BLOOMINGTON HIGH SCHOOL
SELF-STUDY REPORT

10750 Laurel Avenue

Bloomington, CA 92316

Colton Joint Unified School District

March 3-6, 2019

ACS WASC/CDE Focus on Learning Accreditation Manual,
2017 Edition (Edited for 2018-2019 SY Visits)

Colton Joint Unified School District

1212 Valencia Drive - Colton, CA 92324 - Phone: (909) 580-5000

Board of Education

Ms. Joanne Thorin-Ojeda, *President*

Mrs. Patt Haro, *Vice President*

Mr. Dan Flores, *Clerk*

Mr. Israel Fuentes, *Member*

Mr. Frank Ibarra, *Member*

Ms. Berenice Sandoval, *Member*

Mr. Kent Taylor, *Member*

CJUSD Administration

Mr. Jerry Almendarez, Superintendent
Mrs. Ingrid Munsterman, Assistant Superintendent - Human Resources Division
Dr. Frank Miranda, Assistant Superintendent - Business Services Division
Dr. Tina Petersen, Assistant Superintendent - Educational Services Division
Mrs. Amanda Corridan, Assistant Superintendent -- Student Services Division

CJUSD Mission Statement

The mission of the Colton Joint Unified School District, a team of caring employees dedicated to the education of children, is to ensure each student learns the academic knowledge and skills necessary to thrive in college or in the workforce and be responsible, productive citizens by providing engaging, challenging, and enriching opportunities and specialized programs in a safe environment in partnership with students, families and our diverse communities.

Bloomington High School

Mission Statement

To Provide Students and Teachers a Safe learning Environment to promote High levels of Learning and Career readiness, using Technology and developing Leadership within our given resources in Order for students to become productive citizens.

Vision Statement

Bloomington High School is A Place:

- Where The School Climate is safe for All students and staff
- Where Students and staff Have a POSITIVE Learning Environment
- Where Students and Staff Have High Learning Expectations
- Where Staff Members Work Collaboratively To Help students succeed academically, socially, and emotionallY
- Where All Staff Members use Student Achievement DATA and Empirical evidence to Meet The Learning Needs Of Students

Original 7/28/06
Revised 4-17-17
Revised 6-19-18

Administration

Sandy J. Torres
Principal

Chris Herlihy
Assistant Principal

Ruby Navarro
Assistant Principal

Chris Kotlewski
Assistant Principal

Debbi Villegas
Assistant Principal

WASC Leadership Team

Sandy Torres	Principal
Lisa Padilla	WASC Self-study coordinator, English teacher, Teacher on assignment
Andre Hamilton	Focus Group Leader: *Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources*, RSP Teacher, department chair
Ray Brown	Focus Group Leader: *Curriculum*, Math teacher, AVID co-coordinator
Rosemary Miller	Focus Group Leader: *Instruction*, ELA Teacher on Assignment
Rachael Nakatani	Focus Group Leader: *Instruction*, ELA teacher and department chair; AVID teacher
Brandi Ritzi	Focus Group Leader: *Assessment & Accountability*, Math teacher
Matthew Sutherland	Focus Group Leader: *Culture and Support for Student Personal and Academic Growth*, Math teacher, Link Crew Leader, Teacher on assignment
Chris Herlihy	Assistant principal
Chris Kotlewski	Assistant principal
Ruby Navarro	Assistant principal
Debbi Villegas	Assistant principal
Fabian Carballo	Social Science teacher
Tracy Mack	Head Counselor
Rita Moneymaker	Mathematics Teacher on assignment
Sanya Valdivia	English Language Development Teacher on assignment

TABLE OF CONTENTS

Preface

Chapter I: Progress Report 6

Chapter II: Student/Community Profile and Supporting Data and Findings 12

Chapter III: Self-Study Findings 112

A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources 112

B: Standards-based Student Learning: Curriculum 127

C: Standards-based Student Learning: Instruction 139

D: Standards-based Student Learning: Assessment and Accountability 154

E: School Culture and Support for Student Personal and Academic Growth 164

Prioritized Areas of Growth Needs from Categories A through E 182

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs 183

Chapter V: Schoolwide Action Plan 184

Appendices

- Campus Map
- Master Schedule
- School Accountability Report Card
- Additional data

Preface

The WASC/CDE *Focus on Learning* process has been an ongoing one at Bloomington High School for many years. As part of an ongoing "maintenance" phase between visits, BHS' stakeholders meet in Focus Groups at least once per quarter and complete an annual "End of Year WASC report" to document progress made toward the recommendations made by our last WASC Visiting Committee. WASC Focus Group leaders meet bi-weekly. Those who are new to Bloomington High School receive an overview of the WASC process and BHS' WASC goals at New Teacher Support meetings. Schoolwide Learner Outcomes are published in the student handbook and posted in classrooms. WASC goals are discussed with parents at ELAC and SSC meetings. Our WASC recommendations and *Focus on Learning* criteria are also topics of conversation at Department, Department Chair, and Leadership/Cabinet meetings. In preparation for a self-study year or midterm review year, WASC Focus Groups meet at least monthly, and Focus Group leaders meet weekly.

As a result of work done in Focus Group meetings, the staff developed and administered a student survey in the 2017-2018 school year as a way to gain student perspectives about instruction, curricular offerings, school culture, and the factors which they perceived led to their success or kept them from success. We gave special focus to attendance, skill levels, and motivation as factors that we wanted to explore as components of student success. Some conversations about our WASC work have been conducted with students through our twenty-minute AAP (Academic Advisement Period) that is attached to second period. Additionally, Leadership and InterClub Council meetings have been used to talk with students about the WASC process and to ask what they perceive to be the greatest strengths and areas for growth at BHS.

All staff members are assigned (or self-select) membership in a WASC Focus Group. It has been a challenge to have students and parents attend Focus Group meetings, but we work to ensure that they are informed and able to contribute input through separate meetings, and we are committed to including these important groups in our school improvement process. We are working to explore new ways to involve these essential stakeholder groups.

A parent survey was conducted at Open House in September of 2018, and conversations about our WASC process have occurred regularly at our primary parent group meetings: School Site Council, English Learners' Advisory Committee, and Community RoundTable meetings.

The following are examples of activities and topics discussed at our Focus Group and Focus Group leader meetings:

- Regular examination of student achievement data
- Discussion of strategies and evidence of work toward our recommendations
- *Focus on Learning* criteria
- Discussion of changes with regard to accountability measures (i.e., the new California Dashboard, the transition from CST to CAASPP/Smarter Balanced assessments, curriculum alignment, and implementation of new Curriculum Frameworks and the California Common Core State Standards).

WASC Focus Group meetings are held on Wednesday mornings during "late start" time dedicated to collaboration and professional development. Using the morning meeting time allows more of the classified staff members and coaches to attend Focus Group meetings (compared to after-school meeting times).

For the past two years, WASC Focus Group leaders have been assigned a common prep period (fourth) so that they can meet during this time. This year one Focus Group Leader does not have this prep period, but comes in during her lunch period and also meets with the self-study coordinator during her regular prep period. The group maintains a shared folder in a Google Drive; sharing materials and utilizing comment threads provides an additional way for this group to collaborate and communicate. Meeting agendas, slide presentations, and documents are kept in this folder.

Staff members have examined and discussed data in a variety of meetings and formats. Schoolwide data (for example, the California Dashboard, CAASPP/Smarter Balanced data, attendance data) are presented and discussed in WASC Focus Group meetings, faculty meetings, and department chair meetings. Departments and other more specialized groups also examine and discuss data (for example, grade-level or course-alike teams examine, discuss, and make plans based upon data from common assessments).

Data is also shared with and discussed with parents at our annual Title I meeting, "Coffee with the Principal" meetings, Community Roundtable, and ELAC and School Site Council meetings. Our school website includes a section on Data and Accountability and includes links to our most recent School Accountability Report Card (in both English and Spanish) and our results from the California School Dashboard.

WASC goals are incorporated into the Single Plan for Student Achievement, which is shared with parent, student, and staff representatives through ELAC and SSC meetings. Progress made toward accomplishing our WASC goals is discussed in Focus Group meetings as well.

Additional support for our WASC process comes from our District Office, particularly the Educational Services Department, which provides data and works to monitor our progress toward WASC goals. The self-study coordinator collaborates with her counterparts at the other comprehensive sites in our district. Several members of our staff have served on WASC visiting committees.

Members of the BHS Band and Color Guard receiving an invitation from the Lord Mayor of London to perform in the 2020 London New Year's Day Parade.

.

Chapter I: Progress Report

Following our WASC visit of 2013, the Accrediting Commission for Schools issued BHS an accreditation term of six-years with a one-day follow-up visit in 2016.

The 2013 visiting team left the following recommendations:

1. Continue to improve existing intervention systems and to develop new intervention systems in order to help students achieve success in all areas from mastery of English to mastery of AP curriculum.

2. Improve overall literacy in reading and writing.

3. Improve technology, increase effective use of current technology, improve implementation of tech plan and equalize access to updated technology across campus

4. Increase capacity for communication between all stakeholders especially between site administration, counseling and teaching staff. Increase capacity for all stakeholders including classified staff, parents, and students to participate in the collaborative and collegial culture of continual improvement in achievement.

5. Broaden the analysis of achievement data by incorporating cross-sectional data and integrating other metrics. Increase the depth of analysis of current data sources including metrics from teachers, administration, and counseling to improve student achievement.

6. Improve the college and career readiness culture by providing academic rigor to all students.

The 2016 follow-up visiting team added one other area for focus:

The development of professional learning communities to institutionalize a focus on continuous improvement in staff performance as well as student achievement is needed at BHS. Implementing whole staff involvement in a process of intensive reflection upon instructional practices, common assessments, as well as monitoring of outcomes to ensure success will benefit the school's achievement.

Our SPSA is organized into four specific goals, as directed by our district:

1. Improving academic achievement levels
2. Increasing the percentage of English language learners who achieve English proficiency and are reclassified
3. Promoting parental participation, providing opportunities for parental input in the decision-making process
4. Increasing student engagement and improving school climate

SPSA Goals →	Goal 1: Improving academic achievement levels	Goal 2: Increasing the percentage of ELLs who achieve English proficiency and are reclassified	Goal 3: Promoting parental participation.	Goal 4: Increasing student engagement and improving school climate.
WASC Recommendations correlated to these goals	1: Improve intervention systems to increase student success 2: Improve overall literacy 3: Improve technology 5: Broaden analysis of achievement data 6: Improve college and career readiness culture	1: Improve intervention systems to increase student success 2: Improve overall literacy 3: Improve technology 5: Broaden analysis of achievement data	4: Increase capacity for communication	3: Improve technology 4: Increase capacity for communication 6: Improve college and career readiness culture 7. Develop professional learning communities

The following are actions we have taken since 2013 to address the Visiting Committee's recommendations and the results that we have observed.

1. Continue to improve existing intervention systems and to develop new intervention systems in order to help students achieve success in all areas from mastery of English to mastery of AP curriculum.

- BHS implemented the Link Crew program in 2016 to more help entering ninth graders connect to BHS and have a stronger support system. In addition to a variety of social events, the Link Leaders hold "Freshman Follow-up" sessions every three weeks with all ninth graders. Students are pulled out of their Kinesiology classes for a period and participate in small group activities designed to better equip them for success.
- BHS continues to offer after-school tutoring four days a week and in 2018 began to offer tutorial support before school as well.
- The CJUSD has funded Teacher on Assignment (TOA) positions in English, Math, & ELD in order to support teachers and students.
- An after-school intervention program was created to address behavioral issues that were impeding student success through instruction and counseling.
- BHS continues to offer three Linked Learning Pathway programs: BEAR (Engineering), Business, and COPS (Career Opportunities to Protect and Serve) Law Enforcement. These Pathways provide an important way for teachers to collaborate in monitoring student progress and intervene when appropriate.
- For the past two years, funds have been allocated to provide access to Albert.io, an online test-prep platform to assist Advanced Placement students in preparing for the AP exams. Use of Albert.io provides a way to provide additional practice and instruction beyond the regular class time.

2. Improve overall literacy in reading and writing.

- Our district adopted a new English curriculum using the College Board's text, *Springboard*, which strongly emphasizes close reading skills. This adoption has increased our focus on explicit reading instruction and textual analysis.
- Our site's focus on Integrated Instruction has increased literacy instruction (specifically the use of academic vocabulary) across other disciplines.
- A new math curriculum incorporates writing to a much greater extent than before.
- Our District created and funds full-time ELA and ELD Teacher on Assignment positions to support teachers and students.

2. Improve overall literacy in reading and writing (continued)

- In 2016, to monitor cohort growth, BHS began administering the Reading Inventory (RI, SRI) through the 9th and 10th grade English classes three times a year. The initial focus was on refining implementation and scaling up. We currently have a sustainable system for implementation that requires minimal manual maintenance. This year, we have begun administering the inventory to all students (grades 9-12) and collecting data to guide our instructional decisions and track progress.
- BHS has implemented a system for sustained professional learning allowing for site-wide sessions on topics like AVID Critical Reading, Writing in the Content Areas, and a series on Integrated Instruction which focuses on student-centered, language-based instructional strategies.
- Our librarian has worked with teachers throughout campus to increase student access to text and digital resources. She hosts online research seminars for requesting classes, class visits for outside reading selections, and created a mobile library to increase student interest.

3. Improve technology, increase effective use of current technology, improve implementation of tech plan and equalize access to updated technology across campus

- Since 2013, the CJUSD has provided access to Google Apps for Education, including PowerSchool Learning (formerly Haiku) and Google Classroom. The District also provides access to a variety of other applications such as Turnitin.com and GoGuardian.
- The CJUSD created and funded two Ed Tech Teacher on Assignment positions in 2014 and added two more in January of 2016. These TOAs have provided a variety of training sessions at BHS and regularly come for "Tech on your Prep" drop-in sessions in the library media center. Training has been provided on the following programs: Haiku, Google Classroom, Google Forms, Best practices for Chromebooks, GoGuardian, Turnitin, Digital Citizenship, Nearpod, Splashtop, and Gmail.
- The CJUSD also hosted Google Summits in 2015, 2016, and 2017, with BHS teachers participating in greater numbers each year. So far, 26 teachers have attended these Summits. Two of our staff members also attended the 2017 Google Certified Educator Bootcamp.
- Since 2013, BHS has purchased over 74 Chromebook carts, each with 36-40 Chromebooks each, giving us an overall ratio of 1:1 Chromebooks: students. Each English teacher has a Chromebook cart in his/her classroom. The Math and Science departments are nearly 1:1 in terms of Chromebooks, and the Social Science department is the next department to be provided with Chromebooks.
- BHS has had representatives to our District's Forward Strategy Committee since 2013. This year, the group is becoming the Future Ready Group and will begin meeting during the second semester.

3. Improve technology, increase effective use of current technology, improve implementation of tech plan and equalize access to updated technology across campus (continued).

- There are five full computer labs on campus.
- Many site and district formative and summative assessments make use of online platforms as a way of preparing students for online assessments such as the CAASPP.

4. Increase capacity for communication between all stakeholders especially between site administration, counseling and teaching staff. Increase capacity for all stakeholders including classified staff, parents, and students to participate in the collaborative and collegial culture of continual improvement in achievement.

- Since 2013, BHS has funded two Community Liaison positions (for a total of 10 hours) - BHS elects to use part of our Title I funds to pay for a 4-hour community liaison.
- In 2017, the principal formed a Community Roundtable to which parents and community members are invited. This group has met at least once a semester and provides a forum for communication and exchange of ideas.
- The principal and other members of the BHS staff also began attending the Bloomington MAC (Municipal Advisory Council meetings) in 2016. This partnership has become increasingly valuable in terms of community outreach and support.
- The adoption of Google Apps for Education in 2013 and the use of Google Docs have greatly facilitated collaboration on documents.

5. Broaden the analysis of achievement data by incorporating cross-sectional data and integrating other metrics. Increase the depth of analysis of current data sources including metrics from teachers, administration, and counseling to improve student achievement.

- A variety of data are presented and discussed during faculty meetings, department meetings, and course-alike/grade-level meetings. These include CAASPP and ELPAC data, California Dashboard data, and SWIS (discipline) data.
- Departments have increased the use of data protocols as well as common formative and summative assessments.
- BHS and the CJUSD have implemented Illuminate as a means of increasing access to data about student performance and the use of data to inform and drive our instructional practices and decisions. Additionally, this platform makes it much easier to disaggregate data and analyze the progress of our various student groups.

6. Improve the college and career readiness culture by providing academic rigor to all students.

- The Counseling Department and Career Center have continued and expanded the number of college speakers and workshops provided to students. These are open to all students and are advertised through the daily bulletin and our school's weekly newscast, the Bruin News Network.
- The Career Center hosts workshops on interviewing as well as mock interviews at least once a year.
- The CJUSD hosts an annual District College Fair each fall. BHS provides transportation to the event and strongly encourages students to attend.
- The Counseling Department provides numerous workshops to assist students with Financial Aid/FAFSA/Dream Act applications and college applications.
- All AVID students are encouraged to enroll in at least one AP course.
- The discussion of academic rigor and improving instructional practices is a critical component of department meetings, course-alike/grade-level (PLC) collaboration sessions, and department chair meetings.
- Free SAT/ACT prep sessions are held in the fall and spring of each year to help students prepare for college entrance exams.

7. The development of professional learning communities to institutionalize a focus on continuous improvement in staff performance as well as student achievement is needed at BHS. Implementing whole-staff involvement in a process of intensive reflection upon instructional practices, common assessments, as well as monitoring of outcomes to ensure success will benefit the school's achievement.

- Almost every week, we have a "late start" schedule which allows for at least an hour of professional collaboration time. This time is guarded and prioritized. Faculty members meet in small professional learning communities comprised of their course-alike/grade-level teams. Some of these groups identify themselves as PLCs; others, while functioning as professional learning communities, have kept the original names of "grade-level teams" or "course-alike teams."
- Collaborative teams submit minutes from their meetings to the administrators assigned to them.
- Several teams of teachers have attended PLC-related training over the past three years, focusing on Response to Intervention, Collaborative Common Assessments, and Formative Assessments.

WASC recommendations are integrated into the Single Plan for Student Achievement, which is reviewed and approved by parents, student, and staff representatives through our ELAC and SSC. The Plan is reviewed, evaluated, and revised on an ongoing basis through monthly ELAC and SSC meetings.

Chapter II: Student/Community Profile and Supporting Data and Findings

Bloomington High School (BHS) is one of three comprehensive four-year high schools in the Colton Joint Unified School District.

Bloomington High School is located in the southeastern region of Bloomington, an unincorporated suburban community in San Bernardino County, fifty miles east of the Los Angeles Civic Center. It is surrounded by two incorporated cities, with Fontana adjacent to the west and north, and Rialto located along the north and east boundaries. The Bloomington community reflects a range of income levels from low to upper middle class. Bloomington High School opened in September 1962 with freshman and sophomore classes and graduated its first class in 1965.

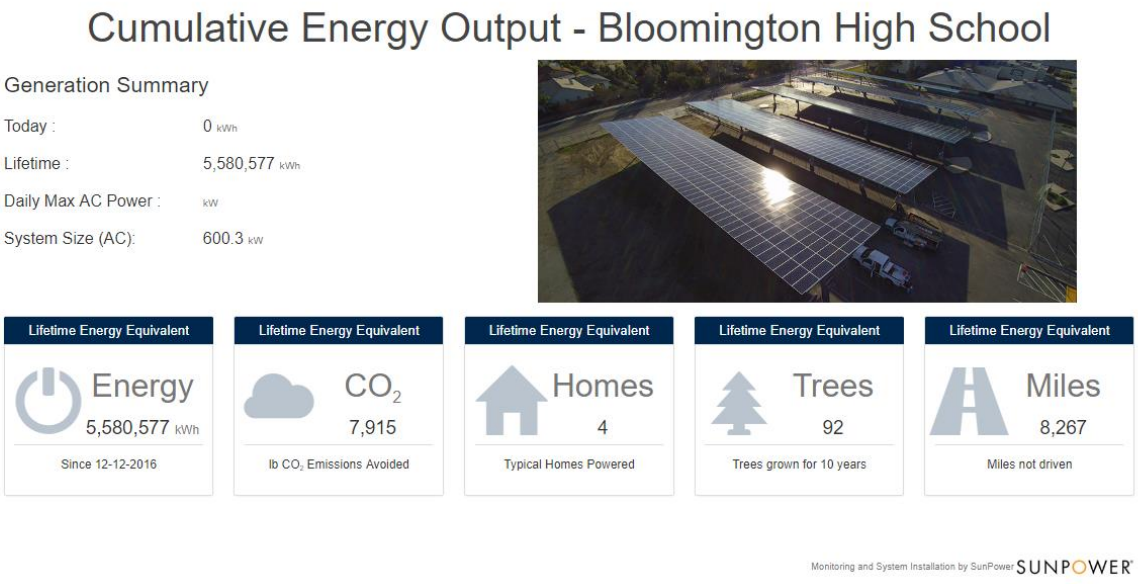
When the school opened, the community was primarily rural with small farms and grape vineyards. Although some rural areas still exist, the community has become one of small businesses and housing tracts. Recently, the logistics industry has taken over many of the lots that were formerly open land. Proximity to a major railway hub, the Ontario and San Bernardino International Airports, and facilities such as multiple Amazon fulfillment centers have made trucking and logistics a key industry in the area. Two warehouse complexes are currently under construction within about a mile of BHS. Several other warehouses are planned for the area, causing concern for many residents about increased traffic, the heavy volume of large trucks traveling nearby streets, and the health effects of exhaust from the trucking Industry in our area.

The majority of BHS students live outside of walking distance from the high school. The CJUSD provides bus transportation in the morning as well as transportation at the end of the school day and “late busses” at 3:45 and 4:45 p.m. This is a great help to students who may wish to stay after school for activities, tutoring, or athletic events

Bloomington High School is a campus of forty-two acres master planned to accommodate 2,500 students. Bloomington High is a closed campus that is totally surrounded by fencing. Although the campus is forty-two acres, very little space has been left between buildings, which limits the location of classroom additions. A number of "portable" classrooms line the north end of campus.

The years since our last WASC accreditation have been full of construction projects that have enhanced our campus, even though they created some disruption in the process. In 2014, a "curb appeal" project was undertaken, and BHS' entryway received a facelift. A new arch was installed at our front gates, and a new marquee was built along the street in front of BHS. Because many of our students are dropped off and picked up at the front of the school and many parents pass the front of the school daily, the marquee has provided an additional way to communicate information about upcoming events to our community. In July of 2014, the artificial turf was replaced on the football field.

In December of 2016, a project to install solar panels in one of our parking lots was completed. In addition to shading cars in the parking lot, these solar panels generate energy to help offset the power needs on our campus.



Report as of November 29, 2018. A link on our BHS website provides a summary of cumulative energy output:

- http://www.energiloop.com/liveview/ColtonJUSD/bloomington.php

In October of 2017, a new stadium project was completed at BHS. This major renovation installed new bleachers on both sides of the field and involved the construction of a new ticket booth, snack bar, locker room, athletic training room, and classroom facility. The varsity baseball field was renovated and re-dedicated to one of BHS' first baseball coaches in February of 2018. In July of 2018, BHS' track was resurfaced.

In March of 2018, a new multipurpose room replaced the cafeteria building that was original to BHS, built in 1962.

Bloomington High School has also experienced quite a few changes in administrative staff since the last full self-study and visit. The principal at the time of our last WASC visit retired in 2013. He was replaced by a former assistant principal at BHS. She held the position for approximately a year and a half and then was promoted to the Director of Secondary Education position at the district office. Our current principal came to BHS in October of 2015. During this time, there have also been several changes in assistant principals. There have been eleven different assistant principals since our last full visit and eight different assistant principals since our midterm visit. In several cases, very experienced APs who had assumed responsibility for critical areas of our school were replaced by APs with no administrative experience. This turnover has provided a few challenges.

BHS Students

Bloomington High School has experienced a gradual increase in student enrollment and staffing as a result of boundary changes within our district and growth in our area. So far, we have been able to adjust to these changes without major disruptions to programs. We are predicted to grow by another two or three hundred students for the 2019-2020 school year as well. This will most likely necessitate the installation of additional portable classrooms.

CBEDS Enrollment Data 2013-2019

Source: CDE website, DataQuest - Enrollment

Indicators	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
CBEDs Enrollment						
9th Grade	548	520	480	643	691	629
10th Grade	568	535	510	528	630	680
11th Grade	519	521	506	519	531	572
12th Grade	488	461	490	470	470	481
Total	2123	2037	1986	2160	2322	2366
Ethnic Distribution						
African American	73 3.4%	76 3.7%	74 3.7%	65 3%	72 3.1%	66 2.8%
American Indian	1 0%	6 .3%	7 .4%	7 .3%	8 .3%	6 .3%
Asian	22 1%	15 .7%	18 .9%	19 .9%	15 .6%	17 .7%
Pacific Islander	6 .2%	1 0%	1 .1%	3 .1%	3 .1%	5 .2%
Filipino	42 2%	41 2%	36 1.8%	29 1.3%	28 1.2%	23 1.0%
Hispanic	1874 88.3%	1797 88.2%	1754 88.3%	1942 89.9%	2097 90.3%	2150 90.9%
White	104 4.9%	97 4.8%	91 4.6%	93 4.3%	97 4.2%	95 4.0%
Two or more races	1 0%	4 .2%	5 .3%	2 .1%	2 .1%	0 0%

Indicators	**13-14**	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**
ELL Students: English Learners (ELs)	422	347	324	416	436	403
Fluent English Proficient (FEP)	981	1008	1004	1051	1142	411 (monitored) 703 (exited)
Redesignated FEP	55	81	59	57	76	
Free & Reduced Lunch (%):	76.97	84.07	82.35	67.37	74.20	75.76

Source: https://dq.cde.ca.gov/dataquest/

Attendance

Bloomington High School has striven to maintain an excellent attendance rate over the past six years. The 2017-2018 school year culminated with Bloomington High School being recognized as having the best overall attendance rate among the three comprehensive high schools.

Bloomington High School students have consistently maintained at least a 94% attendance rate between 2013 and 2018. However, from the 12-13 school year to through the 17-18 school year, the attendance rate declined by 0.02 %. Students with perfect attendance throughout a school year are recognized with a certificate at either All-School Awards Night or Senior Awards Night. Students with perfect attendance also have the opportunity to participate in the District's perfect attendance program which offers the students an opportunity to win a new car, among other prizes. Students are also encouraged to have perfect attendance on a weekly basis with random drawings for prizes such as movie tickets, or t-shirts.

Bloomington High School has developed a system of interventions to assist students who are chronically absent. The intervention process begins with monitoring. Each week a Chronic Absence Monitoring report is run which identifies those students who have a chronic absence rate

of 18% or higher. There are currently approximately fifty students being monitored on a weekly basis. The report is sent to our intervention teachers, counselors, and administration for review. When a student is identified on the chronic absence monitoring list, the student is referred to their intervention teacher or counselor based on their grade level and last name.

The latest report on Chronic Absenteeism from the CDE shows that BHS has a chronic absentee rate of 11.5%, lower than all of the other secondary schools in our district and lower than many of the elementary and middle schools as well. This rate is lower than the rate for our district and county.

Chronic Absenteeism Report from DataQuest/CDE 2017-2018				
	Cumulative Enrollment	Chronic Absentee Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Bloomington HS	2,569	2,455	283	11.5%
Colton JUSD	24,543	23,690	2,872	12.1%
San Bernardino County	429,373	420,150	53,059	12.6%
California	6,384,919	6,315,131	702.530	11.1%

An Attendance Counseling Checklist was developed to guide intervention teachers, and counselors on best practices and available interventions to provide to students during their initial visit. After the student has met with their counselor or intervention teacher they are provided with interventions or further counseling to help increase their attendance rate.

If interventions are unsuccessful, the student is referred to an administrator who has a conference with the student and their parent. During the conference, the student and parents are provided with further counseling and offered resources as appropriate. At the conclusion of the conference, the student is given a timeframe in which to improve his/her attendance rate or be placed on **S**tudent **A**ttendance **R**eview **T**eam (SART) Contracts.

When a student is placed on a SART Contract, a meeting is held individually between the Administrator, student, and parents. The student and parents are counseled on the applicable laws pertaining to school attendance and directed to follow the conditions set forth in the SART Contract or be referred to the **S**chool **A**ttendance **R**eview **B**oard (SARB).

The SARB program subpoenas the parent to attend a meeting at Bloomington High School due to a history of poor student attendance. These students are placed at an alternative high school, Washington High School, Slover Mountain High School or a County school. If they meet the conditions of SARB, they may return to Bloomington High School

As a part of the attendance intervention process, parents and guardians are notified via phone and mail regarding their student's attendance status. Parents have the opportunity to clear Qualified Absences by calling our attendance office on a 24-hour hotline. Students who are chronically absent also receive notification from the district office regarding their student's attendance status and the need to be present in school.

