

**Bert Corona Charter School (BCCS)
Annual Oversight Visit Date: May 31, 2022**

Guiding Questions

Please be sure to place written responses in the Dropbox **three weeks prior to the Remote Oversight Visit.*

- 1. Please share specific challenges and successes of in-person instruction given that we continue to be in a worldwide pandemic (e.g., student achievement, student attendance, EL reclassification, LTEL, teacher attendance, etc.).**

Although we meticulously planned for our return to school in April 2021, there was still an air of uncertainty the day students arrived back on campus. Students, parents, and staff were noticeably uncomfortable being back on campus despite the extensive protocols and safety measures we had in place. That feeling lingered through the semester, but the main focus at the end of last year was getting a small group of our students to engage safely back on campus. In that, we were successful

Returning to school for the 21-22 school year had the same feeling of uncertainty and discomfort. We were all returning to school, but it was different. Safety protocols, testing, and many restrictions on what we could and could not do on campus. In the classroom, our foundational strategies have been focused on collaborative group work. We encourage interactions between students and for teachers to engage in small group and individualized instruction. Outside of the classroom, we have always been focused on building a positive school culture and a service-mindset through projects, events, and community engagement. Our way of running schools, both in and out of the classroom, was stifled by the pandemic.

One of the biggest challenges we faced was to engage students and to provide meaningful feedback with the COVID protocols and restrictions. Teachers felt as though they could not get close to students and could not plan activities through which students would interact in traditional ways. To address this issue, we discussed using the skills we developed during the pandemic to assign work, collect work, provide feedback, and have students collaborate. Specifically, we used the Google suite to have students collaborate and work with each other, and we used online tools like NearPod, Google, NewsELA, and iReady that provided real time feedback to students. These tools allowed teachers to work with students during direct instruction (NearPod) through independent learning (NewsELA and iReady) and for them to give feedback to students when work was submitted (Google).

The other challenge we had was rebuilding our school culture after we returned from the pandemic. Most of our students were new to our school (at least in a physical sense) and we did not have the ability to have our highly engaging events and trips at the beginning of the year that help us build culture. For example, we typically

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spend a week of advisory time at the beginning of the year having kids engage in team building activities. Additionally, we usually take our 6th graders to the beach for a culture building trip. Third, our school is built on participation from families and the community, including parent trainings, parent informational sessions, and parent feedback forums. This year, we could not do many of our culture-building activities, especially at the beginning of the year, and all of our parent meetings were virtual. The virtual sessions were less engaging than our in-person sessions, and we had challenges with parent attendance. To address this, we worked with our parent committee to plan sessions that were meaningful to parents. For example, we had some parents as tutors sessions, including one in which our science teacher helped parents learn more about how to help their students succeed in her class. Many parents attending this session and appreciated the support provided by the teacher.

Our third challenge was attendance. During the beginning of the year, especially, we had a many absences. We sent out notifications and met with parents, but we knew we needed to do something more. During the second semester, we focused on bolstering our projects, events, and our clubs so students could engage in something they liked doing at our school. We had many options for students, including cooking, art, drawing, photography, make-up, GSA, comic book club, film club, and theatre club. We also had tutoring available for students to connect with their teachers after school in smaller groups. This made a difference, although we have not completely recovered to our normal pre-pandemic attendance numbers.

I believe that our biggest successes this year, despite the pandemic, were our focus on rigorous, grade-level academics and our efforts to rebuild our culture during the second semester. From the beginning of the year, we focused on specific goals and outcomes to ensure our students grew. We monitored data, provided each other with feedback, and worked with students to ensure they knew the goals they were working towards. We used our benchmark diagnostic data to set goals with students. During the first semester, we focused heavily on critical friends groups during professional development so our teachers could calibrate their efforts in working towards meeting our goals. We also focused our discussions during second semester on meeting the needs of all students. We discussed EL progress and strategies, working with students with special needs, and how to build relationships through the PBIS framework. This high level of collaboration combined with the clear focus on goals, training, and feedback led to very strong results academically this year.

The second are of success was building back something that resembled our pre-pandemic school culture. As discussed above, we built more clubs and tutoring into our after school program to allow staff and teachers to build stronger relationships with our students. We set goals and incentives for academic growth and did some crazy things to celebrate the students' growth and goal achievement. For example, we had students launch water balloons at staff (volunteers only), students who met goals dyed staff members' hair or beards, and students who met

their growth targets received an ice cream party. In addition, we planned more field trips and events with the community to help our students feel connected and engaged outside of the classroom. Our best example of this is our recent health fair, which included food from our vegan cooking club, presentations from our students, an opportunity to climb our rock wall, and 9 community partners who came to share resources with families.

