BCCS Executive Administrator Report

August 24, 2023

Enrollment & Attendance:

Enrollment is looking strong from the 23-24 school year. We are definitely on an upward trend; our 6th grade cohort is completely full and we have a small waiting list of a little over 10 students. Our other grade levels are also almost full, and we hope to maintain an enrollment count between 350 and 360 over the course of this school year.

Enrollment specifics are below:

5th grade	8
6th grade	120
7th grade	112
8th grade	109
Total	349

We have 7 7th graders and 8 8th graders currently working on enrollment, so our hope is that we reach 360-365 in the coming weeks, and then we will work to maintain that enrollment over the course of the year.

One of our goals for the year is to focus on increasing attendance. Our goal is at least 95% attendance as an average for the school year. Below is our attendance for the first two weeks of school:

BCCS Attendance Goal: 95% average every week

Grade	Week 1 Attendance Percentage	Week 2 Attendance Percentage
5	91%	94%
6	97%	98%
7	96%	97%
8	96%	96%
Schoolwide	96%	97%

School Goals for the 23-24 School Year:

This year, we are focused on three primary goals that will have the greatest impact on our overall school outcomes:

Goal #1:	Goal #2:	Goal #3:
Increase Performance Scores for English Learners and Students with Special Needs	Increase attendance from an overall 92% to 95% on daily attendance	Strengthen our implementation of Tier I PBIS practices (positive school culture)

Over the summer, we went through a series of protocols to review our data, outcomes, successes and shortcomings last year and we created a plan that will help us meet three data-driven goals. Our plan is below:

Universal Approach:
We will discuss all students performance, data, and our interventions through the Multi-Tiered Lens

	Academic Focus: Subgroup Performance: SED, EL, SPED	Behavior/Culture Focus: PBIS Implementation (Tier 1)	Attendance Focus: Absenteeism
SMART Goals (Long Term Goals)	By April (after the final iReady Reading Diagnostic), 55% of students, including subgroups, will demonstrate improved level placement. By April (after the final iReady Math Diagnostic), 60% of students, including subgroups, will demonstrate improved level placement. By May 2024, 25% of English Learners meet the requirements to reclassify.	By the end of the school year, our school will score above 80% on the Tiered Fidelity Inventory (TFI)--currently at 33% fidelity. By the end of each semester, we will see a downward trend in behaviors as measured by ODRs. As a school, we will have at least six culture-building activity per month (Villanueva 4, Valinda 1, leadership 1). Each semester, BCCS staff members will support/attend at least 3 cultural events.	Throughout the school year, we will report and average of 95% attendance.

Outcomes (Provide Short Term)	Students will be identified for tiered supports using academic data. Academic interventions will be identified and their purpose/tracking will be clarified.	All staff will be trained on PBIS and the elements of the framework. PBIS training and discussion will occur regularly in the overall PD schedule. By the end of August, students will be surveyed to determine which events they would be interested in. PBIS Tier I committee and Tier II/III committee will be formed and will meet regularly.	Every 5 weeks, we will have an assembly that includes recognition for attendance. As a school, we will adhere to the attendance policy in terms of notification (3 absences=notification, 6 absences=meeting, etc.) By Aug. 30, we will meet with at least 75% of parents of students who were chronically absent during the 22-23 school year.

Steps	Communicate the plan to staff
	
	Teachers create scope and sequence to teach mastery standards
	
	Diagnostic Steps
	Baseline Diagnostic
	Teachers set goals
	Schoolwide goals
	Students set goals
	Use data to adjust/plan for teaching
	
	Data Analysis
	Review diagnostics and other data to create intervention plans
	(August, January, April)
	  - Teachers create plans based on iReady data
	  - Schoolwide, we assign interventions based on
		Develop a team and identify operating procedures
		
		Schoolwide expectations and BETM- train students and all staff
		
		Clearly defined classroom expectations
		
		Teacher vs. Office handled- train on the behavior growth path, reflections, ODRs, and incident reports.
		