Chronic Tardies

Another aspect of the attendance program is our intervention program for students who are chronically tardy. The program begins with making sure that there is high-quality and engaging instruction occurring in the classroom so that students want to attend class on-time. To address the tardy rate between second and sixth periods, Bloomington High School has instituted a Tardy Sweep program in collaboration with the San Bernardino County Sheriff's Department. This program involves teachers closing and locking their door when the tardy bell rings. Those students who are late to class are then escorted to a central location on campus where their information is logged. If a student is tardy more than twice in a day or three times in a week the students are issued a CleanSweep ticket which requires the student to appear before a judge and, many times results in the student being fined. Since instituting the program, there has been a 45.4% reduction in tardies per week.

Saturday School is a method that students can use to make-up for absences or excessive tardies. Students with excessive tardies, unverified absences, and truancies are invited to Saturday School for tutoring on subjects in which they need help. The District also uses Saturday School for ADA recovery and splits the funds 50-50 with the school site, after expenses. Saturday School is also a method to help students prepare for the CAASPP, SAT, and AP exams.

Dropout Rates - adjusted, annual, 9-12

	2013-14	2014-15	2015-16	2016-17
BHS	1.5%	.5%	.7%	.7%
Statistically significant subgroups for each year				
- Hispanic	1.5%	.5%	.8%	.7%
- Asian	4.5%	--	--	--
- White	1.9%	--	--	1.1%
- African American	--	1.3%	--	--
CJUSD	2.6%	2.6%	2.1%	2.1%
County	3.6%	2.9%	2.7%	2.6%
State	3.1%	2.8%	2.6%	2.4%

Source: CDE Data Quest, Dropout data

BHS' dropout rate has remained consistently below the dropout rate for our district as well as the San Bernardino County and the state of California. Records clerks report the following actions as possible factors in the improvement of our dropout rate and low rates in general: when a student withdraws from BHS, the registrars have a conversation with students and parents regarding the new school or city where they will be moving or enrolling. The registrars then follow up with the new school to verify whether the students have enrolled. They review cum files several times throughout the year and call parents, grandparents or homes to find out where students have gone after leaving BHS. The BHS registrars also work with the CJUSD IT department and have gained view-only access to CAL-PADS data so that they can reduce the number of students labeled as dropouts.

Summary

Bloomington High School continues to examine and implement best practices to assist our students in improving their overall attendance rate. Our efforts have been successful, enabling us to maintain the best attendance rate of the three high schools in the district. While we have been successful, we also recognize that there is room for improvement and we will continue to strive for school-wide perfect attendance because we know that when students are not in the classroom, they are not learning.

Graduation Rates

Four-year Cohort Adjusted Graduation Rates (source: CDE-DataQuest)

Year	Cohort students	Cohort graduates	Cohort Graduation Rate	Cohort Dropout rate
2012-2013	547	493	90.1%	7.9%
2013-2014	481	439	91.3%	6.2%
2014-2015	466	442	94.9%	3.9%
2015-2016	484	461	95.3%	1.7%

For the years 2013-2016, BHS steadily increased cohort graduation rates and decreased cohort dropout rates. In the 2016-2017 year, the CDE modified its four-year Adjusted Cohort Graduation Rate calculation methodology, making comparisons for the period before and after the change problematic.

Year	**Cohort students**	**Cohort graduates**	**Cohort graduation rate**	**Students meeting UC/CSU reqs. #, % of graduates**	**Students earning a Seal of Biliteracy #, % of graduates**	**Students earning a Golden State Seal Merit Diploma #, % of grads**
2016-17	474	447	94.3%	98, 21.9%	63, 14%	43, 9.6%
2017-18	481	448	93.1%	139, 31%	62, 13.9%	0 -

It is disconcerting to see that the cohort graduation rate dipped slightly from 2017 to 2018. However, the increase in the percentage of students meeting UC/CSU entrance requirements -- from 21.9% to 31% is gratifying and impressive. Our staff, particularly the Counseling Department members, have worked hard to encourage students to prepare for their futures with as many options as possible --from career and military options to community- and four-year college. The counselors have increased the number of presentations and college application workshops offered and also to better inform students about curricular requirements for college preparation.

Year	Number of Graduates	Graduates completing UC/CSU Required courses	District % completing UC/CSU Required courses	County % completing UC/CSU Required courses	State % completing UC/CSU Required courses
2013-14	452	151 - 33.4%	25.5%	32.8%	41.9%
2014-15	453	154 - 34%	29.1%	33.8%	43.4%
2015-16	466	174 - 37.3%	30.1%	37.6%	38.4%
2016-17	454	98 - 21.6%	19.9%	38.4%	46.8%

Source data: CDE, Data Quest - School Graduates Completing all Coursework for UC or CSU Entrance

BHS Staff

Bloomington High School has a staff of 5 administrators, 120 teachers, 7 counselors, and over 90 other support personnel (clerical, instructional, custodial, etc.). With just a few minor changes, this is the same as at the time of our last full WASC visit. There have been no major changes in staffing numbers. There has been quite a bit of change in the administrative staff over the past six years, as was previously discussed.

The District participates in the Center for Teacher Innovation (CTI) Teacher Induction Program, sponsored by the Riverside County of Education. The induction program focuses on engaging new teachers and their coaches in a system of support and mentoring in order to continually develop teacher effectiveness and positively impact student success by integrating technology-infused cycles of inquiry aligned to the California Standards for the Teaching Profession. Upon completion, new teachers are better prepared to meet the diverse needs of the students they serve. Additionally, the District offers a Peer Assistance and Review (PAR) Program to provide peer assistance and coaching to experienced, permanent teachers to improve instructional skills, classroom management, knowledge of subject matter, and related aspects of teaching performance. At the site level, those new to BHS participate in a meeting during pre-service days and then monthly meetings to help them acclimate to BHS. One of the goals of Bloomington's administration is to develop a two-year system of support for all new teachers. This is in the planning stages. While a couple of professional development sessions have been provided during pull-out days, this is one area that has been challenged by the turnover in administrators.

Community and Parent Support

Parents and community members support BHS staff and students in a variety of ways. BHS has a School Site Council (SSC) and English Learners Advisory Committee (ELAC) comprised of committed parents who attend meetings regularly. The BHS principal conducts Community Roundtable meetings approximately once a quarter to share information regarding school activities, achievements, and upcoming events with parents and community members. Parents regularly ask questions regarding various programs; as a result, the head counselor, ASB leadership students, and other staff members or students attend to share information and answer questions. Parents are also involved in booster clubs such as the AVID Site Team and various athletic and extracurricular programs. The Spirit of Bloomington parent booster group actively supports the instrumental music program.

Bloomington High School staff and students interact with and support a variety of community programs on an annual basis. These include the following:

- BHS students and staff participate in a number of community service projects. NHS members have collected items for the San Bernardino Pregnancy and Family Resource Center, donated canned goods to a local food bank and the San Bernardino City Missions. German Honor Society members raise funds that are donated to the Inland Valley Humane Society. The Business and Entrepreneurship Pathway hosts two blood drives a year. The student body raises funds for the Leukemia and Lymphoma Society, participates in clean-up projects, and much more.
- For more than 25 years, BHS has prepared and encouraged over a thousand students to serve as election poll workers. In the November 2018 election, over 30 BHS students worked to gain first-hand knowledge of the democratic process and develop public relations skills.

BHS also works with feeder schools in various ways. Over the past three years, quite a few programs have been instituted to improve the connection between BHS and its feeder schools. Athletes visit elementary schools to read to them, and each feeder school is invited attend a special football game in the fall.

In 2017, BHS began a great new tradition where graduating seniors return to their former elementary and middle schools to visit with the students and teachers there. This is essentially a field trip in the last few days of the school year. The graduates are bussed to their feeder schools wearing their graduation caps and gowns. Once at the schools, the graduates speak to the elementary and middle school students in various formats (assemblies, class visits, etc.). This experience is usually quite moving for both the BHS seniors as well as for the teachers and students at our feeder schools. In 2017, 142 students returned to their former schools on this trip. In 2018, over 180 students attended this trip.

For the past two years, BHS has also hosted visits from our feeder middle schools so that the students can see what high school is like, tour classes, and see various programs in action. This is intended to help the middle school students have a better idea about the classes they would like to request when they register and to feel more comfortable when the enter BHS as students. Around this time, BHS hosts an evening event for parents so that they have an opportunity to learn about BHS and to ask questions.

Schoolwide Learner Outcomes

Bloomington High School's first ESLRs were created during the 1998-1999 school year through a collaborative process with all stakeholder groups. In 2004, after discussion among BHS stakeholder groups (through faculty, department, and Focus Group, School Site Council, ELAC, and student group meetings), the ESLRs were revised and focused to three critical areas that are more measurable: critical thinking, communication, and personal/interpersonal skills. In 2018, BHS transitioned from the use of the phrase ESLRs to SLOs. The WASC Leadership team reviewed our schoolwide learning outcomes and decided to continue with these same general goals rather than focusing on changing them at this time. After our WASC visit in 2019, with the recommendations from our Visiting Committee, we will review the SLOs and work with our stakeholder groups to determine whether we wish or need to make changes.

Posters of the SLOs were made and posted in each classroom. Since that time, the SLOs have been published in the Student Handbook and communicated through various parent communications and on the BHS website.

Since the adoption of Common Core State Standards and the implementation of the CAASPP/Smarter Balanced Assessments, we have worked to use our students' mastery of the California Common Core State Standards as a means to measure attainment of our SLOs as well. Our current focus is on working to ensure mastery of Standards, with the SLOs serving as "overarching goals" which represent the broad goals for our students. The California Common Core State Standards outline the measurable steps to reaching our goals of producing students who are critical thinkers and effective communicators who possess personal and interpersonal skills. As an example, students' ability as effective communicators is measured through the English Language Arts portion of the CA CCSS and CAASPP. The common District end-of-course exams require that all students demonstrate proficiency in oral presentations and writing in all core academic subjects. One measurement of students' personal and interpersonal skills can be found in our discipline records. Students' ability as critical thinkers can be found in part in achievement data from CAASPP, and exam and course grades.

BHS SLOs

All BHS students will develop:

I. **Critical Thinking Skills**

These skills include reading, listening, quantifying, collecting data, solving problems, making decisions, gathering and processing information, and thinking critically.

II. **Communication Skills**

These skills include writing, speaking, performing, creating, and using technology as forms of expression.

III. **Personal and Interpersonal Skills**

These skills include cooperation, responsible citizenship, respect for cultural diversity, physical well-being, and career-preparedness.

Programs and Student Support

English Language Development

Bloomington High School has 2345 students of which 401 are EL, 410 are RFEP monitored, and 700 are RFEP fully exited. 64% of our population is currently or was at one point classified as EL. BHS has the largest EL population of any of the CJUSD high schools.

Two years ago, the school district underwent a Federal Program Monitoring (FPM) audit of our EL program, and BHS was selected as a sample school. The findings showed that there was no evidence of consistent, integrated ELD instruction occurring in classrooms. As a result, BHS has made systematic changes to implement integrated instruction. Integrated instruction is meant to make all curriculum accessible to all students regardless of their language proficiency.

The 2017-2018 school year was used to get an understanding of integrated instruction as a staff. Faculty meeting time was used to work collaboratively to understand the shift in teaching ELs. There has been confusion among the staff regarding the implementation of integrated instruction, expectations, and communication from the administration and the district office. This year there was a rollout of a new program called ELLevation which is a data managing system aimed primarily at EL students. The system is being used to gather data about students, monitor student progress who have Ds or Fs in ELA or math, and to monitor the reclassification process.

Teachers have started to more strategically design lessons in which both content and ELD objectives are identified, use scaffolds to help all students access the curriculum and to focus specifically on collaborative discourse among students. Teachers of students with Ds or Fs in math or English develop a plan to monitor and help students get a C or better in class. This process is done through ELLevation. After completing their plan, the district sends out a letter to notify parents and encourage them to contact the teacher. This process is done at the end of quarters 1 and 3 to provide opportunities for intervention and encourage students to raise their grades before the end of the semester when they become permanent.

ELLevation is new to BHS teachers this year and in December 2018, math and ELA teachers received their first training in ELLevation. In addition to this, we have an ELD TOA and an ELD counselor, two language assistants and before (Wednesdays only) and after-school tutoring that allows language learners opportunities to seek assistance outside of class time. Our language assistants focus primarily on struggling students in ELA and math classes.

Since the 2016-2017 school year, the CJUSD has provided a full-time EL TOA to support our English Learner program, English Learners, and staff. This position is under the direction of the Director of Language Support Service and was created to support staff training for improved student performance. The duties, in general, include the facilitation of program and school improvement and assistance with coordinated compliance at sites. This position requires adherence to English learner policies and procedures as detailed in the Board-approved Local Control and Accountability Plan (LCAP).

The TOA's duties may include any of the following:

- Provide professional learning on effective and relevant English language acquisition.
- Provide coaching and modeling to classroom teachers on effective English language acquisition strategies.
- Follow District policies and procedures for the appropriate placement of English learners.
- Facilitate English learner professional learning at the District Office and various sites.
- Develop English Language Development lessons in accordance with the District's English learner curriculum and District-adopted standards.
- Assist sites with appropriate placement of English learner students in the correct classes.
- Assist with the reclassification of students who have demonstrated proficiency in English and monitoring of Reclassified Fluent English Proficient students (RFEPs).
- Monitoring student progress and coordinating effective interventions for English learner students.
- Assist with the implementation of District and state testing programs
- Analyze data with staff to guide instruction and inform parents.

About a third of our EL students (125 out of 401) also receive designated ELD instruction. Our ELD classes are divided by grade level rather than by EL level. We have three ELD teachers, one each for grades 9, 10, and 11. 12th graders do not have designated ELD. The 9th-grade ELD teacher has only 9th graders of all EL levels. Our ELD curriculum, SpringBoard, is tied to the 9th grade ELA curriculum, also SpringBoard. Teachers use "Late Start Wednesday" time to collaborate with their grade levels, and ELD teachers are encouraged to collaborate with them as well.

The 2017-2018 school year was the first year EL students were tested in the English Language Proficiency Assessments of California (ELPAC) as opposed to the CELDT. ELD, ELA, and Special Education teachers along with administration, TOAs, and counselors were trained to test EL students. Of over 400 students, only nine students were not tested. 62% of our ELPAC tested students (EL) scored a 3 or 4 overall score. However, of our EL 11th-grade students tested in CAASPP, 0% of our EL students scored a 3 or 4 on CAASPP in ELA or math. 54% of the RFEP students scored 3 or 4 in ELA; 23% of RFEP students scored 3 or 4 in math. These students outperformed English-only students. Our staff spent time in collaboration discussing possible reasons for these outcomes.

Special Education

Bloomington High School has a Special Day (SDC) class that provides support for Mild-Moderate students. There are four teachers providing instruction in core subjects to SDC/MM (Learning Disabled) students. Eight resource specialists provide services to RSP students in general education classes through collaboration and inclusion. Fourteen special education instructional assistants provide support and assistance to students and teachers of the Special Education Program. Students are placed in the appropriate classes according to their Individualized Educational Plans (IEPs) based on their individual abilities and needs. Placement includes support services in a general education class with collaboration and consultation between general and special education teachers and can include students in special education classes with a special education teacher and instructional assistant.

Students may be placed in Learning Centers with their respective case carriers for academic support services, study skills, and CAASPP preparation. Within the Resource Room (Learning Center), special education students receive individualized assistance for various subject matter coursework. Over the past years, the Resource Room has been equipped with computers and curricular materials in order to support the needs of Special Education students. Specialist staff services are available for any Special Education student. SDC MM courses use pacing guides designed by district collaboration. Additionally, CAASPP support is offered during the BHS's

Academic Advisement Period (AAP) – an extra twenty minutes allotted to second-period classes for advisement, test preparation, common lessons, or silent sustained reading.

For state testing, RSP staff members have diligently ensured that our students receive their appropriate accommodations as designated in their IEPs. With the implementation of the CAASPP interim test, the big push has been to ensure students are performing at their highest levels. Students will take the CAASPP and will get feedback from their interim results. This should undoubtedly improve our test scores and assist us in meeting and exceeding standards.

State EL Standards are reviewed and included in EL student IEPs. RSP and SDC teachers collaborate with the EL Department on IEP goals, reviewing of ELPAC and Alternate Language Proficiency Instrument (ALPI) scores, and working collaboratively to develop appropriate EL Goals, implement the goals, and monitor progress. RSP and SDC staff members meet with general education teachers to collaboratively review IEP goals that are based on state standards (as well as EL standards for English Learners) and students' progress toward their goals. The SDC M/S (Special Day Class, Moderate-Severe) department is currently using the Alternate Language Proficiency Instrument (ALPI) to assess our English Learners within that program.

While Workability hours are no longer abundantly available, there are SDC and RSP teachers who commit part of their curriculum to accommodate their students' postsecondary transitional skills. When possible, Special Education teachers collaborate with counselors to have their students placed in ROP classes to build vocational skills. Guest speakers have been brought into the SDC MS classes to encourage interest within their vocational fields. Additionally, SDC MS students build life skills by taking part in community-based vocational trips.

The Academic Advisement Period (AAP) is used by the Special Education department to conduct CAASPP prep lessons and teach test-taking strategies.

A Career Education class that works with the Department of Rehabilitation focuses on post-secondary transitions and assists students with job placement or pays for training at the local community colleges.

Since the 2017-2018 school year, Special Education teachers have been administering the Kaufman Test of Educational Achievement (KTEA-3). SDC teachers also administer the ELPAC to their own students. Being allowed to assess one's own caseloads has allowed students to test with a teacher with whom they are comfortable and have established rapport. This, in turn, paves the way for a better testing environment.

Read 180 Universal has been adopted at Bloomington High School. Read 180 Universal is a multiple-approach intensive reading program designed to fully support struggling readers. This

program integrates specifically designed software, independent reading, small/whole group instruction.

For the past two years, BHS' focus on support of English Learners and implementation of Integrated Instruction has led to greater identification and support of students with double designation (Special Education and English Language Learners).

SDC/LH classes will soon use the District-adopted *SpringBoard* text for English Language Arts.

Training and support have focused on the following areas:

- English Language Development
- Implementation of the Read 180 Curriculum
- IEP protocols
- Integrated and Designated Instruction
- Professional Learning Communities

SDC students have benefitted from a variety of resources added since the last accreditation visit. These include:

- Read 180 Universal materials: Topic Software, Reading Inventory, Real Book (R180 workbooks)
- System 44 Library - a classroom set of independent reading books and novels. With dozens of titles available, students are given an ample selection of high-interest choices to read. Titles are tailored to each student's reading level based on his or her Reading Inventory test results.
- USB/microphone supported headphones for use with Read 180 software
- Two Chromebook carts. Regular use of these Chromebooks includes Read 180 software, research, and Google Docs.

Advancement Via Individual Determination – AVID

AVID continues to be a strong focus at BHS. The program was first implemented in 1991 and, we have been a National Demonstration Program since 2007. AVID provides direct support with curriculum and professional development. Since our last self-study, the AVID staff have provided ongoing professional development training in focused note-taking, marking the text, critical reading, inquiry, and goal setting. In addition to the on-site training provided by our AVID staff, 54% of our staff have attended training provided by the AVID Center.

There are 463 students in our AVID program which represents about 20% of the entire student population. Over 40% of all AP and honors classes are comprised of AVID students. Over 90% of AVID students are in at least their third year of AVID, and 84% of our seniors are in their sixth year of AVID.

We have averaged over 90% of our seniors being accepted to at least one four-year university over the past six years. Our AVID students serve as leaders on campus. The sophomore AVID class holds an annual College Fair for the entire school and community, where they create and display presentations of up to forty colleges as they contribute to the college culture around our campus. Each AVID student who spends four years in our program is required to complete 75 hours of community service by the time they graduate. Our AVID program supports and is in alignment with our Schoolwide Learner Outcomes.

Link Crew

Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, the Boomerang Project's proven high school transition program trains mentors from your junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success.

More and more studies show that if students have a positive experience in their first year in high school, their chance for success increases dramatically. Link Crew provides the structure for freshmen to receive support and guidance from juniors and seniors who have been through the challenges that high school poses, and understand that the transition to a larger school can sometimes be overwhelming.

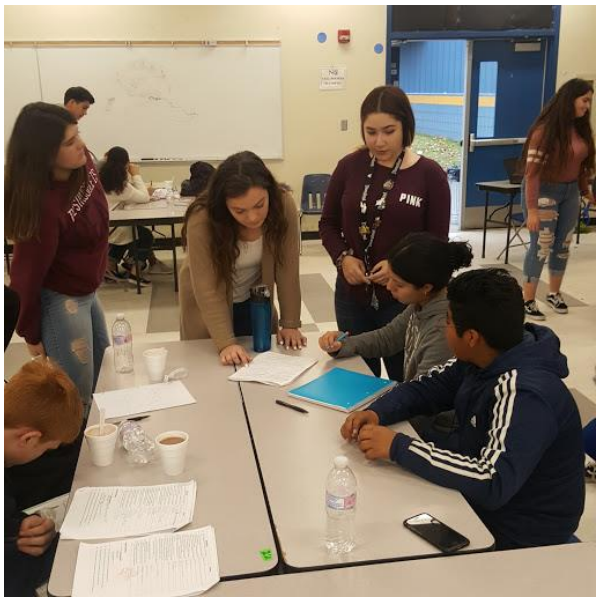
Link Crew is a year-long transition program with four components that contribute to its success:

1. High School Orientation - Link Leaders and freshmen start building the mentor relationship, and freshmen receive information about how to be successful in high school
2. Academic Follow Ups - Link Leaders support freshman academic success and character development through structured classroom visits
3. Social Follow Ups - Link Leaders and freshmen connect outside the classroom at social events to increase student engagement, and promote a positive school climate
4. Leader Initiated Contacts - Link Leaders connect with their freshmen on a more individual basis (http://www.boomerangproject.com/link/what-link-crew)

Link Crew at Bloomington

Link crew began its journey at Bloomington High in the spring of 2016 school year when three teachers and a member of our security staff attended an initial training in May of that year. This training went over the program components of what it takes to run an effective/efficient program starting with orientation and served to kick start follow-ups. In the first year of Link Crew's existence at BHS (2016-17), one of the teachers who'd attended the training the previous spring was selected to serve as the Link Crew Coordinator. This year was a bumpy start to the program as it was run as an intervention serving only those freshmen with Ds and Fs. This was more reactive than proactively working with the freshmen class as a whole. The initial coordinator grew frustrated as she felt that she wasn't supported and asked not to be the advisor the following school year.

The following year, 2017-2018, one of the other teachers who'd been trained in 2016 filled the role of Link Crew Coordinator and although this was the second year of Link Crew's existence at BHS, we like to view it as "year 1" as the program was implemented as shown in the training focusing on the freshman class as a whole. Link Crew ran the annual Freshman Orientation as well as academic follow-ups where we focused on Communication, Organization, Legacy (How do you want to be remembered), Gratitude (what it means to be thankful), goal setting, teamwork and making the most of their high school experience. Social Follow-ups served to build relationships between the freshmen and their Link Leaders and have served to get the students plugged in and wanting to become part of their school. Social follow-ups include Freshmen Tailgate before our first home football game, Movie nights, Our Haunted Maze before Halloween, and Cocoa and Cram to help the freshmen class study for finals.



Leader Initiated contacts are still being refined, but this year (2018-2019), each leader had their students sign up to keep in direct contact via Remind. Through Remind the leaders have been able to let their freshmen know about events, dress

up days, and simply answer questions such as: What time is the game? What time does Open House start? What does it cost? What's the basketball coach's email? These are simple things, but questions that were able to be answered with a simple text message.

Currently, we are operating under a ratio of 20-1, 20 freshmen to 1 leader, however, leaders don't work with all 20 freshmen at once; we follow the recommended 10-1 for Follow-ups, so each leader is responsible for reporting to the gym for two periods of the day during Follow-ups. Our hope is that next year, in 2019-2020 we will be able to have two periods of Link Crew which would allow us to have 60 leaders and accommodate the recommended ratio of 10-1 for the entire year.

Although we have had a bit of a bumpy start with Link Crew, we feel that we are headed in the right direction.

Data also supports this, with a brief summary below:

Average GPAs:

Class of 2020: End of 9th-grade year with Link being done incorrectly; 2.47
End of 10th grade with Link from 9th grade being incorrect; 2.45

Class of 2021: End of 1st-semester 9th grade; 2.53
End of 2nd-semester 9th grade; 2.55

We see small changes but still increased growth. Baseline GPAs are also higher due to follow-ups and relationships built and involvement in campus.

Behavior:

Class of 2021 suspension analysis:

Link Crew has cut suspensions by 57%.
Personal Choice suspensions have been cut by 84%.

Class of 2020 suspension analysis:

No Intervention, suspensions increased by 8%.

Pathways

This is the fifth year that BHS has provided Linked Learning Pathways. The purpose of each Pathway is to prepare students for both college and career. Pathway students follow a specific course sequence throughout their four years at BHS. Each Pathway creates cross-curricular assignments and projects designed to reinforce learning in multiple subject areas. Students participate in a variety of field trips and project-based learning to provide real-world application for classroom learning. Each pathway also provides personalized academic, emotional, and behavioral support to students to further ensure student success. Pathway teams closely monitor student grades and behavior and regularly schedule intervention to provide continued to support all pathway students.

Career Technical Education – Business and Entrepreneurship Pathway

The CTE/Business department has been a critical partner in the implementation of the Business and Entrepreneurship Pathway. ROP Virtual Enterprise students have participated in competitions at the local, state, and national level. Pathway students create and present business, marketing, and human resources plans along with other components of marketing and creating a business. CTE "Rush" days increase enrollment and visibility of our programs and showcase student accomplishments. CTE business courses are articulated with local community colleges and meet UC A-G requirements. Along with the Linked Learning Pathways, there are also CTE pathways that allow students to complete a CTE pathway once the required number of hours are met. (The difference between CTE and Linked Learning pathways is the inclusion of core classes in Linked Learning while CTE are CTE classes only.)

Summary of Pathway Enrollment:

C.O.P.S. Pathway (Career Opportunities to Protect and Serve)
167 Total

9th	56
10th	49
11th	35
12th	27

Business Pathway (Business Entrepreneurship)
82 Total

9th	33
10th	20
11th	16
12th	13

BEAR Pathway (Bloomington Engineering and Robotics)
125 Total

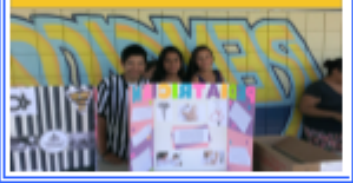
9th	38
10th	48
11th	23
12th	16

BUSINESS

The BHS Business and Entrepreneurship Pathway consists of a core group of teachers guiding students through a course sequence designed to prepare your student for both college and career with a focus on business and entrepreneurship. Our Pathway Teachers are dedicated to student success, guiding and encouraging them throughout their years at BHS. We work closely with our students on projects and support them as they participate in various campus events, field trips, and competitions. Our students learn about the various aspects of business, including skills to build their own business. Our students also develop professional communication and collaboration skills. These skills are reinforced in both career technical and core classes. Pathway courses are A-G approved and will meet UC and CSU entrance requirements.

BUSINESS TECHNICAL COURSES

INTRODUCTION TO BUSINESS



Intro To Business

This course provides students with an opportunity to learn and develop basic business skills. Topics will include an introduction to our free enterprise system and world economies, business leadership and careers, financial management, online business and social media, ethics, career planning, social responsibility and entrepreneurship. Upon completion of this course, students will have developed basic business skills to carry into their business and personal lives after graduation.

MARKETING AND BUSINESS LEADERSHIP

Marketing & Business Leadership

This course provides students with an introduction to Marketing and Business Leadership and is designed to provide a basic introduction to the scope and importance of marketing in the global economy. The course is also designed to serve the needs of both college and career readiness. This course is based upon the Marketing Education Framework which includes business, management and entrepreneurship; communication and interpersonal skills; economics and professional development foundation.

VIRTUAL ENTERPRISE

Virtual Enterprise

Students learn the principles of micro and macroeconomics and apply those principles by setting-up and operating a simulated business in preparation for working a real business environment. Students study supply and demand, the Federal Reserve System, taxation by federal, state and local entities, the stock market and international transactions. Students determine the nature of the business, its products and services, the organizational structure, and practice the daily operations of a business.

BLOOMINGTON HIGH SCHOOL

WORK BASED LEARNING

Work-based learning programs provide internships, mentoring, workplace simulations, and apprenticeships along with classroom-based study. In a work-based learning program, classroom instruction is linked to workplace skills through placements outside of the school that allow students to experience first-hand what adults do in jobs.

