



Larry Simonsen
Executive Administrator
Bert Corona Charter HS

Board Report for March 28, 2022

Academics

The primary academics discussion and initiative at BCCHS since the start of second semester has been focused on A-G course grades. The UC/CSU qualifying GPA thresholds of 3.0 and 2.5, respectively, have not been reached by more than 50% of any one 11th grade cohort in the 7 years since the school was opened. The historic qualification rates for our school, reported as a percentage of student cohorts that have qualified for either or both UC/CSU admission at the end of 11th grade, are as follows:

Class of 2018 - 9 of 18 students: 50%

Class of 2019 - 23 of 58 students: 40%

Class of 2020 - 37 of 84 students: 44%

Class of 2021 - 23 of 58 students: 40%

Class of 2022 - 16 of 35 students: 48%

The recent approval of the YPICS Board to remove F grades entirely from the high school grading system will encourage students to keep trying when they do not achieve a passing grade at the end of a semester, instead of discouraging them from even attempting the course again as they watch their GPAs plummet from the mathematical destruction done by an F (0 GPA points).

I believe it is imperative that YPICS revisit the practice of K-12 grading with all of its teaching team, as it is apparent from our data that students continue to be graded based on work completion and effort rather than a calibrated assessment of mastery of skill and knowledge. Freshmen and sophomores who do not pass A-G courses will be re-enrolled in those courses with our teachers. Juniors and seniors who do not pass A-G courses will be enrolled in credit recovery online courses through Edgenuity, a less rigorous course option.

That said, for the first time since the Fall of 2017, when our first cohort of Juniors applied to colleges, the cumulative GPA distribution of the current 11th grade cohort has surpassed 50% qualification for UC/CSU admission. Provided they continue to perform as well or better than their historic grades indicate, the class of 2023 is on pace to see a mathematical majority of its cohort qualify for either or both UC/CSU admissions.

Class of 2023 - 30 of 51 students: 59%

The breakdown is as follows, and is contingent upon equal or better performance in the current semester:



Class of 2023 UC/CSU Qualifying GPA Distribution as of March 27, 2022

GPA

Last Name	First Name	Middle Initial	Student#	Grade	Rolling Cum GPA	Term 6			
		D	22449	11	3.94				
			12514	11	3.82				
		A	22616	11	3.73		UC and CSU Qualifying		
			13044	11	3.7		19		
		C	22450	11	3.57				
		H	22448	11	3.56				
		M	12997	11	3.50				
		E	22440	11	3.49				
		A	13067	11	3.40				
			22461	11	3.39				
			22460	11	3.37				
		M	22453	11	3.36				
		M	12702	11	3.35				
			13017	11	3.25				
		D	13020	11	3.19				
		J	13066	11	3.19				
		I	9000	11	3.12				
		R	13028	11	3.02				
		R	13015	11	3.01				
			13065	11	2.91				
		A	13075	11	2.87		CSU Qualifying		
		E	8982	11	2.82		11		
			13032	11	2.81				
			12998	11	2.79				
		D	90117	11	2.79				
			22446	11	2.78				
		A	13007	11	2.77				
			13041	11	2.74				
			13005	11	2.63				
		S	22612	11	2.53				
		A	12995	11	2.40				
			13033	11	2.35		Non-Qualifying		
		J	22447	11	2.34		21		
		M	12501	11	2.22				
		A	22636	11	2.11				
		G	13063	11	1.79				
			13026	11	1.68				
		M	13078	11	1.68				
		D	22444	11	1.63				
			22451	11	1.55				
		V	90276	11	1.5				
		R	8995	11	1.39				
		J	13021	11	1.34				
		A	22595	11	1.33				
			22443	11	1.33				
		B	13077	11	1.31				
		E	13060	11	1.24				
			22452	11	1.06				
			22441	11	0.92				
		D	22683	11	0.55				
		E	22617	11	0.31				



Due to the now SAT-Optional nature of college admissions in California, the opportunity for our students to avail themselves of AP coursework takes on an increased level of urgency. The 2020-2021 and 2021-2022 school year were tough for our AP program given the rigorous nature of AP curriculum and the compromised access to support from instructors. In June of 2021, we also lost the instructor of our most successful AP course, AP Spanish. However, she has returned, and an additional instructor has been formally trained to add AP US Government to our AP roster. If all goes well, our 2022-2023 AP course offerings should look as follows:

- AP Biology
- AP Environmental Science
- AP English Literature
- AP Spanish
- AP US Government

Access and opportunity to take these courses is considered a metric of socially just and equitable high school education by almost every local, state and national group tracking high school rankings, so it is good news that we will be able to offer them, in addition to the college courses we offer through continued partnership with Los Angeles Mission College.