2. Please describe the successes and challenges experienced in monitoring and supporting mental health and social and emotional well-being of both pupils and staff during the 2020-21 school year, as applicable.

The biggest challenge in providing social and emotional support to our students was access to students. Many of our students would not turn on cameras and some did not come to school. Moreover, it was easy for students to be passive participants, even when they did “attend” our sessions. It was easy for kids to feel separated and lonely, as well as disconnected from their friends and community. Finally, like many schools, we created large classes for virtual learning because space was not an issue online. This ended up being challenging because it was even easier for students to disappear into the masses.

To address this issue, we built small group tutoring into our schedule so students could participate with fewer people in the room. We also had teachers schedule office hours, a time when students could show up to work with their teachers virtually after regularly scheduled hours. These opportunities helped students feel more comfortable than having to participate in the entire class. In the second semester, we worked as a team to reconstruct our daily schedule to provide students with smaller classes that would meet with their teachers every day. This meant that teachers would have to teach longer days, but we weighed the pros and cons as a team and collectively made the decision that this was what was best for our students, and the new schedule would give them the greatest opportunity to learn.

In addition, we provided opportunities for students to connect socially and to engage with their community in a meaningful way. We had a college and career class in which students participated in virtual tours of colleges and engaged in discussions about their goals and aspirations. We also had the opportunity for students to participate in e-sports, allowing them to compete with other students throughout the city. We planned regular movie nights and game nights that parents and students could attend virtually, and we had a few painting nights where we all created a work of art together. Finally, we worked with Montague Elementary to provide our students with the opportunity to connect with younger students through a reading mentorship program. Although we only met a few times, the kids were very excited to be mentoring and teaching others the skills they had already learned.

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To address the more severe needs of students and to connect with the families who were not attending school, we conducted home visits, made regular phone calls, and offered our support regularly. We also took advantage of meal program opportunities so we could continue distributing meals to families in need. This was a great connection and support piece for our school during the pandemic. Finally, we continued our relationship with Luminarious to provide excellent access to professional counselors for our students and families. Many of our students started or continued with counseling services during the pandemic in 2020-2021. In a more widespread effort, we had a social emotional learning class led by our school counselor through which students learned strategies to relax and focus and how to manage their anxiety.

3. Given that last school year’s oversight report notes some areas for further growth and/or improvement (e.g. Health and Safety, Standards-based instruction, meeting the needs of all students, implementation of key features, student climate and discipline, etc.), please share steps to improve in the identified areas.

Our areas of growth were predominantly focused on subgroup performance and EL reclassification. Much of the effort we put into our academic plan this year was focused on these goals. In addition, we were asked to improve our standards-based instruction and to work on improving our efforts to meet the needs of all students.

In terms of our standards-based instruction, we ensured that all core content areas have a curriculum they can use as a resource and a guide as they plan grade-level, content-based instruction for their students. The resources we have implemented are as follows:

English	Ready Reading NewsELA
Math	Ready Math
History	History Alive Thinking Nation
Science	Kesler Next Gen Math for Integrated Science

Teachers used the units of study from the aforementioned curricula to provide a scaffold for their units and took advantage of the resources available in the curricula to meet the needs of differentiated learners. They also built projects around the units of student to engage students different methods of learning for overall content mastery. Teachers submitted weekly lesson plans. These plans identified the unit of study, topics being

covered, resources being used, how students would be assessed, and how students with special needs, ELs, and all learners would be supported to succeed.

In addition to our efforts to ensure standards-based instruction, there are several other things to which we attribute our growth this year. Three primary examples are our focus on data-based discussions and instruction, targeted professional development and coaching to meet student needs, and a strong student culture.

Data-Based Discussions and Decision-Making for Instruction:

This year, we used a clear and consistent data analysis and processing model, as well as a clear structure for monitoring progress throughout the year. The process is as follows:

1. Students take their diagnostic
2. The leadership team reviews data and sets goals for the school year or the next monitoring period (overarching goals)
3. Goals are discussed with teachers, and they fill out a student outcomes sheet (SOS Plan)
4. These plans are reviewed by admin and discussed with teachers; revisions are made as necessary
5. Teachers meet regularly with administrators or mentors to discuss ongoing data and progress on class assessments.
6. Adjustments are made to instruction to meet the students' needs, which are determined by assessment outcomes.
7. Students take the next diagnostic and we return to step 1.

