

BCCS Executive Administrator Report

April 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 62 students enrolled for next year. This number has doubled since I started as EA in January.

ELPAC Testing

For the last 8 weeks, we have been providing EL support on Saturday mornings to help prepare students for the ELPAC test. Although we have conducted some testing online, on Saturday, April 10th, we brought approximately 40 students on campus to complete their test. The students were engaged and diligent, and we feel the day was a great success! We are eager to get our ELPAC results to see how our students perform this year.

Bolstering Academic Support

For students who have been chronically absent or not turning in work, we have recently implemented a new approach. Teachers create a packet of student work that they can work on asynchronously. However, as support, students who receive the packet have office hours (individual or small group support) scheduled each week to receive instruction and content support from their teachers. While this approach has not worked for all students, several students who have not participated in any discussions the entire year are now engaging with their teachers. Our goal is to wean them off the packets in the next couple of weeks through constant connection and encouragement during meetings and through frequent phone calls. We focus our classroom time on the students who are engaging and employ a variety of strategies to reach kids during class, but our goal is to also offer ongoing opportunities for support for all of our students; even those who are reluctant learners.

COVID Testing:

On April 13th, we held our first COVID testing day for both students and staff. Parents had trouble registering online prior to coming to test, so we had three tables set up to help parents walk through the registration process. Additionally, we worked with CoVerify to set up a quick registration, just in case the parents forgot to bring the proper documentation. Altogether, we tested 63 students and all of our on-campus staff, as well as many of our central office administrators and staff. To liven the mood, our PE teacher, Mr. Villanueva donned his chef’s hat and cooked up smash burgers for everyone. They were delicious, and the smell of burgers wafting in the air definitely helped everyone generate the saliva we needed for our test! It was wonderful to have students, parents, and staff back on the BCCS campus again.

Return to Campus

In total, we have 61 students who opted to return to campus for two days of instruction per week. Our first day of classes was wonderful, everything went very smoothly. We did have 3 students show up even though it was not their day, but we were able to accommodate them. Our team worked together seamlessly, and everyone was ready to step in and support wherever necessary. Students and staff felt safe and followed all of our safety protocols.

Please find our “First Day Debrief” notes below:

Return to Campus Debrief

April 16, 2021

Highlights	Areas of Improvement
<ul style="list-style-type: none">● Everything was very clear;<ul style="list-style-type: none">○ We went over everything ahead of time and instructions were really clear● One-two-three routine went well.● Kids were following instructions● Dismissal for lunch and break, the kids followed procedures● Everyone was communicating well and often● Everyone was calm and in a good mood; calm admin makes everyone else calm as well.● Kids seemed excited- kids who came to campus were a lot of those who are not in class virtually<ul style="list-style-type: none">○ Many kids participated and engaged and it was really good to get to interact with them○ Kids were excited about their bins● No issues with sound● Students did not experience any hiccups, so we did a good job supervising and addressing any (small) issues	<ul style="list-style-type: none">● More detail on the check-in sheet to ensure the kids are there on the right day (put it on the COVID check-in sheet)● Issues with hearing the students:<ul style="list-style-type: none">○ The orange cohort is very quiet.● Apple TV in rm 4 stopped working● Login issues:<ul style="list-style-type: none">○ Login through Google○ Not knowing emails● Internet issues in rm 7● Confused about PE lesson- need to get communication about PE lesson ahead of time● Return from lunch took too long (need to work on timing going out to lunch and returning to class).<ul style="list-style-type: none">○ Need to monitor timing at lunch and adjust transition times as needed.○ We need to start on time (calling out students)● Not enough lunches ordered (we order a few

- Teachers and tutors did a great job coming to pick up kids and teaching campus procedures
- We were excited about kids being back on campus and interacting with them
- Some of our students with tier 3 needs were doing work and even submitting assignments!
- Ms. Contreras said Ms. Marquez did a fantastic job juggling kids online and in person.
- We got our steps in!
- Our kids were laughing and smiling; it felt good to be on campus!
- Ops team was on top of it!
 - Bagged the shirts and the water bottles
 - No lunch server was available so they jumped in to help out.,
- Parents were very happy that we were able to make things work when kids came on the incorrect day.
- A lot of strong communication
- Takeyama and Rene were available to troubleshoot tech

extras)

PHOTOS FROM THE FIRST DAY BACK:









iReady Diagnostic Moved to May:

With the decision to waive for CAASPP testing, we decided to move our iReady diagnostic to the middle of May. This will allow us to get as much instructional time in before the final diagnostic, which will be helpful in demonstrating growth for the school year. We are meeting this week with our teachers to determine incentives for students who meet their typical or stretch growth, and to plan how we can celebrate all students who grow. Testing will begin the week of May 10th.

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.