Operations

Proposition 39 agreements have been signed by both site and host principals for the 2022-2023 school year. The host principal has determined a path forward by which BCCHS may share space in rooms 39 and 44 for the entire day. This means we will not have to ask any teacher to roam next year, even as we grow our staff team.

Recruitment for the 2022-2023 school year is bringing in students not only for next year, but for this year as well. Three new students have started at BCCHS in the past couple of weeks. The current enrollment tracker shows current and anticipated high school enrollment as follows:

Bert Corona High School									
2022-23 Enrollment Tracking									
	2021-22				2022-23				
	Previous year Enrollment	New Student	New Student Schola	Returning Student	Retained	Total	Class Size	Independent Study (Long Term Only)	Retention Rate
8th grade (from BCCS)	114								
9th grade	56	9		11		20			9.65%
10th grade	57			56		56			100.00%
11th grade	51	1		57		58			100.00%
12th grade	29			51		51			100.00%
5th Year	10					0			
Total	203	10	0	175	0	185		0	
Date Updated	2/22/2022			28	Growth	-18			
				Date Updated		2/28/2022			

Although the incoming 9th grade class of 2023 is currently at 20 total students, many 9th grade families finalize their enrollment paperwork in the months of June and July. We anticipate that this incoming cohort will reflect a population similar to that of the other three cohorts, and that our overall enrollment will add between 15 and 25 students overall, compared to the 2021-2022 school year.



College Acceptance and Matriculation

B	C	D	H	I	J	K	L
Rank	Last Name	First Name	Cumulative GPA	CSU	UC	Privates	Community College
1			3.91	CSULA, CSUN, CSUCI, and CSLB	UCI, UCLA(Waitlisted), UCSB, UCR		
2			3.61	CSUN, CSUCI, CSUSB, CSULB	UCLA, UCD(Waitlisted), UCI, UCSD		
3			3.59	CSUPomona, CSUN, CSUSM, CSUEB	UCI, UCLA, UCR, UCSB		
4			3.53	CSUB, CSUCI, CSUEB, CSULA	UCR, UCM, UCSB, UCI		
5			3.48	CSUB, CSUCI, CSUSB, CSULA	UCR, UCM, UCSB, UCI		
6			3.44	CSUPomona, CSUF, CSULA	UCLA, UCSD, UCSB, UCR		
7			3.3	CSUB, SFSU, CSUN, CSUEB	UCR, UCM, UCSB, UCI		
8			3.19	CSUN, CSULA, CSULB, CSUCI	UCR, UCSB, UCM, UCI		
9			3.03	CSUN, CSULA, CSULB, CSUCI	UCR, UCSB, UCM, UCI		
9			3.03	CSUN, CSUB, CSUCI, CSUDH			
11			3	CSULA, CSUSM, CSUCI, CSUN			
12			2.91	CSUN, CSULA, CSULB, CSUCI			
13			2.85	CSUSac, CSUN, SFSU, CSUStan.			
14			2.79	CSUCI, CSULB, CSUN, CSULA			
15			2.65	CC			
17			2.57	CC			
16			2.486	CC			
18			2.37	CC			
19			2.3	CC			
20			2.28	CC			
21			2.26	CC			
25			2	CC			
27			1.9	CC			
31			1.52	CC			
34			1.09	CC			

Green = Accepted
 Black = Not accepted / have not confirmed
 Blue = qualified but didn't apply

Most seniors of the Class of 2022 have applied to the schools for which they qualified, and have begun to hear from admissions offices. UC Riverside and UC Merced have offered admission to all of our students who applied. We are waiting on UC Irvine and UC Santa Barbara. UCLA and UC Davis have waitlisted our students. All CSU campuses with the exception of Long Beach and Pamona have responded, and our students have been admitted almost universally. The challenge now, with FAFSA offers in hand, will be to help our students and their families develop a plan for matriculation. This has been the defining challenge of our organization: not admissions, but commitment and matriculation. We are excited to see who will take the courageous step to accept the opportunities BCCHS graduates have now been afforded, and are eager to help with overcoming obstacles. The hard work of qualification, application, and acceptance are done. The harder work, that of making a plan to successfully overcome fear and imposter syndrome, still remains.