Historically, we have utilized individualized reports from various systems, including NWEA MAPs and 4Sight, to have students reflect on their own data, set goals, and track their progress. This year, my goal was to get data-driven decisions back into our systems for admin and teachers, but many of our returning staff members remembered our previous practice and continued with the student data meetings and goal setting throughout the year. For the final diagnostic assessment, I shared some resources and we had students in all classes set goals. For next year, we hired one of our veteran teachers as a coach and she will take the lead on helping implement student ownership of their data through goalsetting as a schoolwide practice.

Below, you can see one of the SOS templates our teachers fill out. These templates and the plan the teachers create are based on their reflections from the previous year and experiences, schoolwide goals, classroom performance, and the teacher's analysis of their own data from iReady diagnostics.

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School: BCCS Subject: ELA/SS Grade Level: 6 Date: 8.9.21
 Directions: Use this worksheet to backwards plan your semester. Fill out the right column in each section **in the order listed** to create your data-driven plan for the second semester.

	Component	Strong Examples (not inclusive)	Teacher Plan
A. Goal/Outcome			
	<p>Subject area: Math or Reading Addresses student outcomes that are essential to student success in your content area.</p>	<p>Math: Geometry, Algebraic Thinking, Mathematical Reasoning, vocabulary etc.</p> <p>Reading: Grammar, Writing, Comprehension, vocabulary, etc.</p> <p>For Science: Reading expository text for comprehension, Geometry in physics, Algebraic thinking (formulas), vocabulary</p> <p>For Social Studies: Reading comprehension, response to literature, plotting coordinates (math connection), vocabulary</p> <p>For Communications: Measurement and spacial reasoning, vocabulary</p> <p>For PE: Written responses and reading comprehension</p>	<p>ENGLISH: Phonics: (need) Comprehension: Literature (high need) Comprehension: Informational 1 (high need) Vocabulary: (high need) Writing</p> <p>SS: : Reading Inf./ Writing</p>

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	Targeted group of students	Grade Level, SWDs, ELLs, 7B, high performing students, low performing students.	6G ELLs Students with IEPs low performing, mid performing
	A pre and final summative measurement Uses a state/national validated pre/post assessment	iReady, Reading Inventory, Ready Pathway, Teacher generated assessments, projects, writing assignments, Performance Tasks	iReady pathway iReady diagnostic SBAC prep
	Realistic expected growth on pre/final summative measurement Ambitious but realistic with statistically expected improvement ranges	3% increase, 50 point iReady growth, 15 students raised test scores by 30 points, 60% met RIT growth goal, 100 point Lexile increase	A. 100% iReady growth (any growth) B. 100% Typical growth; 50% stretch growth (iReady) by May...halfway by December C. SBAC 50% Meeting level (¾) D. 100% Lexile Level Growth
B. Professional and Instructional Practices/Common Core Work (What do teachers do?)			
	Teacher/staff professional and instructional practices What instructional practices and strategies will I implement to meet my goals?	Strategies: Close reading/Text based responses, common core assessments, data analysis with students, building lesson plans based on data, collaboration in PLCs (Professional Learning Communities), backwards planning, Differentiated Instruction, Rtl, questioning and discussion skills, student engagement/rigor, vocabulary instruction, blended	<ul style="list-style-type: none"> ● Close reading/Text based responses ● Reading Literature/Informational ● Common core assessments ● Data analysis with student ● backwards planning ● Differentiated Instruction ● Culturally relevant reading material ● Vocabulary/Roots practice ● Service Learning ● Student engagement <p>iReady, Ready Pathway and Curriculum, TCI History Alive, Google Apps, GC, Nearpod, NewsELA</p>

