



EA Report
Mr. Simonsen
BCCHS
January 2021

As distance learning continues to be the plan for the high school at least through Spring Break, here are the significant developments that have transpired since January's EA report within that construct.

MyPath and Testing Preparation

We successfully implemented MyPath, the program provided by Edgenuity (our Credit Recovery program for second-semester juniors and all seniors) to provide ongoing remediation of grade-level skill deficits as reported by longitudinal NWEA MAPS data. We have specifically targeted our 11th graders for intensive work using this program so as to facilitate intentional test-readiness in a personalized manner. In addition, we are currently reorganizing one of our English blocks to accommodate weekly exposure to practice exams, with two of our most veteran teachers serving as practice proctors. The last time we set up a similar system for our 11th graders, they produced the most improved test scores in a single year of any charter high school in the district.

Technology

New Chrome Books have arrived for our 10th and 11th grade students, but have not yet been distributed. Once they are, every BCCHS student will have a 2020 Chrome Book model in their possession, as the fleet will have been completely replaced. This was possible thanks to GEAR UP 1 and the CARES Act. In addition, all staff have received new Mac Laptop technology and will soon be receiving new iPad technology. These tools are greatly improving / will greatly improve our team's ability to facilitate distance learning.

College Acceptance

All but 2 students at BCCHS who were eligible to do so have applied to a 4-year university, and all students not eligible to do so will be applying to a community college program or other post-secondary vocational program. As of March 5th, students have been admitted to the following schools:

CSU Los Angeles
CSU Channel Islands
CSU Northridge
CSU Bakersfield
Chico State
CSU Bakersfield
CSU San Luis Obispo
Humboldt State

Cal Poly Pomona
Mount Saint Mary's University
UC Merced

College Tracking

A recent GEAR UP 1 tracking report of the first GEAR UP 1 cohort of graduates from BCCHS showed that, despite the number of students graduating and being accepted to four year colleges and universities, very few of them actually matriculated and registered for classes in the Fall of 2020. Fewer than 10 of the graduates of that class took advantage of the offers of admission and financial aid that was offered them. 2020 was an unusual year, but now a more intentional and targeted tracking effort is now underway with the help of the larger BCCHS community to locate our graduates (Classes of '18, '19, and '20) to find out what our larger college persistence story is shaping up to be after our first few graduating classes have matriculated.

Facilities Grant

The high school recently applied for and received a facilities grant worth over \$200,000.00 to offset a number of facilities-related expenses. It has been acknowledged and in the process of being formally accepted upon remittance of required documentation.

Recruitment

A number of staff from BCCS and BCCHS have been partnering to give the BCCS 8th grade class exposure to the students, teachers, counselors, and leadership sponsors at the high school in the hopes of building a relational bridge for our middle school Knights to become high school Knights. Mr. Myers was very intentional about initiating this recruitment process immediately once his new tenure as EA of BCCS started in January. We are very grateful for his leadership and initiative, and for the collaborative efforts of the teachers and staff at both schools, to try to positively impact recruitment numbers from the middle school. The past few years have been consistent, but far less than fruitful in terms of meeting expectations for enrollment. A number of factors have contributed to this situation, but we are hopeful for a renewed partnership and positive outlook on the part of BCCS students and parents to claim the high school as their own.

Here is a look at what is being planned for the Spring and next school year.

PBL Exhibition

Although any sort of long term, meaningful, transformative instruction has been very difficult to facilitate this year, one of the additions to our curriculum has been Project Based Learning on a schoolwide scope. All high school students are expected to complete a project that attempts to make an impact on one of more of the communities in which students perceive themselves to be a member. Students are being coached by their advisors and content teachers, and the breadth and depth of questions is inspiring. Here are a few examples:

“How has the isolation of the pandemic affected the mental health of teens?”

“How can I use social media to help people in my neighborhood adopt abandoned pets?”

“How can Generation Z change the way people vote?”

We are currently planning a virtual exhibition of student projects for the first week of June.

Special Education Return

Ms. King Berg is currently working to secure approval of a return to campus by BCCHS students with special needs in the third week of March. Our Special Education team is already in receipt of their first vaccination doses, and is eager to see their most vulnerable students in person. A cohort plan has already been drafted.

AP Addition and Programming

AP US Government will be added to the AP course roster for BCCHS. We will offer AP English Literature and Composition, AP Spanish Language and Culture, AP Biology, and AP US Government. The logistics work of maintaining an AP program has become significant enough that I have recruited one of our lead teachers to serve as an AP coordinator for 2021-2022. This will be a stipend position.

New Staffing

After years of working with multiple programs to support improvements in reading and writing for our high school students, I have become convinced that we need a dedicated staff member to work with our most needy students in these areas. My spouse is a reading specialist and has served as a bilingual reading specialist adjunct professor for the Masters in Reading at CSULA, and it is her professional opinion that there are certain students who will not grow in their ability to read and write on grade level without the help of a highly trained interventionist. I am hoping to use ESSA funds to secure the services of a literacy specialist and a second Special Education teacher to accommodate the 26% Special Education population (more than twice the state average) and 17% EL population at our school. If we are going to continue to attract LTEL and SpEd students at our safe, kind, family-oriented little school, we need to re-tool to make much more progress for them while they are with us.