

BCCS Executive Administrator Report

December 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 (as of 12/6/22)

17	17
104	26
108	27
116	29
345	

As we work on enrollment for next year, we have several plans in place. We will be working with our local elementary schools to pass out flyers and to visit the schools to present to parents. We are also working with Schola to help bolster our outreach efforts online, and we are working to improve our social media presence.

School Culture:

The month of December is always a busy one, both at home and at school. Bert Corona students are staff are getting into the holiday spirit as we make the final push for the end of the semester. To keep our spirits light and jolly, we have several school culture events on this month:

Adopt-A-Tree: This is one of our holiday traditions that everyone on campus really enjoys. Each advisory class and department “adopts” a tree or bush on campus they are going to decorate. Over a couple of weeks, the teams make their plans and bring in their decor in preparation for decoration today. This year, our campus was decorated on December 6th, and we are excited to have this holiday spirit welcome us daily for the next couple of weeks!







Secret Santa: Secret Santa is another holiday tradition for our staff. This year, most of our staff is participating and we will be finding out who we will be giving gifts to during the week of 12/13. At the end of the week, we will have a breakfast potluck where the Secret Santas will be revealed.

Pop Day: Most years, we have our pop day on the last day of school before Thanksgiving break, and the day includes a flag football game between staff and students. This year, with all of the planning for vaccinations, we let the planning slip through our fingers (in addition to the fact that we are not going to play football because of our COVID guidelines). However, we decided to run a pop day the last day before winter break in which students will participate in a series of Minute to Win It challenges in which their advisories will compete against each other. The winners will receive a class trophy, which we will continue to pass around in future years.

Upcoming Conference/Training:

This week we have two of our staff members will be attending a training on leading restorative practices. Our goal is to build our local capacity for having restorative conversations and approach student behavior and challenges with empathy. I will be meeting with the attendees when they return so we can determine how to best share and disseminate what they learned amongst the rest of the staff (e.g., modeling, facilitating, professional development and training, etc.).

Parent Meetings:

Throughout the school year, we have been partnering with the LA Department of Public Health to facilitate training on mental health and awareness to our parents. These trainings have been very helpful for our attendees and we look forward to continued partnership with LADPH.

In addition, we have had ongoing meetings with our families where we share updates and provide a chance for parent input, including our SAC meeting and our monthly Coffee with the Principal meetings. These times are very helpful, as we can get a window into our parents' perspective on how the school year is going, as well as their celebrations and concerns.

Last week, we met with our 8th-grade parents to discuss requirements for graduation and culmination. We had a great discussion about the requirements, as well as the need to start changing work habits immediately if improvements need to be made. This is the earliest we have had this discussion, and our goal is to ensure that all families are aware of the requirements well in advance of the culmination ceremony. Hopefully, this will improve student effort to be present and engaged throughout the second semester and will mitigate last-minute hail marys to gain eligibility. Our desire is that our students develop the self-management skills they need to be successful in high school.

Vaccination Update and Independent Study:

Currently, our tracking data shows that 73% of students have turned in their vaccination cards to verify their first dose has been administered. Of the 67 students who are not currently compliant, 52 of them are either enrolled in independent study for next semester (current 21 students) or they have been in communication with the school that they have received the first dose but just need to submit the card to the office. With those counts considered, we are at 96% compliant, and we are working diligently to work with the last few parents to either get their students vaccinated or to get them enrolled in Edgenuity for long-term independent study.

EL Support Plan:

We were fortunate to have Elizabeth Jimenez, professor at the University of Hawaii and EL expert, visit our campus last week. She walked through classes and shared her insight about how we can improve our practice to meet the needs of English learners, and she helped our leadership team develop an approach for professional development for the second semester that will help our teachers improve their overall practice in support of ELs.

Benchmark Testing (iReady):

Benchmark testing will be taking place the week of December 6th. We are eager to see how our students have grown over the last few months and we are excited to have our data so we can start making plans for second semester. Generally speaking, our students should be about 50% on the way to their typical growth for the year, or 50% on the way to their stretch growth (depending on the goals they set with their teachers). Once we have our data, we will be analyzing it with our teams, and we will setting goals, benchmarks, and strategies for learning in the second semester. We will also use this data to inform our planning for PD so we can meet the needs of all of our teachers, leading to better instruction for all of our students.

Teacher Support and Areas of Focus:

Research shows that instructional support is best accomplished by a team of people rather than just one individual. This year at BCCS, we have 6 people providing support to our teachers so we can meet the needs of our teachers while also pushing the growth we need to see this year. While our goal is for all students to grow, our focus is to see growth for our subgroup populations as well. Our instructional team has split up the teaching staff as follows:

Administration			Teacher Mentors		
K. Myers	Rios	Takeyama	M. Myers	Arreola	Campana
Campana	Arreola (PUC)	Duenas	Walter (PUC)	Pistilli	Contreras
M. Myers	Josselyn (PUC)	Nevins	Mir (CSUN)	Mousavi	Bravo
Villanueva	Luc (PUC)				

We have been meeting regularly with our mentees, and we will continue to do so in the second semester.