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		<p>learning, flipped instruction, collaborative/co-teaching, SFA strategies in other content areas, SDAIE strategies, Inquiry by Design, Socratic Discussions, Enhanced Learning, Service Learning (CASA), Project-based learning, Common Core</p> <p>Programs: iReady, Ready Pathway and Curriculum, TCI History Alive, Google Apps, Flubaroo, Google Classroom, WordPress, NewsELA (free version), NearPod, Thinking Nation (one per semester)</p>	
C Professional Support (What can leaders do to help? Who will I go to for support?)			
	<p>Professional Support Includes two or more colleagues or school leaders who you will partner with to implement your chosen practices. Emphasis on professional growth</p>	<p>Who: EA/admin, SFA Facilitator, teaching colleague, SPED teachers, DSCCs, Google, Marzano resources page, Teaching Channel.</p>	<p>EA/Admin, Colleagues, SPED, SCC team</p> <p>Observations, feedback, CFG</p>

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	<p>and monitoring the plan.</p>	<p>What: Observation/Feedback, Planning, Critical Friends Groups, Professional Development, Defining Vision, Creating Culture, Promoting Leadership, Improving Instruction, Managing Systems, Strategy Research</p>	
<p>D. On-Going Progress Monitoring</p>			
	<p>On-going progress monitoring/periodic benchmarks for students On-going progress monitoring can accurately assess school progress towards your plan. Progress monitoring items align towards state accountability measures. The assessments support next steps and student intervention.</p>	<ul style="list-style-type: none"> • Ready pathway, Teacher generated assessments, projects, writing 	<ul style="list-style-type: none"> -conferencing -google classroom checks -iReady pathway -assessments -formative/summative assessments -iready tracker
	<p>On-going progress monitoring with school leadership and data tracking</p>	<ul style="list-style-type: none"> • Regular meeting with EA or another admin (teachers) • Work with Grade Level Mentors • Monthly Data Checks (SPED and After School) • Data trackers on classroom walls • Online Data trackers 	<p>Meet with colleagues Meet with admin Data trackers on class walls Work with RSP</p>

		<ul style="list-style-type: none">•• Scales• RSP Tracker (Welligent)• Goals & Objectives (Welligent)• Sharing data at PD with your cohort.• Present Level of Performance Data	
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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.

Administrators began the year working with the teachers through shorter observations and feedback meetings, but it is important for us to also develop instructional leaders from our faculty. We selected three of our most experienced and effective teachers to join our instructional team. Each mentor/coach has 2-3 people they are working with. We started at the beginning of October with short visits and observations to get a sense of what was going on in the classrooms. We meet every other week, and one of the major themes that has emerged from our collective observations has been student engagement. As such, we will be working with our mentees using different resources to push engagement in the classrooms. We want our students to be active learners rather than passive learners, so we will be meeting with the teachers to help support their growth in this area. Since not every teacher has the same need, approach, or personality, we will be using the following tools to push our teachers to grow and to monitor student progress throughout the year:

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Resource	Intended Purpose
Teacher SOS	Teachers use this document as they analyze data to set goals, groups of students on whom they can focus, strategies they will use, and how they will get support for their plans. (Request document from mentee).
Lesson Plans and Unit Plans	If teachers are struggling with low performance, disengagement, or disruptive behavior, one solution could be to review lesson plans. (Request document from mentee).
TNTP Assignment Rubrics	Use this document to review assignments and to ensure they are engaging, challenging, and grade-appropriate.
GBF Weekly Data Meeting	Use this document to review data: identify successes, but also identify areas of need that must be retaught or addressed in the class. Work with the teacher to make a plan, execute, then reflect.
GREATER Coaching	This is a simple tool to work with teachers to set a goal based on current performance, identify why students are not performing as expected, and come up with an action plan and timeline to address the need.

Professional Development:

During the first semester, our focus was primarily on calibration of practices for standards-based grading and use of rubrics. We wanted to ensure that these practices were in place for all classrooms and students, so each teacher took a turn presenting to their critical friends group (CFG). They shared a project, unit, and rubric, then engaged in a tuning protocol through which other teachers and instructional leaders could provide feedback. This process helped our team calibrate, but it also helped to exemplify the best practices that would yield results for our students.