SAMPLE STUDENT CLASSES

9th GRADE
- English I
- PE
- Math
- Science
- **Introduction to Business**
- Foreign Language or Microsoft course

10th GRADE
- English II
- PE
- Math
- World History
- **Marketing & Business Leadership**
- Microsoft course, Science, Foreign Language or other

11th GRADE
- English III
- US History
- Math
- Science
- **ROP Sports Marketing**
- Foreign Language, Art or other elective

12th GRADE
- English IV
- POD/Economics
- **ROP Virtual Enterprise**
- (3 courses, if needed) Math, Science, Foreign Language, VAPA, or other elective

CAREERS IN BUSINESS

2 Year Degree (AA/AS)
- Executive Assistant
- Administrative Assistant
- Operations Manager
- Office Administrator
- Banker

4 Year Degree (BA/BS)
- Accountant
- Budget Analyst
- Personal Financial Planner
- Corporate Auditor
- Human Resource Manager

BA/BS + MA/MS
- Marketing Manager
- Medical and Health Services Manager
- Financial Advisor
- Health Services Manager
- Management Consultant
- Information Technology Director
- Investment Fund Manager

Need More Information?
Contact Counseling Office:
(909) 580-5004

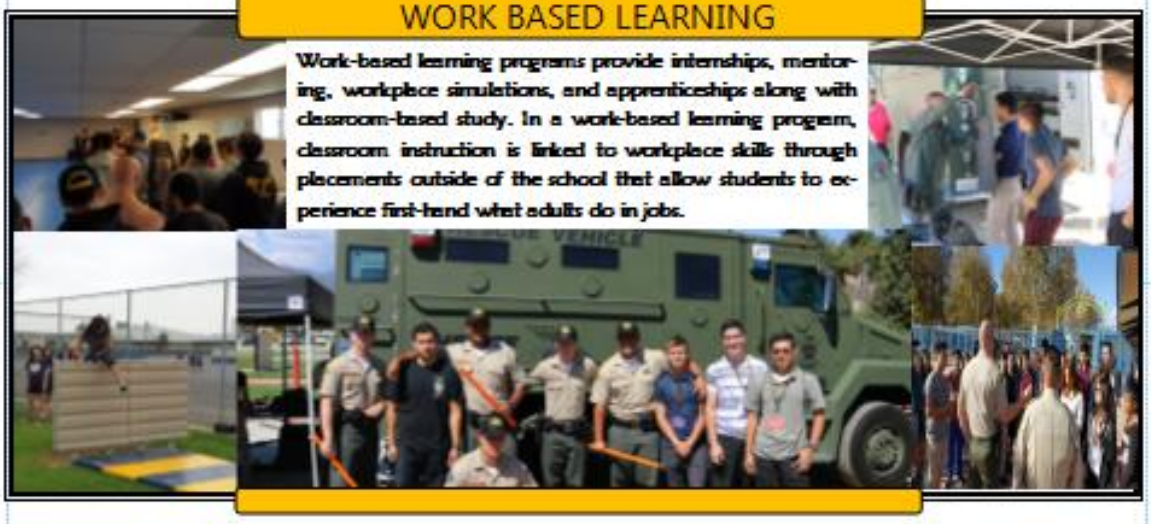
Pathway Lead
Patricia Gonzalez
patricia_gonzalez@cjusd.net

BLOOMINGTON HIGH SCHOOL

COPS Pathway

The COPS pathway is designed to give students a head start on a career in law enforcement if they should choose such a career path. While we know not every student in the pathway will choose to pursue a career in the field, the COPS pathway offers students a chance to develop soft skills, build knowledge of legal trends and procedures, learn about different careers available to them in the legal field, and network with like-minded individuals. All of our students can take advantage of our PLC format where they have similar teachers who regularly monitor and intervene when necessary for their development. In addition, the students are exposed to many guest speakers and professionals in the field where they are able to acquire real-world experiences and knowledge from those currently working in the field.

WORK BASED LEARNING



Work-based learning programs provide internships, mentoring, workplace simulations, and apprenticeships along with classroom-based study. In a work-based learning program, classroom instruction is linked to workplace skills through placements outside of the school that allow students to experience first-hand what adults do in jobs.

SAMPLE STUDENT CLASSES

9th GRADE
- English I
- **C.O.P.S. PE**
- Math
- Science
- **You and the Law**
- Foreign Language, Art or Microsoft course

10th GRADE
- English II
- **Advanced C.O.P.S. PE**
- Math
- World History
- **Psychology**
- Microsoft course, Science, Foreign Language or other elective

11th GRADE
- English III
- US History
- Math
- **Anatomy & Physiology**
- **ROP Introduction to Criminal Justice**
- Foreign Language, Art or other elective

12th GRADE
- English IV
- POD/Economics
- **ROP Forensic Science & Crime Scene Investigation**
- (3 courses, if needed) Math, Science, Foreign Language, VAPA, or other elective

Pathway student says...

CAREERS IN PUBLIC SERVICE

2 Year Degree (AA/AS)
- ATF Agent
- Crime Lab Agent
- Customs Agent
- Fraud Investigator
- Court Reporter
- Paralegal
- Bailiff
- Criminologist
- Information Security

4 Year Degree (BA/BS)
- Criminologist
- Probation Officer
- Juvenile Probation Counselor
- CIA Agent

BA/BS + Additional
- Forensic Pathologist
- Medical Examiner
- Coroner
- Criminologist

Need More Information?

Contact Counseling Office:
(909) 580-5004

Pathway Lead
Marc Howard
marc_howard@cjusd.net

BLOOMINGTON HIGH SCHOOL

BEAR

B.E.A.R. Engineering is a multi-year, comprehensive college & career pathway that challenges students through project based learning in the classroom. The students have career exposure through practical applications in a real-world setting.

B.E.A.R. TECHNICAL COURSES

INTRODUCTION TO ENGINEERING

L.E.D.

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

PRINCIPALS OF ENGINEERING

P.O.E

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

DIGITAL ELECTRONICS

D.E

Digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

ENGINEERING DESIGN AND DEVELOPMENT

D & D

Students identify a real-world challenge and then research, design, and test a solution, ultimately presenting their unique solutions. Students apply the professional skills they have developed to document a design process.

BLOOMINGTON HIGH SCHOOL

WORK BASED LEARNING

Work-based learning programs provide internships, mentoring, workplace simulations, and apprenticeships along with classroom-based study. In a work-based learning program, classroom instruction is linked to workplace skills through placements outside of the school that allow students to experience first-hand what adults do in jobs.

SAMPLE STUDENT CLASSES

9th GRADE
- English I
- PE
- Math
- Science
- **Intro to Engineering**
- Foreign Language or Microsoft course

10th GRADE
- English II
- World History
- PE
- Math
- **Principals of Engineering**
- Science, Foreign Language or Microsoft course

11th GRADE
- English III
- US History
- Math
- **Digital Electronics**
- (2 courses) Science, Foreign Language, Art, or other elective

12th GRADE
- English IV
- POD/Economics
- **Engineering Design & Development**
- (3 courses, if needed) Math, Science, Foreign Language, VAPA, or other elective

CAREERS IN ENGINEERING

2 Year Degree (AA/AS)
- AutoCAD Designer
- Air Quality Management Technician
- Structural CAD Technician
- Civil Drafting Technician
- Computer Drawing Specialist

4 Year Degree (BA/BS)
- Draftsman/Draftswoman
- Quality Control Inspector
- Prototype Fabricator
- Animatronics Technician
- Software Development Manager
- Car Designer

BA/BS + MA/MS
- Mechanical Engineering
- Solar Design Engineer
- Robotics Engineer
- Satellite Operations Engineer
- Theme Park Engineer

Pathway students say...

"It allows me to collaborate with other students which is a skill I will need for the future. It allows me to prepare for what I want to do in life that is college and engineering."

"I enjoy working with other (collaboration) and working with all the technology. This is a different learning style than other classes, this is a hands on approach. These are skills we can actually apply"

- Raymond R. -

Need More Information?

Contact Counseling Office:
(909) 580-5004

Pathway Lead
Abe Ward
Abraham_ward@cjusd.net

BLOOMINGTON HIGH SCHOOL

Counseling Department

The Counseling department at Bloomington High School has remained fairly consistent in size over the past six years, growing from 5.5 full-time positions to 6 as the student enrollment increased. The current counseling caseload is 425:1, and is divided alphabetically and by special programs. Over the past six years, counselors have been placed in an increasing number of roles.

In 2013, the CJUSD decided to allocate part of its LCAP funds to provide EL counselors to the sites; BHS has an EL Counselor who is on-site approximately three days a week or as needed. The position is split among one of our feeder middle schools and the feeder elementary sites. The EL counselor provides additional support or interventions for the students and their parents such as redesignations, ELPAC testing, foreign transcript reviews, and parent communications. This is in addition to the services already provided by the regular counselor to whom each EL student is assigned.

The BHS Counseling Department encompasses the three counseling domains: personal-social, academic, and career. Every freshman student meets with his/her counselor to develop a four-year plan to ensure career and college readiness. Throughout the rest of the students' high school years, counselors meet with students at least yearly to review goals and transcripts, update four-year plans, and assign them to courses at the appropriate levels that allow them to meet graduation and A-G requirements. During each student's sophomore year, the counselors work with the Career Readiness Specialist to administer a career exploration assessment and introduce students to the Career Center at the time that they register for classes. Counselors place students in their classes not only by student request, but also by a close review of their academic history, achievement data, teacher recommendations, and District mandates.

For the past two years, our BHS counselors have coordinated concurrent enrollment programs through San Bernardino Valley College. This experience enables students to explore college electives while earning high school and college credits simultaneously.

BHS counselors work with outside agencies and programs such as Upward Bound, Trio, Cash for College, Valley-Bound, Options for Youth, METHOD, Gateway, and the First-Year Experience

to better prepare students for their first year of college.

Additionally, counselors are the administrative designees for all 504, Student Study Team and I.E.P. meetings. Counselors form the first tier of interventions for behavioral issues, classroom disruption, and attendance issues.

When developing the department calendar, each counselor assumes the lead role in a given area. Assignments include: NCAA registration and verification, attendance at student leadership conferences (such as RYLA, HOBY, Girls' State and Boys' State), Cal-Grant GPA verification and submission, middle school visits and registrations, scholarship publication, and communication via social media. In addition, counselors schedule 2,400 students annually and hold on-campus college application, financial aid, and scholarship workshops. Counselors organize an annual College Week where students are invited to attend presentations by a variety of college admission counselors who visit the campus Career Center throughout the school year. BHS is known for its consistent, four-year college admission rate. The year culminates with two events, *All School* and *Senior Awards Night*. Students are awarded over $30,000 in scholarships (generated by our community and alumni) and are recognized for their years of hard work. Counselors work diligently to present a night to remember.

In the past few years, with much assistance from the counselors, BHS students have been accepted to renowned universities such as Stanford, Harvey Mudd, UC Berkeley, UC Davis, and UCLA. Many others have been accepted to various campuses of the University of California, private colleges and universities, and the California State University. It is the goal of the counseling department to increase university acceptance rates.

Students' personal and social welfare is a high priority within the department. Coming from low socio-economic backgrounds, many of the students lack the essentials to come to school. Ongoing support for the emotional well-being of each child is the goal of the counseling department. Counselors strive to provide the necessary resources within the community, and emotional support to students and families. Along with the school psychologist, the nurse, and the school resource officer, counselors work hand in hand to assure the safety and success of every student at BHS. Within the last two years, CJUSD has added a mental health program. One licensed mental health counselor supervises interns who are available to work with our students on a regular basis.

BHS has a strong and supportive counseling team. It is through this supportive atmosphere that students feel safe, secure, and ready for their futures.

Highlights of services and programs coordinated by our counseling department include:

Test Prep assistance:

- SAT prep courses are available twice a year, in the fall for seniors and in the spring for juniors.
- The PSAT is administered each year. The exam is free to students in grades 9-11, and our counselors proctor the exam.
- The ASVAB is given yearly. 150 juniors and seniors took the test in 2018. Coordinating the test is a partnership among our Counseling Department, the Career Center, and our military recruiters. In 2018, a practice ASVAB was also offered to interested students.
- The SAT is given at BHS twice a year.

College outreach:

- In the 2017-2018 school year, BHS began working with our District and a local community college, San Bernardino Valley College, to offer "concurrent enrollment classes." Twenty students took advantage of this program in the fall of 2017, and thirty-five students enrolled in concurrent enrollment in the fall of 2018.
- In 2016, the CJUSD began hosting an annual combined College and Career Fair in order to maximize resources. Previously, these events were held on each individual high school campus. BHS provides bus transportation from BHS to the event in Colton for students and parents.
- The Counseling Department works to coordinate an annual "College Week" each fall. This week, held the week of the PSAT, includes the following:
    - An AVID College Fair during lunch (sophomore AVID students produce elaborate displays and activities)
    - College Speakers
    - Mock Interview workshops and mock interviews
- A variety of college speakers visit BHS throughout the year
- Onsite assessment testing is provided for students who plan to attend San Bernardino Valley College.
- CSU Stanislaus conducts On the Spot Admissions at BHS.
- The counselors host and facilitate over 15 workshops to assist students and parents with completing college and FAFSA applications.
- A variety of senior meetings are held to discuss topics such as financial aid, college application deadlines, scholarship websites, community college enrollment, SAT/ACT registration, and important dates to remember.

Field Trips

- The counselors organize and/or chaperone several student trips such as the "Black & Brown" Conference at CSUSB, The Aquarium of the Pacific, Student Advisory Committee meetings, San Bernardino Valley College Field trip (Senior day), STEM field trips, and senior activities such as Prom and Grad Night.

Communication

- BHS Counselors have worked hard over the past few years to increase and improve communication with students and parents. Increasingly, counselors communicate with students and parents via email and phone calls.
- A "Remind" account was created in 2016 and is used to send information about a variety of topics (scholarship opportunities, deadlines, workshops, etc.) at least weekly.
- A Counseling Twitter account was created in 2017 and is linked to BHS' website.
- Additionally, in 2018, a Counselors' section of the BHS website was created, and the counselors are working to provide information through that medium as well.
- Counselors also utilize the school marquee, morning announcements, and the Bruin News Network (BNN).
- The Head Counselor attends weekly Cabinet meetings and monthly Department Chair meetings to collaborate with Administration and other school leaders.
- Counselors present at the monthly English Language Advisory Council (ELAC).
- Counselors attend bi-monthly secondary counselors' meetings with the Director of Secondary Curriculum to discuss important topics such as common core, PBIS, suicide prevention, and counseling updates.

College Planning

- Counselors complete four-year plans for all 9th-grade students during the fall of each school year. During this time counselors review graduation and A-G requirements. Counselors meet with all students each year to help them stay on track to graduate and prepare for their futures.
- AVID counselors make annual visits to the AVID classes to discuss grade validation, grade level checklists, and academic support.
- The Pathway counselors make annual group presentations to the pathway students to discuss graduation requirements and class selection for the following year.
- Counselors proctor the PSAT and review results with 10th and 11th-grade students. Students are provided with tips and strategies to prepare for the SAT exam.
- Students meet with their counselor in the Spring to discuss their graduation status, credits, currents grades, attendance, summer school options, and to develop their schedule for the following school year.

- Counselors complete letters of recommendation for seniors applying for various colleges and scholarships.
- Counselors communicate with agencies such as FAFSA, California Student Aid Commission, Office of Admissions, college financial aid offices, and admission representatives.

Career Planning

- Students are given the opportunity to select a Career Pathway during freshman registration. Counselors help students select from three pathways: Career Opportunities to Protect and Serve (COPS), Business (BUS), and Bloomington Engineering and Robotics (BEAR).
- CTE sequences are offered in conjunction with the ROP program to prepare students for career readiness (Introductory, Concentrator, and Capstone courses).
- An RSP Career Education class is offered annually to prepare special education students to enter the workforce.
- ROP Career Planning and Management is offered to assist students' transition from school to work, make career path decisions, and develop employment skills. Career internship placements may be available to eligible students and may occur in a variety of job titles at a variety of worksite settings.
- The counselors participate in Mock Interviews to teach students interviewing skills and provide constructive feedback. These interviews, coordinated by our Career Readiness Specialist, involve business partners and military staff, along with various District and community leaders as interviewers.
- The Career Readiness Specialist promotes Career Express Online (operated through our Colton-Yucaipa-ROP program) to provide a variety of courses, giving students exposure to a variety of careers as well as the opportunity to earn additional credits toward graduation.

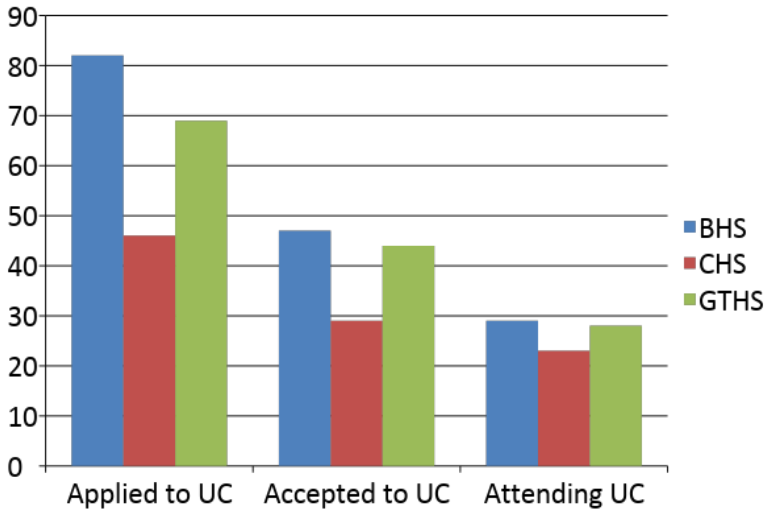
Financial Aid

- Since 2017, Cash for College workshops have been held three times a year (before, during and after school) to allow for parent participation in the FAFSA application process.
- A Senior Scholarship Bulletin is provided on the school website and updated annually.
- Counselors plan and organize a Senior Scholarship Night to present students with financial and academic awards.
- Bloomington High School FAFSA submission has increased annually for the past three years (documented by the Race to Submit website). In 2017, 262 BHS students (55.75% of the senior class) submitted FAFSA applications. For the same year, the San Bernardino County Average was 52%.

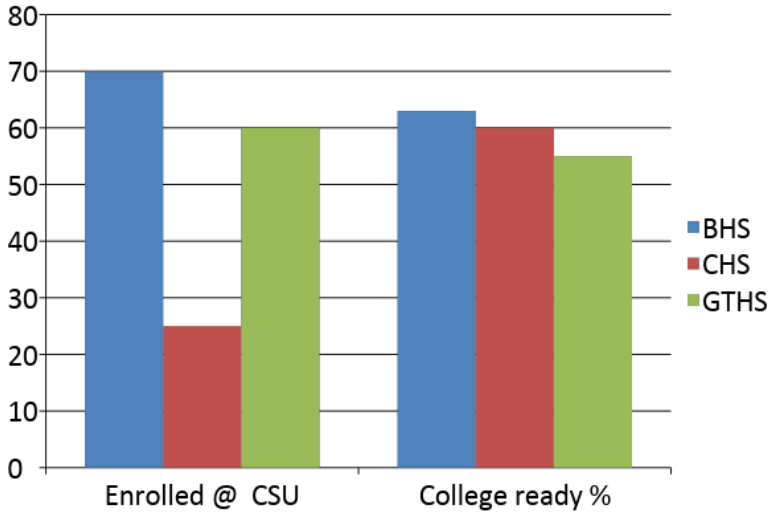
- In 2018, BHS students submitted 296 FAFSA applications. This represents 62.98% of the senior class for that year. The San Bernardino County average was 53%.
- In 2017, counselors partnered with Taco Bell's "Graduate for Mas" program to increase graduation rates, motivate students and help students earn scholarships.

The BHS Counselors take great pride in the results of their efforts to help students gain acceptance to four-year colleges. They provide many workshops, send out reminders, go to classrooms to talk with students, and generally do "whatever it takes" to ensure that as many students as possible have the option of attending college. A highly competitive group, they strive to outperform our sister schools and ensure that our students perform as well as any other group of students.

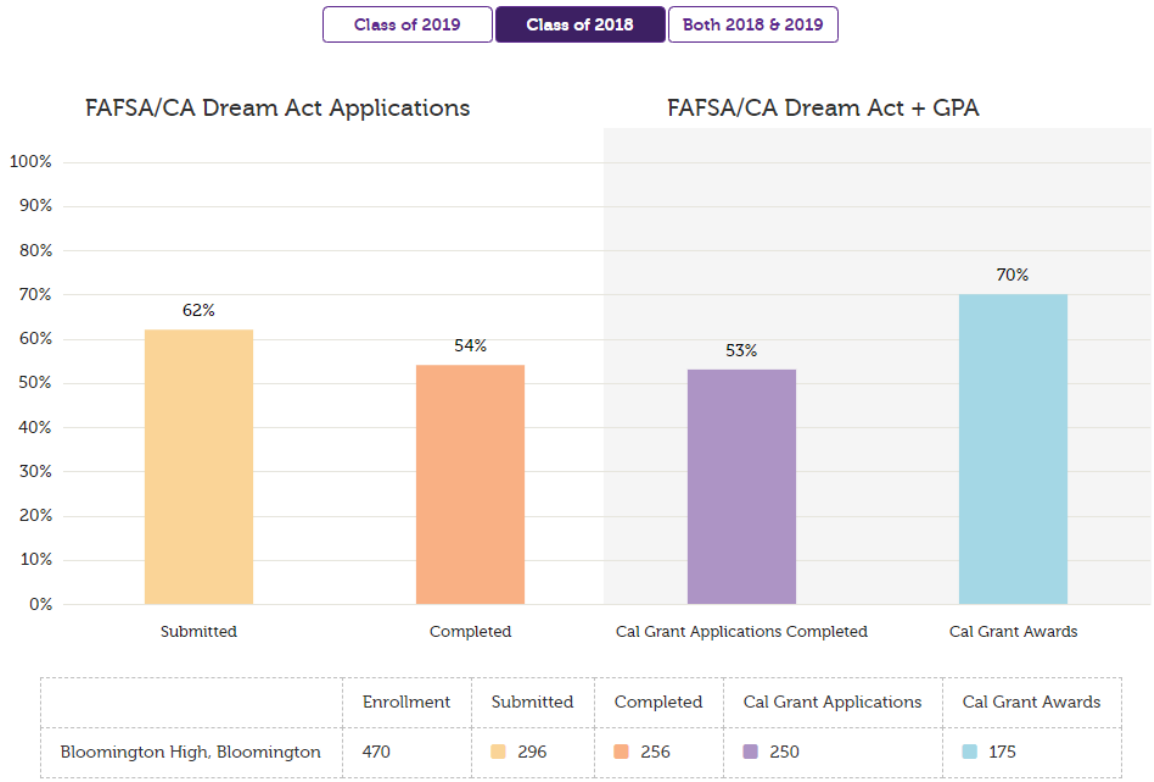
UC College Acceptance Rate - Fall 2016



CSU Attendance Rate - Fall 2016



For BHS' class of 2018, 54.4% of students completed FAFSA/Dream Act applications. The counselors are currently working hard to ensure that even more students from the class of 2019 complete these applications.



	Enrollment	Submitted	Completed	Cal Grant Applications	Cal Grant Awards
Bloomington High, Bloomington	470	296	256	250	175

The Race to Submit Dashboard uses the California Department of Education's certified October 2017, census senior enrollment data.

- Class of 2018 metrics are based on the final data refresh (March 2, 2018).

Race to Submit - FAFSA/Dream Act Data

Career Technical Education (CTE)

Bloomington High School works in collaboration with the Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP) to provide hands-on career training programs in high demand career fields to assist our students in acquiring marketable job skills. Bloomington High School offers the following courses to prepare students for their careers:

Industry Sector	Courses offered at BHS
Agriculture and Natural Resources	Veterinary Assistant
Arts, Media, and Entertainment	The Art of Animation Video Game Design
Health Science and Technology	Ethics in Health Care
Health Sciences and Medical Terminology	Mind Matters Medical Terminology Mental Health Careers
Public Services	Criminal Investigation Introduction to Criminal Justice
Sales and Marketing	Creating an Online Business Fashion Marketing Sports Entertainment Marketing Virtual Enterprise
Transportation	Automotive General Service Technician

Our counseling team works hard to place our students in the appropriate CTE course sequence based on their four-year plans. Counselors make every effort to accommodate students' chosen college and career paths. In addition, the Exploring Work Experience Education course allows students to earn credits for internship and service learning. Students attend class once a week in addition to their volunteer work. Students can earn five credits for 75 hours of volunteer work and class attendance.

Bloomington High School is proud of the many quality career technical educations courses offered to our students. BHS is committed to preparing our students for the school-to-work or college transition.

The Career Planning & Management course is designed to assist students' transition from school to work, make career path decisions, and develop employment skills. Students participate in a combination of classroom instruction and worksite learning by being placed in local businesses for a career internship. Career internship placements are available to eligible students and may occur in a variety of job titles at a variety of worksite settings. Specific objectives to be achieved at work sites are determined by the teacher and worksite coordinator/employer. These objectives are annotated and monitored on Individualized Training Plans. The Career Planning and Management course has been offered since the summer of 2009. In the fall of 2009-2010 school year, this course became offered as a 7th and 8th-period class, where the students would meet twice a week for a 2-hour class each day. Approximately 400 students have had the opportunity to take this class and been placed in the community classroom (internships). The class size per semester has been set to 25 students per semester. This class has average 1-2 students per semester who have gotten permanently hired through their internship site. The worksites that have been used in the past has been Toys R Us, KMart, CVS, Styles for Less, TJ Maxx, Deseret Industries, City of Fontana, the Jack Bulik Teen Center, and the Cypress Neighborhood Community Center. Currently, the students have been placed at the Mary Vagle Nature Center, Walgreens, Fontana and Rialto, WSS shoes, Genesis Board Shop, BHS Athletics Department, Adams Race Track, San Bernardino County Parks and Recreation Kessler Park. This class gives students the opportunity to learn how to be an employee; the students gain skills that they would be able to apply at a real job. This course the students learn how to develop a resume, cover letter, resignation letter, thank you letter after an interview, reference sheet, and they are required to take a website course through the SBC Alliance for Education where they obtain certificates in Ethics in the Workplace, Effective Decision Making and Customer Service, these certificates can be used to obtain employment. The students learn how to apply for employment, interviewing skills, and job search. This course is a college prep course and is articulated with Crafton Hills College, where if a student receives a "B" or better then they have the opportunity to receive three college credits.

The Art of Animation is articulated with Riverside Community College, and A-G approved. Within a single year, students are able to create both 2D and 3D character animations that contain sound and music. Several students have continued their studies of animation into college and are pursuing internships with Disney.

Video Game Design is articulated with Riverside Community College, and A-G approved. Within a single year, students are able to create fully playable 3D game levels on the computer as well as have those same levels playable in virtual reality using the Oculus Rift. The program is being expanded into a 2-year program in which students will work as a single team to create a fully developed small 3D game from scratch. Game designers from all over the country join the class through video conferencing to give insight and advice into the video game industry and the students have the opportunity to ask them questions. This year the class will be participating in the SkillsUSA video game competition with other schools across the state.

Introduction to Criminal Justice is articulated with Riverside Community College and A-G approved. Within the single year, the Introduction to Criminal Justice course will examine the study of Laws of evidence, report writing, techniques of investigation and courtroom procedures. Many of the performance objectives align with the Peace Officer Standards and Training requirements. Activities in this course include work-based learning that connects students to the industry while developing leadership skills necessary to be career ready. As a connection to the workforce, the instructor invites guest speakers who speak to the class about real life experiences. Last year Sergeant Andy Capps from the Redlands Police department spoke to the class about his involvement in the Inland Regional Center shooting that occurred on December 2nd, 2015 and Matt Houston of the Chino Police Department also visited the class. Officer Houston spoke of his personal experience of having been enrolled in R.O.P. classes, college experiences, and his transition into the workforce.

Criminal Investigation is articulated with Riverside Community College, and A-G approved. Within the single year, the Criminal Investigation course is designed to give students both theory and hands-on experience in the skills and knowledge required of a Criminal Investigator. Students will demonstrate knowledge of learned concepts in reference to the foundations of Forensic Science, effective investigative skill, laws related to evidence, proper procedures when responding to crime scenes, use of crime scene photography/sketching, and the importance of detailed report writing. Activities in this course include work-based learning that connects students to the industry while developing leadership skills necessary to be career ready. This year guest speakers Officer Gallegos and Officer Soto from the U.S. Customs and Border Protection introduced the class to the opportunities their agencies provide along with the hiring process. Also invited to speak were Community Officer Lane and Forensic Specialist Tankersley from the Redlands Police Department who described the importance of community involvement, ethical behavior, and personal responsibility when seeking a career in law enforcement. In closing the class participated in a fingerprint exercise lead by the guest speakers.