COVID Testing and Safety:

Recently, we switched to nasal swab testing instead of spit testing for all students and staff. In doing so, we have been able to cut down the amount of time it takes to complete the testing, adding more instructional minutes back to our day, and we have reduced our rejected samples to zero over the last few weeks!

Strategic Planning for S2: Community Schools Focus

Our leadership team is currently working with Karina Falvela, our Director of Community Schools, to create a strategic plan for the second semester that will help guide our school towards more engagement from all stakeholders and greater success. We started by reviewing our important initiatives and the areas of focus for our school and for successful community schools. We create the following list:

Important Initiatives to Remember:

Community School Model

Collaborative Leadership (Effective Communication)

- School wide leadership
- Parent leadership
- OPS
- SCC
- Academic
- LSC

Academic Achievement

- [Academic Goals](#)
- Professional Development
- Growth of EL learners
- Growth of SPED learners
- Consistent teaching strategies
- Project-Based Learning

Social Justice/Learning

- Social-Emotional Learning
- Tolerance
- Health and Wellness training
- Service
- CASA
- Empowerment

Building Our Reputation

- Share our story and control our messaging
- Parent engagement
- Services for families
- Community partners

Rebuilding our school culture (post-pandemic)

- We have an opportunity to build our school culture

- Data demonstrating the impact of initiatives and services

Activities

Our next step was to analyze our environment and the state of our community and school through a PESTLE Analysis and a SWOT analysis (see below). Our final step will be to set our inputs, outputs, outcomes, and metrics. To do this, we will be using a strategic planning logic model and we will be finalizing this step over the next two Monday meetings.

PESTLE Analysis:

Category	Factors
Political (Policies, district/state oversight, board elections)	Covid 19 Tier I guidance from LADPH Covid 19 Vaccination Mandate - LAUSD Covid 19 Vaccination Policy Employee and Students - YPICS
Economic (Budget, COVID funding, expenses)	Grants and funding for learning loss mitigation CDE focus on funding for expanded learning opportunities(including after school all other out of classroom services/resources) USDE funding focused on Community Schools and GEAR UP, MTSS/Social Emotional
Social (Pandemic, vaccinations, virtual world)	Higher social emotional needs More social media influence (neg. = TikTok trends) LGBTQAI+ policies, social movement BLM and equity for all communities Work life balance vs. increase responsibilities and tasks Virtual vs. in-person
Technological (new advancements, companies/programs)	Tech availability and streamlined/affordable devices Increase in grants for tech from learning loss mitigation
Legal (legislation, e.g., independent study)	Credentials match all classes taught by a teacher Short-term and Long-Term Independent Study
Environmental (Pandemic, vaccinations, community challenges, global warming)	CDC guidelines for COVID safety CA adopts Ethnic Studies for HS Curriculum (25-26) Dropping of SAT and ACT for UC schools Mask Mandates, Social Distancing, New Covid Variants Open vs. Closed Campus

SWOT Analysis:

	<p>Strengths:</p> <ul style="list-style-type: none"> ● Collaborative ● Unity, compliance ● Safety protocols (COVID and non-COVID) ● Compassion, care for our community ● Adapting, flexible ● Wear multiple hats/multitask ● Strong policies ● Many resources, strong teachers ● Consistent professional development 	<p>Weaknesses</p> <ul style="list-style-type: none"> ● Communication ● Fear of accountability and follow-through. ● Too empathetic? Empathy has to be aligned with accountability ● Burnout or lack of efficient work ● Consistency in academic rigor ● Lack of adherence to job descriptions and positions; rely on individuals ● Teacher-centric training ● Approach: trial and error instead of strategic ● Fully utilizing partners and resources to address issues (attendance communication, tutoring/after school support).(Alignment of external resources)
<p>Opportunities (see PESTLE)</p>	<p>Building a community that supports LGBTQTIA+ learners Establishing community partners, curriculum, clubs, etc.</p> <p>Independent studies provides opportunity to recruit and serve a wider community</p> <p>Return to campus has led us to reexamine and update policies</p> <p>Academics have shifted to</p>	<p>Legislation Supports school to employ staff with appropriate clearance to teach English Learners</p> <p>Communication Increase communication to families of Tier I students; personalize communication</p> <p>Proactive communication</p>

	<p>more tech based activities, resources, and production</p> <p>Behavior expectations have been reset as well as supervision plans</p> <p>Building in stronger systems for Tier 1: culture, celebration</p> <p>Pandemic allowed us to build a closer relationship with parents; families appreciated the support. Continue to provide robust support to Tier II and Tier III learners.</p>	<p>Utilize our technology, Infinite Campus, to automate notifications about absences and missing assignments.</p> <p>Technology Increase coaching and feedback to ensure technology is being used to support learners moving towards grade level mastery.</p> <p>Working Efficiently Clear roles and responsibilities Coupled with systems</p>
<p>Threats (see PESTLE)</p>	<p>Using community resources to refer our students and families as well as provide presentations and lessons in the classroom.</p>	<p>The heightened requirements from the pandemic combined with our weakness of using resources and partnerships effectively. We need to be more resourceful.</p> <p>Communication is necessary to make sure that we are aligning with the team, both top down and bottom up. If we are not consistent, it creates misalignment.</p> <p>Learning how to use IC effectively. Need to update data.We</p>