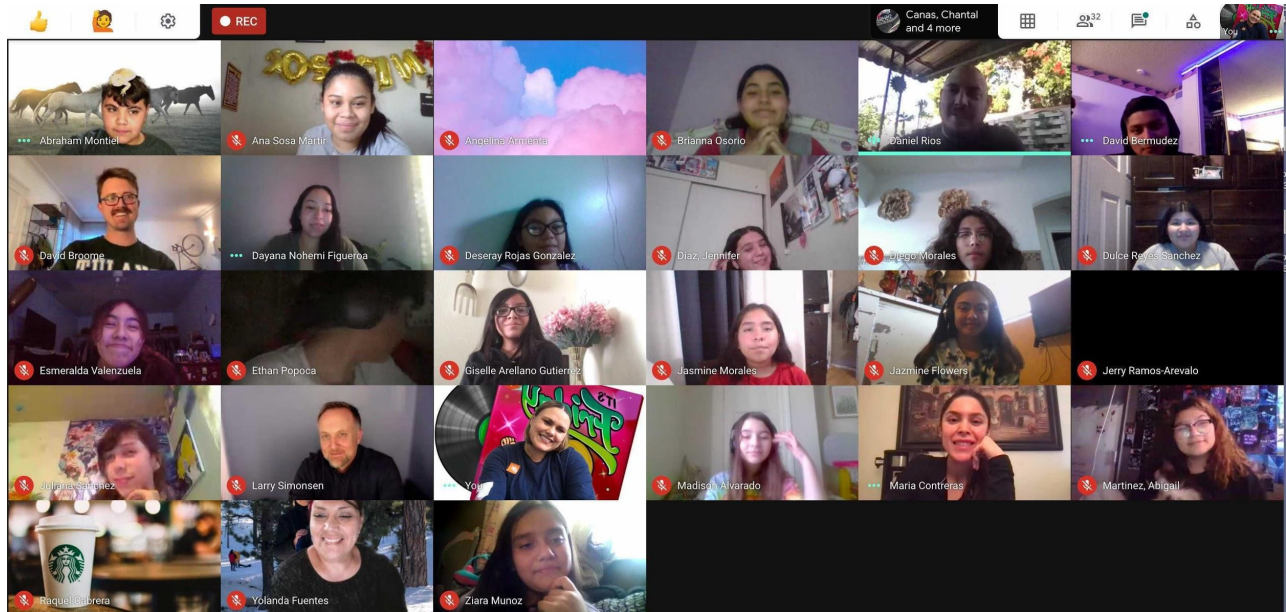
On March 4th, BCCS partnered with LA County and the Japanese American Cultural Center to deliver over 1,200 boxes of food, masks, and hand sanitizer to families in our community. Our families were notified and fliers were distributed to the homes surrounding Bert Corona, and we had a great turnout the day of the event. We also set up and handed out flyers promoting our school to approximately 600 families as they drove through to pick up their food. Ms. Sanchez, one of our tutors, is pictured below as she hands out flyers to our community, promoting our school.



Building School Culture:

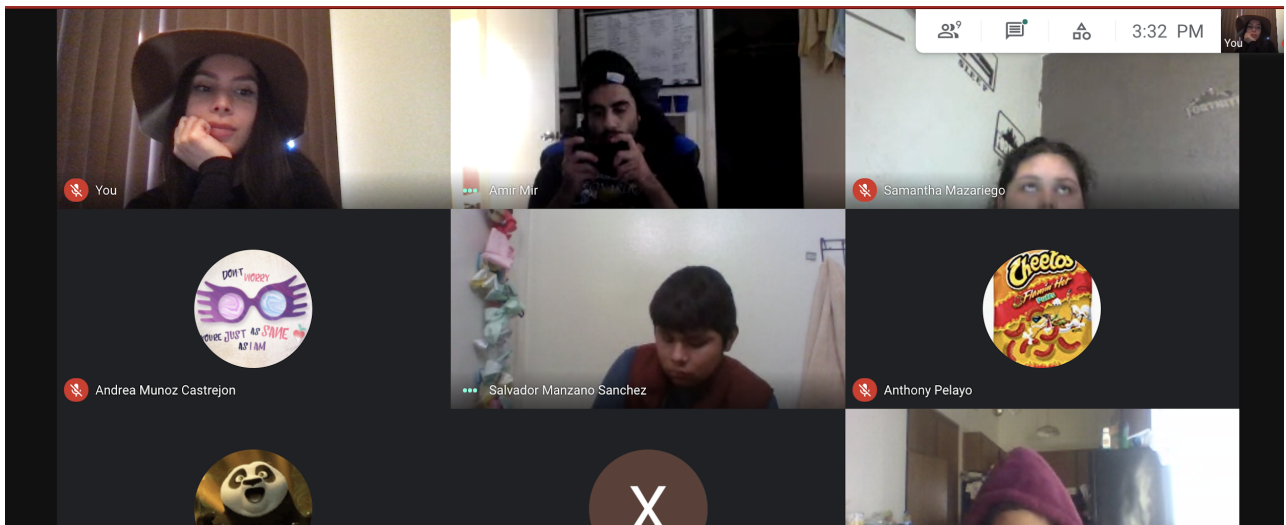
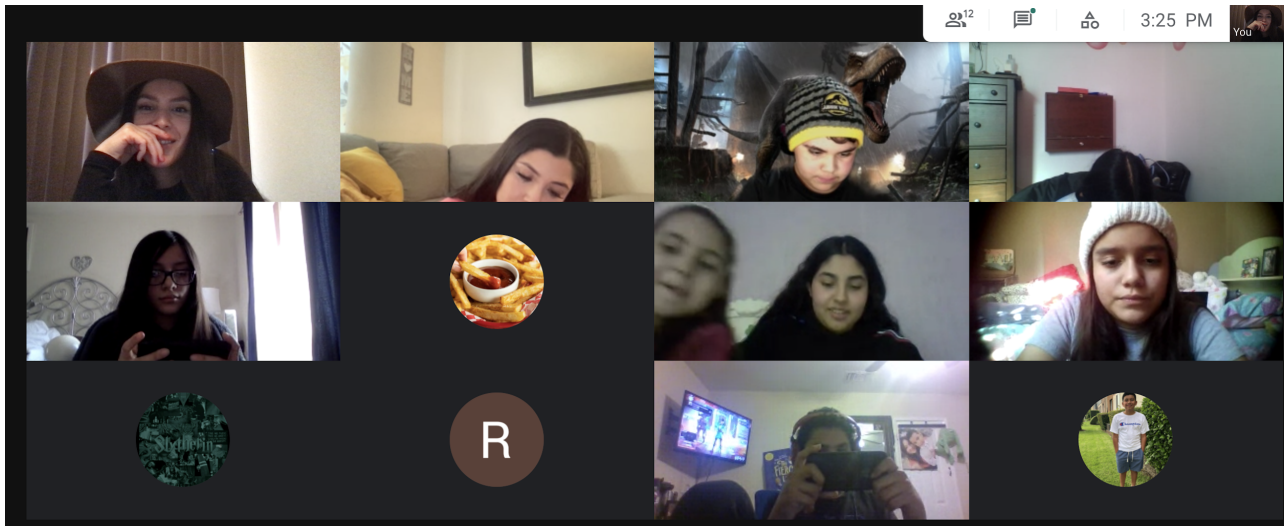
Among many other things, we have been focused on re-building our school culture, starting online and looking towards the future when we return to school. Our leadership team, pictured below collaborating with some of the high school leadership students, has been working hard to plan events for our students