Virtual Enterprise

In 2018, BHS' one of Virtual Enterprise teams qualified for national level competition and traveled to New York City where they placed sixth out of five hundred fifty teams in the Virtual Enterprise Business Plan Competition.

Athletics

Bloomington High School currently offers fourteen different sports: seven girls', six boys', and three co-ed. All sports have a varsity level and a junior varsity level with the exception of football who only offers varsity and frosh/soph. Two of the sports offer a freshman only level within their program.

Current sports include:
Girls – Cross Country, Volleyball, Soccer, Basketball, Softball, Swimming, and Track & Field.
Boys – Cross Country, Basketball, Soccer, Baseball, Swimming, and Track & Field.
Co-Ed - Football, Traditional Competitive Cheer, and Wrestling (boys and girls compete in separate postseason events).

Bloomington High School is currently in the Sunkist League, governed by the CIF Southern Section, which is overseen by CIF State. Bloomington has been one of the top competitors in the Sunkist league including multiple league championships over the past two years placing Bloomington second in league with the most wins. Some notable successes in BHS athletics include eight CIF Championships, five in Football (1994-setting a national single-season scoring record, 1996, 1997, 1998, and 1999) and multiple CIF Dual Championships in Wrestling (2010, 2011, 2012, 2013, 2014, and 2015). BHS also has five CIF Runner-up teams in Softball, Wrestling, and Baseball. Boys Basketball made it to the Semi-Finals of the division 5AAA CIFSS Playoffs in 2017.

In 2016 Bloomington High School underwent multiple large scale construction updates to our facilities. The first major project was of the Bloomington Community Stadium. Brand new buildings were built to house a ticket booth, team rooms, state of the art concession stand, a new wrestling room, and a training room for the Athletic Trainer. In January of 2017, construction began on a new cafeteria/multi-purpose room, and during that time the gym at BHS was turned into a part-time cafeteria and facility for Physical Education, as well as a gym for Athletics in the afternoon. In May of 2017, the Varsity Baseball, JV Baseball, and JV Softball fields all received new backstops, dugouts, and pitching cages. A new restroom was also relocated for easier access to the fields, and they all became ADA compliant.

During 2017-2018 multiple ribbon cuttings were held for all of the new beautiful, fully updated facilities that had been built for Bloomington. The first of the ribbon cuttings was October 6, 2017, for the new Bloomington Community Stadium. It was grand experience with Board Members, District officials, and many community representatives. The second ribbon cutting was in March 2018 for the new Multi-purpose/Cafeteria. The third ceremony was on April 11, 2018, with the new baseball/softball fields. The ceremony was re-dedication of the varsity baseball field for former teacher, counselor, assistant principal, and baseball coach Mr. George Iddings. The field was originally dedicated to Mr. Iddings in 1978. The baseball team competed after the ceremony

vs. Grand Terrace High and in great Bloomington fashion won the game against a league competitor.

Sport	League Championship Years	Notable Accomplishments
Baseball	1965, 1969, 1970, 1971, 1973, 1975, 1978, 1979, 1980, 1983	
Cheer	2013, 2014, 2015	National Qualifiers
Boys Basketball	1991	Division 5AAA Semi-Finalist
Boys Cross Country	1963, 1976, 1977, 1978, 2006, 2007, 2011, 2012, 2013, 2014, 2015, 2016	CIFSS Prelim and Finals Qualifiers 2015, 2016, 2017
Boys Soccer	2001, 2002 2007, 2011, 2012, 2014, 2016, 2017, 2018	CIFSS Playoff Qualifiers 2017 and 2018
Boys Track	1974, 2007	
Football	1964, 1979, 1980, 1986, 1987, 1994, 1996, 1997, 2007	National Record 880 points in 1994 CIFSS Champions 1994, 1996, 1997, 1998, 1999
Girls Cross Country	2009, 2011, 2012, 2015, 2016, 2017	CIFSS Prelim and Finals Qualifiers 2015, 2016, 2017, 2018
Girls Soccer	2005, 2010, 2012, 2013, 2014, 2017, 2018	CIFSS Playoff Qualifiers 2017 and 2018
Softball	1977, 2007, 2008	
Swimming	1985 and 2014	CIFSS Individual Championships 2014
Wrestling	1964, 1965, 1967, 1970, 1971, 1974, 1978, 1979, 1982, 1983, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018	CIFSS Dual Championships 2010, 2011, 2012, 2013, 2014, 2015 Multiple qualifying athletes to CIFSS Individual Championships, Masters, and CIF State. Placement in State and Nationals

Kinesiology

Bloomington High School offers a variety of Kinesiology classes. All ninth-grade students participate in Basic Kinesiology and sophomores through seniors are required to complete one additional year of Advanced Kinesiology before graduation. Additionally, a weight training class is offered, and there are various athletic physical education classes offered during sixth period to accommodate student needs. Students in Basic and Advanced Kinesiology participate in eight units throughout the year. These units are conducted in a structured class three days a week and have a yearly fitness unit the other two days of a typical school week. The Physical Education program at Bloomington High School also includes sports classes tailored to individual sports such as basketball, softball, lacrosse, volleyball, flag football, and soccer. Equipment is purchased yearly to replace broken or lost equipment or to add equipment for student use.

One change since the last WASC visit is that BHS' Kinesiology Department is now responsible for teaching a portion of the sex education curriculum called Positive Prevention Plus. This was taught by all teachers who have ninth-grade students. A portion of the Positive Prevention Plus curriculum was taught in five consecutive days; the other half of the curriculum was taught by the biology department. A schedule was designed to have the appropriate facilities and technology necessary to teach the course.

The Kinesiology Department has requested a Chromecart in order to implement cross-curricular lessons (i.e., vocabulary, writing, and math, and provide better educational material to EL students). The site will be ordering one for this department in the next year as well as a Promethean board to use for implementing lessons such as Positive Prevention Plus, AAP (Academic Advisory Period), Digital Citizenship, as well as other health lessons.

Currently, one teacher uses a computer lab once a week to use technology to deliver health lessons. Students in weight training class are asked to maintain logs for their exercise plans, food intake, etc.

There have been challenges in effective communication among the department as well as administration. Equipment has been purchased to supply a new or growing weight training room that is not yet available. This was purchased with LCAP money that was left over. Also, despite the completion of the stadium last year, students had no access to new restrooms in the stadium during class periods until this year. Students now have access to portable restrooms near the baseball field per the request of the kinesiology department.

English Department

The English Department offers a variety of courses to our students including:

Yearbook, Journalism, ERWC (Expository Reading and Writing Course), English Intensive I and II, Film Studies, English Honors I and II, English I-IV, English Language Development, as well as AP English Language and AP English Literature. We have teachers offering after-school tutoring several days a week to help support students.

In the 2016-2017 school year, the district went through the process of adopting a new text, SpringBoard. Last year was our first look at implementing the new CCSS-aligned textbook and representatives from sites across the district worked to create our new curriculum maps. This is the first year teachers are working with the new curriculum maps approved by the school board. As this transition has taken place, other measures have been instituted within the department challenging us in terms of focus. Along with the new curriculum, the department has been faced

with the implementation of Integrated Instruction, the implementation of common assessments, and the implementation of new data analysis protocols.

Over the last four years, the department has expanded its use of technology. The department is currently 1:1 in devices (Chromebooks) which allows teachers to utilize technology frequently as access is readily available. Students are now accessing digital texts and using tools to annotate electronically through resources such as SpringBoard digital components, Newsela, and Noredink. Many teachers have started to explore and use the SpringBoard digital resources consistently in their instruction. Students have access to grade level supplemental texts that allow them to practice annotating digitally through SpringBoard's Zinc resources; they can work with vocabulary development activities, and use Turnitin's Revision Assistant tool to help support their writing.

Foreign Language

BHS offers a full program (introductory level through Advanced Placement) in French, German, and Spanish. "Spanish for Spanish Speakers" courses are also offered for those whose native language is Spanish. In Spanish, both AP Spanish Language and Spanish Literature courses are offered.

In the past six years, the Foreign Language department has increased its section offerings by adding an additional section of AP Spanish Language. The number of students taking AP Spanish, AP German and AP French has also increased, as have the pass rates on these AP Exams. BHS is also proud to welcome an increasing number of students into the National Spanish Honor Society and the National German Honor Society.

Last year, after a very long time, the Foreign Language Department piloted and ultimately adopted new textbooks and the accompanying curriculum for each. This has also provided the classes with enhanced technology through these new textbooks. We currently have five Chromebook carts and one laptop cart (for AP student recording) for student use.

The number of students awarded Biliteracy Seal continues to rise. This award is given to graduating seniors who have passed a Foreign Language AP Exam, taken four years of the same language, or passed a foreign government-sponsored exam. Last year alone, 62 BHS students were awarded the Biliteracy Seal. In addition, two of those students were awarded the Tri-Literacy Seal.

The Foreign Language Department is a tight-knit group of teachers who work together to promote foreign language learning and multiculturalism. Each year the AP French and AP German classes take students to an LA Museum in order to increase their awareness of French and German Art; Spanish classes take their students to Olvera Street for *Dia de Los Muertos* events, and we continue

to celebrate the languages during Foreign Language Week, culminating with a student-led Multi-Cultural Program, in which students present songs, dances and other performances in a foreign language. All of the language classes get together to celebrate at the end of the first semester by singing Christmas carols in their respective languages.

Three years ago the German Club, along with ASB and Best Buddies, began a fall festival, *Herbstfest*. All clubs on campus can participate in this after-school event. The German club provides the entertainment with music dancing and games, while other clubs sell food or sponsor games as fundraising for their club. Best Buddies invite the elementary and middle school children to participate in some of the games, face painting and "trick or treat" from the clubs.

Exchange students from Germany are hosted yearly by the German department for a four-week visit through the Friendship Connection, and a few BHS students have taken advantage of a full exchange and have visited Germany for four weeks in the summer.

Mathematics

The Mathematics Department at Bloomington High School has had many changes in the last six years, starting with a change in curriculum. In the 2013-2014 school year, we started teaching Common Core Standards. This changed how we taught math- while the progression of the courses is the same, the concepts behind it have changed. Topics are introduced in one year and then expanded on in a following course, and students build knowledge in stages instead of all at once. Along with the change in curriculum came new textbooks in 2015-2016, which are consumable, allowing students to annotate the pages and keep the books after they exit the course or BHS.

When the new curriculum was rolled out, the leads in each subject were pulled out of the classroom to study the standards in depth and gain a better understanding of what we were supposed to be teaching the students. We spent multiple days reading the standards and progression documents and took that knowledge back to our department and subjects.

We have taken what we've learned from the standards and have created common assessments for each unit in our curriculum. We write objectives based on the standards in each unit and create tests based on the objectives, so both the teacher and students know what is expected of them in that unit. We have common rubrics sent out to the teachers, and we try to keep the tests out of 30 points, so each one has equal weight on the students' grades. Our students take quizzes twice a unit so teachers can gauge their learning progress and students can see what they need to focus on while studying. These quizzes are given online and styled after the SBAC so students can have exposure to the format of questions prior to taking the SBAC. We look over the results during collaboration time, so we can improve our teaching practices and see what concepts our students are struggling with across the board.

Almost every teacher in our department has a Chromecart in their classroom so administering these quizzes is not an issue. We also use online programs, like IXL, Quizizz, Kahoot, Desmos, and Khan Academy to help our students understand important concepts from time to time. We offer tutoring through the school on Monday, Tuesday, and Thursday, and many teachers stay after school on their own time to help their students.

The biggest challenge we face as a department is our state test scores. The CAASPP test is significantly more challenging than previous standardized tests. Even in comparison to the 7th & 8th-grade CAASPP the 11th-grade test requires a much deeper understanding of topics, as well as the ability to communicate reasoning. In order to help improve our test scores, we have to change so that students are better prepared. We are trying to increase the time students spend on computers so they feel comfortable when they take the test as a junior, and we're exposing them to SBAC-style questions more often. We are starting to implement questions that require more thinking onto our tests and beginning to incorporate group work and activities from places like Illustrative Math to help our students develop critical thinking skills, both to be successful in class and on the SBAC test.

Science

The science department here at BHS has experienced many changes since the last WASC visit. These changes include new staff, adoption of NGSS, training, changes in administration, changes in data use software, changes in policy and district personnel and incorporation of technology. When a new high school in the District was opened, many veteran BHS teachers transferred to fill those vacancies. As a result, more than half of the staff at BHS Science Department are new. Most of the new hires have been brand new teachers. The science department has been very supportive by collaborating with the new teachers and developing plans to be more effective. Since our last WASC visit, we have had five different assistant principals working with the science department. We have also had three principals.

The addition of new staff has been complicated by the adoption of the Next Generation Science Standards. Instead of being able to support and help train the new teachers in a curriculum that was well defined and clearly understood, the department veterans are supporting the new teachers in material they are unfamiliar with and the methods of teaching this new material have not been refined. As we make the phenomena and inquiry style changes in teaching the material, our students have also experienced the adjustments. The adjustments needed to in order to operate most effectively require skills in helping students become more self-directed. Though the science teaching philosophy has always been the same as to develop the skills to meet the demands of life beyond high school this process has required training, lots of training.

The first two years of the adoption included county and district supported training. The training was usually a pull-out day for all science teachers a couple of times of year. We were given a sample lesson plan and an example of a lesson implementing the 3-dimensions of NGSS. The

District's suggestion was to experiment with the curriculum. The District then hired the K-12 Alliance to support the goals of NGSS. The District asked for volunteers in each of the curricular areas Biology, Chemistry and Physics to be on the NGSS leadership team. If there were not enough volunteers, the administration asked individuals to serve on the committees. After training the leaders, those most familiar with lessons begin introducing and discussing the lessons and their ideas with other teachers in the department. In addition, with the specific lessons, we are working on units as well as the entire year material.

During our last WASC visit, we were using Edusoft to analyze and develop protocols for the unit exams, final and CSTs. Since then we have used two different applications (OARS and Illuminate). Data protocols have been more difficult because teachers are unfamiliar with programs. No District or school training has been provided on the use of Illuminate. There seems to be a hesitancy in spending large amounts of time developing exams when the programs may be changed right away. In addition, CAST testing data has not been connected to classes taken by students in the department. The test is given in the senior year which covers the four curricular areas of Earth, Biology, Chemistry, and Physics. Only two years are required so for most it will be two years since they have studied the material that is tested on the exam.

The District has chosen the three-course model to cover the material. Each of the years of Biology, Chemistry and Physics student will be exposed to Earth Science concepts.

The school and District have made it a priority to have Chromebooks for students to use in the science classrooms. With the exception of the long term science biology teacher, all science teachers have a Chromebook cart. They allow students to access information on their own, do PHET simulations, write and record information, etc.

Social Science

The Social Science Department consists of fifteen staff members. The department offers the following courses to students at Bloomington High school beginning in their sophomore year: World History, Advanced Placement World History, United States History, Advanced Placement United States History, Economics, Advanced Placement Economics, Principles of Democracy, Advanced Placement United States Government, Psychology, Advanced Placement Psychology, and You and the Law Class as an elective. Some department members are AVID Teachers, Pathway Teachers, and one is a Teacher on Assignment.

Overall the department staff has remained fairly consistent over the last ten to fifteen years. In the last five years, there have been some small changes to the department staff in the hiring of four positions to replace retirees or transfers, and to respond to the demands of increased enrollment.

The department meets as a body at least once a month to discuss department and schoolwide issues. Members of the department meet as well during late start Wednesdays by subject, to more specifically discuss student achievement and subject related issues and lesson planning. Department members follow pacing guides and give common assessments at the end of each semester. We are currently preparing for a District-wide new book adoption, and several teachers in the department are piloting books during the current semester. While this can present challenges to the usual "flow" of teaching the curriculum, it provides us with the opportunity to have valid input into the book selection process and begin to plan for new lessons and adjustments in the coming two years.

Many teachers in the Social Science Department have class access to a Chromebook cart for their use. Technological support is provided for teachers desiring to utilize computer or other technology into their lessons.

Over the past twenty years, the Social Science department has organized and coordinated the Poll Worker Program with the San Bernardino County Registrar of Voters Office. We have placed some 900 students over that period, providing our students with real job experience, along with the opportunity to see first hand how the voting process works.

The COPS Program regularly works with the San Bernardino Sheriff's Department to bridge the gap between high school and age 20 1/2 when a person can legally enter the training academy. Each year the Sheriff's Department invites Bloomington High School students to attend two field trips. The first is for freshmen where they visit the training academy to learn about different careers in law enforcement. The second field trip is in the spring for juniors. Students tour the Homicide Department, Forensics, and the Morgue. In addition to this, our program brings in professionals to speak to students about careers in law enforcement.

The Department's Advanced Placement Program continues to consistently provide our students with the ability to take and pass the Advanced Placement Exams each year. The College Board recognized Bloomington High School in 2011 as the nation's leader among medium-sized school districts in expanding access to Advanced Placement classes and improving scores. While always striving to improve passing rates, courses offered at Bloomington High School have been consistent in their test passing numbers while granting access to all students who wish to have the Advanced Placement experience. While enrollment numbers rise during specific years, courses continue to see the numbers of students passing the AP Exam each year remain constant or rise. From 2014 through 2018, an average of 9.2 students have passed the United States Government Exam. Last year saw the subjects highest passing rate when 13 of the 39 students taking the exam scored a 3 or higher on the exam for a 33.3% passing rate. World History, during the same time frame, has seen an average of 11.8 students each year pass the exam. Last year World History had a passing rate of 25.8% which was a minimum of 8% gain over any of the previous three years.

United States History has averaged 17.2 students passing the exam over the last five-year period. During that period United States History has maintained an average 28.36% passing rate. This, as in all AP subjects, is in spite of the number of test takers rising.

In regular subject courses, student achievement has remained somewhat consistent over the last three years (2016-18). On average, 69.6% of tenth Grade World History Students received a grade of "C" or better over the last three years. That compares with 63.3% at Colton High School and 79.3% at Grand Terrace High School. In United States History 73.3% of students at Bloomington High School received grades of "C" or better over the last three years. This compares with 63.6% at Colton High School and 80.3% at Grand Terrace High School.

While there are some discrepancies in averages of "C" or better scores among high schools in these subjects, one can speculate and realize the explanations. Following next year's book adoption, Bloomington High School and the District, will again create site and/or district-wide semester exams for all schools to take, and comparative data can again be created to follow the success of our students consistently while comparing that data to our sister schools based on those common assessments, as was done in the recent past. The adoption of Common Core, new textbooks, and changes to the past common exams and data recording have interrupted some comparable, consistent data collection while we await all of these changes to settle in.

Tutoring is available for students after school each week with Social Science specific teachers. One of our department members serves as a Teacher on Assignment Interventionist. He will assist students who are struggling and help ascertain potential issues students are facing. One benefit for the department is that the TOA can identify any department-wide observations and issues so that we, as a department, might address and improve any common trending areas of concern with struggling students.

Overall the department continues to provide a good solid, consistent Social Science experience to our students while preparing them for their next choices in their lives.

Visual and Performing Arts

The Visual and Performing Arts (VAPA) Department has been through many changes since the last WASC visit. The triumphs and challenges of each artistic and performance discipline are included below, but as a department, the biggest change we are experiencing is the implementation of the Next Generation State Standards in the Performing Arts. While these standards will not be officially adopted for another year, our department was fortunate to have several of our teachers attend The California Arts Project's Courageous Creativity Conference in both 2016 and 2017

where we were introduced to the National Core Arts Standards on which the next generation state standards are being based. Members of our department have been involved in the process of rewriting the State Standards by attending hearings and providing the CDE with feedback on their draft version of the standards. The Courageous Creativity Conference was transformative for our department in helping us to see the shared goals of artistic and creative expression we all teach in our various artistic disciplines as well as helping to clarify for us the connections between an arts education and the 21st-century creative economy.

-Art

Art 1, 2, 3, and 4 classes work to prepare students for college art classes by covering the elements of art and the principles of design. Each student is exposed to various media, methods, and techniques of two-dimensional art. Each project is tied to its historical relevance by viewing famous and non-famous artworks that illustrate the objectives of a particular assignment. At various times of the year, art students hold art shows displaying their best efforts. Since the last self-study, our administration has provided a space for a BHS Art Gallery. The Gallery hosts student art shows, staff shows, and can host a community artist's show. Students, staff, and the community are invited to view the various artworks. As well as a Gallery, we have added AP Studio Art. Students who take this class are tasked with completing a portfolio of 24 pieces of artwork that is used for the AP Exam. The artworks are also used to show to Art College admission officials who admit our students to prestigious schools throughout the nation. Twice a year, AP Art Students and Advanced Art students have the opportunity to go to National Portfolio Day where 40-60 different art colleges attend and look at student portfolios for admittance to the colleges. Transportation is provided by our site administration, which is a very important part of our art education team. With administration's approval recently, art students have been able to go to museums, galleries, and other art events that enrich the art experience at BHS. Even participation in the Courageous Creativity Conference at Disneyland, by art teachers, was graciously approved by our administration which helps to motivate and rejuvenate the Visual and Performing Art staff.

-Band

The band program is beginning to re-establish itself under the direction of a new band teacher. Between 2015 and 2017 the band program had five different teachers overseeing the program, not counting an entire year of six-week rotations by general substitute teachers. Through that difficult time, the VAPA department worked to ensure that all enrolled students continued to receive an appropriate music education. With our current director now in his second year, the signs of regrowth are clear. The band program has reasserted itself as a contender in competitive marching band competitions and has reestablished both a Winter Guard and Winter Drumline program, both of which have already earned various awards and distinctions. Currently, the band program is fundraising towards its first ever international trip to march in a major parade. Further, several of our students have connected with the larger marching band world and participated over the summer in Drum Corps International (DCI) events.

This growth has been aided by an investment by the school and district, largely through LCAP funds, in the infrastructure of the band program including new brass instruments, a new performance sound system, and new marching uniforms. Since our last report, we have cut the guitar class on this campus, but the overall structure of classes within the band program makes better use of the facilities available and provides students with a stronger educational experience on their primary instrument.

Beyond the competitive marching aspects of our program, we have a high-quality concert band that performs several times throughout the year. There is also a jazz band class that focuses on more popular forms of instrumental music that is slowly growing in skill and confidence. The band program is also beginning to connect with regional music education organizations and will be sending students to audition for the San Bernardino County Music Educators Association Honor Bands and will host a California Music Educators Association Band Clinic as well. Several of the band students are also members of the Tri-M Music Honor Society through our local chapter which was chartered three years ago. Ours is one of only seven chapters in San Bernardino County.

-Ceramics

The Bloomington High ceramics program has been in existence for over fifteen years and has maintained a high level of academic rigor. It not only meets the general requirements for high school graduation but is designed to meet the requirements for students to enter college and be successful in a college ceramics program. Basic art information and skills such as the elements of art and principles of design are taught as well as more advanced levels of skills.

The course is divided into advanced and beginning levels. Beginners get a well-rounded background of ceramic skills and techniques, ceramic art history, underlying chemistry, and materials safety. The advanced course stresses one ceramic skill area, such as wheel throwing, sculpture, slab construction, or drape molding. Students also learn to formulate and mix glazes and load and fire the ceramic kiln.

The ceramics class has a supporting club and after-school meetings. After school lab time is also available on a regularly scheduled basis. Our campus Art Gallery is the venue for ceramic students to display their skills.

Several students from BHS have gone on to major in ceramics fine arts in college and some to start their own ceramic businesses. All ceramics students receive a much greater understanding of the ceramic arts and appreciation of its effect on us all.

-Choir

Our choir program continues to exemplify its motto: "a tradition of excellence." Since our last report our choir program has added a fourth section of choir, a new course entitled "Concert Choir" that meets during the 7th period class time to allow advanced students to expand their experiences in choir as well as allowing interested students who cannot fit a music class in their regular schedule to receive a music education. This new course is the largest ensemble within the program and produces, in conjunction with the drama program, a Broadway-style musical each year as well as participating in all five regularly scheduled choir concerts and an annual county music festival.

In addition to the Concert Choir, BHS has an introductory Chorus, an Advanced Treble Chorale locally known as "Voices," and an Advanced Mixed Chamber Choir. With four choir classes, Bloomington High has the largest and most comprehensive choral program in the Colton Joint Unified School District. Our advanced choirs regularly earn Excellent and Superior Ratings at the annual evaluation festivals sponsored by the Southern California Vocal Association (SCVA), and we have had students selected by a rigorous audition process to participate in the SCVA All-Southern Honor Choir each year since 2014. Additionally, we have earned the distinction of having four students sent to the California Choral Directors Association (CCDA) California All-State Honor Choir, the highest recognition a high school choir student can receive.

Our choirs have been invited to participate in a couple of Disney Performing Arts Workshops (studio recording and improvisation) and to perform for our community including off-campus performances for the Retired Teachers Association and on-campus events such as the grand opening of the new MPR/Cafeteria. In addition to our five on-campus concerts each year, we also host a solo concert at a local restaurant to allow our students to develop as solo singers and to connect with the community at large. As with our band, many choir students are members of the Tri-M Music Honor Society.

-Drama

The drama program has experienced significant setbacks over the past several years culminating in the elimination of our Stagecraft class this year. Despite the best efforts of our department, including helping to get a new curriculum written and approved by the appropriate councils and the local school board, as of the beginning of this school year no teacher was provided to teach the course and all the interested students were transferred into other elective courses throughout the school. BHS had been the only school in CJUSD to offer this course, and several graduates have made successful careers out the skills and experiences they gained from that course.

Without a technical theater program, our dramatic productions, as well as other events in the theater have been diminished. We work as a department to put on the best possible dramatic experiences for our students and their families despite the difficulties of being incompletely staffed.

Currently, we offer two beginning acting courses, and one advanced acting class. These courses, supplemented by a very active Bloomington Theater Club (BTC) produce two major shows, a musical and a straight play, as well as two minor productions, an evening of One Acts and a Variety Show/Talent Blast. Students in the beginning acting classes are required to participate in or attend the productions on campus. At the end of the year, the students complete a project where they apply everything they learned throughout the year. They become a director of an assigned production where they explore the costume, light, stage, and makeup designs of the show. To further enhance the curriculum, the BTC organized field trips to see local shows, participate in group building exercises such as an Escape Room, and fundraise the entire operating expenses of our productions. They also have organized a series of educational lectures including special effects make-up, improvisational comedy, and the Indie film scene. Many of our young student actors are also members of the International Thespian Society with new inductions each May.

Several of our theater program's graduates have continued to pursue opportunities in the theater world with several finding successful employment within the industry.

-Video Productions

Our video productions program has existed since 1993. Since that time equipment has evolved through many generations of technology. Originally, the class shared one VHS camera and a set of two VCRs for editing. Gradually, equipment was purchased and upgraded and the program expanded to four beginning courses and one advanced. Presently, the class has twelve Apple computers equipped with Final Cut Pro X. The cameras used are consumer HD cameras, and we are in the process of expanding to hybrid mirrorless cameras for our advanced class.

The beginning classes learn how to edit and use a camcorder and accessories in the first semester. Second semester they are exposed to specific genres such as news, narrative fiction, and music video. In addition to content-specific curriculum, the instructor also emphasizes aspects of the hidden curriculum such as teamwork, collaboration, problem-solving, process, creative thinking, note-taking, and organizational skills.

The advanced class produces a school-wide news broadcast called BNN: The Bruin News Network. It airs most Fridays. It is a 15- to 20-minute news show that highlights the news and events of the campus and includes creative skits to communicate to a mostly teenage audience. The adults enjoy it too. Such skits have included everything from yearbook commercials to public service announcements to campaigns to keep the campus clean, and skits about PBIS. Our show routinely ends with "Be safe, have respect, understanding, and integrity, and never give up." This is part of our PBIS matrix. We also use PBIS stingers to subtly remind Bruins of the matrix.

The show is uploaded by way of Google Drive, and the link is sent to teachers through email. Teachers are asked to show BNN during AAP time on Fridays. Most teachers comply with this,

but some teachers do not show it. Most teachers have the equipment to show BNN, and others do not want it. All in all, there are roughly 26 episodes of BNN in the course of a year.

In addition to BNN, the advanced class is asked to produce content for counselors, administrators, and the District Office from time to time. Recent productions include an open house video, a video for 8th graders on electives available at BHS, and a promotion for the district web page regarding the college and career fair.

Classes also help other teachers on occasion with their filming needs. Our AP biology class, for example, works up a presentation and asks us to film and edit it.

The course meets the high school requirement for one year of Fine Arts and serves 10th through 12th graders of all levels (general ed, eld, special ed, honors).

