

BCCS Executive Administrator Report

Oct 31, 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:

As of 10/28/22, our enrollment was 333. This year, we partnered with a local homeless shelter for women and children to enroll 10 homeless youth, and we are learning more and more about how to support this population. We are currently over our enrollment goal by 11 students. **Enrollment specifics are below:**

Grade	Count
5	13
6	104
7	109
8	107
Schoolwide	333
Over/Under Goal	11

Parent Conferences

Relationships with parents have been strong this year. We have 25-30 parents attending our monthly coffee with the directors meetings and many of our parents have been engaged in a series of events during the month of October. One of our primary goals this year is to strengthen our parent engagement and outreach. The pandemic was detrimental to many elements of our school practice, and involvement from parents is one of them. Over the three years in which we were restricted, we most of our students who who attended school in person had moved on to high school. Even last year saw huge restrictions in how much parents could come to campus to participate in our efforts. This means that as we work to rebuild our parent involvement, we are working with mostly new families- families that have never experienced the amount of opportunities traditionally offered for parents at BCCS.

Parent conferences were a big win for us this year. 92% of our families came out to participate and to spend time with our teachers and staff. During this time, our parents were able to connect with their childrens' teachers and to gain a better understanding of the expectations for learning and behavior at our school.

DEI Committee and Ongoing Efforts for Inclusion

Across the country, as evidenced by recent posts and conversations on Twitter, there has been an increase in use of profane language and racial slurs. Educators in all states are experiencing comments, cursing, and un-inclusive behavior from students. We have not been immune to this at BCCS, and this year we have seen an increase in this type of behavior from our 8th grade cohort. The first couple of weeks this year were rough; 8th graders were pushing the boundaries and use of inappropriate language was widespread. Through efforts to address, discipline, and re-teach, we have seen a huge decrease in this behavior and we know we will continue to see improvement as we address the issue and work with our students and families to teach them our expectations and how to be better citizen-scholars.

Although things have improved, it has not been easy and this has proven to be a very challenging year. As such, we are not only responding to behavior, but we are working to intentionally build a strong foundation of inclusion and respect throughout our school so when our younger students step into the higher grades, their experience will have been saturated with positivity, diversity, and inclusion rather than bullying and disrespect. Below are some of our efforts to address these issues at BCCS and YPICS. This list is not exhaustive and we know we can always do more to improve. That is why we continue to reach out to community organizations for support, and we would welcome any advice that our board may have to offer on the subject.

Here is a list of our main efforts so far this year:

- Held meetings with staff members to discuss and plan how to address the issue; during these meetings I was open with the staff about the issues and concerns and addressed everything through discussion and feedback.
- Specific documents and charts were made to outline steps staff should take and the steps our administration/disciplinary team would take if as any of these issues arose.
- I went to every class on campus over the course of 1 week during advisory classes to address the issue and to discuss bullying, racism, and uninclusive behavior.
- During PD, we focused on routines, expectations, and procedures to ensure all teachers had solid classroom management/structures in place, and we followed up

with one-on-one support and observations. Mr. Arreola (Coordinator of SCC) and Mrs. Myers (Coordinator of Instruction) have taken on mentorship and have led a team of more experienced teachers to support our new staff.

- We ordered books for PD to help our team learn more about having conversations about race in the classroom. The books just arrived last week and I just finished reading the book so I can lead the conversations about this topic.
- Mr. Nutt scheduled a training through the COP in which district experts came to train our staff in responding to behavior and inappropriate student action/dialogue.
- Our admin team reached out to different organizations to see if we could get support in addressing the issue.
- We referred two of our biggest offenders to LAPD's diversion program.
- Students who use racial slurs are referred to ongoing counseling.
- Our staff used lesson plans to have conversations about race with some of our students who were using (or laughing at the use of racial slurs) at the beginning of the year.
- Dr. Myers reached out to some professors from Cal State to get guidance on how to lead a DEI committee at our school
- We started a DEI committee at our school
- Lessons were put together for teachers to use in advisory if they felt they could lead conversations about bullying and race.
- Dr. Myers led the first in a series of sessions at YPICS TPD focused on having conversations about race in the classroom.

School Culture/ELOP:

Building a strong culture is key to student success. Here is just a taste of all the amazing things going on at BCCS over the past month:



Make-Up Club learning how to use makeup to alter your appearance (e.g., no eyebrows)



Special effects makeup in Make-Up Club (this day was bruises and cuts).



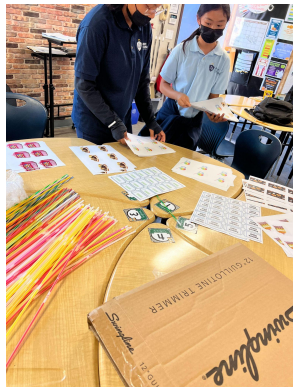
8th Graders working on their terrarium project (Ms. Mousavi's class).



The beginning of this advisory's pumpkin carving efforts for the annual contest.



Cell model project (Ms. Duenas' class)



Preparations for Trunk-or-Treat



Pumpkin carving in process



More cell models



More cell models



More cell models



Spooky Student Store



Spooky Bake Sale



Estella and her carved creation



Some of the final entries for the Pumpkin Carving Contest



More of the final entries for the Pumpkin Carving Contest



Leadership student workers at Trunk-or-Treat



5th Grade Trip to the San Diego Zoo



This final photo (right) is special because it did not come out of a planned event of specific effort. We did have some students this night who attended movie night in some of the classrooms, but this is a photo of an impromptu volleyball game between staff and students. A few students decided to play during the after school program, then a couple of staff members joined. More staff and students were called over to play until we had an all out, very competitive (and seriously fun) match going on. It was a great night of relationship building with our kiddos.

Trunk-or-Treat

This year marked our 5th annual Trunk-or-Treat event. The first year, we had 8 cars (all run by staff) and we held it on the basketball courts. Even through the pandemic, we continued the effort and last year we had a drive through event. This year we had our most participants yet, with 23 cars set up in spooky fashion, all prepared to hand out candy safely for our students and their families. Our cars were set up by staff, community partners, and parents. We had hundreds of participants and guests, and everyone enjoyed trick-or-treating, dancing, music, our favorite taquero, and even a surprise performance from Ballet Folklorico Ollin. Our high school staff and students joined in with two cars this year, and they brought some spooky art to add to the decor (Thanks, Mr. Benevides!) This event is quickly becoming one of BCCS's favorite traditions. Photos below:





Data (Houghton Mifflin Reading Inventory):

Each year, our students struggle with one main requirement of EL reclassification: a score of basic or above on a standardized test. Although we see very strong growth from all of our students on iReady, including our ELs, many of them do not reach the required level of proficiency needed for reclassification. Last year, we gave the Houghton Mifflin Reading Inventory for the first time. Several students passed it, but it was a very rushed process at the end of the year. This year, at the beginning of October, our 107 ELs all took the HMRI, and 31 of those students have already passed the assessment this year! This means we have our target group of students for reclassification. Our EL teacher and tutors will continue to provide support to all ELs throughout the day, but this group of students will be our target group for tutoring, Saturday academy, and ongoing supports. If we could have all of these students reclassify this year, we would have a reclassification rate of 29%!