Our PD meetings in the second semester were divided into two segments each Monday. During the first part of the PD session, teachers are working with Dr. Myers on best practices for 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 page 13 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

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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:

This series focused 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'			

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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 <ol style="list-style-type: none"> Listening actively to spoken English in a range of social and academic contexts Reading closely literary and informational texts and 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 with details or evidence depending on modality, text type, purpose, audience, topic, and content area 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
- Your common practices and instructional strategies that align with the practices outlined above (page 1)

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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	Offering 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)	Offering and justifying opinions; negotiating with and persuading others	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	Offering and justifying opinions; negotiating with and persuading others
Contreras	Strategic instructional groupings; motivation; EL supports	Exchanging ideas with others (oral discussions)	Offering varied and precise vocabulary and language structures effectively	Offering and justifying opinions; negotiating with and persuading others
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	Offering 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	Offering and justifying opinions; negotiating with and persuading others	Connecting ideas
Mir	Small group work	Offering and justifying opinions; negotiating with and persuading others	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	Offering and justifying opinions; negotiating with and persuading others

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,

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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.***

Finally, the rebuilding of our school culture after the pandemic has helped push student growth because they feel celebrated, welcomed, and supported at our school. We have had events, competitions, celebrations, field trips, assemblies, and many more culture-building events. One of the primary contributors to the building of relationships and the strengthening of our school culture has been our after school clubs and activities. 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 include math and

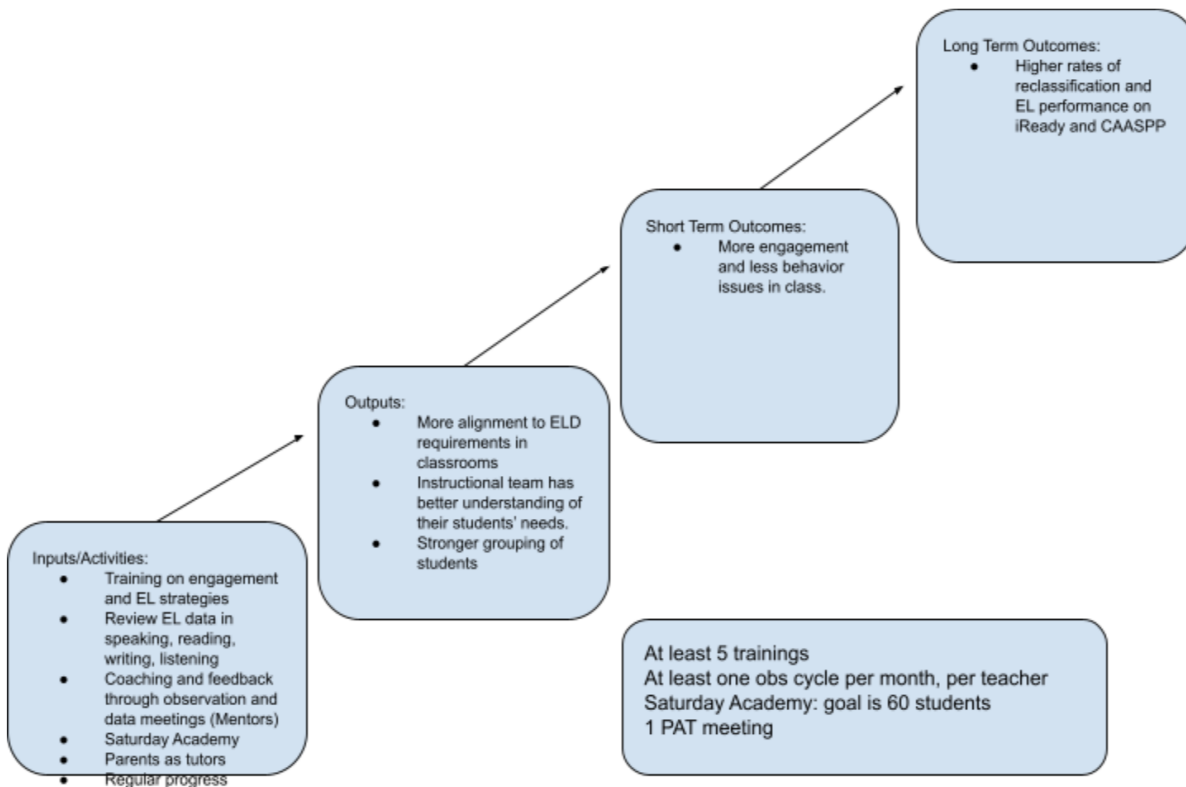
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English tutoring, language support for EL1s, Body Image, Hiking, Running Club, Film appreciation club, Theater club, Comic Book Club, Vegan Cooking (the Happy Cow Club), Arts and Crafts, Drawing and Realistic Image Creation Club, Spikeball Club, Soccer, Make-up and Special Effects Club, and Photography Club.