Detention and Interventions

In January of 2017, staff members and administrators created an after-school detention system based on intervention and future preventive discipline. This intervention style detention deviated from the traditional systems and focused instead on intervention to correct future behavior. This program was started at the request of teachers who felt there were not enough resources to address behavioral issues that were negatively affecting student success.

Through this new program, detention can be issued by a teacher or by an administrator. Students are given 24 hours' notice, and a phone call home is given to inform the parents of the assigned detention. If a student misses the assigned detention, the student will be given one more opportunity to serve the detention. If the student misses both days, a referral will be given to the student by the administration.

Detention sessions are coordinated and run by a classroom teacher who receives extra duty pay to stay after school for one hour four times a week. During detention, the teacher focuses on intervention. First, the teacher explains the rules: no talking out of turn, no food or drink, no phones or headphones, no working on homework, and no sleeping. If a student breaks any of these rules, he or she will simply be asked to leave and not get credit for serving detention. Detention is 60 minutes in length. Students start by sharing their name and what happened to have earned a detention. Students give their side of the story and then reflect on their actions by one-on-one and group discussion about their behavior. Students are shown why their actions were not appropriate in the school setting, and are then asked to express how they will redirect their course in the future. If there is time remaining, students write out a "goals" list for the remaining semester for grades, behavior, and attitude.

It is the goal of intervention detention to change the course of action for students through discussion and reflection. Many interventions focus on cause and effect and the importance that choice and decisions have in the life of all students. Because of this method, repeat offenders are low. It is the goal of detention to change student behavior instead of constant and repeat punishments. Although detention is a consequence, it is preliminary an intervention to correct past behavior through reflection and thought. An average detention season will have ten students. But this can vary from one student to a max of 25 students per detention session.

This style of intervention is currently working at Bloomington High School. The number of repeat students if relatively low. For the students who are repeat offenders, they can be referred to counseling or administration for further guidance and support.

Student Achievement and Performance Data

BHS staff members have begun to familiarize ourselves with the new data accountability reporting system, the "California Dashboard." Time in both faculty meetings and WASC Focus Group meetings have been spent discussing the format of Dashboard reports and more specifically, our BHS data and the implications of the data.

California Dashboard Reports - Fall 2017

Bloomington High - San Bernardino County

Enrollment: 2,160 **Socioeconomically Disadvantaged:** 84% **English Learners:** 19.3%

Foster Youth: 0.9% **Grade Span:** 9-12 **Charter School:** No

Dashboard Release:
Fall 2017

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		8	6
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)		5	1
College/Career (9-12) Select for one year of available data	N/A	N/A	N/A

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Fall 2018 - The latest CA Dashboard reports were released as we are finalizing our self-study document. Key elements of the report can be found below. They will provide material for study and analysis as we continue the discussions that began as part of our WASC self-study process.

Bloomington High (Bloomington, CA)
Colton Joint Unified

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Yellow	Yellow	Blue	Yellow	Red
English Learners	None	Orange	Orange	Green	Red	Red
Foster Youth	None	Red	None	None	None	None
Homeless	None	Yellow	Orange	Green	Red	Red
Socioeconomically Disadvantaged	None	Yellow	Yellow	Blue	Yellow	Red
Students with Disabilities	None	Red	Green	Green	Red	Red
African American	None	Red	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	None	Green	Yellow	Blue	Yellow	Red
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	Orange	None	None	None	None
Two or More Races	None	None	None	None	None	None

CA Dashboard 2018 - Student Group Report

Our strongest area involves College and Career preparedness, where across the board, BHS students are generally prepared for their futures and are demonstrating success in a great many areas. However, student performance in the areas of Mathematics and English Language Arts is much lower than we would like or consider acceptable. Clearly these are areas for continued work. Graduation rates and suspension rates also provide areas for focus and study. We look forward to taking a closer look at the data and to creating a plan that will help us to address areas for growth so that our students will be more successful.

Bloomington High (Bloomington, CA)
Colton Joint Unified

Return to Five-by-Five Placement Grid

Suspension (High School) Indicator - 2018

Download Data View Layout

To sort by topic (e.g., status level, color, etc.) click once on the header to sort in ascending order and click again to sort in descending order.

Student Group	Color	Status Level	Change Level	CURRENT STATUS - 2017-18 Suspension Rate	CHANGE - Difference between 2017-18 Suspension Rate and 2016-17 Suspension Rate	Number of Students Suspended in 2017-18	Number of Students Enrolled in 2017-18	Number of Students Suspended in 2016-17	Number of Students Enrolled in 2016-17	PRIOR STATUS - 2016-17 Suspension Rate (rounded)	Non-certified data flag **	Student Population < 150 : 3x5 grid applied
All Students	Yellow	Medium	Maintained	5.3%	-0.1%	137	2,569	133	2,439	5.5%	N	N
English Learners	Orange	High	Increased	6.3%	0.7%	32	504	28	495	5.7%	N	N
Foster Youth	Red	Very High	Increased	10.5%	10.5%	4	38	0	49	0.0%	N	Y
Homeless	Yellow	High	Declined	8.0%	-0.9%	20	251	20	226	8.8%	N	N
Socioeconomically Disadvantaged	Yellow	Medium	Maintained	5.7%	0.0%	131	2,304	124	2,191	5.7%	N	N
Students with Disabilities	Red	Very High	Increased	10.2%	3.0%	32	313	22	304	7.2%	N	N
African American	Red	Very High	Maintained	13.5%	0.0%	12	89	12	89	13.5%	N	Y
American Indian or Alaska Native	None	*	*	*	*	*	8	*	10	*	N	Y
Asian	None	Very High	Increased	17.6%	12.6%	3	17	1	20	5.0%	N	Y
Filipino	None	Very Low	Declined	0.0%	-3.4%	0	29	1	29	3.4%	N	Y
Hispanic	Green	Medium	Declined	5.0%	-0.3%	116	2,316	115	2,180	5.3%	N	N
Native Hawaiian or Pacific Islander	None	*	*	*	*	*	4	*	4	*	N	Y
White	Orange	Medium	Increased	5.9%	2.1%	6	101	4	103	3.9%	N	Y
Two or More Races	None	*	*	*	*	*	5	*	4	*	N	Y

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for any reporting. The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in any year used to calculate status and change.

CA Dashboard 2018 - Suspension Indicator

Bloomington High (Bloomington, CA)
Colton Joint Unified

Return to Five-by-Five Placement Grid

Graduation Indicator - 2018

Download Data View Layout

To sort by topic (e.g., status level, color, etc.) click once on the header to sort in ascending order and click again to sort in descending order.

Student Group	Color	Status Level	Change Level	CURRENT STATUS - 2017-18 Graduation Rate	CHANGE - Difference between 2017-18 graduation rate and 2016-17 graduation rate	Number of 2017-18 cohort graduates	Total number of 2017-18 cohort students	Number of graduates in the 2016-17 graduation cohort	Number of students in the 2016-17 graduation cohort	PRIOR STATUS - 2016-17 graduation rate
All Students	Yellow	High	Declined	93.1%	-1.2%	448	481	447	474	94.3%
English Learners	Orange	Medium	Declined	83.5%	-8.1%	86	103	109	119	91.6%
Foster Youth	None	*	*	*	*	*	9	*	2	*
Homeless	Orange	Medium	Declined	88.0%	-3.6%	73	83	87	95	91.6%
Socioeconomically Disadvantaged	Yellow	High	Declined	92.8%	-1.2%	412	444	419	446	93.9%
Students with Disabilities	Green	Medium	Increased	85.2%	1.9%	52	61	55	66	83.3%
African American	None	Medium	*	81.8%	*	9	11	*	9	*
American Indian or Alaska Native	None	*	*	*	*	*	4	*	1	*
Asian	None	*	*	*	*	*	2	*	5	*
Filipino	None	*	*	*	*	*	9	11	11	100.0%
Hispanic	Yellow	High	Declined	92.9%	-1.4%	407	438	398	422	94.3%
White	None	Very High	Increased	100.0%	8.0%	17	17	23	25	92.0%

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for any reporting. The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in any year used to calculate status and change.

CA Dashboard 2018 - Graduation Indicator

Bloomington High (Bloomington, CA)
Colton Joint Unified

Return to Five-by-Five Placement Grid

College/Career Indicator - 2018

Download Data View Layout

To sort by topic (e.g., status level, color, etc.) click once on the header to sort in ascending order and click again to sort in descending order.

Student Group	Color	Status Level	Change Level	CURRENT STATUS - 2017-18 College/Career Rate	CHANGE - Difference between 2017-18 College/Career and 2016-17 College/Career Rate	Number of Students Enrolled in 2017-18	Number of Students Enrolled in 2016-17	PRIOR STATUS - 2016-17 College/Career Rate (rounded)
All Students	Blue	Low	Increased Significantly	64.4%	37.7%	481	474	26.8%
English Learners	Green	Medium	Increased Significantly	43.7%	37%	103	119	6.7%
Foster Youth	None	*	*	*	*	9	2	*
Homeless	Green	Medium	Increased Significantly	54.2%	27.9%	83	95	26.3%
Socioeconomically Disadvantaged	Blue	Low	Increased Significantly	64.4%	38.9%	444	446	25.6%
Students with Disabilities	Green	Medium	Increased Significantly	47.5%	46%	61	66	1.5%
African American	None	Medium	*	54.5%	*	11	9	*
American Indian or Alaska Native	None	*	*	*	*	4	1	*
Asian	None	*	*	*	*	2	5	*
Filipino	None	*	*	*	*	9	11	54.5%
Hispanic	Blue	Low	Increased Significantly	64.4%	39%	438	422	25.4%
White	None	Low	Increased Significantly	64.7%	36.7%	17	25	28.0%

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for any reporting. The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in any year used to calculate status and change.

CA Dashboard 2018 - College/Career Indicator

English Language Arts Indicator - 2018

To sort by topic (e.g., status level, color, etc.) click once on the header to sort in ascending order and click again to sort in descending order.

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from level 3	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities	Prior year number of valid students	Prior year number of valid students with disabilities	PRIOR STATUS - Average distance from level 3	School or district is held to the high school cut points	The number of points removed from the current year status due to the participation rate being below 95%
All Students	Yellow	Low	Increased	-19.3	7.6	468	*	464	*	-26.9	Y	*
English Learners	Red	Very Low	Declined	-113.1	-13.6	118	*	115	*	-99.4	Y	*
Foster Youth	None	*	*	*	*	3	*	6	*	*	Y	*
Homeless	Red	Very Low	Declined Significantly	-81.3	-32.3	38	*	41	*	-49	Y	*
Socioeconomically Disadvantaged	Yellow	Low	Increased	-22.9	10.7	411	*	413	*	-33.7	Y	*
Students with Disabilities	Red	Very Low	Declined	-134.4	-10.6	61	57	59	55	-123.9	Y	*
African American	None	Low	Increased Significantly	-44.7	39.6	13	*	16	*	-84.3	Y	-2
American Indian or Alaska Native	None	*	*	*	*	2	*	3	*	*	Y	*
Asian	None	*	*	*	*	4	*	2	*	*	Y	*
Filipino	None	*	*	*	*	2	*	9	*	*	Y	*
Hispanic	Yellow	Low	Increased	-20.6	5.4	423	*	417	*	-26.1	Y	*
Native Hawaiian or Pacific Islander	None	*	*	*	*	1	*	0	*	*	Y	*
White	None	Low	Increased Significantly	-15.4	15.1	22	*	17	*	-30.5	Y	*
Two or More Races	None	*	*	*	*	1	*	0	*	*	Y	*

CA Dashboard 2018 - ELA Indicator

Bloomington High (Bloomington, CA)
Colton Joint Unified

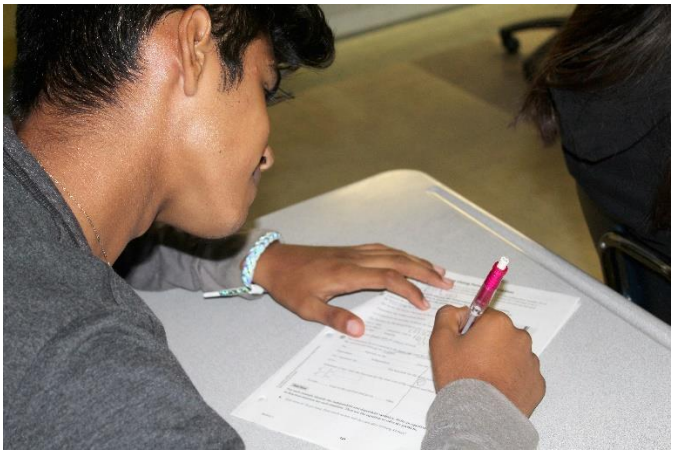
Mathematics Indicator - 2018

To sort by topic (e.g., status level, color, etc.) click once on the header to sort in ascending order and click again to sort in descending order.

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from level 3	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities	Prior year number of valid students	Prior year number of valid students with disabilities	PRIOR STATUS - Average distance from level 3	School or district is held to the high school cut points	The number of points removed from the current year status due to the participation rate being below 95%
All Students	Red	Very Low	Decreased	-115.3	-7.2	463	*	464	*	-108.1	Y	*
English Learners	Red	Very Low	Decreased	-192.2	-8.4	115	*	115	*	-183.8	Y	*
Foster Youth	None	*	*	*	*	3	*	6	*	*	Y	*
Homeless	Red	Very Low	Decreased Significantly	-153.3	-21.3	37	*	41	*	-132	Y	-0.25
Socioeconomically Disadvantaged	Red	Very Low	Maintained	-117.4	-2.3	406	*	413	*	-115.1	Y	*
Students with Disabilities	Red	Very Low	Decreased Significantly	-224.8	-31.6	60	56	59	55	-193.2	Y	-0.25
African American	None	Very Low	Decreased Significantly	-172.3	-18.4	13	*	16	*	-153.9	Y	-2
American Indian or Alaska Native	None	*	*	*	*	2	*	3	*	*	Y	*
Asian	None	*	*	*	*	4	*	2	*	*	Y	*
Filipino	None	*	*	*	*	2	*	9	*	*	Y	*
Hispanic	Red	Very Low	Decreased	-116	-7.1	418	*	417	*	-108.9	Y	*
Native Hawaiian or Pacific Islander	None	*	*	*	*	1	*	0	*	*	Y	*
White	None	Low	Increased	-85.9	5.4	22	*	17	*	-91.2	Y	*
Two or More Races	None	*	*	*	*	1	*	0	*	*	Y	*

CA Dashboard 2018 - Math Indicator

CA Dashboard 2018 College/Career Indicator Reports



CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	475	502	512	466	498	503	464	498	503	98.1	99.2	98.2
All Grades	475	502	512	466	498	503	464	498	503	98.1	99.2	98.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2560.9	2551.7	2559.8	14	13.86	12.92	27	28.11	32.01	30	25.90	26.84	28	32.13	28.23
All Grades	N/A	N/A	N/A	14	13.86	12.92	27	28.11	32.01	30	25.90	26.84	28	32.13	28.23

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	18	19.88	22.07	53	47.99	48.51	29	32.13	29.42
All Grades	18	19.88	22.07	53	47.99	48.51	29	32.13	29.42

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	19	19.68	18.29	48	42.17	50.10	33	38.15	31.61
All Grades	19	19.68	18.29	48	42.17	50.10	33	38.15	31.61

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	16	16.67	13.52	63	53.41	63.62	22	29.92	22.86
All Grades	16	16.67	13.52	63	53.41	63.62	22	29.92	22.86

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	20	23.49	24.06	60	46.18	50.10	20	30.32	25.84
All Grades	20	23.49	24.06	60	46.18	50.10	20	30.32	25.84

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	469	502	512	459	498	495	458	498	495	97.9	99.2	96.7
All Grades	469	502	512	459	498	495	458	498	495	97.9	99.2	96.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2511.6	2516.7	2510.4	5	5.22	3.23	11	12.45	12.32	20	19.68	23.23	64	62.65	61.21
All Grades	N/A	N/A	N/A	5	5.22	3.23	11	12.45	12.32	20	19.68	23.23	64	62.65	61.21

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	10	9.24	8.10	20	22.69	23.89	69	68.07	68.02
All Grades	10	9.24	8.10	20	22.69	23.89	69	68.07	68.02

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	7	7.03	6.28	38	36.75	41.30	55	56.22	52.43
All Grades	7	7.03	6.28	38	36.75	41.30	55	56.22	52.43

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	7	8.43	6.26	54	52.61	52.93	38	38.96	40.81
All Grades	7	8.43	6.26	54	52.61	52.93	38	38.96	40.81

CAASPP Results (English Learner)

English Language Arts/Literacy

Overall Participation for English Learner												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	492	67	56	61	66	54	61	66	54	12.4	98.5	96.4
All Grades	492	67	56	61	66	54	61	66	54	12.4	98.5	96.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for English Learner															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2435.4	2438.8	2425.5	0	0	0.00	3	2	1.85	10	15	12.96	87	83	85.19
All Grades	N/A	N/A	N/A	0	0	0.00	3	2	1.85	10	15	12.96	87	83	85.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	2	0.00	23	14	25.93	77	85	74.07
All Grades	0	2	0.00	23	14	25.93	77	85	74.07

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0	0.00	18	21	18.52	82	79	81.48
All Grades	0	0	0.00	18	21	18.52	82	79	81.48

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0	0.00	33	41	35.19	67	59	64.81
All Grades	0	0	0.00	33	41	35.19	67	59	64.81

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2	0	1.85	56	50	24.07	43	50	74.07
All Grades	2	0	1.85	56	50	24.07	43	50	74.07

CAASPP Results (English Learner)

Mathematics

Overall Participation for English Learner												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	492	62	56	61	61	54	60	61	54	12.4	98.4	96.4
All Grades	492	62	56	61	61	54	60	61	54	12.4	98.4	96.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for English Learner															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2417.3	2399.5	2412.5	0	0	0.00	0	0	0.00	5	0	0.00	93	100	100.0
All Grades	N/A	N/A	N/A	0	0	0.00	0	0	0.00	5	0	0.00	93	100	100.0

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0	0.00	3	3	0.00	97	97	100.0
All Grades	0	0	0.00	3	3	0.00	97	97	100.0

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0	0.00	20	10	11.11	80	90	88.89
All Grades	0	0	0.00	20	10	11.11	80	90	88.89

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0	0.00	62	38	42.59	38	62	57.41
All Grades	0	0	0.00	62	38	42.59	38	62	57.41

CAASPP Results (Students with Disability)

English Language Arts/Literacy

Overall Participation for Students with Disability												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	57	58	62	54	57	58	54	57	58	94.7	98.3	93.5
All Grades	57	58	62	54	57	58	54	57	58	94.7	98.3	93.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for Students with Disability															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2450.0	2458.2	2440.5	0	0.00	0.00	2	10.53	6.90	17	21.05	18.97	81	68.42	74.14
All Grades	N/A	N/A	N/A	0	0.00	0.00	2	10.53	6.90	17	21.05	18.97	81	68.42	74.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	1.75	1.72	30	38.60	22.41	70	59.65	75.86
All Grades	0	1.75	1.72	30	38.60	22.41	70	59.65	75.86

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	1.75	0.00	22	21.05	25.86	78	77.19	74.14
All Grades	0	1.75	0.00	22	21.05	25.86	78	77.19	74.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	1.75	1.72	46	38.60	43.10	54	59.65	55.17
All Grades	0	1.75	1.72	46	38.60	43.10	54	59.65	55.17

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	3.51	5.17	57	42.11	32.76	43	54.39	62.07
All Grades	0	3.51	5.17	57	42.11	32.76	43	54.39	62.07

CAASPP Results (Students with Disability)

Mathematics

Overall Participation for Students with Disability												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	55	58	61	52	57	57	52	57	57	94.5	98.3	93.4
All Grades	55	58	61	52	57	57	52	57	57	94.5	98.3	93.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

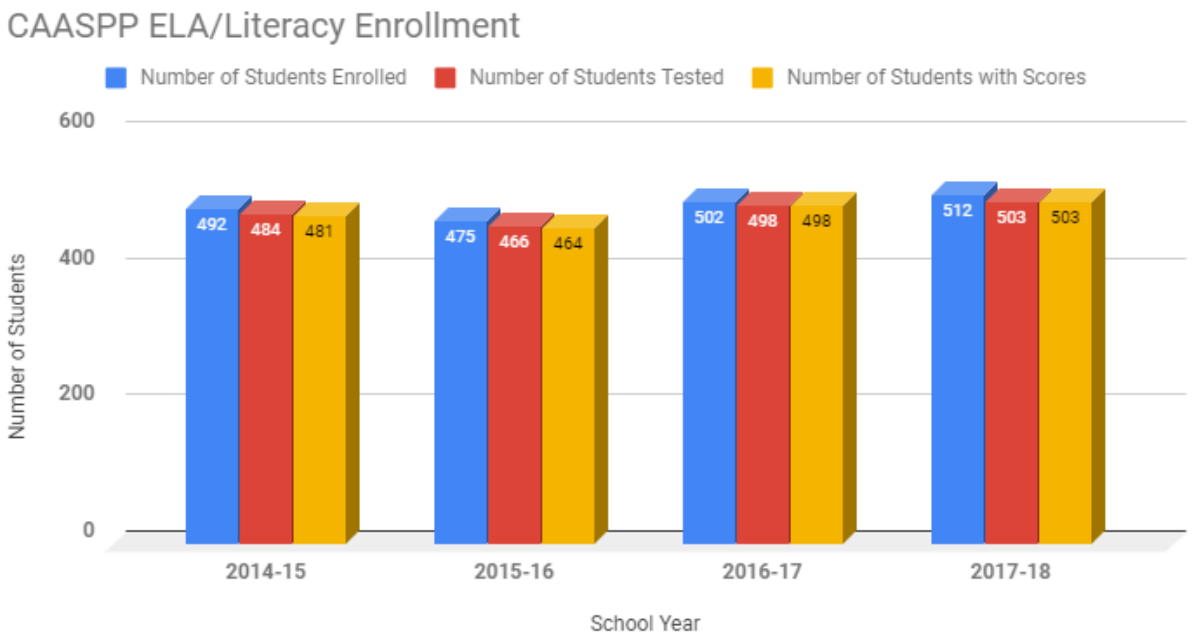
Overall Achievement for Students with Disability															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2397.0	2433.8	2395.8	0	0.00	0.00	2	7.02	0.00	0	1.75	5.26	98	91.23	94.74
All Grades	N/A	N/A	N/A	0	0.00	0.00	2	7.02	0.00	0	1.75	5.26	98	91.23	94.74

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2	1.75	0.00	2	5.26	5.26	96	92.98	94.74
All Grades	2	1.75	0.00	2	5.26	5.26	96	92.98	94.74

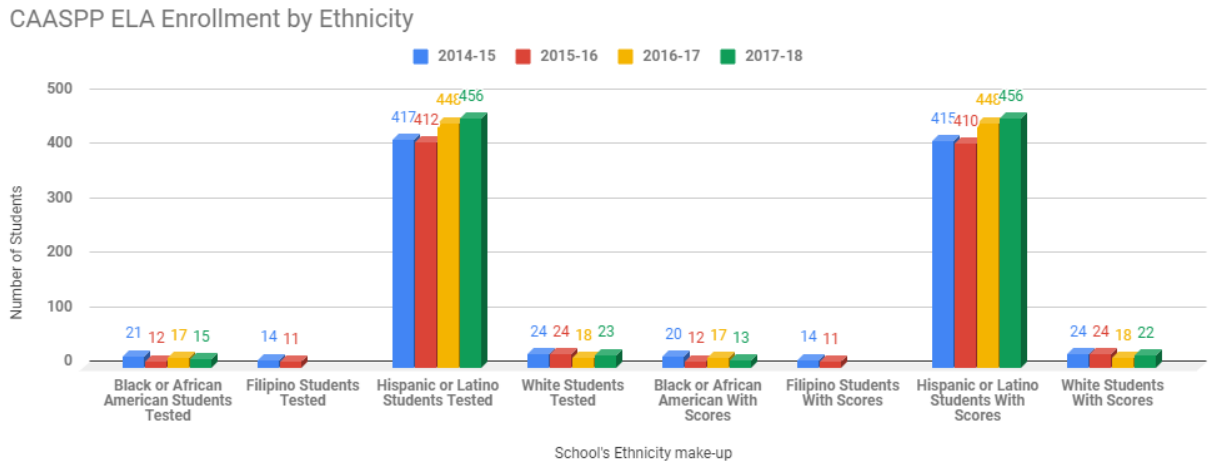
Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	1.75	0.00	13	15.79	19.30	87	82.46	80.70
All Grades	0	1.75	0.00	13	15.79	19.30	87	82.46	80.70

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2	3.51	0.00	23	40.35	33.33	75	56.14	66.67
All Grades	2	3.51	0.00	23	40.35	33.33	75	56.14	66.67

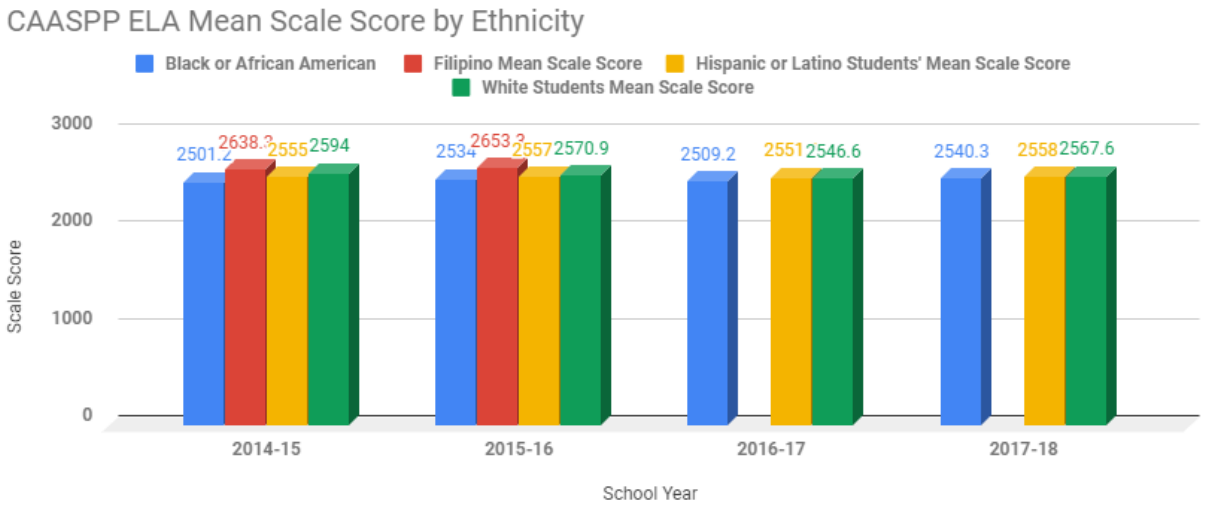
CAASPP Data - English Language Arts



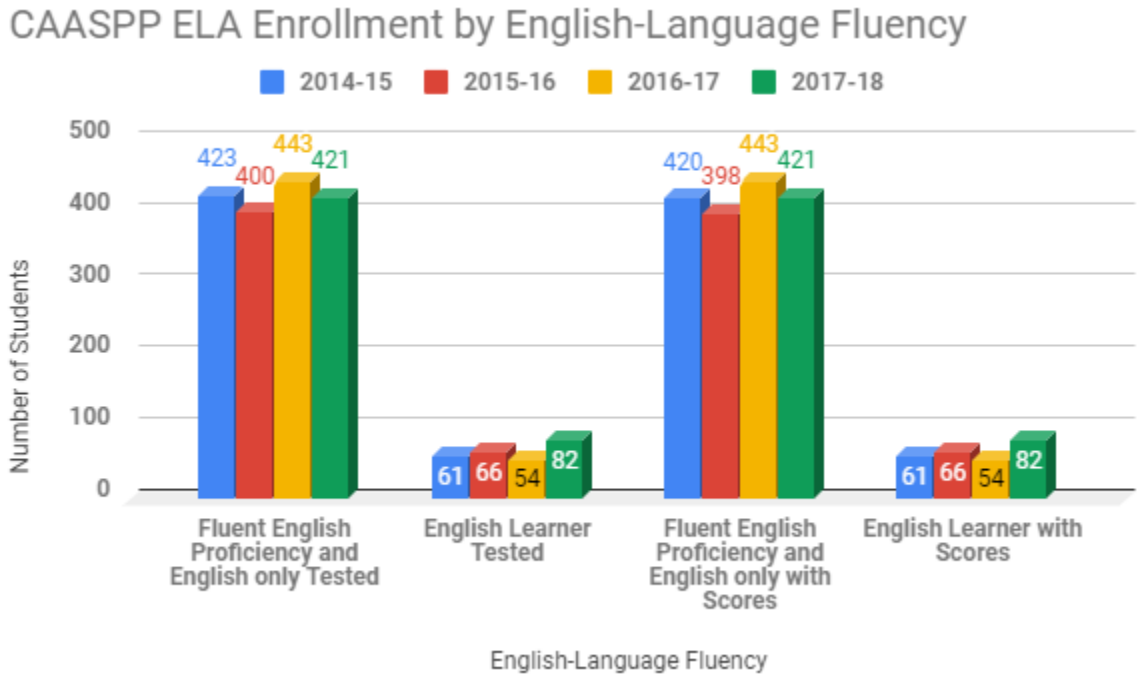
This chart shows the total number of students enrolled and the number of students receiving scores. Over the last several years, BHS has maintained 98% of students tested. We saw an increase to 99% for the 2016-2017 school year.