		Train/inform staff on decision-making process or discipline procedures
		
		Formal system on feedback and acknowledgement for schoolwide expectations
		
		Share schoolwide behavior data
			Tier students attendance needs and interventions
			
			Capture % of students who are chronically absent
			
			Set Monthly attendance goals, as a school
			
			Celebrate homeroom classes for best attendance
			
			Promote attendance goal/incentives to families and students
			
			Work to develop recognition events to celebrate attendance
			
			Host "we made it days"; provide raffles for prizes. Students earn raffle tickets for arriving on-time on those days (initially promote, and then make random)

	student need and resources **Departments/GL:** Utilize CFGs to analyze and discuss data regularly (iterim assessments) **Professional Development:** Regular reflection in departments/GLs during PD- inlcudes change/shift in strategy to meet student needs. **Tier II and III:** Quarterly MTSS meetings to discuss academic data and which interventions/supports are needed. Regular EL data reviews (CFGs) and progress monitoring- HMI, iReady, classroom data Ongoing observation and coaching REPEAT!	regularly (data walk)- Quarterly Collect feedback and discuss with students (survey students) Implement stages of restorative practices Push into classes and observe, track for potential classroom culture issues in the first two weeks.	New food vendor with pizza Fridays 5 week assemblies by class - (Mykes free stacks of pancakes) Brag Tags, Stickers, non-uniform days for strong attendance Incentive trips (supported through elop)
Instruction	-create cohorts based on EL/Newcomer, SPED -create classes for SFA/ELD/Math based on data (close to passing ELPAC) -Summer PD -Train teachers to write scope and	-Continue to work with teachers to create engaging and rigorous lessons. -Provide PD time to SCC -Tag-team support for teachers on managing behaviors	-Provide academic data to give out awards during assembly -Engaging lessons, PBL, Collaborative Learning, academic games -Phone calls

	sequence, rubrics, lesson plans -First 2 weeks, teachers are instructed to focus solely on building community (no instruction) -Send message to families about upcoming tests (iready, caaspp, ELPAC, HM) -Set up iready testing and run data for teachers -Celebrate growth with schoolwide incentives -Ensure teachers set class and student goals -Plan PD for every Monday (for tutors and teachers) including: -CFG, restorative practices, strategies for strong instruction -train new teachers on new programs -Work with SCC to embed restorative practices in PD -Provide lesson plan feedback -Observe/walk-through classes -Coach teachers -Make sure grade level and department meetings happen -HM reading inventory (quarterly) -Academic Contracts (by grading period) work with Lomeli to provide more targeted support for Tier ⅔ -Work with teachers to Include practices tests for state tests in classes -create rosters for study	-Create a Relay Playbook for first 2 weeks -Academic events; Spelling Bee Poetry Contest Book Fair -I-ready incentives -Hype up events/remind during PD -Walk-throughs (support with TFI) -Bridge communication between teachers & SCC	(teachers) to connect with families of students who are absent -Class rewards -Home visits (offered to teachers in partnership with SCC)

	hall/acceleration classes/ saturday academy -Meet with Pistilli to review EL data (EL level, grades, and HM testing)		
SCC	Develop incentives for growth in all areas. Ensuring we don't pull EL students during their EL times. -Structure for PBIS rewards that help promote positive behavior. It would also promote growth in testing. -SCC staff pushing in to support with social/emotional behavior support. -Train staff on embedding restorative practices in the instruction. Partnering with teachers to co-facilitate.	- Develop a tier one team. Ensure team has a uniformed agenda and consistent meeting dates. -Create a monthly report that includes social/emotional/behavior data. -Consistently and creatively reteaching school wide behavior expectations. (Monthly) - Come up with student and staff goals for PBIS rewards. -Train staff on PBIS -Send a weekly student interventions or strategies. (SCC weekly)	- Provide Non Uniform day per month for perfect attendance - Facilitate culture building activities -Attendance Support Plans with all students who missed 20% or more days during 22/23 SY -Parent Attendance Meeting for all students who missed 10% of days during 22/23 SY (Complete My Family Help Plan) -Student with 20% CA & High ODR will meet with Counselor at least monthly -Counselor will meet with Student and parent before students are disenrolled -Earning Scholar Dollar daily for attendance
Operations	Ensuring all students are placed appropriately (EL, SPED, SED flags)- conduct audit in CALPADS Work on attendance to ensure kids are on campus.	-Provide Parent Workshops on PBIS, Expectations, and Policies -Office will channel relevant information and communication to SCC Manager -Provide SCC team	Identify and capture daily attendance reports. Regular incentives for attendance. Communicate with families and students expectations, goals, and incentives

