

**BCCS Executive Administrator Report**

**April 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:**

*22-23 Enrollment (as of 4/24/22)*

	<b>Total</b>
<b>5th grade</b>	<b>10</b>
<b>6th grade</b>	<b>81</b>
<b>7th grade</b>	<b>104</b>
<b>8th grade</b>	<b>107</b>
<b>Total</b>	<b>302</b>

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:**

Our clubs are going very well! Students are excited about the connections they are making and the new skills they are learning through their clubs. Many students have come out of their shells and are starting to make more personal connections with staff and with other students. Ms. Preston, our SPED lead teacher, has noted several students who struggle socially who are now making friends through their participation in clubs. 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

The clubs have also been a huge selling point with our incoming families and they are very excited about the amount of clubs and supports we offer as a small learning community.

**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.

*Supporting Students with Special Needs:*

Our SPED series has begun and we are excited about the direction it is going. On the first week, we gave a self-assessment to staff members to see how they rated themselves on implementing key components of our SPED program and general support strategies for students with special needs. Based on the data, we shifted our plan a bit to meet the needs indicated by the survey. Instead of jumping right in to our trainings, we spent a week reviewing the self-assessment data. Team members worked together to set both team goals for improvement and individual goals for improvement. Next, we will be spending time reviewing the specific IEPs and the needs of our students, which will allow for teachers to reflect on their practice and to plan for shifts to meet the needs of all students.

The grade level results of our self-assessment are below:

Implementation Level	Target	Count	Percent	Count	Percent	Count	Percent
		5/6th		7th		8th	
LEVEL 1	I know which of my students have an IEP.	5	100%	3	75%	4	100%
LEVEL 1	I know the accommodations that are required for my students with special needs.	0	0%	1	25%	1	25%
LEVEL 1	I ensure students receive their accommodations/supports during each lesson.	0	0%	1	25%	1	25%
LEVEL 1	I know my students’ disabilities.	2	40%	1	25%	0	0%
LEVEL 1	I share my lesson plans with my team resource teacher every week.	4	80%	2	50%	2	50%
LEVEL 1	I share assessments with my team resource teacher	4	80%	2	50%	2	50%
LEVEL 1	My lessons are supportive and differentiated.	0	0%	1	25%	1	25%
LEVEL 1	I complete PLP documents when requested.	4	80%	0	0%	4	100%
LEVEL 1	In the PLP, I provide specific information about standards mastery.	3	60%	0	0%	2	50%

LEVEL 2	I have determined which accommodations and supports are most effective for my students with special needs.	1	20%	2	50%	1	25%
LEVEL 2	I provide multiple opportunities for students to achieve mastery	3	60%	2	50%	2	50%
LEVEL 2	I communicate often with my team resource teacher.	4	80%	2	50%	4	100%
LEVEL 2	Before scoring and assignment or assigning a mastery grade, I ensure all accommodations were provided.	1	20%	1	25%	3	75%
LEVEL 2	I plan my lessons so they are scaffolded and accessible for all students	3	60%	2	50%	3	75%
LEVEL 2	I know my students' goals and how to support them.	1	20%	1	25%	1	25%
LEVEL 3	I communicate often with my team resource tutor.	3	60%	0	0%	2	50%
LEVEL 3	I have a plan for how the resource tutor can support in my class.	1	20%	0	0%	1	25%
LEVEL 3	I grade collaboratively with the resource teacher	1	20%	2	50%	0	0%
LEVEL 3	I plan collaboratively with the resource teacher	0	0%	1	25%	0	0%

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.

**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.***

**iReady Diagnostic and State Testing:**

Our third and final diagnostic for the year is happening this week. We are excited about the growth we will see on this one as we already saw strong growth on the first. To incentivize effort and attendance, we are offering the following incentives school-wide, along with class incentives that are being offered by the teachers (including Fun Fridays, field trips, and pizza/ice cream parties).



# GET READY FOR IREADY



We want to...

**CELEBRATE  
YOUR  
GROWTH!**

**IF YOU MEET  
TYPICAL GROWTH**



Join us for an ice cream party!

If 50% of students hit stretch growth, students choose what color to dye Mr. Takeyama, Dr. Myers, and other staff members' hair/beard for a day!

**IF YOU MEET  
STRETCH GROWTH**

Get the ice cream AND you get to launch a water balloon at a group of teachers and staff!



For CAASPP testing, we will do something similar, but that assessment is a couple of weeks away and we plan to focus on iReady first, then turn our focus to CAASPP. This year, students will be taking ELA, math, and science (5th and 8th only). We are excited to see what our new baseline data will look like (baseline because our last data was in 2019 with a completely different group of students).

### **COVID Testing and Safety:**

Over the last few months, we have moved to testing 2 times per week. During our testing, we continue to have minimal rejected tests or positive tests. After spring break, only one student tested positive and he was asymptomatic. We continue to implement our COVID safety protocols, but we are hopefully reaching a time when we don't have to be so strict!

