

BCCS Executive Administrator Report

May 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:

21-22 Enrollment:

	2020-21	Student from Waitlist	2021-22								
	Current Enrollment		Waitlist	Sibling of Existing Student	New Student	Returning Student	Retained	Total	Class Size	Retention #	Retention Rate
5th grade	11				9			9	9		
6th grade	105				74	10		84	21	-1	90.91%
7th grade	121				5	104		109	27.25	-1	99.05%
8th grade	114					119		119	29.75	-2	98.35%
Total	351	0			88	233	0	321		-4	

Our 5th and 6th grade classes remain under-enrolled, but have increased significantly over the last month.

ELPAC Testing

We received our ELPAC data on Friday. Data will be included in the next board report!

Culmination

Our culmination ceremony was great this year. While it was not the ideal program for our students, many parents thanked us for our work and our efforts to celebrate their child. We hosted a drive through culmination with several stations and a walk of fame for students. Many parents decorated their cars, per our suggestion, and came with music and noise-makers to celebrate their kids. Although we did not have a full ceremony, parents were able to take photos of their kids with teachers and staff, and we were all able to celebrate the students' accomplishments and to send them off in true BCCS style .

Another high point of the ceremony was the team effort that went into the execution. More than any previous year, all staff members participated in preparing, setting up, and cleaning up for the celebration; everyone stepped up to celebrate our students.



Summer Programming:

BCCS will be hosting two sessions of summer programming. We are currently in the midst of pre-summer, which is an enrichment program focused on socializing and interacting with other students. We invited 8th graders, exclusively, to provide them one more opportunity to engage in fun activities with our staff and their peers before heading off to high school.

The traditional Summer Program will take place between July 12 and 30. We will be focusing on reading and math skills, as well as social emotional development and physical activities. Supported by Think Together, we will run literature circles and book report projects, as well as math games, projects, and critical thinking skills. We have 7 BCCS teachers facilitating our core instruction periods, with Think Together staff members supporting during instruction and running our afternoon enrichment.

Facilities Updates

Over the summer, we will be giving some of our older BCCS classrooms a facelift with new flooring, paint, and paneling. We are also updating our switches to provide more reliable WiFi, and replacing any old, worn out whiteboards and furniture. We are also using our available furniture to create center-based classrooms to facilitate the many facets of an instructional day (direct instruction, small group learning/collaboration, and instructional support/intervention/acceleration).

Focus for 21-22:

Over the course of the spring semester, our Guiding Coalition Committee conducted a full school review utilizing the McKinsey 7S model. We discussed staffing, strategy, structure, systems, style, staff, and skills, and we discussed how these elements of our school aligned with our core shared values. We envisioned the school we wanted to rebuild as we reopen, and decided on several key steps moving forward. First, we will focus on a strategy of service learning and social justice, as those elements of our charter petition set us apart from other schools in the community. This strategy will be our driving force as we pursue excellence in instruction and community support next year. During our final two meetings for the year, we discussed what a focus on service as a strategy and holding all of our stakeholders accountable would look like and what we needed to do to make this vision a reality. Although we have a lot of work still to do, I am proud of the discussions we set as a team and the foundation these concepts have laid for our work in the coming year. Below are some notes from our last threemeetings:

June 3, 2021:

Accountability

Area	What does this look like...
<p style="text-align: center;">Students (Academics)</p>	<ul style="list-style-type: none"> ● Rewards and celebrations for GPA/grades/growth ● Homework club (ASP, lunch) ● Regular outreach ● Report cards with letters that need to be signed for Ds and Fs ● Culmination being discussion and promoted throughout the year. <ul style="list-style-type: none"> ○ February meeting with all parents ○ Quarterly culmination checks ● Earlier discussions about retention ● Advisory- teachers able to check in with students ● SBG: <ul style="list-style-type: none"> ○ Form for kids to fill out to work with the teacher to demonstrate mastery <ul style="list-style-type: none"> ■ Kids provide evidence of studying and

