

BCCS Executive Administrator Report

March 2022

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 3/28/22)

Grade	Total	Class Size
5th grade	17	17
6th grade	103	25.75
7th grade	107	26.75
8th grade	113	28.25
	340	

2022-2023 Enrollment (as of 3/28)

5th grade	10
6th grade	75
7th grade	103
8th grade	107
Total	295

Enrollment Efforts for 2022-23:

- Modified school tours (due to COVID safety)
- Recruitment presentations
- Flyering at local schools
- Community fair
- Schola

School Culture and ELOP:

We are very excited about the culture we are starting to rebuild following the pandemic. Recently, the Extended Learning Opportunities Program grant has provided us the opportunity to expand our clubs and tutoring to a place where we can support more students and build stronger relationships. We have a variety of clubs, academic support, field trips, and more through this grant, and it has been a huge part of us investing in our school culture and community this semester. Some of the programs we are now offering are listed below:

- Math tutoring
- English tutoring
- EL 1 tutoring and language support
- Body Image, Hiking, Running Club

- Film appreciation club
- Theater club
- Comic Book Club
- Vegan Cooking (the Happy Cow Club)
- Arts and Crafts
- Drawing and Realistic Image Creation Club
- Book Club
- Spikeball Club
- Soccer
- Makeup and Special Effects Club
- Photography Club

Additionally, our leadership class has been doing a lot to push our school hallmarks and school climate/culture. They have been running more events for students, competitions for advisory classes, and student store sales for supplies and prizes (including non-uniform days).

Finally, we have teamed up with Kaiser to implement their Hippocrates Circle program at our schools. Currently, we have 44 students who are learning the pathway to becoming doctors from medical professionals who grew up in their communities. Two of our science teachers are leading this effort, and our focus has been to recruit students who don't typically get involved with programs like this. A few of these students are students who are challenging behaviorally, and others are quiet, average students who typically do not volunteer for opportunities. Although these students were targeted, we also allowed others to sign up if they were interested.

Professional Development and Training:

Our PD meetings this semester are divided into two segments each Monday. During the first part of the PD session, teachers are working with Dr. Myers about supporting our subgroup populations, particularly our ELs and our students with special needs. Then, during the second hour, the teachers go into either DSI (Do Something Important) Time, or they meet with Mr. Takeyama to create and refine their approach to positive behavior interventions and supports (PBIS). Explanations of all segments are below:

EL Support

Our PD series on supports for ELs began with a review of the ELD standards and a personal reflection and analysis on each teacher’s integration of the standards into their weekly practice (see template on the next page below). Each teacher completed the analysis, then decided to focus on three ELD strategies that they would improve or initiate in their weekly planning for EL support. As mentor teachers met with their mentees, they discussed this strategy and it was being implemented, then they offered feedback for improvement. As the strategies were being implemented and mentorship was provided, we continued to discuss EL supports over the next couple of weeks. Here is an outline of the topics covered during this series:

1/31/22	ELOP Support and Planning Implicit Bias Training
2/7/22	ELD Support: Knowing the Standards and Necessary Supports 7th PBIS Strategic Plan; 5, 6, 8 DSI
2/14/22	ELD Support: Lesson and Feedback models for success 7th PBIS Strategic Plan; 5, 6, 8 DSI
2/28/22	Supporting ELs as a team: Data-based decisions making 7th PBIS Strategic Plan; 5, 6, 8 DSI
3/7/22	ELD Support: Engaging English Learners 7th PBIS Strategic Plan; 5, 6, 7 DSI
3/21/22	ELD Wrap Up (Reflection) and SPED Support Self-Analysis 8th PBIS Strategic Plan; 5, 6, 8 DSI

Supporting Students with Special Needs:

Now that we have completed our series on EL strategies, we will be moving into planning intentional supports for students with special needs. This series will begin next week and will focus on the following topics:

3/28/22	SPED Session 1: Methods for Collaboration 8th PBIS Strategic Plan; 5, 6, 8 DSI
4/4/22	SPED Session 2: Snapshot Review- Understanding Student Needs 8th PBIS Strategic Plan; 5, 6, 8 DSI
4/25/22	SPED Session 3: Planning Intentional Supports for SWD 8th PBIS Strategic Plan; 5, 6, 8 DSI
5/2/22	CAASPP Testing and Training/Prep 5th/6th PBIS Strategic Plan; 7, 8 DSI
5/9/22	SPED Session 4: Providing Feedback to SWD: Conferencing 5th/6th PBIS Strategic Plan; 7, 8 DSI
5/16/22	ELD and SPED Support Wrap-up and Reflection 5th/6th PBIS Strategic Plan; 7, 8 DSI

Our goal with both the EL and SPED PD series is to bolster our practice in supporting these students and to align the practices we see across all classrooms.