	Create packets for students on short-term independent study (less than 14 days). Develop a more clear packet of potential independent study assignments. SAC meetings to share goals and data Parent workshops connected to supporting students academically (attendance, i-ready, incentives).	with data regarding tardies and absences, provide ODRs if needed -Promote SCC provided incentives, and events, to keep families informed	Work to secure BCCS merchandise to be used as incentives Meet with families to escalate supports for students not meeting expectations Secure data per homeroom on attendance rates and tardy rates per class.
Community Schools	Offer Study Hall tutoring for all students through ELOP. Communicate to parents what instruction students are receiving through a community newsletter. Create a Meeting calendar when we will be discussing data during MTSS meeting, possibly once a month. Work with TT offer instruction content related on Saturday Acedemy. Support/coach TT afterschool staff how they can align their hw support efforts to during the day instruction.	Plan one big community event, like Trunk-or-Treat, per semester. Fall: Trunk-or-Treat. Spring: Health Fair. Plan along side our Expanded Learning programs to continue culture events after school, once per month. Ex: Bertchella, Lights-on-Afterschool, dances, etc. Plan Saturday field trips, college trips and recruit staff members to facilitate clubs through ELOP. Find community partners to give assemblies regarding different topic around building positive culture.	Survey families to see transportation needs in order to provide support Counseling for chronically absent students Connection to community support partners Communicate with our school community why is attendance timportant

Data Sets to Monitor	iReady HMI Grades Interim Assessments ELPAC Contract data	ODR data PBIS Rewards Student Services Touch points Event attendance	Tardies Absences Chronically Absent students Tiering interventions Parent engagement data
Frequency of Check In	Monthly during PD Quarterly for MTSS Monthly during department/GL meetings 3 times/year for diagnostic	Monthly Tier I team check-in SCC team meeting weekly One-on-one meetings bi-weekly Weekly TT SC-CCS meetings Quarterly data discussion in MTSS.	Daily attendance reports Quarterly for MTSS
Key Collaboration (including CFG)	Incentives Parent training MTSS- identifying Tier II and III Restorative Practices	Community schools and after school program Community partners PD	SCC/Social Worker check ins and supports
Key Features of Our Program that Will Support	SFA CFGs PBL Collaborative Learning Restorative Practices MTSS	Restorative Practices PBIS CFGs ELOP/TT After School	MTSS PBIS PBL/engagement

iReady:
We are just wrapping up our iReady testing window and are finishing make-up tests tomorrow, so our preliminary data will be available by the next board meeting. We are meeting with our teachers to analyze the data using our CFG data analysis protocols and we will be comparing results to the CAASPP outcomes from the 2023 assessment.

LACOE Williams Oversight:
We had our initial visit from LACOE this morning. They conducted classroom walkthroughs and checked in with our students and staff about their curricular materials and the accessibility of those programs. For this portion of the visit, a school can be rated as sufficient or insufficient. We received a "Sufficient" rating. Additionally, it was great to hear all the praise from the visits for our great our campus is, how wonderful our students are, and how friendly and welcoming our staff are. This is the experience we strive to give all community members!
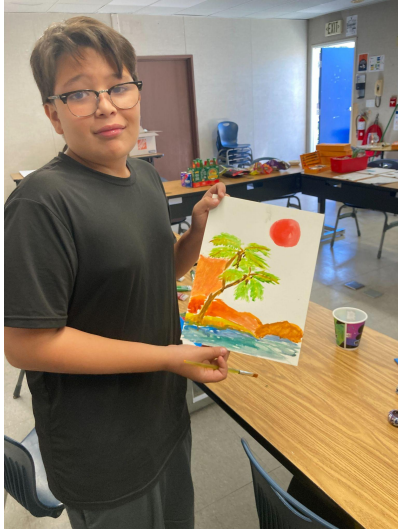
Professional Development Plan (Fall Semester):
Our PD plan was designed to be cyclical so our teachers are revisiting, reflecting, and monitoring our progress towards goals throughout the year. During the fall semester we are using our CFG protocols and restorative practices to build our capacity as a team and to build our connectivity and collaboration across the school. Additionally, we are using our departments to review data and practice to perpetually drive growth and improvement at our school.