	<ul style="list-style-type: none"> preparation. <ul style="list-style-type: none"> ■ Kids have to communicate with teachers when they have finished their work. ■ Suggestion: Google form ■ Share the form with parents, but require kids to fill it out ○ Deadlines for each period- create calendar that we could communicate to parents. ○ Clarify the steps and the conditions. ○ Kids will meet with teachers to identify which standards and standards they should do/redo ○ Need to build accountability for kids to do the work when it is assigned. <ul style="list-style-type: none"> ■ Contracts with students ■ Saturday or after school as a requirement for students who are not doing their work. ○ Challenge: difficult for kids are resource to determine which assignments should be completed- link this concept with forms. ○ Need smaller windows for students to submit assignments. ○ Utilize mini lessons (Relay training) for helping students master lessons. ● To consider: how are we communicating which standard is being addressed and assessed? How is it being assessed? ● Interventions need to happen early, and need to be revisited often.
<p style="text-align: center;">Students (Behavior)</p>	<ul style="list-style-type: none"> ● Positive incentives: <ul style="list-style-type: none"> ○ Lunch with admin ○ Scholar dollar ○ Other regular positive “consequences” for adhering to behavior ● Consequences when kids don’t follow through ● Reflections- Google form? Written? <ul style="list-style-type: none"> ○ Multi-flow ○ Short answers/response

	<ul style="list-style-type: none"> ● Knight of the month (academic and behavior) ● Scholar dollars (can be used in a raffle each month) <ul style="list-style-type: none"> ○ have regular opportunities to “spend” scholar dollars. ○ Acknowledgement/recognition ● Funding for field trips: <ul style="list-style-type: none"> ○ Raffle using scholar dollars to go to field trips ○ Every 2 months ○ Beach trip ○ Dodger games ○ Small trips using the vans ○ Entrance fees from TT ● Field trips with students who are struggling and misbehaving so we can build relationships: <ul style="list-style-type: none"> ○ Hiking ● Sports: students put more effort when they want to play sports: <ul style="list-style-type: none"> ○ Contracts: designed for improvement. ○ Sports checkout forms <ul style="list-style-type: none"> ■ Sent via Google form? ■ For contracts, they could look different depending on students and their needs (e.g., tier 3 students may have a different contract than tier 1 students). ● Define expected behaviors for going above and beyond- SDs should be given out for above and beyond ● Incentive: go to a sports game to cheer on our athletes <ul style="list-style-type: none"> ○ Include parent volunteers ● Kids are scared to return to campus, and we will have to have a plan to engage the kids
Staff	<ul style="list-style-type: none"> ● Turning in lesson plans, unit plans ● Write ups, consequences ● Expectations- put them in contracts, plan ahead of time ● Alludo helped to incentivize PD- tasks had to be completed <ul style="list-style-type: none"> ○ Peer pressure ● Raffle for attending events ● Earning badges ● Money/bonuses ● Recognition: <ul style="list-style-type: none"> ○ Celebration in a newsletter, staff meeting, website, employee of

	<p>the month</p> <ul style="list-style-type: none">• Shift so events are taking place during the school day in addition to events after school or trips on the weekend.• Consequences:<ul style="list-style-type: none">○ Verbal counseling + support○ Write up(s) + support○ Termination if not corrected• We also discussed building a culture where people want to stay: appreciation, trust, accountability
Parents	<ul style="list-style-type: none">•

May 20, 2021:

- Proposed area of focus for the 21-22 School Year:
 - Strategy: service and social activism
 - Accountability:
 - SBG
 - Behavior/ODR/PBIS
 - Coaching
 - Parents
 - Creating an environment where teachers want to stay:
 - Pay raises
 - Coaching/support
 - Clear expectations and communication
 - Value time

Strategy Service and Social Activism

What does this look like for...	Indicators	What do we need to do?
<p style="text-align: center;">Instruction</p>	<ul style="list-style-type: none"> ● California Distinguished School ● Having data posted for kids ● Lessons and work going on in the classroom ● Monitoring and coaching ● Academic Departments ● Collaboration and team work ● Project-based learning ● More opportunities for students to make decisions ● Local application of learning 	<ul style="list-style-type: none"> ● Critical Friends Groups ● Collaborative planning between schools and content areas. ● Training on PBL or service learning projects <ul style="list-style-type: none"> ○ Cross-curricular and collaborative ● Coaching (peers and leaders, along with frequent check-ins) ● Observations at other schools (inclusion, integration) ● If CASA is going to be in the classes, we need to provide more training for how to integrate it.