ELD INSTRUCTIONAL ALIGNMENT ANALYSIS

Teacher Name:

*On the following table, mark the frequency in which students engage in the following exercises in **your** class.*

Copy and Paste Me!

Language Skill	Frequently/Daily	Sometimes	Never
Exchanging ideas with others (oral discussions)			
Interacting with others in written English			
Offering and justifying opinions; negotiating with and persuading others			
Adapting language choices to various contexts (based on task, purpose, audience, text type)			
Listening to spoken English in a range of contexts			
Reading literary and informational text closely			
Viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language			
Evaluating how well writers and speakers use language to support ideas and arguments			
Analyzing how writers use vocabulary and other language resources for specific purposes			
Expressing information and ideas in formal oral presentations on academic topics			
Writing literary and informational texts to present, describe, and explain ideas and information.			
Justifying arguments and evaluating others' arguments in writing			
Selecting and applying varied and precise vocabulary and language structures effectively to convey ideas			
Learning and understanding text structure			
Understanding text cohesion			
Using verbs and verb phrases			
Using nouns and noun phrases			
Modifying to add details (revision)			
Connecting ideas			
Condensing ideas			

FYI: Each of these skills or exercises align with the 5th through 8th grade Common Core and CA Common Core standards. [Take a look at this document](#) to see which standards, specifically, align with these practices.

For example:

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy
B. Interpretive 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	<ul style="list-style-type: none"> ● SL.6.1, 3, 6; L.6.1, 3, 6 ● RL.6.1-7, 9-10; RI.6.1-10; RH.6.1-10; RST.6.1-10; SL.6.2; L.6.1, 3, 6 ● RL.6.4-5; RI.6.4, 6, 8; RH.6.4-6, 8; RST.6.4-6, 8; SL.6.3; L.6.3, 5-6 ● RL.6.4-5; RI.6.4-5; RH.6.4-5; RST.6.4-5; SL.6.3; L.6.3, 5-6

Alignment Plan:

Consider the following:

- Your data and plan for instruction this semester
- You common practices and instructional strategies that align with the practices outlined above (page 1)

In an effort to support English Learners, list 3 strategies/practices from above that you will either continue to implement or start implementing.

Strategy 1:

Strategy 2:

Strategy 3:

Teacher Selected EL Strategies:

Teacher List	Area of Focus (data-based)	EL Strategy 1	EL Strategy 2	EL Strategy 3
Arreola	Word Problems- Group Work and Station Rotation	Media to determine how meaning is conveyed explicitly and implicitly through	Using varied and precise vocabulary and language structures effectively	Learning and understanding text structure
Bravo	Focus on one-on-one support, 50 percent meet stretch growth	Exchanging ideas with others (oral discussions)	Using literary and informational texts to present, describe, and explain ideas and information	Justifying arguments and evaluating others' arguments in writing
Campana	Content and academic vocabulary, sentence frames and supports for ELs	Exchanging ideas with others (oral discussions)	Offering and justifying opinions, negotiating with and persuading others	Using literary and informational texts to present, describe, and explain ideas and information
Contreras	Strategic instructional groupings; motivation; EL supports	Exchanging ideas with others (oral discussions)	Using varied and precise vocabulary and language structures effectively	Modifying to add details (revision)
Duenas	Behavior, classroom management	Exchanging ideas with others (oral discussions)	Reading literary and informational text closely	Modifying to add details (revision)
Josselyn	Pushing performance of high-performing students	Justifying arguments and evaluating others' arguments in writing	Using varied and precise vocabulary and language structures effectively	Modifying to add details (revision)
Luc	Student engagement and work completion	Offering and justifying opinions; negotiating with and persuading others	Using information and ideas in formal oral presentations on academic topics	Connecting ideas
Mir	Small group work	Using literary and informational texts to present, describe, and explain ideas and information	Connecting ideas	Condensing ideas
Mousavi	Building relationship, work completion, dismissal routine	Offering and justifying opinions; negotiating with and persuading others	Justifying arguments and evaluating others' arguments in writing	Understanding text cohesion
Myers	CASA, vocabulary, context clues, author's purpose	Exchanging ideas with others (oral discussions)	Offering and justifying opinions; negotiating with and persuading others	Reading literary and informational text closely
Nevins	Vocabulary; sentence structure	Interacting with others in written English	Offering and justifying opinions; negotiating with and persuading others	Learning and understanding text structure
Pistilli	Student expectations and response the first time (behavior is impeding academic growth)	Interacting with others in written English	Using verbs and verb phrases	Modifying to add details (revision)
Villanueva	Student focus and motivation (focus on competitions)			
Walter	Vocabulary and grammar	Offering and justifying opinions; negotiating with and persuading others	Listening to spoken English in a range of contexts	Evaluating how well writers and speakers use language to support ideas and arguments