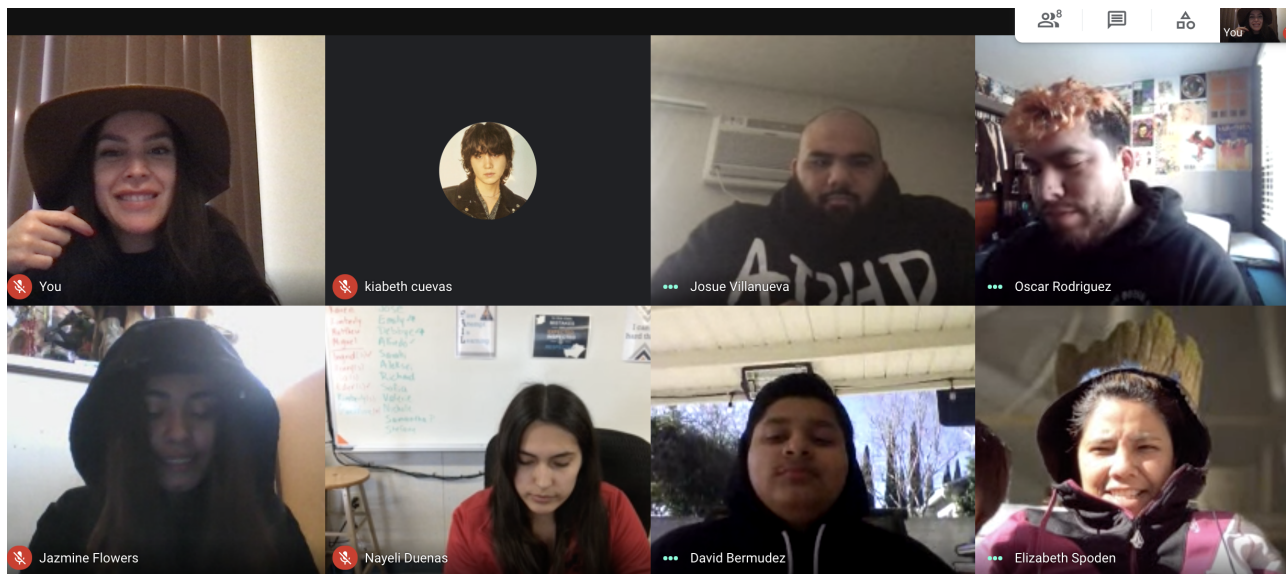
and staff.



In the past month, we have had a virtual movie night, sent out over 500 Valentine grams (students even sent grams to administrators and teachers), virtual gaming night, and school spirit week! Our students also produced their first production of BertTV in over a year, so we are pretty excited about the culture we are working to restore! Below are a few photos from game night, which just happened last night (I have never played the game, Among Us, but I hear the hats everyone is wearing are somehow connected to the game):