<p>Parent Engagement</p>	<ul style="list-style-type: none"> ● Parents more involved on campus, parent workshops ● People will see our staff and our students out in the community (beyond the controlled and comfortable) ● Resources ● Banners ● Advertisements/social media presence for our events and activism 	<ul style="list-style-type: none"> ● Survey parents to determine interest in engagement. ● Aligning parent training with a service-mindset ● Opportunities for engagement beyond trainings and walking through the class (menu) ● Volunteer program/required hours for parent participation (rewarded for succeeding, not pushing for falling short) ● Inviting parents into the classroom. ● We would need to process our volunteers <ul style="list-style-type: none"> ○ Letty will bring in the Fenton parent handbook ●
<p>Community Partnerships</p>	<ul style="list-style-type: none"> ● People will see our staff and our students out in the community (beyond the controlled and comfortable) ● Resources ● Banners ● Advertisements/social media presence for our events and activism 	<ul style="list-style-type: none"> ● Inviting partners to campus ● Have outside businesses come to the school to offer services- kids built the partnerships ● Red Cross has CPR and First Aid ● Send students to volunteer with activist groups in the community: <ul style="list-style-type: none"> ○ Tree People ○ Pacoima Beautiful ○ Helping our neighbors ○ Heal the Bay ○ Marches (Cesar Chavez) ● Continuing and building strong

		partnerships with current partners.
Student Activities	<ul style="list-style-type: none"> • Community garden • Letters and “clubs” for catching up on their grades and talking to kids who don’t meet expectations • Increase in work submitted 	<ul style="list-style-type: none"> • Work with partnerships • Start clubs (work with ASP) • Leadership • Calendar for teacher and staff support ahead of time • Operation donation (club): focus on heart health, autism awareness, etc.)
Desired School Culture	<ul style="list-style-type: none"> • California Distinguished School • Banners 	<ul style="list-style-type: none"> • Create a mindset that we are a service-school: what does this mean, and how do we introduce students to this concept? • Student choice in projects and service • Expectations- do these fit with our strategy? <ul style="list-style-type: none"> ○ Using common language for what we want them to know: CRACLL • Learning about our school through advisory
THE MIRACLE QUESTION: Imagine we are there and our school is recognized and celebrated for our focus on service learning and social activism?	<p>Service and Social Activism</p> <ul style="list-style-type: none"> • Photos for events (activism, protests, projects) • California Distinguished School • Kids able to discuss service, activism <ul style="list-style-type: none"> ○ Common language • Lessons and work going on in the classroom • Advertisements/social media presence for our events and activism • Banners • Resources • Community garden • Students discuss the artwork • People will see our staff and our students out in the community (beyond the controlled and comfortable) <p>Accountability</p> <ul style="list-style-type: none"> • Increase in work submitted • Parents more involved on campus, parent workshops • Organized systems; not much frenzied work 	

	<ul style="list-style-type: none"> ● Having data posted for kids ● Shout-outs for growth and having it posted ● Monitoring and coaching ● Letters and “clubs” for catching up on their grades and talking to kids who don’t meet expectations ● Ongoing reflection (POLs)
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May 6, 2021:

Area of Focus:

- Shared values:
 - BIG QUESTION: Do the rest of our “Ss” align with our [core values](#)?
 - Not many things that contradict our values, but we do have gaps
 - Discipline system does not align:
 - Lack of clear consequences; how do they align with our values?
 - We try to be empathetic, so some people don’t write ODRs.
 - Calibration between ODR use and intended purpose
 - How does SBG align with academic rigor and accountability (one of our values)?
 - Where along the consequence process should a staff member write an ODR?
 - What strategies can be used prior to filling out an ODR?
 - Where is the split between classroom management and disciplinary issues?
 - Core Values direct us *how* to respond, but not *what* to do.
 - How:
 - Empathy
 - Understanding trauma
 - Positive comments and 10 warm fuzzies
 - What:
 - Specific SEL strategy we use school wide
 - Scripted responses to behavior
 - Specific strategies we use
 - Calibrating when to use ODRs and when to handle something as part of your classroom management plan
 - Coaching
 - PD could focus on specific strategies
 - What are the behaviors we see most often and how will we address them?
 - [Scripted responses](#)
- Take a moment to review our meeting notes and the 7Ss, including the areas of concern summarized below (HINT: look for themes in our notes)
 - Summary of changes and areas we need to address:
 - Refocus on PBIS and best practices (see above)
 - Systems:
 - Communication
 - Student Discipline