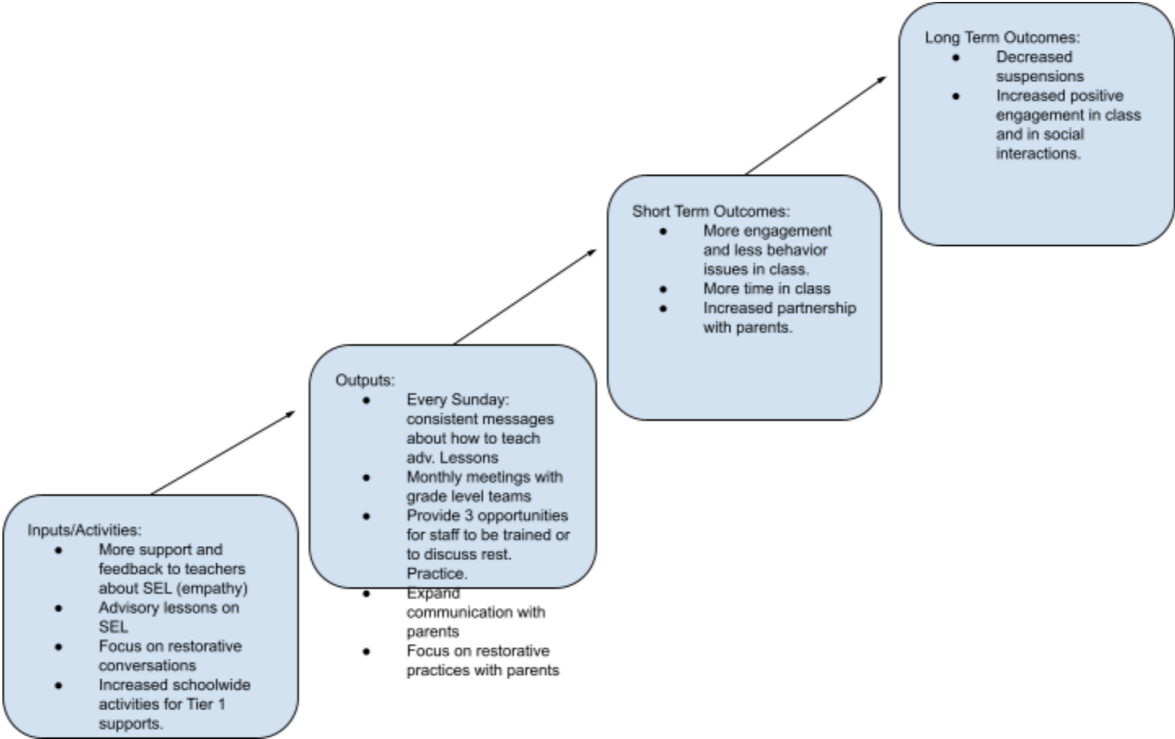
4. Please share any areas of growth and/or improvement identified by the school leadership team during this academic school year and any action plans for improvement.

During the first semester, our primary goals were to open safely, to focus on strong academic growth for our students by focusing on the needs of ELs and students with special needs, and to start rebuilding our school culture post-pandemic. In December, we started talking about our strategic plan for the second semester and for the next school year. We identified 4 areas of growth on which we wanted to focus. Given that our organization is committing to improving our implementation of the community schools model, we identified areas of growth that could be addressed through our implementation of the model. Below you will find our logic models for the four areas of improvement on which we would like to focus: EL performance, decreasing suspensions and improving school culture, improved attendance, and more parent engagement.