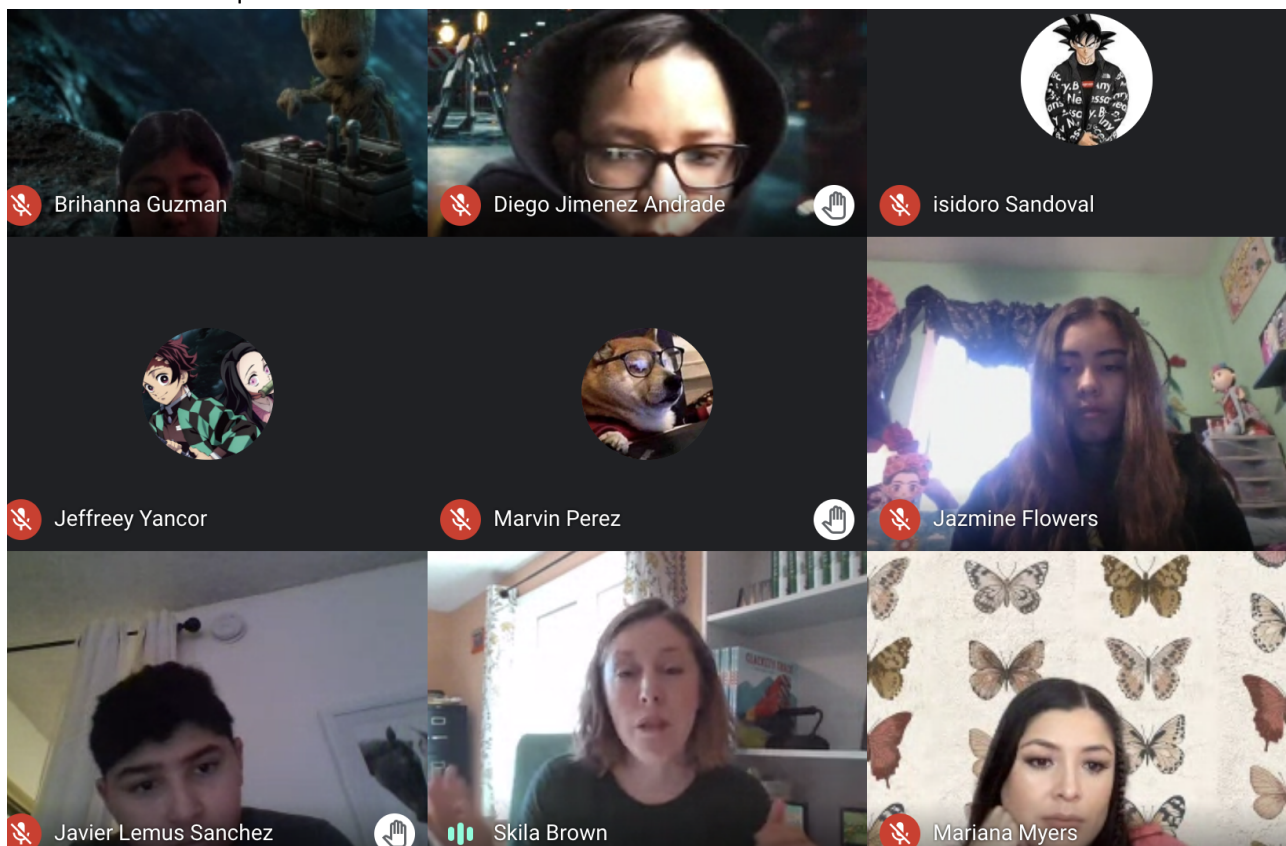






Connecting with Authors:

As part of their service learning project on literacy, our 7th grade students read *Caminar*. On March 5th, the students had the opportunity to connect with Skila Brown, the author of the book. The students were excited to meet an author, and Ms. Brown told our teacher, Mr. Walter, that he was impressed with the students and their questions.



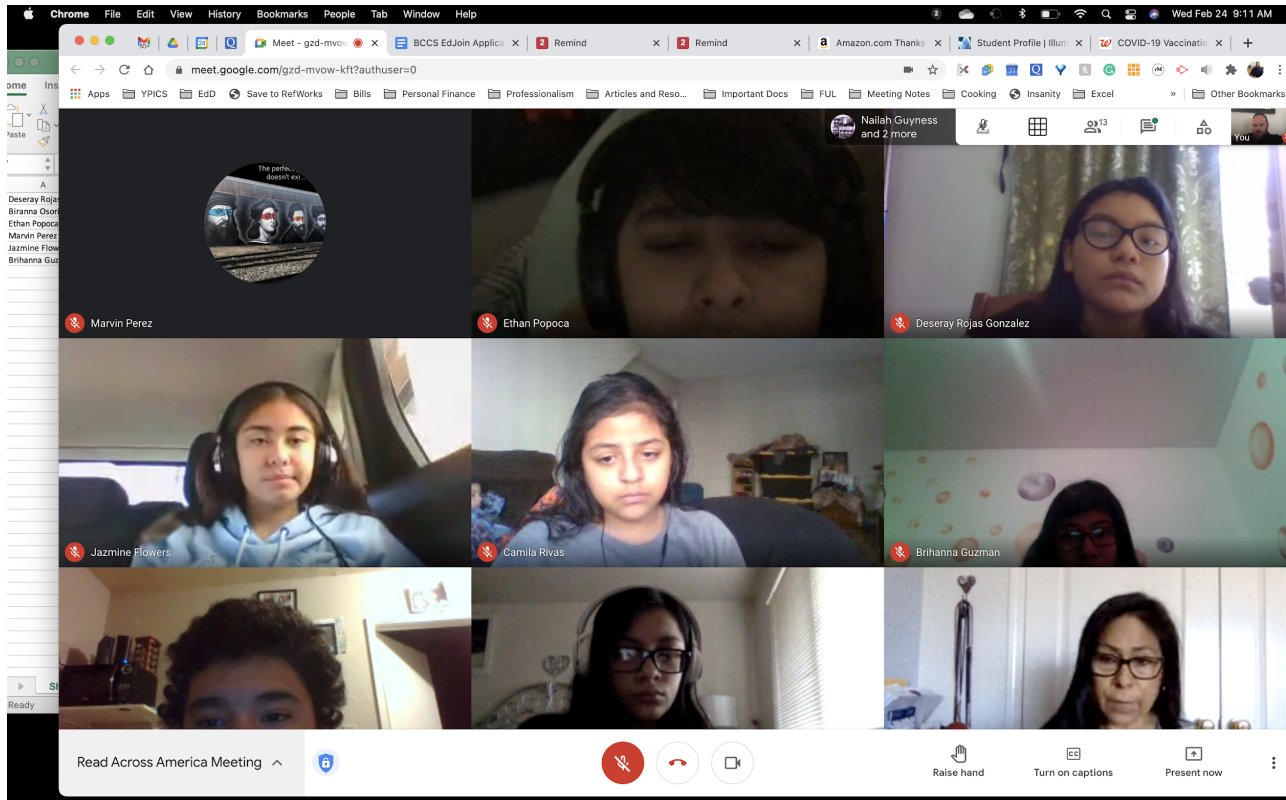
Read Across America:

9 of our students volunteered to record read alouds of their favorite children’s books for Read Across America. We shared their videos with teachers at Montague Elementary, and the teachers shared the videos with students in grades TK-3. One student, Deseray, also recorded a couple of more advanced read alouds for 4th and 5th graders. Our students are pictured below in their Read Aloud Training provided by

the Assistant Principal from Montague, Ms. Imelda Madrid. [You can check out the student videos at this link!](#)

Copy and paste the following if you cannot click on the link:

<https://sites.google.com/coronacharter.org/sundayupdate/home/read-across-america-videos?authuser=0>



COVID Data:

Per the board's request, we have started tracking families and staff members who have been impacted by COVID. As far as we know, 12 of our students and their families have been impacted by COVID, and 2 of our staff members have been exposed (one had a positive test result).

Ongoing Social Emotional Support:

One of our commitments to the community is to provide ongoing social emotional supports, even through the pandemic, as such, we are continuing to provide the following services and supports:

- Counseling from school counselor
- Mentors (through Cal State Northridge social work program)
- COounseling services (individual and group) through Luminarias.
- Home visits (outside, socially distanced)
- Teacher small group support
- Teacher and staff check-ins with students

Addressing Attendance and Truancy:

In an ongoing effort to support families with ongoing absenteeism, we are taking steps to ensure we are providing appropriate tiered supports as part of our PBIS framework. In regard to attendance concerns, students typically fall into two categories:

- A. Students who do not attend virtual classes and do not turn in work, synchronously or asynchronously.
- B. Students who attend their synchronous class, but do not complete any work.

The supports to address these concerns are similar, and can be seen in the table below:

Area of Concern	Tier 2 Supports	Who is Responsible to Deliver Support?	Who Will Monitor Effectiveness?	Tier 3 Supports	Who is Responsible to Deliver Support?	Who Will Monitor Effectiveness?
Truancy: students not coming to class, not turning in work asynchronously	REQUIRED SUPPORT(S)			REQUIRED SUPPORT(S)		
	Referral for counseling and support	Counselor, SCC team	DSCC and SCC Team	Referral for counseling and support	Counselor, SCC team	DSCC and SCC Team
	OPTIONAL SUPPORT(S)			OPTIONAL SUPPORT(S)		
	Weekly Check In	Any staff member or mentor	DSCC and SCC Team	One-on-one virtual instruction in lieu of class attendance	Teacher or tutor	DOI and Teacher
	Daily Check In	Any staff member or mentor	DSCC and SCC Team	Paper Packet (not online unless scheduled to meet with staff member for support)	Teacher (others will help distribute and prepare- see protocol document)	DOI and Teacher
	Small Group Instruction or Targeted Office Hours	Teacher or tutor	DOI and designated support person			
	Small group or one-on-one tutoring	Teacher or tutor	DOI and designated support person			
	After school program (first hour of tutoring)	Tutor/Think Together	DOI, Sepulveda and designated support person			
	Monday Tutoring/Intervention	Tutor	DOI and designated support person			
Students attending, no work submitted	Weekly Check In	Any staff member or mentor	DSCC and SCC Team	One-on-one virtual instruction in lieu of class attendance	Teacher or tutor	DOI and Teacher
	Daily Check In	Any staff member or mentor	DSCC and SCC Team	Paper Packet (not online unless scheduled to meet with staff member for support)	Teacher (others will help distribute and prepare- see protocol document)	DOI and Teacher
	Small Group Instruction or Targeted Office Hours	Teacher or tutor	DOI and designated support person			
	Small group or one-on-one tutoring	Teacher or tutor	DOI and designated support person			
	After school program	Tutor/Think Together	DOI, Sepulveda and designated support person			
	Monday Tutoring/Intervention	Tutor	DOI and designated support person			

One of the initial recommendations from our MTSS team was to provide packets to these students, but we decided to revisit our approach to tier 2 support before providing packets. Monday, March 8th will be the final teacher meeting where grade level teams will be making recommendations for which students will receive packets, which will participate in tutoring or intervention, and which will be targeted for small group supports and tutoring. Our grade level teams meet every other week to review student attendance, academic performance, and engagement and to discuss plans to support these students with tier 2 or 3 strategies. Additionally, they meet weekly with grade level teachers, special education teachers, and tutors to plan for weekly supports.

iReady Results:

Ms. King Berg requested that we include iReady data in our reports this month. I provided this data in January, but I wanted to put it in again in case you wanted to take time to review.

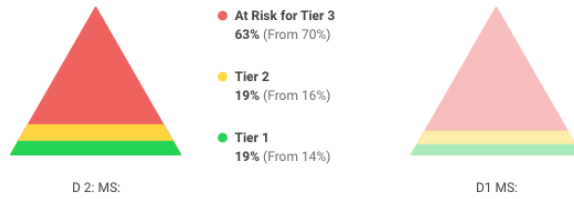
In December, we took our second iReady diagnostic for the year. There was overall growth, and our average towards typical growth progress was 33%. Ideally, we would have been at 50% at that point in the year, but our schedule made it difficult to progress as scheduled. Please see updates above for more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

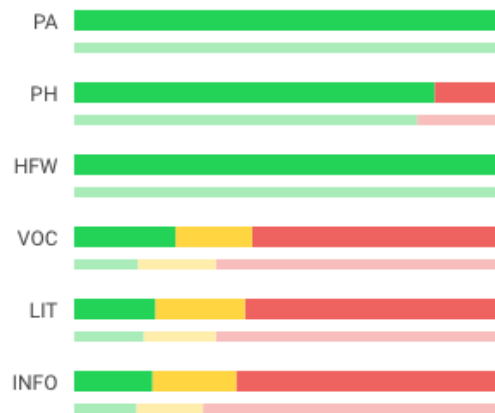
Reading Results

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%.

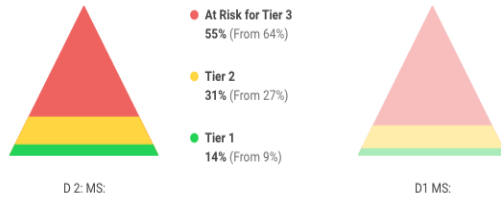
Placement By Domain



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.

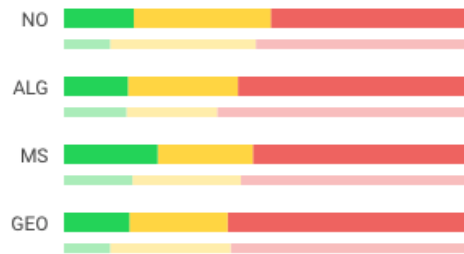
Math Results

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.