- Coaching and Support
 - Differentiating PD + PD for all staff:
 - Teacher experience level
 - Tutors
 - Operations staff
 - SCC
 - Admin
 - Calibrating and collaborating on student discipline
 - Standards-based grading and how we hold students accountable
 - Implementation of SBG:
 - Not aligned on specifics of SBG:
 - Zeros vs. no zeros
 - Mastery assignments vs. overall mastery scores/grades
 - What are parents expecting? What are they buying into and did they get it by enrolling their child at BCCS?
 - Do we have data about why parents disenroll their kids?
 - Similar to discipline, we talk a lot about *how* to teach, but not *what* to teach.
 - Especially in humanities where there is more flexibility in content (standards require skills more than specific content).
 - Need more time content collaboration time
 - Vertical alignment
 - Strategy
 - Style- jobs and responsibilities; holding each other accountable.
 - Improves communication
 - Is there overlap between positions
 - Multi-faceted issues that span several areas.
 - Parent engagement for our areas of focus
 - Communication with parents
 - Teaching parents how to communicate with and support their students
- Proposed area of focus for the 21-22 School Year:
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SUMMARY OF CHALLENGES DISCUSSED

Concerns to Address

SKILLS

- Organization and planning ahead:
 - Knowing what's coming would allow people to prepare.
 - Could a predetermined plan work?
 - Could be determined ahead of time, but not the whole year (things change).
 - What are the outcomes and how can focus on those outcomes individually and as a team?
- Define and discuss tasks in terms of accountability (see above).
 - Accountability can/should be accomplished through coaching
- Why do we do **lesson plans**? Is there another way to plan and gather this info?

STAFF

- Not clear who to go to for behavior/student support:
 - Is there differentiation depending on the concern.
- More training and support for supervision, de-escalation and how to teach emotional intelligence, as well as how to address certain conversations.
- How to tell the story of the amazing things we do- tell our story
- Customer service: how do we talk to people and how can we improve our interactions
- Extracurricular activities
 - Could we electives/contractors that we bring in from the outside

STYLE

- Holding each other accountable
- Improved and more consistent coaching

SYSTEMS

- Clarifying who is responsible for monitoring, correcting, and providing feedback, as well as adjusting when necessary.
- Up front training needs to be intentional
- PBIS:
 - Major v. minor, how to use Scholar Dollars
 - Lack of implementation of Tier 1: positive supports
- Collaboration between ASP and school day
- Communication:
 - Sometimes we have too many chefs in the kitchen:
 - **TRUST**- we need to trust people to do their work and allow them to run in their area.
 - We need to have a better process for delegation
 - What are our norms for communication and for using the different communication tools?
- Systems for reporting (closing the loop):
 - How was a student issue addressed?
 - What was done with the student when they were pulled for resource support?
 - What happened during intervention time?
 - What is happening during after school/during the school day?
 - How are we reporting back to parents about supports on campus?
 - How are we communicating and monitoring how professional training has impacted instruction?

STRUCTURES

- We need to be more efficient with our documents so that communication is streamlined.

- Building capacity and strengths of the team
- Equal opportunities, more inclusive
- Identify what collaboration should look like
- More team building
- Need to be more clear about our asks and expectations
 - Nothing wrong with saying things are mandated

- Forms get filled out- who is tracking and monitoring what is going on?
 - Sometimes we need to communicate about a new initiative to see if someone has already created something or if someone has already worked on this task.
- Work needs to be streamlined!
- Sometimes procedures overlap
- The portal is supposed to be used to find important documents, but there is too much information and it is difficult to navigate.
 - Nothing has descriptions, there is too much on there.
 - Some documents are not updated.
- Some systems need to be more clearly defined so we don't have to have documents for each specific need.
 - E.g. how to implement tier 2 strategies, when to push to admin and tier 2
- Find the "Who do I go to for..." document and make sure it is updated.

SHARED VALUES:

- Students not knowing what a citizen scholar is
- Academic effort on the student side is not there (pandemic effect)
- Hard to build relationships right now.
 - Could be an area of focus when we return to campus.
- We are not where we want to be in our interactions with families (currently, communication seems one way: school to home).
- PBIS seems to have become our hallmarks (main area of focus).
- We need to make **who we are** our shared and projected identity. **OUR STORY**
- Need to focus on truly being relational