Performance Measure: EL Performance

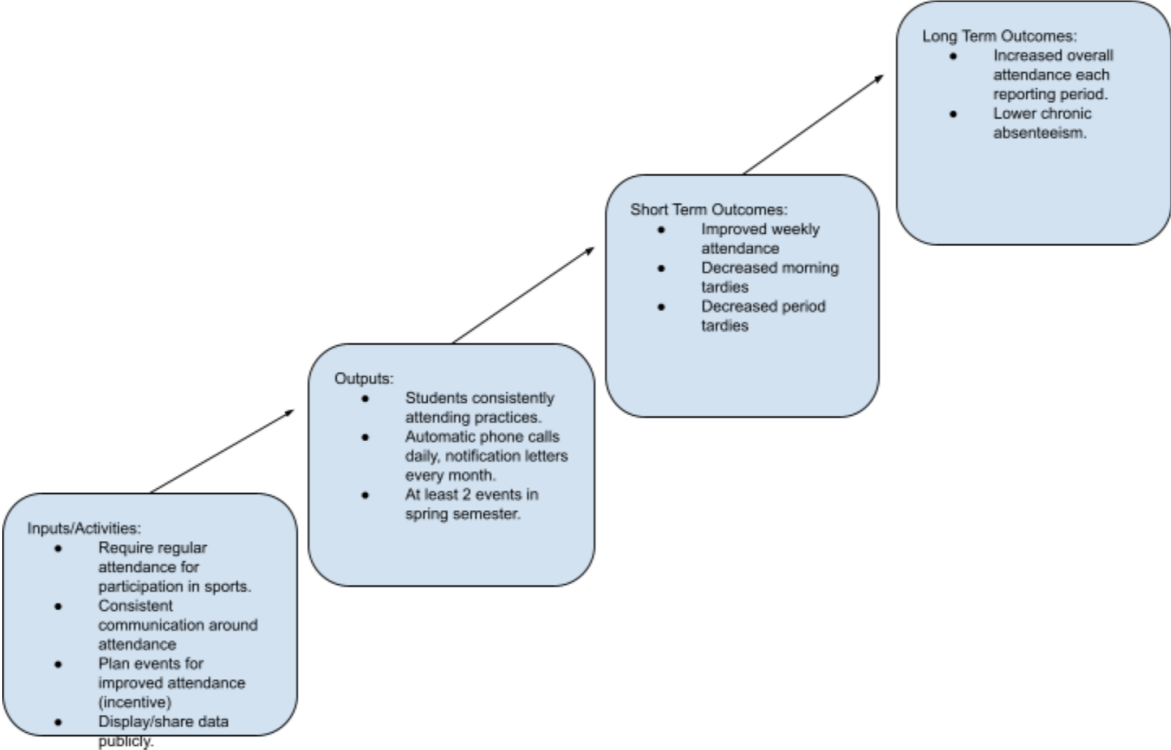


Performance Measure: Decrease suspensions, increase positive engagement

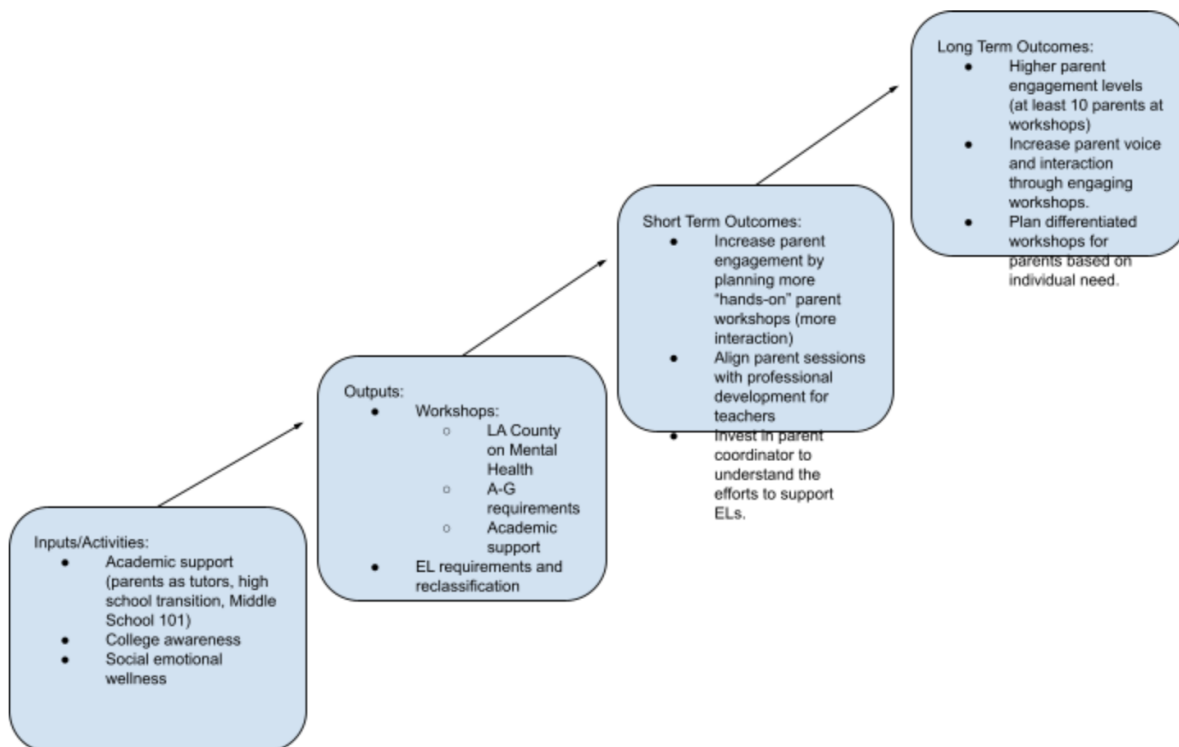


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Performance Measure: Attendance