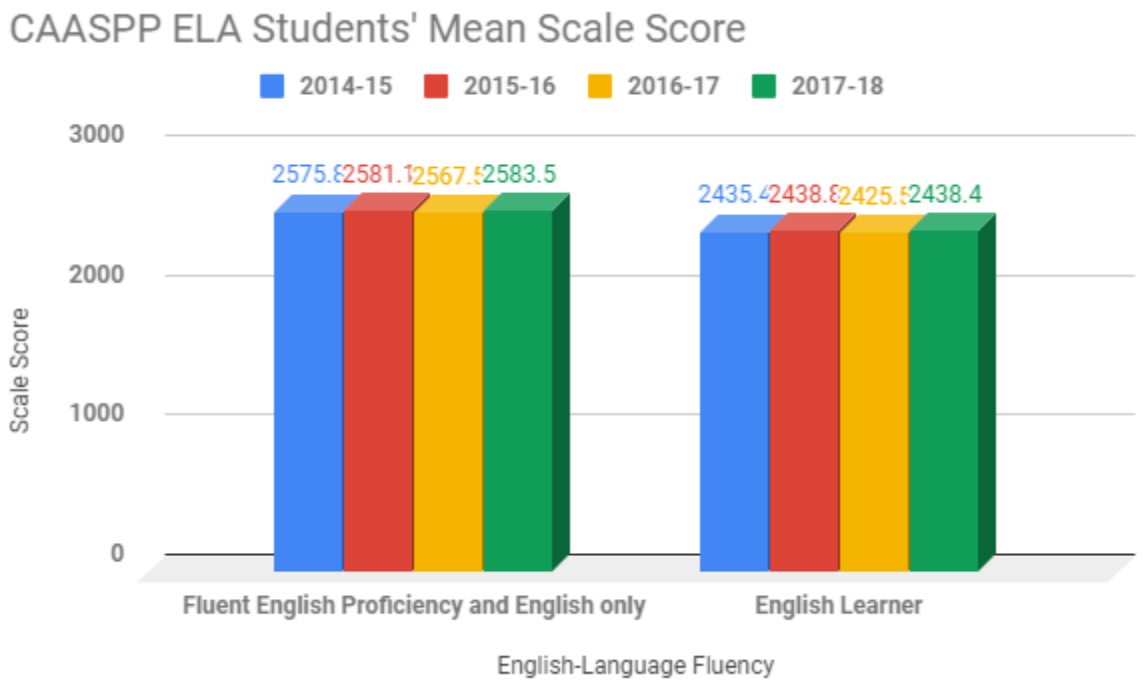
This chart shows the ethnic breakdown of students completing the CAASPP ELA. Since the 2014-2015 school year, we have seen a decline in the number of African American students and Filipino students.



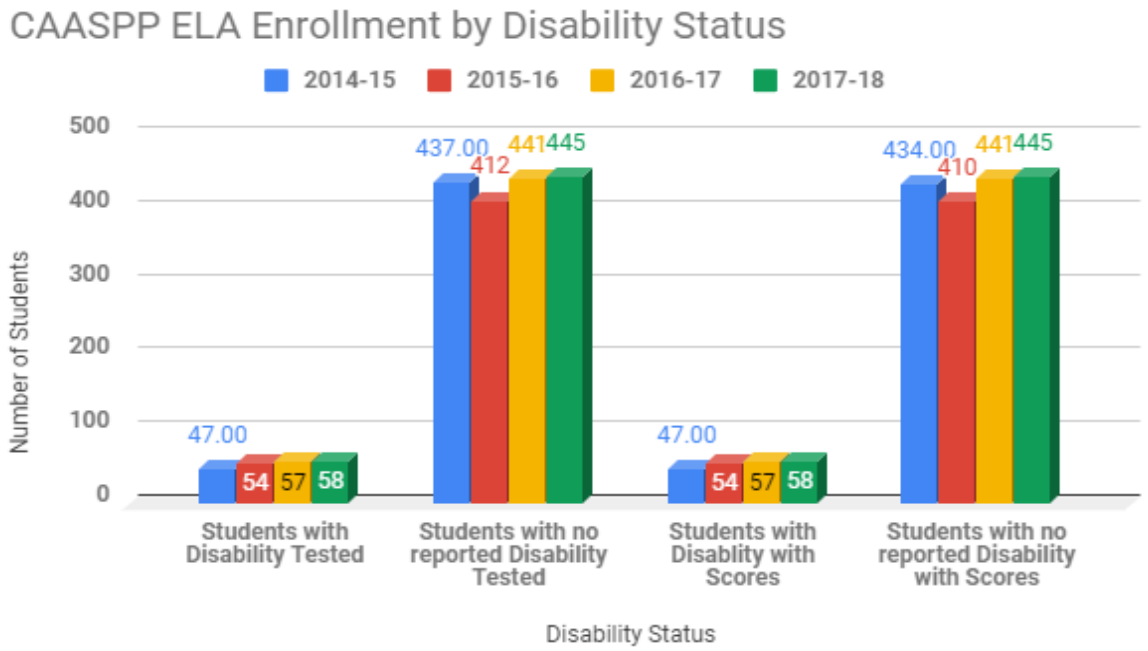
This chart shows the ELA Mean Scale Score broken down by ethnicity since the 2014-2015 school year. Scale scores have little variation from year to year. Scores seem to decrease for all groups in the 2016-2017 school year. The most noticeable being no scale score for Filipino students. Scores increased again in the 2017-2018 school year.



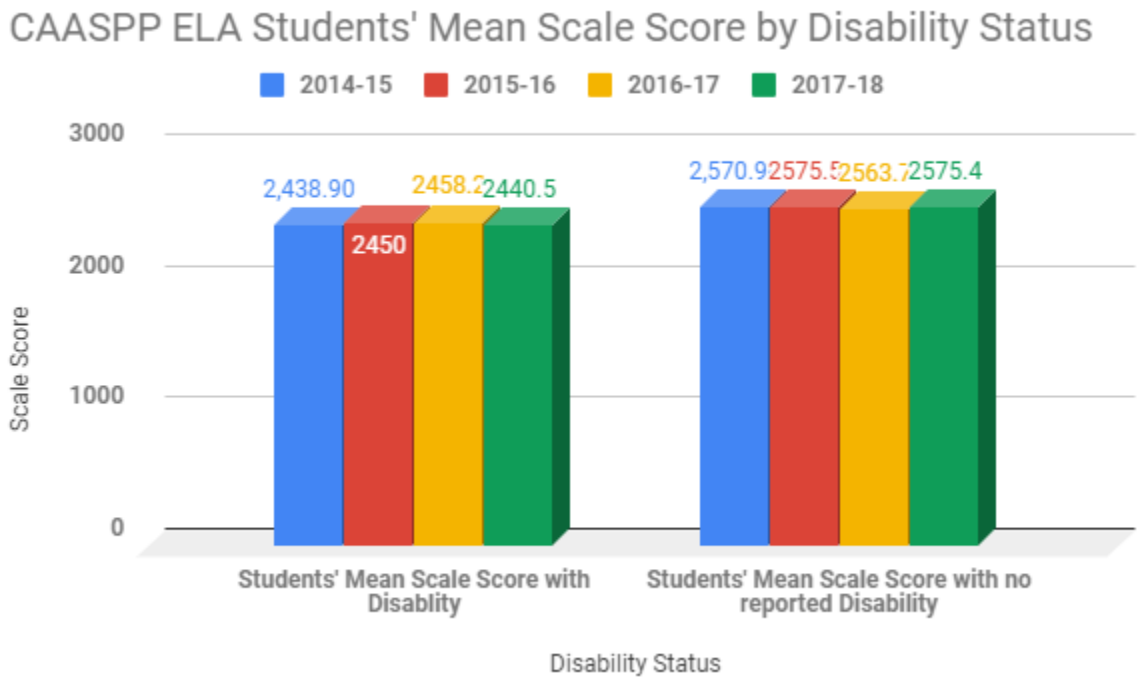
This chart shows the comparison of the number of students tested by English-Language Fluency for Fluent English Proficient and English only students, and our English Learner population and scores reported. In the 2014-2015 and 2015-2016 school years, all of the English Learners tested received scores for the CAASPP. However, in the same years, we had three, and two students tested that did not receive scores. For the last two school years, we have had all students tested receive scores.



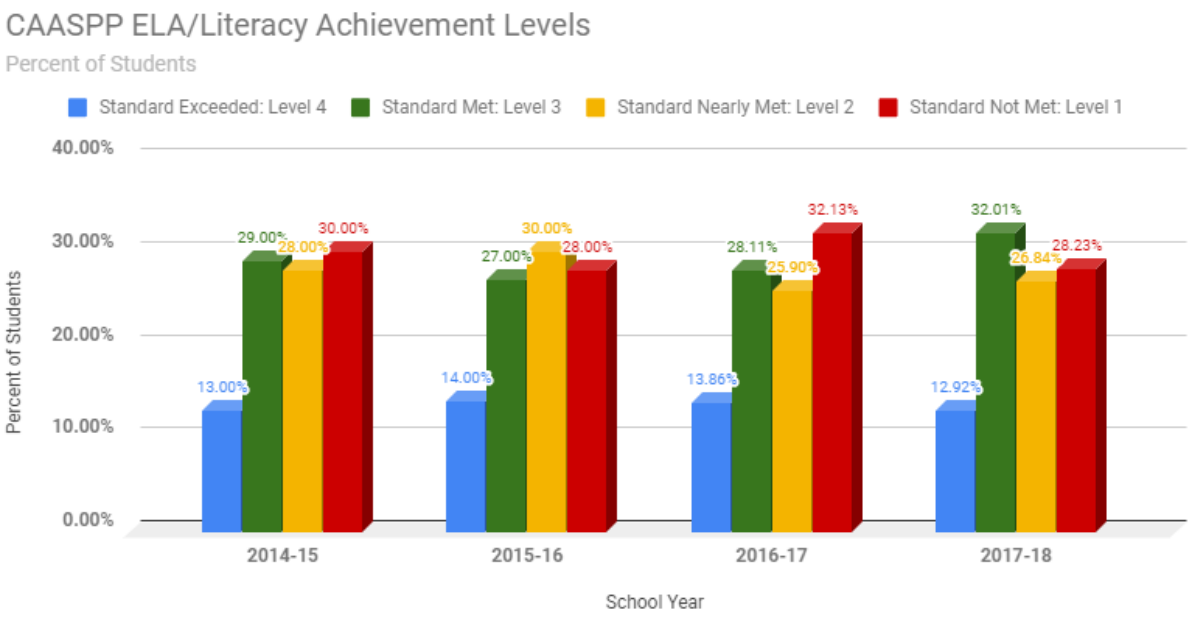
This chart compares scale scores for our Fluent English Proficient and English only students, and our English Learners. In both groups, we see that scores have not shown significant growth or decline. In both groups, scores have rather hit a plateau. However, in comparing the two groups, we see that our Fluent English Proficient and English only students score higher by approximately 140 points each year. As our site and district work to implement Integrated Instruction, it will be interesting to see how these trends are impacted.



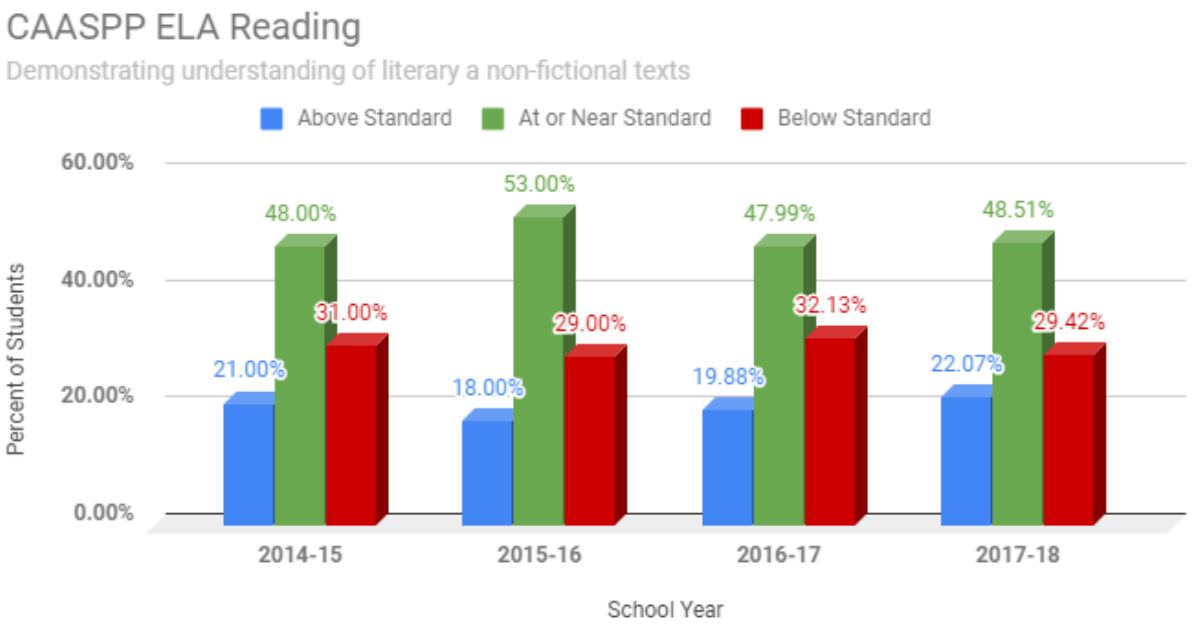
This chart shows the number of students tested with reported disabilities and the number of students tested with no reported disabilities. Between 2014-2015 and 2017-2018 we tested between 47 and 58 students with reported disabilities.



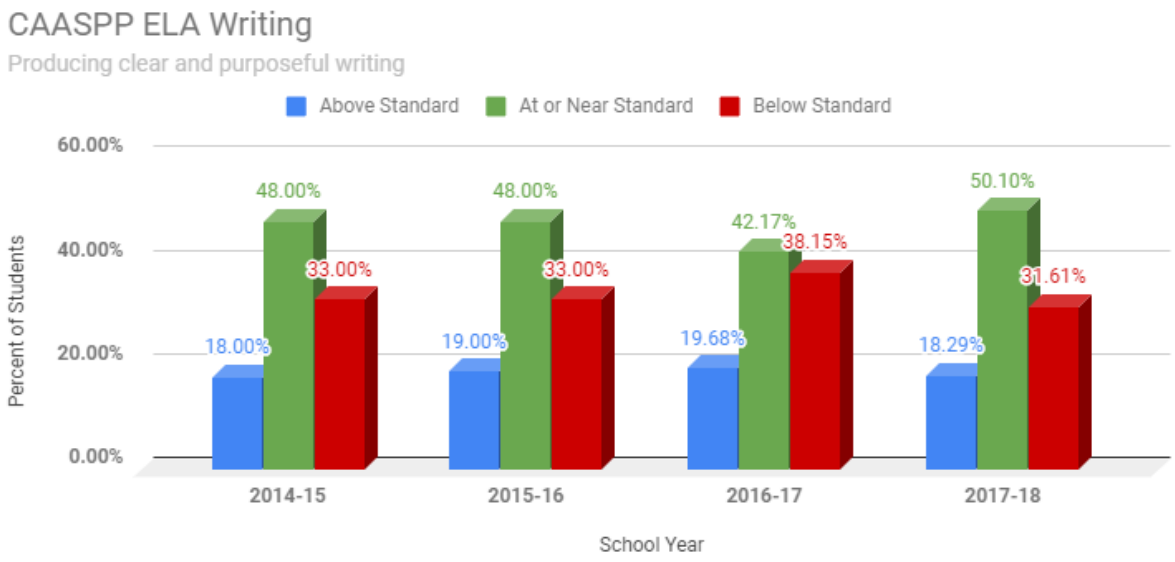
This graph shows that our students with reported disabilities are performing slightly below our students with no reported disabilities. Once again, both groups show little growth or decline in Mean Scale Score over the last four years.



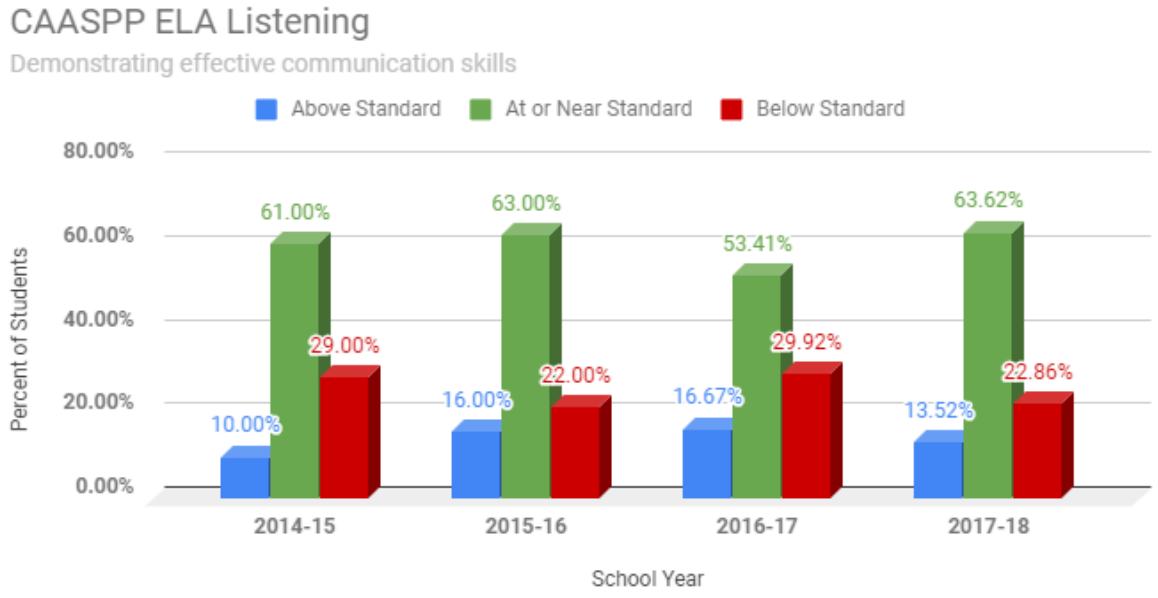
On average, 30% of our students are not performing to standards. During 2017-2018, we saw an increase in the percentage of students meeting standards. However, we also saw a decrease in the number of students exceeded the standard.



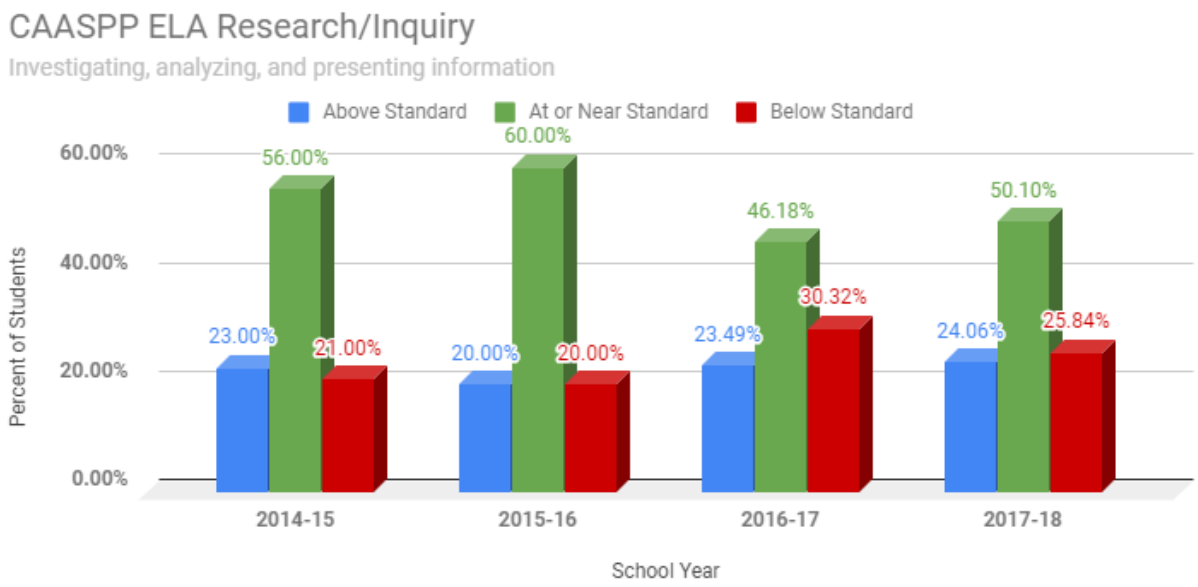
We have seen a slight increase in the percentage of students performing above and at or near standard in reading between the 2016-2017 school year and the 2017-2018 school year.



According to our most recent CAASPP data, nearly 32% of our student population is scoring below standard in the area of writing. This is has been a concern within the English department. Our 2017-2018 school year data shows that more students are scoring at or near standard than in previous years. This data also shows a decrease in the percentage of students scoring below standard.

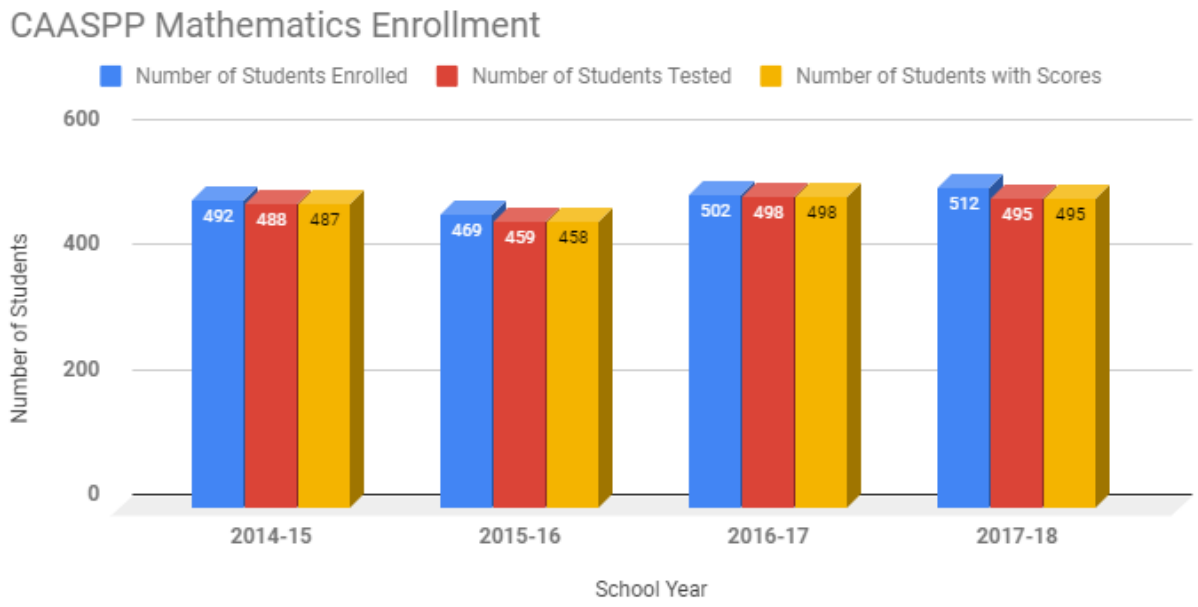


This chart shows student performance in the area of Listening. In the 2016-2017 school year, we saw a decrease in the percentage of students scoring at or near standard and an increase in the percentage of students scoring below standard. However, we also saw a slight increase to the percentage of students scoring above the standard. Last year, we saw our students at or near standard increase closer to that of the 2015-2016 school year.

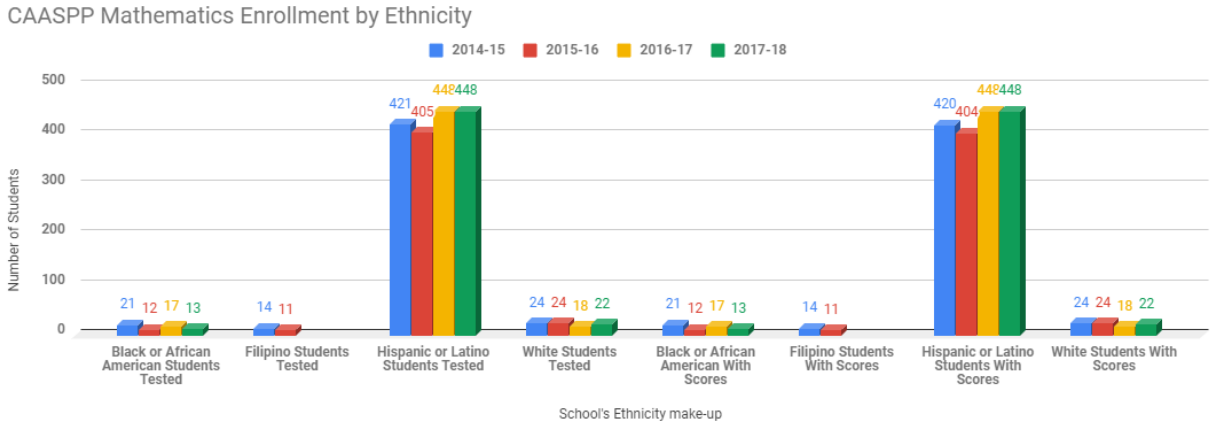


In 2015-2014, the majority of our students were at or near standard in research and inquiry at 60%. We also had the lowest percentage of students achieving below standard (20%). In 2016-2017, We had a decrease in achievement at or near standard to 46% with increases to 23.49% achieving above standard and 30.32% achieving below standard. We saw improvement in the 2017-2018 school year with 50% of our students achieving at or near standard, 24.06% achieving above standard, and a decrease in the percentage achieving below standard.

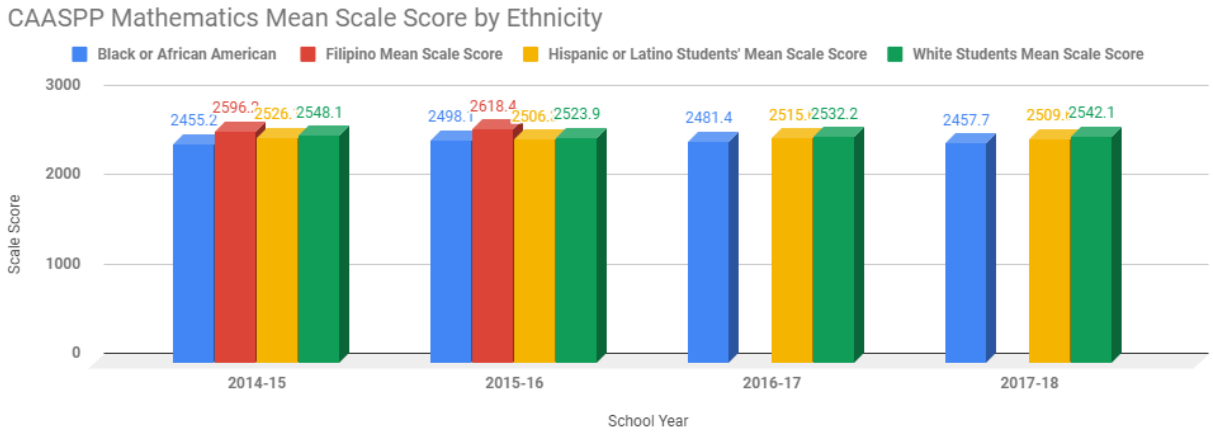
CAASPP Data - Mathematics



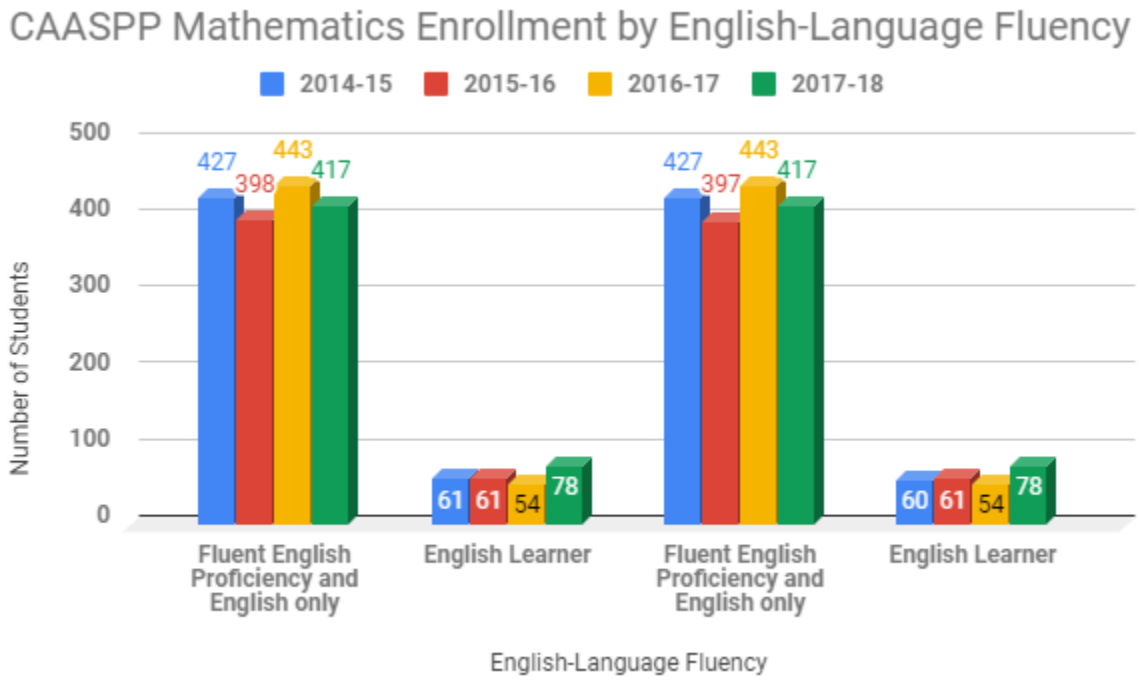
Data show high (97-99%) participation in CAASPP Mathematics testing. Of those students tested, all received a test score with the exception of 1 student for the year 2014-15 and one student for the year 2015-16.



