



**2020-2021 3.J Charter Schools Monitoring Report
Bromley East Charter School Data Request
(Due September 15, 2021)**

Enrollment Data:

Please complete the following information regarding your enrollment:

21-22 Enrollment	
Sept 1, 2021 enrollment	1160
Number of students on waitlist	73
Offered seats	10
Projected Oct 1, 2021	1170
20-21 Enrollment	
Actual Oct 1, 2020	1205
Projected Oct 1, 2020	1200
Was your actual Oct 1, 2020 enrollment 5% above or below your projected enrollment?	No
Enrollment as of Jan 15, 2021	1195

Complete the following based on your October Count data from 20-21. Scroll down to School Level Data on [CDE's Pupil Membership site](#).

Number of students	1207
Girls	605
Boys	602
Special Populations	

Special Education	87
GT	63
EL	95
FRL	261
Race/Ethnicity	
American Indian or Alaskan Native	2
Asian	11
Black or African American	11
Hispanic or Latino	412
White	738
Native Hawaiian or Other Pacific Islander	1
Two or More Races	32

Staff Data:

Please complete the following based on September 1, 2021 data:

# of teachers	59
# of new teachers	7
# of additional support staff	49
# of administrators	6
Total staff	114

Unified Improvement Plan

Major Improvement Strategy 1

Please indicate your first major improvement strategy:

- Implement curricula and best practices in Math and Literacy.

What benchmarks did you complete?

- Implement Envision Math curriculum with fidelity K-8
 - Elementary - 1 Day lesson cycle
 - Middle School - 2 Day lesson cycle
 - Adherence to pacing
- Implement Number Worlds with fidelity for students with disabilities
- Implement Really Great Reading program with fidelity.
- Implement Wonders program with fidelity.

- Develop clarity around RGR and Wonders use (how they support one another)

Which benchmarks are you still working on?

- We continue to support teachers with ongoing coaching for all curricula, the implementation of PLCs and the further development of our scope and sequence work.

What data do you have that supports progress in this major improvement strategy? (i.e. student progress monitoring data, state assessment data, attendance, discipline, etc...)

- See table below.

Major Improvement Strategy 2

Please indicate your second major improvement strategy:

- Provide Professional Development for Staff - Best Instructional Practices

What benchmarks did you complete?

- Staff will implement learning targets, success criteria and formative assessment practices daily within the in person and VIRTUAL classroom.
- Staff will effectively utilize digital learning tools to implement high quality instruction.

Which benchmarks are you still working on?

- Staff will implement formative assessment practices daily in all content areas and develop a system to track student progress toward learning outcomes.

What data do you have that supports progress in this major improvement strategy? (i.e. student progress monitoring data, state assessment data, attendance, discipline, etc...)

- See table below.

Major Improvement Strategy 3

Please indicate your third major improvement strategy:

- Culture - Continue with the Implementation of Leader In Me

What benchmarks did you complete?

- While we provided training in this area, the benchmarks are not yet complete.

Which benchmarks are you still working on?

- Staff will increase use of 7 Habits Language in the classroom
- Staff will utilize the 4DX process with students to set clear goals and reflect on those goals weekly.

What data do you have that supports progress in this major improvement strategy? (i.e. student progress monitoring data, state assessment data, attendance, discipline, etc...)

2020 FastBridge aMath Fall to Spring at/above benchmark					CMAS
Grade	Fall	Winter	Change	Spring 21	Spring 21
1	69.11% (85/123)	69.42% (84/121)	.31% (-1)	60.33% (73/121)	