Performance Measure: Parent Engagement



Our plan is to address these needs systematically, and our next step in the process is to finalize our strategic planning by filling out our strategy model and our work plans. These plans will be highly specific in how we will implement these goals and will include goals, metrics, monitoring plans, and calendars to determine how these areas of growth will be addressed, who will be responsible, and when each step will be completed.

5. Please provide an update about BCCS' implementation of its LCAP and describe what is working well and what areas need further growth and attention (Please do not "cut and paste" directly from the LCAP)

One area of strength this year was our focus on having our teachers assigned to the correct classes and that they have a clean and safe environment, despite the pandemic. All students had resources online so they did not have to share, and rooms were clean and sanitized several times per day. All facilities were in good repair and we kept up with any issues that arose throughout the school year.

We also made sure that all teachers were teaching to the state standards and that all students were receiving grade-level instruction in every class, every day. Although our

students came into this year (out of the pandemic virtual learning time) with learning loss and deficits, but we made sure to provide instruction and their grade level while scaffolding to ensure they made up for lost instruction.

We also made sure to provide authentic learning experiences and that the needs of all students were met through our support programs.

Areas of growth for us would be our parent and family engagement and our school climate. Although these have historically been areas of strength for our school, the pandemic limited our ability to hold events and to have parents engaged and working on our campus. We want to be sure we rebuild our parent engagement in all aspects of school, including academics, school culture, and school safety. Additionally, we want to continue building on some of our successes this year in rebuilding our culture, particularly in regard to our tier 1 plan and intervention for our PBIS framework. Having regular recognition, celebration, and re-teaching of expectations will help continue to build a solid foundation for learning and success at BCCS.

6. Does BCCS have the resources necessary to implement the instructional programs necessary to attain high student academic achievement?

BCCS has invested in a high level of resources that will help students succeed academically. Given that our we are operating school in the age of technology, it is important we have the tools and resources necessary to help students learn how to succeed in this technological world.

At BCCS, each student is issued a Chromebook for use at school and at home, and all students are given access to their learning tools through that device. Students can access assignments and teacher-provided materials through Google classroom, their textbooks and accompanying materials are all online, their self-paced learning tools through iReady are available online, and their grades and feedback are available through Infinite Campus. All resources are standards-based and grade appropriate, and some provide individualized and scaffolded lessons to students (e.g., iReady and NewsELA). In addition to their chromebooks, each classroom also has a set of Macbooks that student can use for creation and projects, and in case they forget their Chromebook when they come to school.

Aside from their web-based resources, BCCS has a wide variety of books, both class sets and individual reading books that students can access for their reading time. Additionally, teachers can use these books for class or small group instruction, giving kids a chance to engage with literature off of their computers.

To monitor progress and to ensure student growth, we use classroom assessments to track mastery, but we also use the iReady diagnostic to provide a benchmark

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three times per year. This tool helps us to provide feedback to teachers and individual feedback to students, and provides recommendations and resources for teachers to meet the specific needs of all of our students.

While academic resources are important, we also know that students will not be able to perform academically if their other needs are not met. We have counselors and support staff who are trained to provide counseling and support to our students. We use the PBIS framework to support the needs of all of our students and this, combined with our MTSS referral process, helps us to assess the needs of all students and to allocate the appropriate resources needed for each student. We partner with Luminarious to provide counseling to our students and families, and we use Ripple effects to help students learn to strengthen their emotional and social intelligence. To further meet all the needs of all students, our school has been fortunate to be the recipient of two grants: the ELOP grant and the Community Schools grant. These grants will allow us to expand our extended learning programs before and after school, during breaks, and during the summer. Additionally, they will allow us to plan to meet the needs of families in addition to the needs of our students, thus increasing student potential for achievement.