PD Date	Timeframe	Item(s)
8/14/23	20 min	CFG: Picture Metaphor Activity
	110 min	iReady Testing Info & ELOP/Work Time
8/21/23	120 min	De-escalation strategies
8/28/23	90 min	CFG Data Analysis (iReady) - Set Dept Goals for iReady Growth
	30 min	Infinite Campus Grades
9/11/23	60 min	Review PBIS and PBIS Rewards
	60 min	Advisory Lessons/Restorative Practices Review and Check-In
9/18/23	60	CFG Data Analysis on EL Data
	30	EL Strategies
9/25/23		YPICS TPD Day
10/2/23		Parent Conference Info
		Parent Conference Prep and Work Time
10/16/23	90 min	CFG- Dilemma Consultancy Protocol
	30 min	Reflect and Plan for Restorative Practices Implementation
10/23/23	45 min	CFG- Affinity Mapping Protocol
	75 min	Planning and Prep (based on Affinity Mapping)
10/30/23		YPICS TPD Day
11/6/23		iReady Diagnostic Planning- Incentives and Goals
		OPEN
11/13/23	60 min	Grades Work Time
	60 min	Parent Communication Time
11/27/23	90 min	CFG Data Analysis on EL and Grade Data
12/4/23	20 min	Secret Santa Preparations
		Looking Ahead: Second Semester Pacing Plan
12/11/23		Staff Recognition/Celebration
		Finalizing Grades

School Culture:

Building a strong culture is key to student success. Here is just a taste of all the amazing things going on at BCCS in the first couple of weeks of school:

This summer, our staff painted our sign! This is the "after"....	This is the "before"....	Some of our staff painting.
Learning about other cultures and celebrating through art (this was from Jamaica week in summer program)	Engineering with Legos (summer program)	Engineering with Legos (summer program)

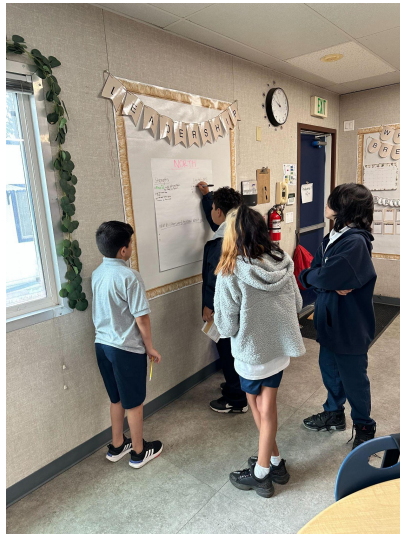|		
First week team building puzzles	More puzzles!	Rikardo's Lego creation
Coding and Robotics (summer program)	6th grade High Ropes Coures Trip	6th grade High Ropes Coures Trip
First day back!	First day (Estalla and her favorite teachers!)	Sharing our goals for the year
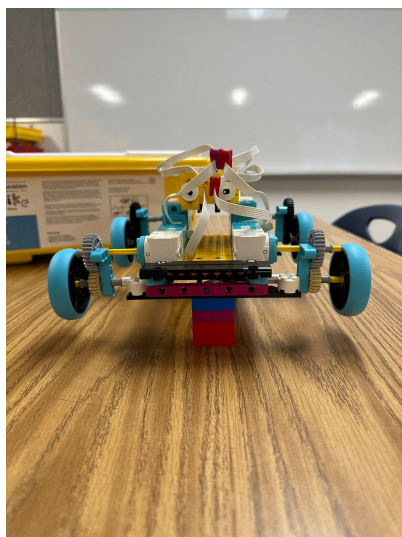
6th Grades building expectations through CFGs

Collaborative learning skill-building through tower construction.
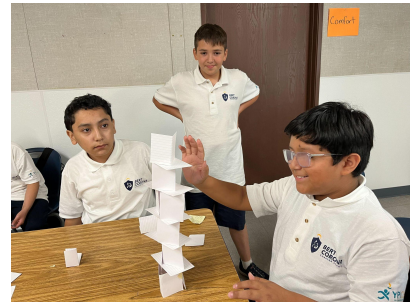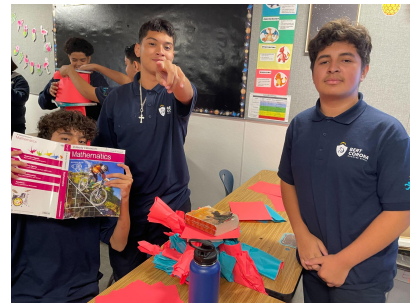

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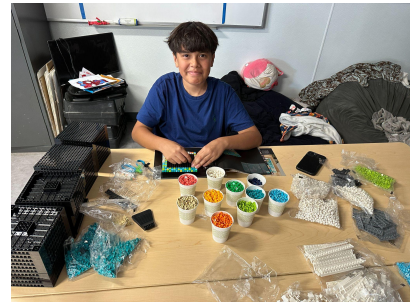

Lego masters!

Collaborative learning skill-building through tower construction.

Lego masters!	Virtual cooking class with actual chefs! (Summer program)	Our resident Lego expert- this kid could build anything!
Final Lego engineering creations! (summer program)		