2	68.29% (84/123)	64.75% (79/122)	-3.54% (-5)	60.66% (74/122)	
3	70.0% (91/130)	64.0% (80/125)	-6.0% (-11)	65.6% (82/125)	
4	59.85% (79/132)	55.22% (74/134)	-4.63% (-5)	57.04% (77/135)	20.87% (24/115)
5	63.43% (85/134)	54.96% (72/131)	-8.47% (-13)	47.69% (62/130)	
6	67.38% (95/147)	54.79% (80/146)	-12.59% (-15)		13.95% (18/129)
7	64.49% (91/141)	52.94% (72/136)	-11.55% (-19)	52.86% (74/140)	
8	63.51% (94/150)	53.47% (77/144)	-10.04% (-17)	51.41% (73/142)	22.86 (24/105)
2020 FastBridge aReading Fall to Spring at/above benchmark					CMAS
Grade	Fall	Winter	Change	Spring 21	Spring 21
1	Not Assessed	Not Assessed	N/A	N/A	
2	54.55% (66/121)	53.33% (64/120)	-1.22% (-2)	59.84% (73/122)	
3	62.31% (81/130)	56.35% (71/126)	-5.96% (-10)	60% (75/125)	25.69% (28/109)
4	73.68% (98/133)	64.18% (86/134)	-9.5% (-12)	64.4% (87/135)	
5	69.17% (92/133)	63.36% (83/131)	-5.81% (-9)	58.46% (76/130)	37.61% (41/109)
6	65.99% (97/147)	69.86% (102/146)	3.87% (-1)	57.14% (84/147)	
7	67.83% (97/143)	67.63% (94/139)	-.20% (-4)	62.68% (89/142)	33.61% (41/122)
8	55.78% (82/149)	55.86% (81/145)	.08% (-4)	55.24% (79/143)	

DIBELS Next - READING
Kindergarten through Second Grade DATA
Middle Year 2018-2019 to End of Year 2021

Kindergarten	Red Unsatisfactory	Yellow Partially Proficient	Green Proficient	Blue Above Grade Level	AT OR ABOVE GRADE LEVEL
MOY 2018-19	12%	15%	29%	44%	73%
MOY 2019-20	25%	15%	15%	45%	60%
MOY 2020-21	26%	20%	32%	22%	54%
EOY 2020-21	10%	7%	19%	64%	83%
1st Grade	Red Unsatisfactory	Yellow Partially Proficient	Green Proficient	Blue Above Grade Level	
MOY 2018-19	22%	13%	9%	56%	65%
MOY 2019-20	21%	12%	14%	53%	67%
MOY 2020-21	34%	12%	18%	36%	54%
EOY 2020-21	29%	10%	22%	39%	61%
2nd Grade	Red Unsatisfactory	Yellow Partially Proficient	Green Proficient	Blue Above Grade Level	
MOY 2018-19	13%	5%	28%	54%	82%
MOY 2019-20	21%	14%	33%	32%	65%
MOY 2020-21	25%	13%	21%	41%	62%
EOY 2020-21	20%	11%	15%	54%	69%

These data were impacted by limitations based on the pandemic, such as reduced reading intervention time, intermittent quarantines, and extended remote learning.

What are your points of pride when you reflect on the 20-21 school year?

- We opened school on time with an in person and virtual option.
- 70 - 75% of students were in person learning 5 days a week with the exception of the extended remote learning period from Thanksgiving through mid-January.
- 25 - 30% of students engaged in remote learning with a dedicated remote teacher.
- Staff rallied together to learn new ways to deliver instruction utilizing technology to enhance both in person and remote learning experiences.
- All staff implemented learning targets and success criteria in every class every day.
- Staff completed scope and sequences for all content areas in middle school and math and literacy for elementary school.
- Elementary staff implemented the Wonders literacy curriculum, aligning grades K-5.

Environment:

What trends did you notice in your family surveys? Your student surveys? Your staff surveys?

Family Surveys

- 30% of our families selected a remote learning option for the 20-21 school year.

Glow areas included:

- Overall parent participation increased from 272 responses to 515 responses.
- EVERY indicator on our family survey saw an increase in the number of families selecting a level 4 rating. A few of the most significant increases are noted below:
- Parents/Guardians are supportive of BECS. 51.5% (19/20) to 71.2% (20/21)
- BECS offers opportunities to be involved in important decisions. 37.3% (19/20) to 60.4% (20/21)
- BECS fosters an environment that encourages respect among students. 42.4% (19/20) to 60.4%(20/21)

- BECS provides services that promote physical wellness of students. 42.1% (19/20) to 55% (20/21)
- BECS provides services that promote the emotional wellness of students. 40.2% (19/20) to 53.2% (20/21)
- BECS is a safe place for students. 55.5%(19/20) to 73.9% (20/21)
- Class sizes at BECS support student learning. 33.6%(19/20) to 50.2%(20/21)
- The leadership at BECS fosters respect among students. 47.2%(19/20) to 65.1%(20/21)
- BECS provides resources to support my child's learning (e.g. access to technology, textbooks, materials for class, etc.). 56.5%(19/20) to 73.3%(20/21)