### **End of Year Events:**

We have many events coming up at the end of the year!

Date	Event	Timeframe	Grade	Lead (who to go to for questions)	Staff
April 26 - April 29	iReady Testing: Final Diagnostic	See Testing Schedule	All	Rios	Completed in all core classes
April 27	Hippocrates Circle Session 2	5:00 to 6:00	All	Contreras/Mousavi	All welcome
May 2	CASSPP Training and Prep	2:15 - 3:15	All	Rios	<b>Required for all teachers</b>
May 7	Knights by the Stars (at BCCS)	Evening (est. 5pm to 8pm)	8th	Contreras/Sepulveda	All Staff
May 9 - May 13	CAASPP Testing: ELA and Math (All Grades)	All Day	All	Rios	All teachers will proctor
May 10	Hippocrates Circle Session 3	5:00 to 6:00	All	Contreras/Mousavi	All welcome
May 16 - May 20	CAASPP Make Ups	All Day	All	Rios	TBD
May 23 - May 27	CAST Test (Science) for 5th and 8th Grade	All Day	5th and 8th	Rios	Completed in core classes
May 19	New Student Orientation	5:00 to 6:00	All	Rios	<b>Virtual Parent Meeting</b>
May 20	CASA Health Fair	4 to 7	All	M. Myers / K. Myers	<b>All will be contacted about attendance</b>
May 20	Week 18 Grades Due (8th Grade Only)	Due End of Day	8th	Myers or Rios	<b>Required for all teachers of 8th grade students</b>
May 24	Hippocrates Circle Session 4	5:00 to 6:00	All	Contreras/Mousavi	All welcome
May 26	7th Grade Trip: Medieval Times	All Day	7th	Takeyama	Required for 7th grade; other staff attending
May 27	8th Grade Grad Night (Six Flags)	TBD	8th	L. Sepulveda	Strongly recommended for 8th grade
May 30	Memorial Day (no school)	All Day	All	N/A	N/A
May 31	LAUSD Oversight Visit	All Day	All	K. Myers	All classes may be visited
June 6	Athletics Banquet	2:30 to 4:00	All	Villanueva	All welcome
June 8	Hippocrates Circle Session 5 (Graduation)	5:00 to 6:30	All	Contreras/Mousavi	All welcome
June 10	5th Grade Culmination	10	5th	Sepulveda / Bravo	All available staff
June 10	8th Grade Culmination	5:00 PM	8th	Sepulveda / Rios	<b>REQUIRED</b> for all staff



Photos: So many great things going on at BCCS!



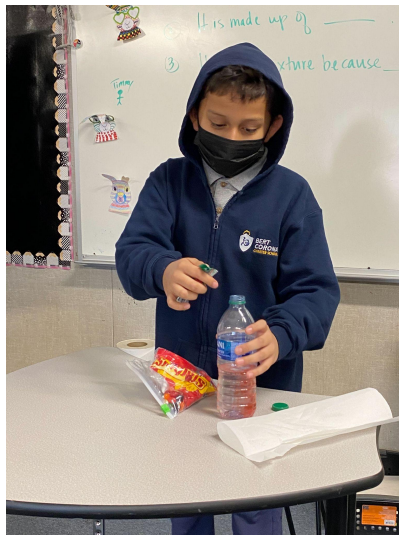
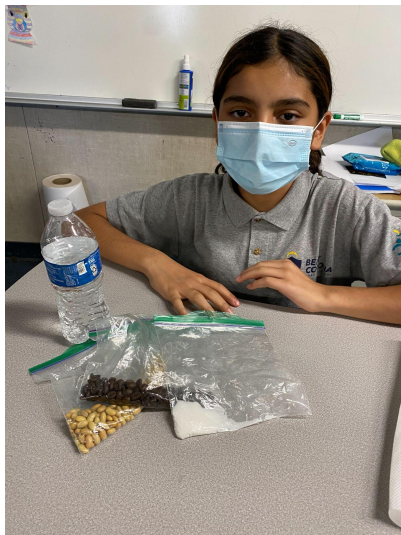
**Positive Body Image Club Hike**



**Joe Corona, one of our students with tier 3 behavioral needs, is very proud of his flower pot, created in the Arts and Crafts club.**



**Creations from our painting club**



**Our 5th graders brought in household items to demonstrate their knowledge of the difference between mixtures and solutions.**





**More cooking from the Happy Cow (Vegan) cooking club**



**One of our advisory doors from our Black History Month door competition to honor influential Black people from our nation's history.**



**As part of their CASA (service learning) projects, students took a trip to the beach last week. We did some clean up and beautification before having some fun on the beach and in the ocean (ankle-deep only!). Service projects in 6th grade this year are focused on Health (community, physical, environmental, spiritual, etc.).**