DSI Time (PD): During our second hour of PD each Monday, 2/3 of our teachers are given the opportunity to focus on something that is important for their work. Although some would argue that staff may squander this time if we do not specifically assign something that needs to get done, we have found that teachers are utilizing this time very well. Many teachers elect to hold their weekly team meetings during this time instead of meeting during their regular prep periods or lunches. Others have reviewed data as a team or talked about behavioral challenges they are facing. Others have planned with administration for upcoming field trips. Others have chosen to work on lesson plans or catching up on grading. Additionally, a few teachers took me up on an offer to attend a training about their mental health and how to maintain organization and preparedness while also being aware of their own mental health.

PBIS Planning:

Each week, 1/3 of our teachers and staff are not participating in DSI time. For 4 week rotations, Mr. Takeyama is meeting with our teachers to create plans for supporting students with their behavior. They are creating plans for tracking behavior and for supporting students who are not meeting expectations. Contrary to previous efforts, these plans are 100% teacher generated and led. The first team who participated in this effort was our 7th grade team. Their students yielded the lowest growth on our last iReady diagnostic and the root cause was determined to be relationships with students and disruptive behavior. The teachers selected a few behaviors they wanted to track, and each week students who earned enough points by following expectations were awarded a Fun Friday during advisory. Students who earned 100% of their possible points were given ice cream as a celebration as well. Students who did not earn enough points were asked to complete a reflection and each Monday the teachers discussed how they could support these students to earn their Fun Friday the next week.

In the first week, approximately 20 students did not earn their Fun Friday, but by the last week, there were only a few tier 3 students who were still not meeting expectations. MTSS forms were completed and our SCC team/admin are working on plans to continue to support these students. The improvement over the course of those weeks was phenomenal and a tribute to the work the team put into building relationships with their kids!

Here is what Mr. Takeyama had to say about the Classroom Management PBIS Planning PLCs:

*On February 7th, 2022 the 7th grade team started working with Mr. Takeyama in a professional learning community that worked on Classroom Management. In this PLC the team was able to articulate a problem that needed to be resolved. They also needed to create a way to combat the problem that would be considered specific, measurable, and data driven. With this the 7th grade team worked on targeting tier 1 practices, where the teachers were intentional at measuring time on task at 10 minute intervals. This support allowed for more general positive support (where points were given), along with individual support for those not on task. This allowed for an increase in appropriate behavior in class that was proven in the spreadsheets that the team was using. We also were able to see that this was an effective strategy because the team, **even after the PLC was passed from administrator facilitating to teacher facilitating, continued the efforts and still was experiencing similar levels of success.***

Parent Meetings:

Just as we have been working on our student culture, we are also working to get back to our “normal” parent engagement. Parent engagement and participation have always been a crucial part of our approach to education, and we know that this element has been lacking throughout the COVID pandemic. This semester, we have focused on providing more opportunities for parents to engage, including more feedback meetings, increased meetings with the directors, and more opportunities for support. Recently, we have had (or we are planning) three important meetings that will help support our parents to support their families:

1. Parents as Tutors: Science: Ms. Mousavi, our 8th grade science teacher, led a great session for parents on how to support students at home to be successful in her class. One of the wonderful things about it was that Ms. Mousavi designed her presentation to not only share strategies with parents about her class, but about science classes in general. This type of session helps prepare students and parents for future success, as well as success in their current classes.
2. Tap Cards: YPICS was able to get TAP cards for our students, and Ms. Sepulveda (parent coordinator) has been meeting with parents to help them get the cards and to work out transportation plans. We are also discussing the possibility of taking some of the kids on a city trip using the TAP cards for transportation, thus teaching important life skills.
3. Culmination and Standards-Based Grading Meeting: On March 31, we will have our 3rd meeting to support parents in preparing their children for culmination and for high school. Our meeting will be based on our culmination policy, but we will also discuss opportunities for students to improve over the next few weeks. We will be providing and opportunity to continue to prove mastery during our spring break program, and this chance will be discussed during the culmination meeting.

COVID Testing and Safety:

Over the last few months, we have moved to testing 2 times per week. During the Omicron surge, we had many more cases for both staff and students, so we decided (as an org) to increase our testing. This helped us to collect more data to help us make informed decisions about campus safety, and our cases have dropped to zero in the last few weeks. We will continue with our current practices until we can ensure that students and staff will be safe without those precautions.

Photos: So many great things going on at BCCS!