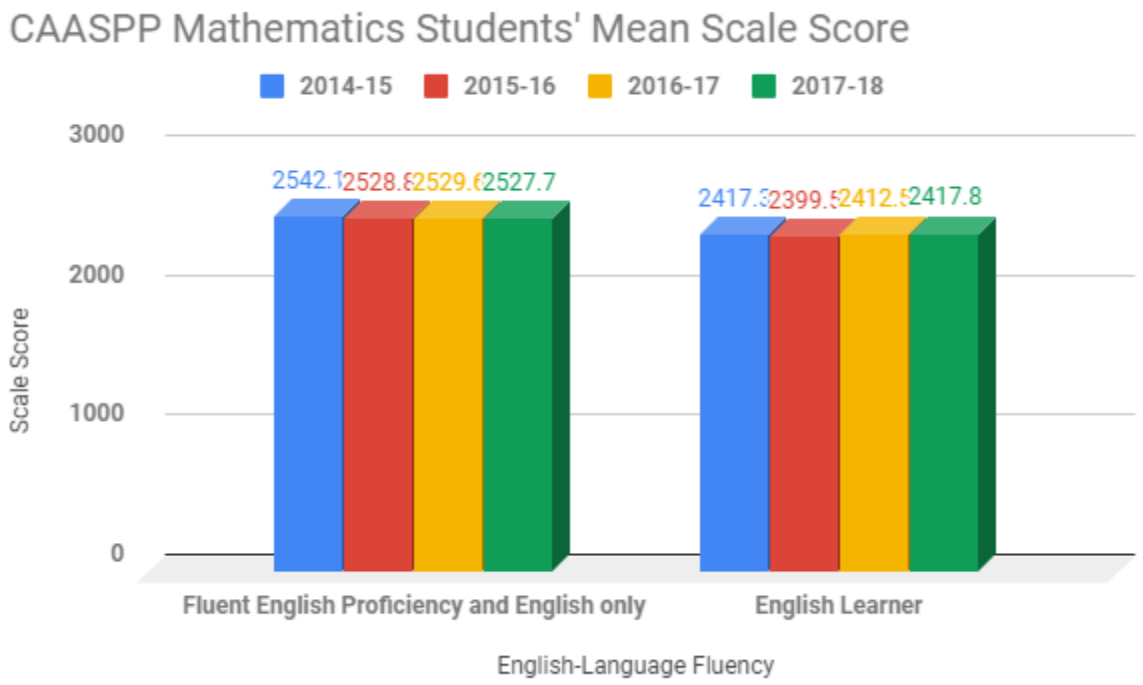
This graph shows our School's ethnic make-up. The majority of our student population is Hispanic or Latino. The make-up of our population has stayed consistent over the last four years except when it comes to our Filipino population, which has decreased to zero in the last two years.



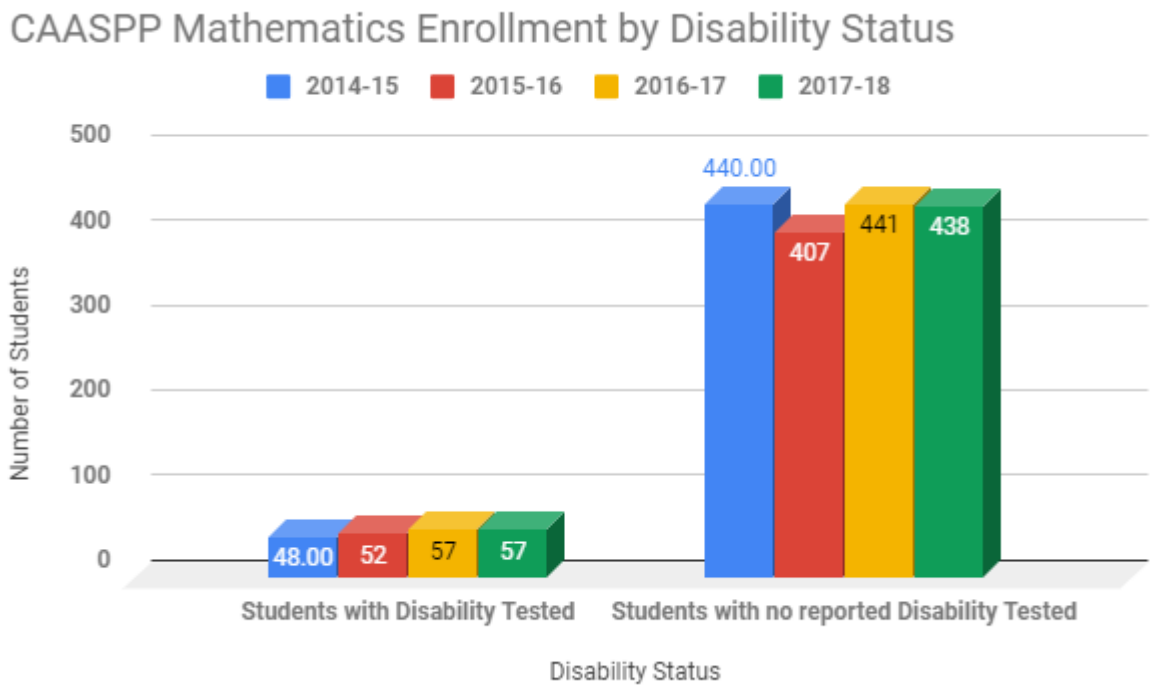
CAASPP Mathematics Mean scale scores by ethnicity show the highest scores for Filipino students for the years 2014-15 and 2015-16 and White students for the years 2016-17 and 2017-18. For all four years, our Black or African American students performed the lowest, with the mean scale score between 2455.2 and 2498.1. While most of the scores are within about 100 points of each other, almost every average has either not met the standard or nearly met the standard, showing us we greatly need to improve our scores and our students' knowledge. The District's plan to enroll all 11th-grade students into math classes will be a first step in the efforts to improve our scores. Our teachers will be working in PLCs to enhance instruction and make learning more effective in our mathematics classes.



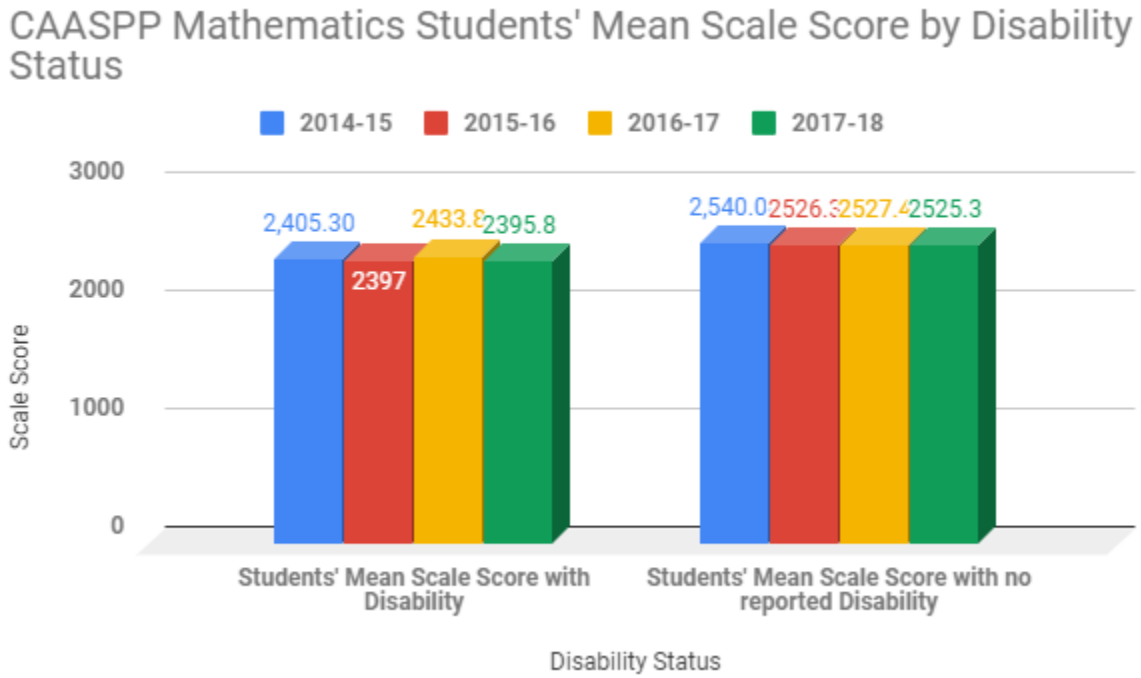
CAASPP Mathematics enrollment by English-Language fluency data reveal that the majority of our students tested are Fluent English Proficiency and English only. The number of English Learners tested range between 12% and 18% of those tested.



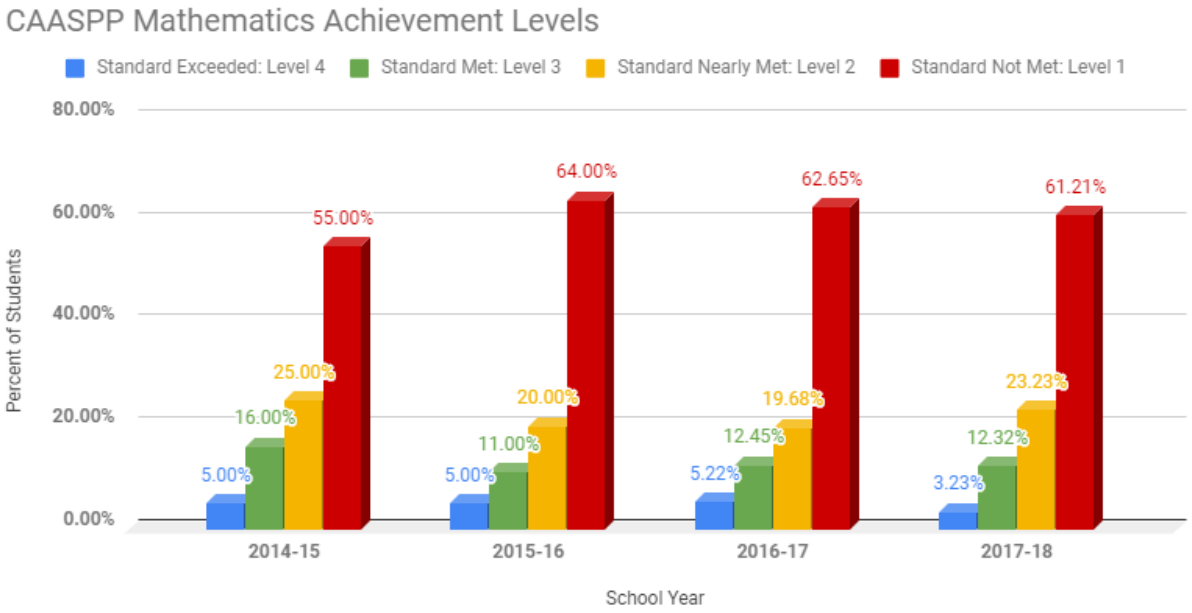
English Learner students' Mean Scale Score on the CAASPP Mathematics Summative Assessment shows more than a 100 scale score less than Fluent English Proficient and English Only students' Mean Scale Score. There is a need to increase all students' scores and to make sure the test is fully accessible and equitable to our English Learner population. Over time, we have learned about the accommodations available to our English Learners and can better use that knowledge to assist them with their testing in the future.



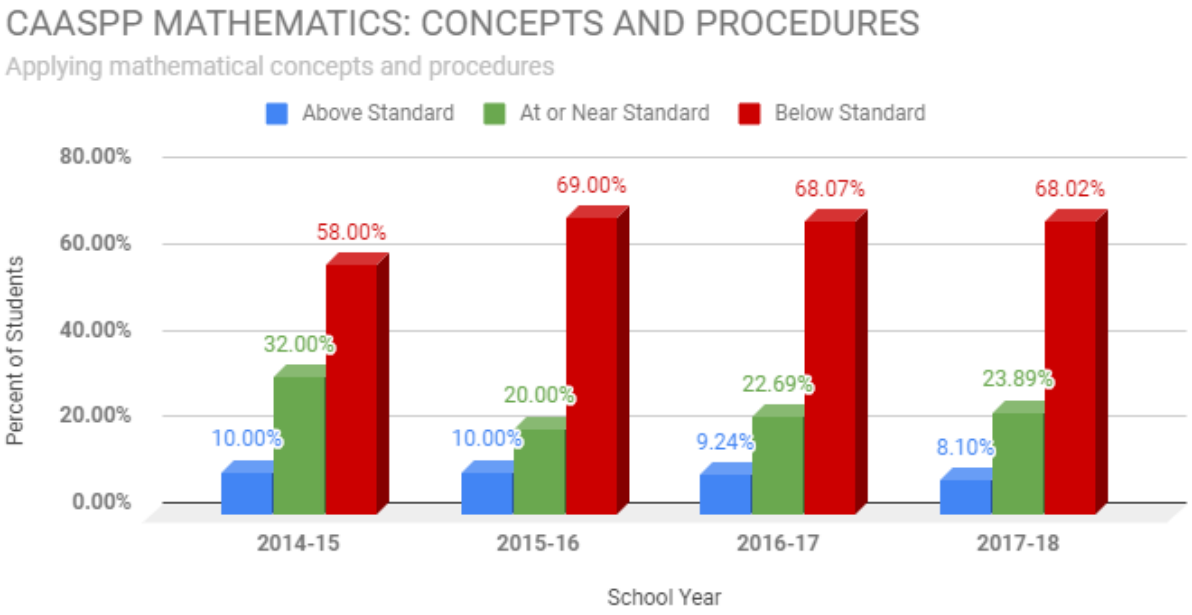
In the last four years, we tested between 48 and 57 students with disabilities on the CAASPP Mathematics summative assessment.



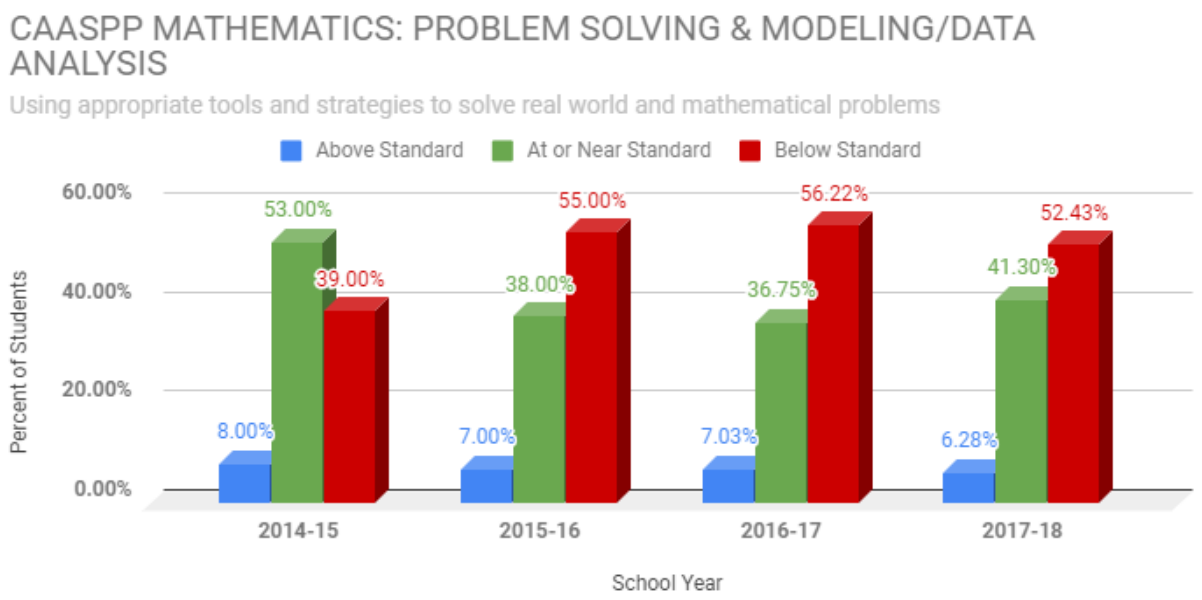
The Mean Scale Score of students with disabilities is very similar to those students' scores with no reported disability. We still have room to improve on making sure all available accommodations are appropriately set for all students, especially for students with disabilities on the CAASPP test administration website. For students to be familiar with these accommodations and to use all available tools effectively, teachers need to provide students opportunities throughout the school year to access practice tests and IABs (Interim Assessment Blocks).



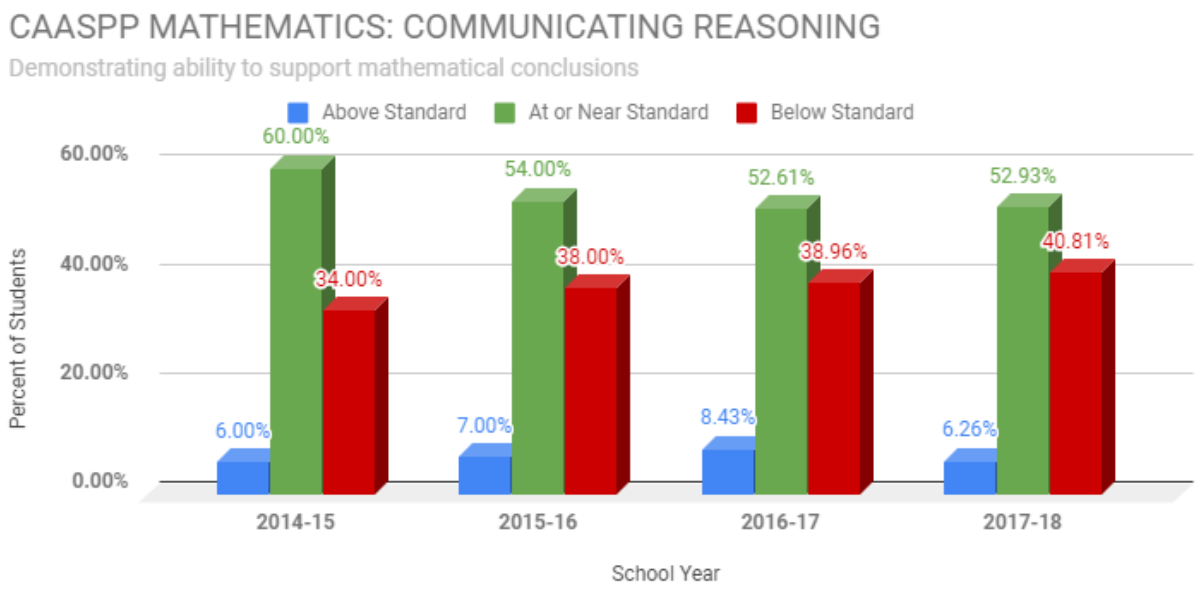
The data show a discrepancy between the grades our students are getting in class and how they apply that knowledge to the test. While we're slowly decreasing the number of students who score at level 1, we're also decreasing the number of students scoring at level 4. In order to improve our scores, we have to analyze the data further and look into which students are still taking Algebra 1 as eleventh graders, which students are not enrolled in a math class, and what percentage of our students are able to take Algebra 2 in grade 11. These are all significant factors in how well a student is going to perform on the CAASPP, and we can't begin to address the issues with our scores until we can better understand the demographic taking it. We are going to work on our Algebra 1 students to ensure they pass it the first time around and have a chance to take Algebra 2 as a junior, which will give them access to the information they'll see on the test, giving them a higher chance of doing well.



Thinking that this is purely straight up concepts and procedures is slightly misleading - students have to take the procedure and use it in a different context as opposed to just answering what x is. Even DOK level 1 questions require students to apply their knowledge of concepts and procedures. What we see in our classrooms is students know how to find x but don't know how to do much beyond that with the answer. What we need to begin to teach in our classes is how to apply these concepts beyond simply recalling the process to solve a problem. Additionally, the number of years between taking a state test increases each year (going from one year between testing to three in 2017-2018), increasing the possibility students forget what they've learned in previous years. As teachers, we have to figure out a way to combat this forgetfulness to ensure our students' knowledge can be sustainable and their capabilities can be properly reflected in their test scores.



This data shows our students are slowly improving and moving out of the Below Standard category. We as teachers are starting to have our students analyze their answers to determine whether they're viable or not but previously haven't focused on analyzing their work once they've found an answer. Our knowledge of what Common Core is looking for is increasing with each year, so we're trying to incorporate new methods into our instruction to help our students with the CAASPP, as well as with their understanding of the math itself. Exposing our students to more modeling and data analysis will hopefully improve their capacity to understand these problems.



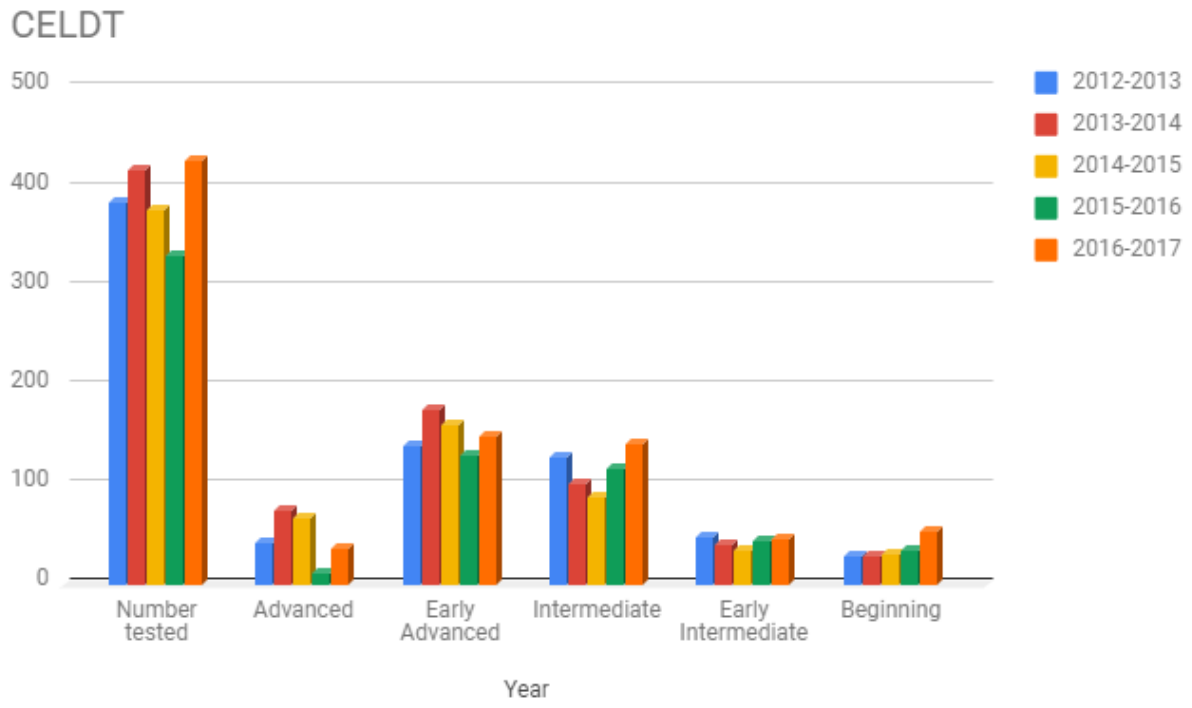
Of the three subsets of the CAASPP, our students do well with communicating reasoning. While we would like more students Above Standard, we can work with a majority At or Near Standard. This shows us our students are on the right path and are capable of thinking critically; we just have to work with and improve that thought-processing with them. While we still have a good portion of our students Below Standard, it is significantly less than the other two subsets. We are starting to implement performance tasks and more critical thinking exercises in our classrooms, which should help all students improve their processing. Students are not typically used to explaining their thoughts and why they're working with that specific method, so getting them to communicate their thinking in words as opposed to numbers will greatly help them when they take their test.

CELDT & ELPAC Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
9	1	11		39	35		33	37		20	11		8	6	
10	4	5		45	40		37	33		6	12		8	9	
11	2	16		42	40		41	31		11	9		4	4	
12	4	5		36	38		34	35		16	16		10	6	
Total	3	9		41	38		36	35		13	12		7	6	

Most students scored in the Early Advanced domain (Level 4) with 41% in 2015-2016 and 38% in 2016-2017 and Intermediate domain (Level 3) with 36% in 2015-2016 and 35% in 2016-2017. There was a great increase in the Advanced domain (level 5) from 3% to 9% from 2015-2016 to 2016-2017 which demonstrates an area of success.



The majority of students scored in the Early Advanced category which would be a Level 4 on the CELDT. In 2013-2014 we had the highest amount of students who scored in the Early Advanced category. The fewest amount of students scored in the Beginning category which would be a Level 1 on the CELDT. This could be viewed as an area of success because we had a lot more students who scored in the highest two categories which would indicate a higher number who would be eligible for reclassification.

The Summative ELPAC Data for 2017-2018 reveal the following:

Number of Students and Mean Scale Scores

	Grade 9	Grade 10	Grade 11	Grade 12	All
Number of students tested	115	122	85	43	365
Mean Scale Score Overall	1546.7	1543.0	1542.7	1534.3	N/A
Mean Scale Score - Oral Language	1547.6	1540.3	1540.4	1533.5	N/A
Mean Scale Score - Written Language	1545.4	1545.1	1544.4	1534.7	N/A

The Overall Mean Scale Score is a combination of Oral Language and Written Language performance. The ninth-grade class had the highest mean scale score overall which is an area of success. However, this was the first ever administration of the ELPAC Test; therefore, once students and teachers gain more experience with the test, student performance should improve. Teachers will be better equipped to prepare the students for the test and students will have had more practice with taking the test which should improve their performance in the future.

Number and Percentage of Students at Each Performance Level

	Grade 9	Grade 10	Grade 11	Grade 12	All
Level 4 - Number Level 4 - Percentage	34 29.57%	29 23.77%	16 18.82%	* *	85 23.29%
Level 3 - Number Level 3 - Percentage	35 30.43%	46 37.70%	36 42.35%	23 53.49%	140 38.36%
Level 2 - Number Level 2 - Percentage	25 21.74%	25 20.49%	18 21.18%	* *	78 20.82%
Level 1 - Number Level 1 - Percentage	21 18.26%	22 10.03%	15 17.65%	* *	64 17.53%
Total - Number	115	122	85	43	365

The majority of the students (38.36%) scored in the level 3 domain, while the ninth grade students had the highest number of students (29.57%) that scored in the level 4 domain.

Oral Language - Number and Percentage of Students at Each Performance Level

	Grade 9	Grade 10	Grade 11	Grade 12	All
Level 4 - Number Level 4 - Percentage	57 49.57%	56 45.90%	42 49.41%	21 48.84%	176 48.22%
Level 3 - Number Level 3 - Percentage	25 21.74%	32 26.23%	26 30.59%	13 30.23%	96 26.30%
Level 2 - Number Level 2 - Percentage	21 18.26%	20 16.39%	* *	* *	53 14.52%
Level 1 - Number Level 1 - Percentage	12 10.43%	14 11.48%	* *	* *	40 10.96%
Total - Number	115	122	85	43	365

The Oral Language score is a combination of listening and speaking performance. Most students (48.22%) scored in the level 4 range which is the highest category. Indications for the future, if we improve our listening scores, the oral language scores will improve, also.