Grow areas included:

- BECS tries to get family members to take part in school activities. (85.9% agree)
- There are many different ways I can be involved with the school, either at the school itself, at home or in the BECS community. (84.8% agree)
- I feel comfortable voicing my concerns at my child's school. (89.7% agree)
- BECS fosters an environment that respects diverse learning needs. (90.8% agree)
- BECS accommodates differences in students' learning needs. (90.9% agree)
- BECS provides programs to support my child's learning. (89.5% agree)
- BECS provides information to parents about their child's progress. (88.1% agree)

Policy change areas include:

- A renewed effort to recruit and utilize parent volunteers has been established for 21-22.
- Teachers will ensure Infinite Campus is up to date with students assignments and grades are entered in a timely manner following the due date.
- As a result of the request for remote learning, we defined and implemented a remote learning program utilizing Bromley staff. We continue to provide remote learning through a live stream option for the 21-22 school year for students with extended absences due to medical or voluntary quarantine.

Staff Surveys

BECS conducts an anonymous staff survey each winter asking a range of questions based on a 4 point scale. For the 20/21 survey, responses averaged 3.0 - 3.8, except for one category which averaged 2.5.

Glow areas included:

- BECS staff share a high level of commitment to student learning. (3.8)
- I model BECS' mission and vision: LEARN, GROW, LEAD. We celebrate our genius, own our learning, and lead for life. (3.6)
- The relationships between staff and students are respectful. (3.6)

Grow areas included:

- Pressure to maintain scores on standardized tests discourages teachers from trying new things. (2.5)
- Employees at BECS who do outstanding work receive appropriate recognition. (3.0)
- We have a shared vision of what our school will be like in the future. (3.0)
- Everyone in our school has an opportunity to have a voice in the decisions that impact our school. (3.0)
- Diversity of opinions and perspectives are encouraged at our school. (3.0)

Policy change areas include:

- Implementation of "Notes of Thanks" with which any staff member can recognize another.
- Clear presentation of the UIP as well as continual revisitation of our goals and acknowledging achievement of the goals.
- Implementation of a school leadership team as well as elementary and middle school team lead meetings to collect, analyze, discuss and disseminate information.

Student Surveys

BECS conducts student climate surveys for grades 3-5 and 6-8. Below are some of the highlights from those surveys.

3-5 Glow areas include:

- 93.6% of students feel safe at school.
- 92.8% of students know school behavior rules and expectations.
- 91.4% of students feels comfortable going to a staff member with a problem.
- 75.4% of students find it easy to make friends.

3-5 Grow areas include:

- 67.9% believe kids tell an adult when other students are being bullied.
- 7.4% of students reported that they are frequently bullied.

Elementary Focus Areas:

- Implementation of Morning Meetings to address community building and social emotional learning.
- Kid Talk Meetings provide a space for collaborative discussions to support students’ academic, behavioral, and social development.

6-8 Glow areas include:

- 90.3% of students feel safe at school.
- 95.3% of students have been bullied few or no times while at school during the school year.
- 98% of students are not afraid to go to school because of a bully.
- 97.3% of students have been electronically bullied few or no times during the school year.

6-8 Grow areas include:

- 43.1% of students usually or always report bullying concerns to an adult.
- 49.6% of students feel teachers or other adults/staff usually or always help resolve problems when they report them.
- 76.3% of students feel that at my school, there is at least one teacher or adult whom I can talk to if I have a problem.
- 75.5% of students find it easy to make friends.

Middle Focus Areas:

- Continued relationship building between adults to students and students to students through the LEAD class and use of Kagan practices.
- Regular Kid Talk Meetings to provide a space for collaborative discussions to support students’ academic, behavioral and social development.

Board Membership and Training

Please provide the following information regarding your Board:

Board Member Name	Start Date	End Date (if applicable)	Current Board Role
Darnelle O'Hair	2019		Policy Manager
Richard Smith	2017		President
Ron Hruby	2012		Secretary
Donnell Kisa		2021	N/A
Therese Marrugo	2019		Vice President
Marc Saldivar	2019		Treasurer