Climate and Culture

Students at BCCHS are beginning to return to normal, pre-shutdown expectations of opportunities for sports and clubs. Students have participated in soccer, basketball, and volleyball this year, and are asking for softball and cheer to be added to the 2022-2023 school year. They have also supported and participated in an E-Sports Team, a cooking club, and a yearbook class. These are all good signs of a regrowth of student culture.

On a much more solemn yet immeasurably significant note, this week, one of our students was involved in an altercation off campus in which he sustained life-threatening injuries. Instead of calling 911 or reaching out for help from those who were near him, he made his way to campus and shouted to our PE teacher (on the Maclay field at the time) for help. The quick response of that teacher, followed immediately by our admin team, saved his life. Emergency personnel were on site within minutes.

It is striking that of all of the courses of action our student could have taken, he chose to come to campus to get help. He felt that this choice was his best option.

We as a community have trudged through the heavy and contentious conversation of student motivation, engagement, and responsibility this year. Voices new and old have lamented, sometimes with undisguised judgemental language, our students' "lack of motivation," "apathy," "disrespect," and "unwillingness to engage" in school. While opinions on this issue are disparate and unrelenting, one thing has been almost universally true: our students keep coming to school, daily.

While academic success is contingent upon many variables, the very act of coming to school daily reveals a level of faith in our team, from our students, that cannot be overestimated. ***Our injured student, in danger of dying from blood loss, chose our school as the best place to seek life-saving help.*** Whatever his academic progress may have been (and it has been very poor), he believed that the adults on our campus cared enough about him to be there for him when he needed someone at a critical moment.

This experience has reinforced a truth which our team is perennially in danger of minimizing or losing, especially in our context: the reality that no matter how lacking their academic efforts may be, or how seemingly reprehensible their character may appear, our students need our school to be a place of unconditional acceptance, support, encouragement, and hope. We cannot ever give our students the impression that we are "over" them, or "done" with them, because we are frustrated with their academic or social behavior. Our students' faith in our community of professionals is uncomfortably vital. Their vulnerabilities are overwhelming. They are vulnerable to injustice, racism, violence, and ultimately to becoming locked into the bottom of the financial caste system that the American capitalist experiment has become. Education is supposed to be the developing shield that promises long-term success and safety, and in the lives of our students, that burden is 100% on us. **I believe YPICS needs to confront the damage done by cultural bias and judgment that both intentionally and unintentionally finds its way into our schools' cultures.** Instead of blaming our students and their families for their lack of success and character rough edges, we need to recommit to systems of pedagogy and students support that will help them find a way to grow.



Staffing

BCCHS is about to experience a significant reconstitution of its team. The following are the changes in store for the 2022-2023 school year:

Name	Position Vacating	Rationale	Listing Position
Susan Castrellon	Coordinator of Operations	Leaving to become LSC Staff	No; internal fill
Isis Guzman	Program Coordinator	Becoming Coordinator of Operations	No; internal fill
Diana Galeana	BII, Special Education	Becoming Program Coordinator	Yes
Saul Razo	BII, Special Education	Leaving; Moving Cities	Yes
Nestor Garcia	Math Teacher	Becoming Coordinator of Instruction	Yes
Maria Castañeda	Special Education Teacher	Leaving; Moving Cities	Yes
Kristina Pentz	Special Education Teacher	Leaving; Considering Career Change	Yes
Annika Stenfjord	English Teacher	Leaving; Has mentioned working at a traditional high school	Yes
Liz Gonzalez	College/Career Teacher	Becoming Climate and Culture Manager	No; previous position is closing permanently
Dr. Catalino Marambio	Chemistry/Physic Teacher	Leaving; Moving Cities	Yes
NA	ESL Instructor (current opening for 2022-2023)	NA	Yes

Although there is some internal movement, BCCHS will be adding 8 new people to a team of 24 overall members. This is a 33% change in one year. In addition, several of the people on this list are leaders who have been guiding the climate and culture of our school since its first or second year of operation, and their loss will have an impact that needs to be addressed proactively. In response to this imminent shift, a number of the continuing team members are going to participate in a leadership retreat to align purpose and approach to continuing the vision and mission of BCCHS given such a significant change in staffing.