MOCA Trip



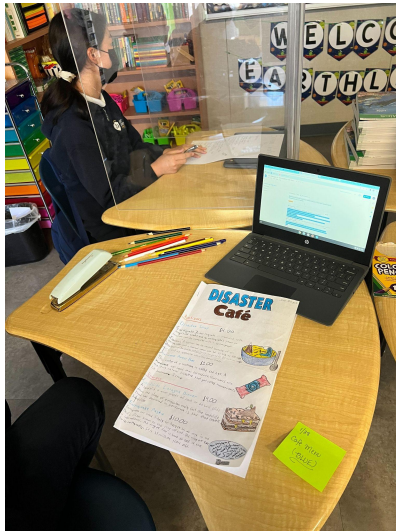
Eaton Canyon Hike (Body Image Club)



At the falls (Eaton Cyn)



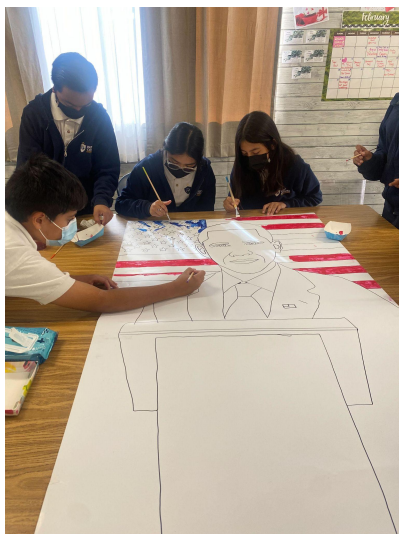
Basketball tema



PBL



Honoring local heroes at MCA



Black History Month Door Comp



Valentines Day with Leadership



Basketball fans!



Vegan Cooking Club (the Happy Cow Club)



PBL- Thermal Energy

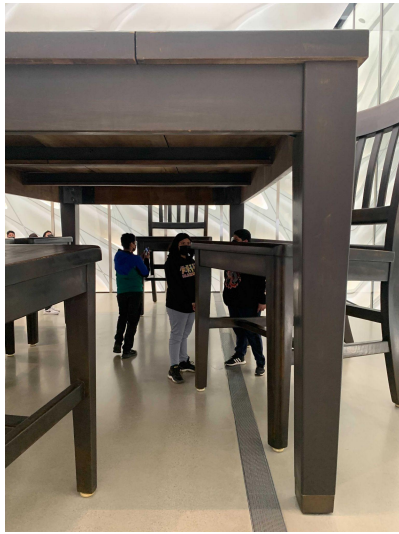


PBL- Thermal Energy



Makeup and Special Effects Club

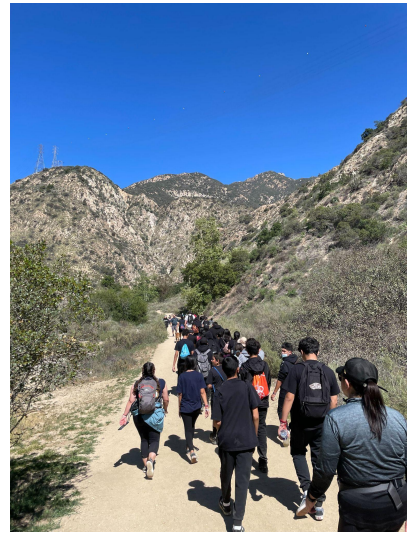




LACMA



Eaton Cyn Hike (Dr. Myers and Lily)



Eaton Cyn Hike



Twin day



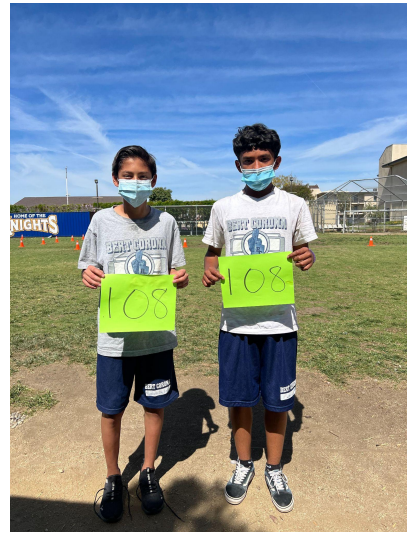
Twin day



Basketball playoffs- team and fans



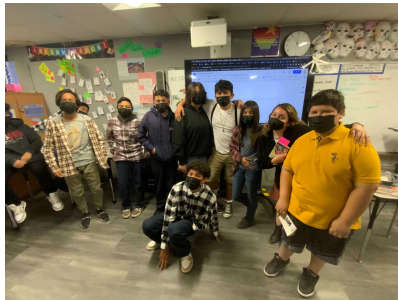
5th Grade Visits LACMA



New school records in PE!



New PR for Ismael



Plays in 7th Grade ELA



Art Club



National Toast Day