Written Language - Number and Percentage of Students at Each Performance Level

	Grade 9	Grade 10	Grade 11	Grade 12	All
Level 4 - Number Level 4 - Percentage	11 9.57%	* *	* *	N/A N/A	23 6.30%
Level 3 - Number Level 3 - Percentage	32 27.83%	39 31.97%	17 20.00%	* *	96 26.30%
Level 2 - Number Level 2 - Percentage	35 30.43%	39 31.97%	37 43.53%	21 48.84%	132 36.16%
Level 1 - Number Level 1 - Percentage	37 32.17%	35 28.69%	28 32.94%	14 32.56%	114 31.23%
Total - Number	115	122	85	43	365

The Written Language score is a combination of reading and writing performance. Most students (36.16%) scored in the level 2 range (somewhat developed). Indications for the future, since most students scored lowest in the reading domain, improving scores in this area would increase the written language score.

Listening - Number and Percentage of Students by Domain

	Grade 9	Grade 10	Grade 11	Grade 12	All
Well Developed - Number Well Developed - Percentage	43 37.39%	47 38.52%	26 30.59%	* *	126 34.52%
Somewhat/Moderately - Number Somewhat/Moderately - Percentage	50 43.48%	56 45.90%	45 52.94%	25 58.14%	176 48.22%
Beginning - Number Beginning - Percentage	22 19.13%	19 15.57%	14 16.47%	* *	63 17.26%
Total - Number	115	122	85	43	365

The majority of the students (48.22%) scored in the middle range (somewhat/moderately developed level) in the listening domain. This score can be improved in the future by increasing instruction with audio lessons including administering the Interim Assessment Blocks on the CAASPP website.

Speaking- Number and Percentage of Students by Domain

	Grade 9	Grade 10	Grade 11	Grade 12	All
Well Developed - Number Well Developed - Percentage	77 66.96%	69 56.56%	59 69.51%	32 74.42%	237 64.93%
Somewhat/Moderately - Number Somewhat/Moderately - Percentage	30 26.09%	37 30.33%	20 23.53%	* *	94 25.75%
Beginning - Number Beginning - Percentage	* *	16 13.11%	* *	* *	34 9.32%
Total - Number	115	122	85	43	365

The majority of the students (64.93%)scored in the highest level (well developed) in the speaking domain which is an area of success for our school.

Reading - Number and Percentage of Students by Domain

	Grade 9	Grade 10	Grade 11	Grade 12	All
Well Developed - Number Well Developed - Percentage	11 9.57%	14 11.48%	* *	N/A N/A	29 7.95%
Somewhat/Moderately - Number Somewhat/Moderately - Percentage	48 41.74%	49 40.16%	32 37.65%	15 34.88%	144 39.45%
Beginning - Number Beginning - Percentage	56 48.70%	59 48.36%	49 57.65%	28 65.12%	192 52.60%
Total - Number	115	122	85	43	365

Most students (52.6%) scored lowest (beginning level) in the reading domain. The instructional implications would be for us to improve literacy strategies, not just in English classes, but in all content areas.

Writing - Number and Percentage of Students by Domain

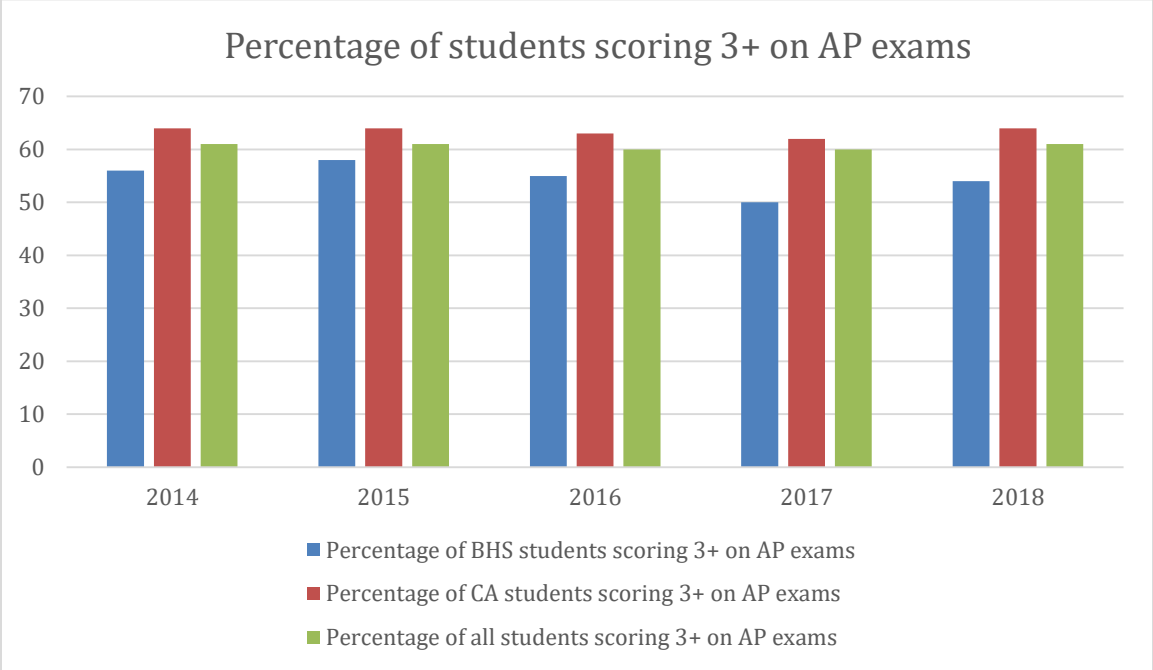
	Grade 9	Grade 10	Grade 11	Grade 12	All
Well Developed - Number Well Developed - Percentage	13 11.30%	17 13.93%	17 20.00%	* *	56 15.34%
Somewhat/Moderately - Number Somewhat/Moderately - Percentage	83 72.17%	86 70.49%	59 69.41%	31 72.09%	259 70.96%
Beginning - Number Beginning - Percentage	19 16.52%	19 15.57%	* *	* *	50 13.70%
Total - Number	115	122	85	43	365

Most students (70.96%) scored in the middle range (somewhat/moderately developed level) in the writing domain. The instructional implications would be for us to improve our students' writing skills across the curriculum.

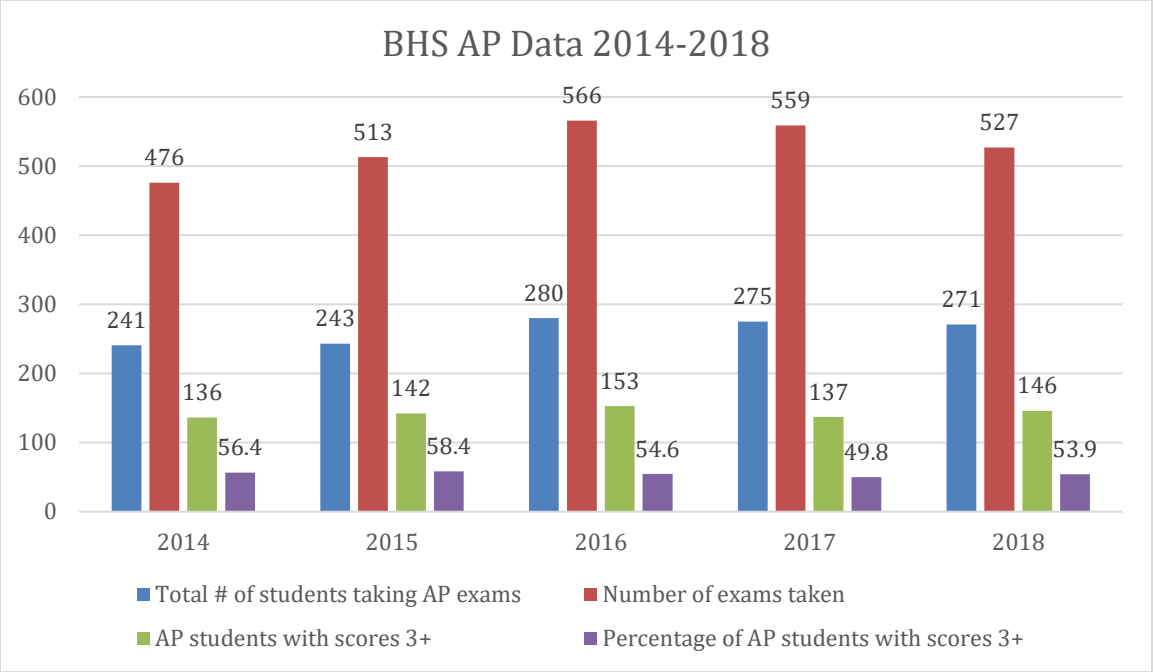
Advanced Placement - AP

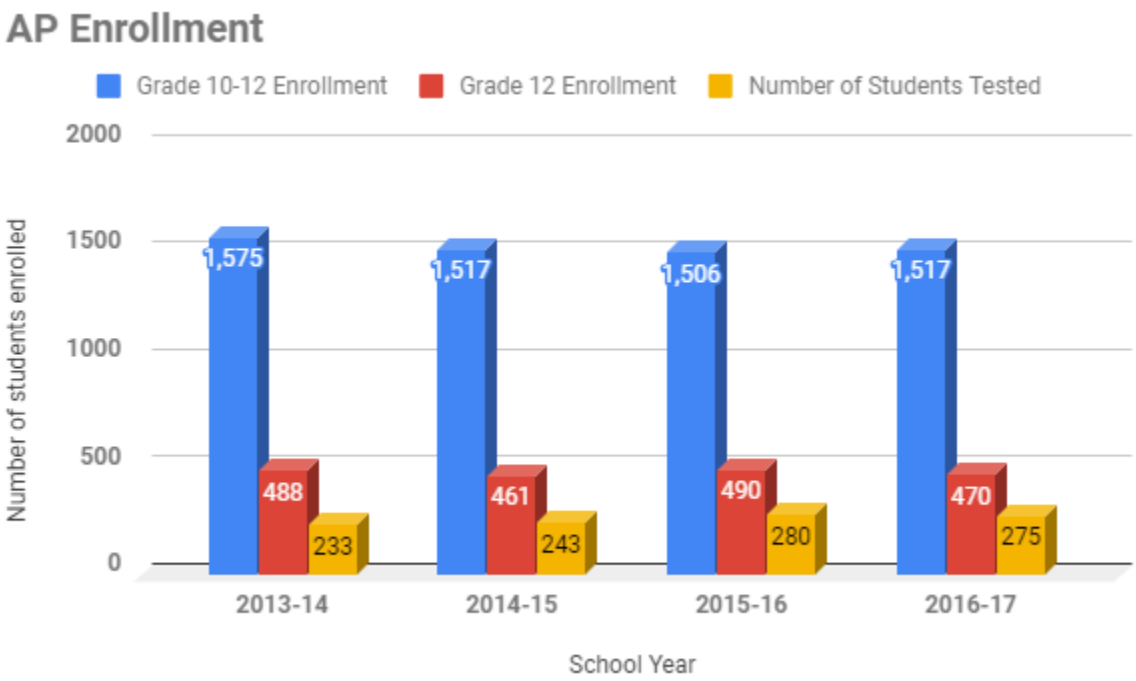
BHS offers AP courses in twenty different areas. Programs and courses in AP Studio Art and Computer Science A have been added since the last WASC visit. Honors courses are offered in English and math to further prepare students for success in AP courses and the exams. Teachers are encouraged and supported to attend College Board AP Institutes and workshops. Several BHS teachers have also been selected and served as Readers for the annual College Board Reading of the exams. Two teachers have also been selected to present at the College Board's annual conference. Teachers are committed to supporting their students' success and all offer tutorial assistance and practice exams after school, during Saturday School sessions, or at lunch. Vertical teaming occurs where applicable in subject level meetings. This is, obviously impossible in other areas (such as German) where the teacher is the only one teaching this subject at BHS or in the District. However, even when collaboration doesn't occur with other BHS teachers, AP teachers collaborate with other teachers and professors in the CJUSD and other districts. All of BHS' AP teachers meet at least a couple of times a year to review data and discuss goals and implications of the data. While we would like for all of our students to earn scores of 3 or better, we also realize that the exams are not structured to allow this. Global pass rates have been declining steadily for some exams and rising for others.

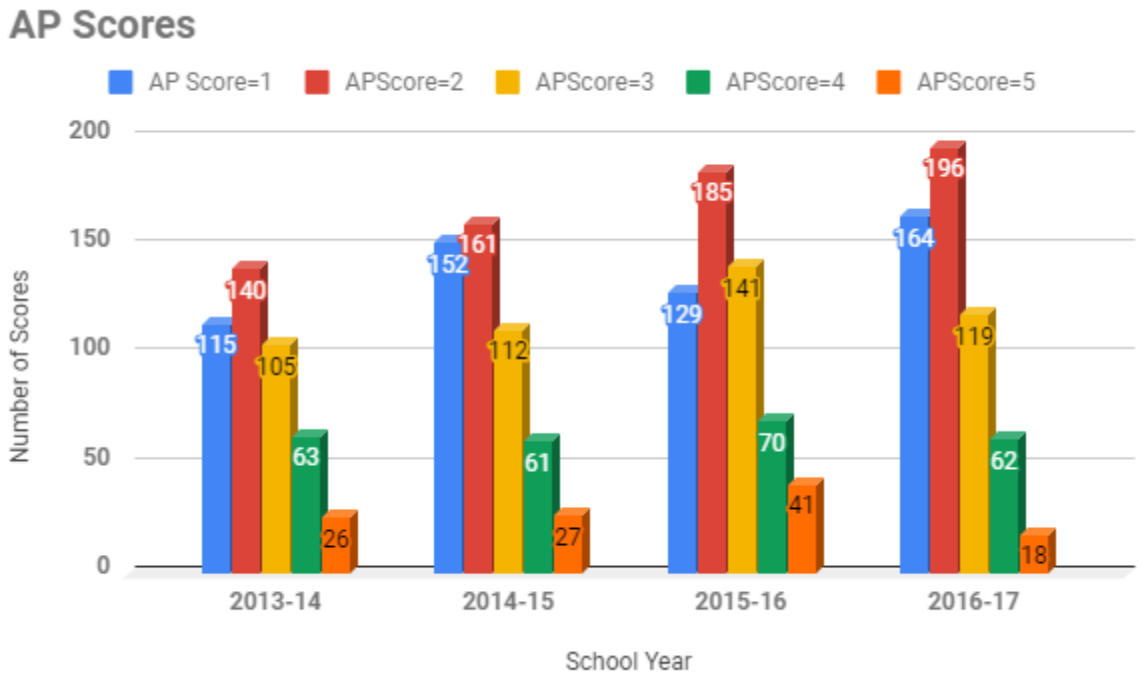
We have an open access policy for all AP courses, and any student who wishes to take an AP course is allowed to do so. Students are encouraged to take the most challenging coursework possible but are counseled by teachers and counselors so that they are not overwhelmed by too many AP courses or by courses for which they clearly are not prepared. For the past two years, our District has used LCAP funds to pay for the exams of any student who wishes to take an exam.

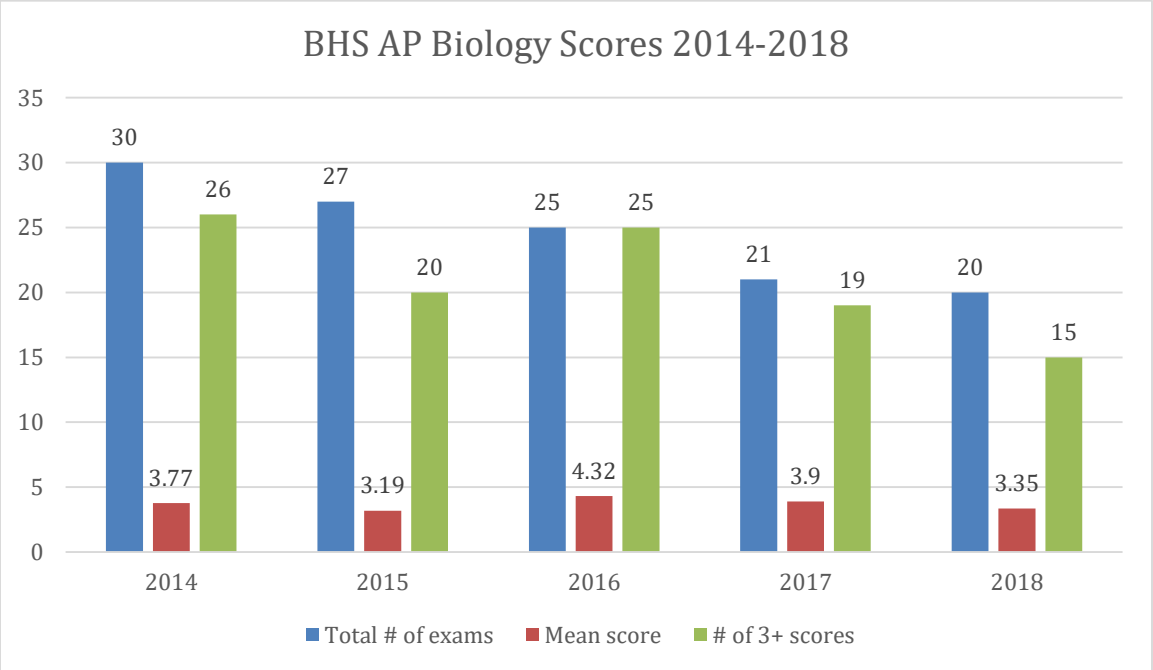


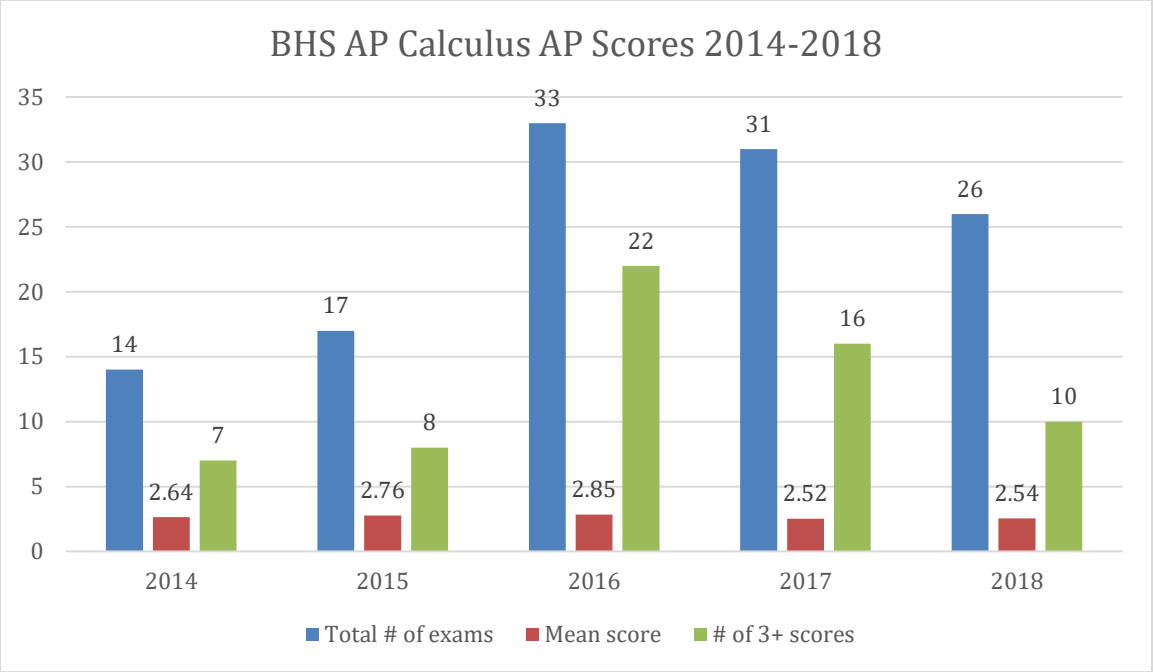
We are currently exploring and discussing strategies for improving student success on AP exams and possible reasons for the drop in scores over the last two years. One possible factor is that two years ago, our district began using funding AP exams for all students. Prior to this, the students had to pay for at least a portion of the exam, although financial assistance was provided to students as well. Some teachers and proctors have observed that this seems to have lessened student buy-in and commitment to the exams. We are striving to find a balance between supporting students financially so that the cost of exams does not deter qualified students from taking the exams and ensuring that students take the exams seriously and have a commitment to their own success.

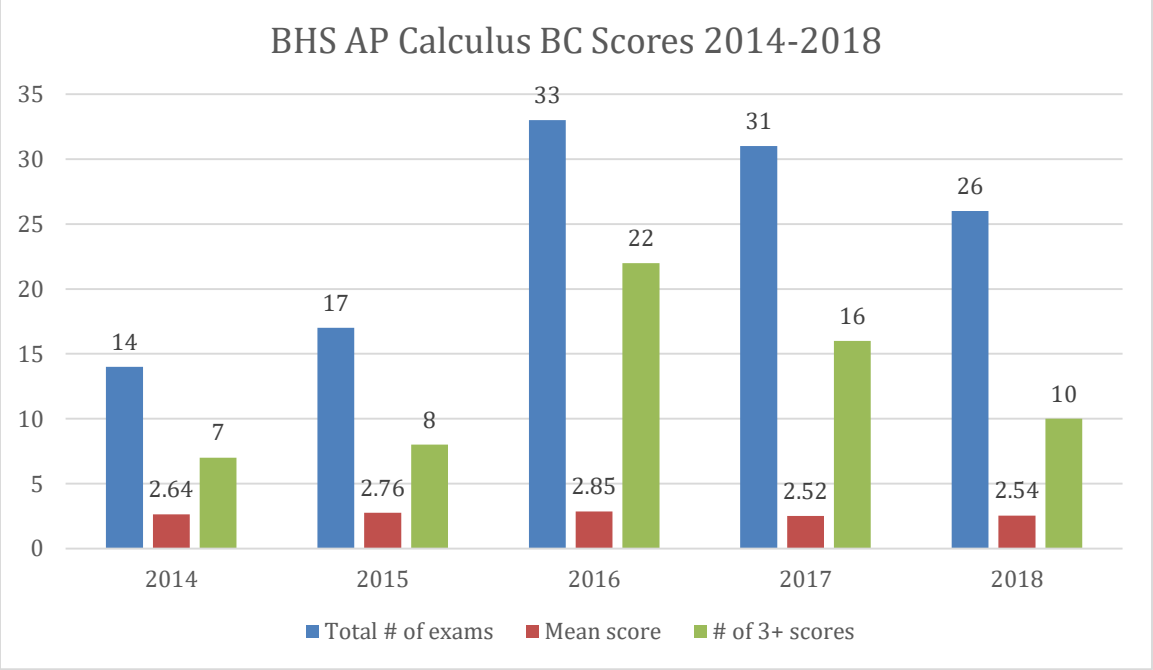

BHS AP Data 2014-2018
600
500
400
300
200
100
0
241
476
136
56.4
243
513
142
58.4
280
566
153
54.6
275
559
137
49.8
271
527
146
53.9
2014
2015
2016
2017
2018
Total # of students taking AP exams
Number of exams taken
AP students with scores 3+
Percentage of AP students with scores 3+

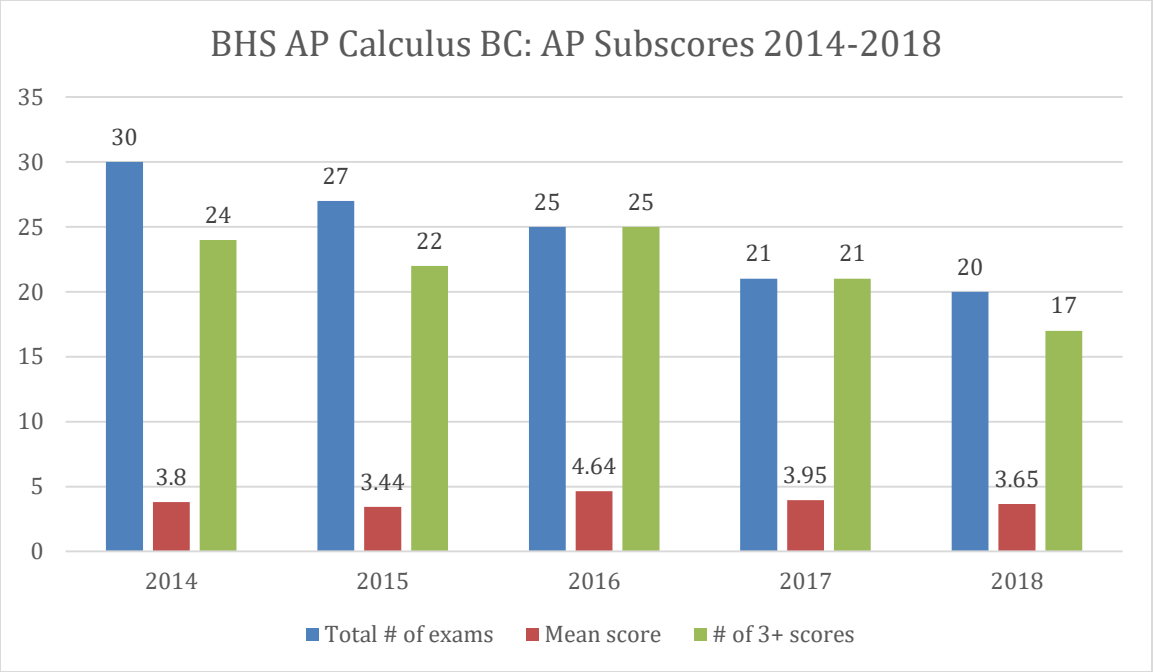

AP Enrollment
Grade 10-12 Enrollment
Grade 12 Enrollment
Number of Students Tested
2000
1500
1000
500
0
Number of students enrolled
1,575
488
233
1,517
461
243
1,506
490
280
1,517
470
275
2013-14
2014-15
2015-16
2016-17
School Year

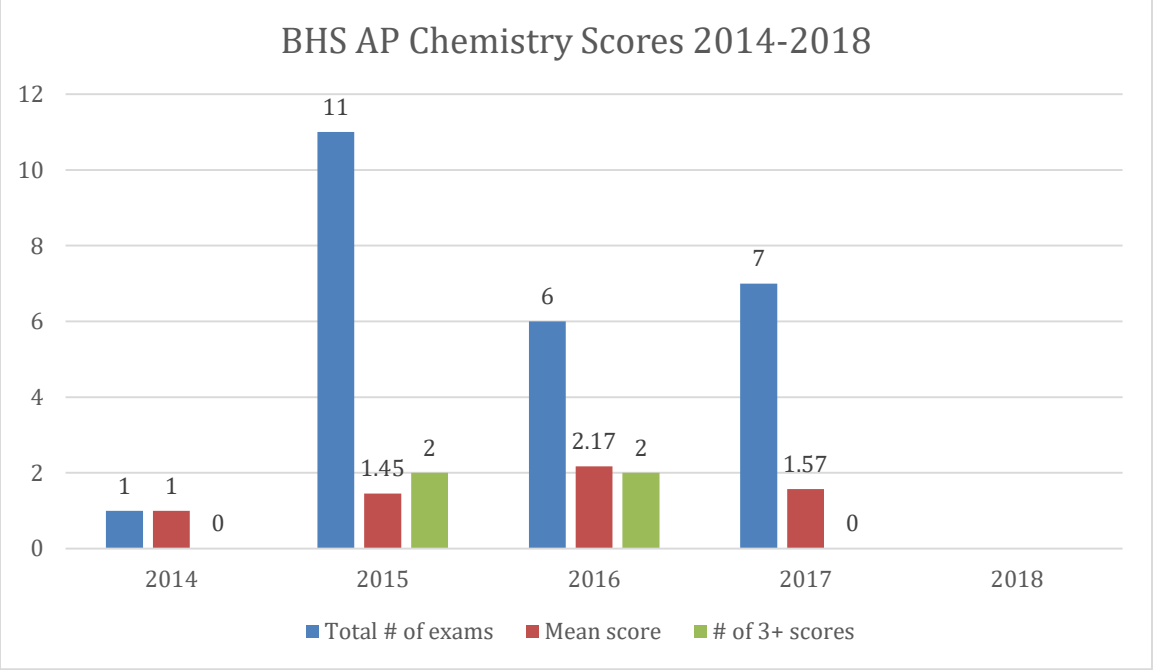

AP Scores
AP Score=1
APScore=2
APScore=3
APScore=4
APScore=5
Number of Scores
200
150
100
50
0
115
140
105
63
26
152
161
112
61
27
129
185
141
70
41
164
196
119
62
18
2013-14
2014-15
2015-16
2016-17
School Year

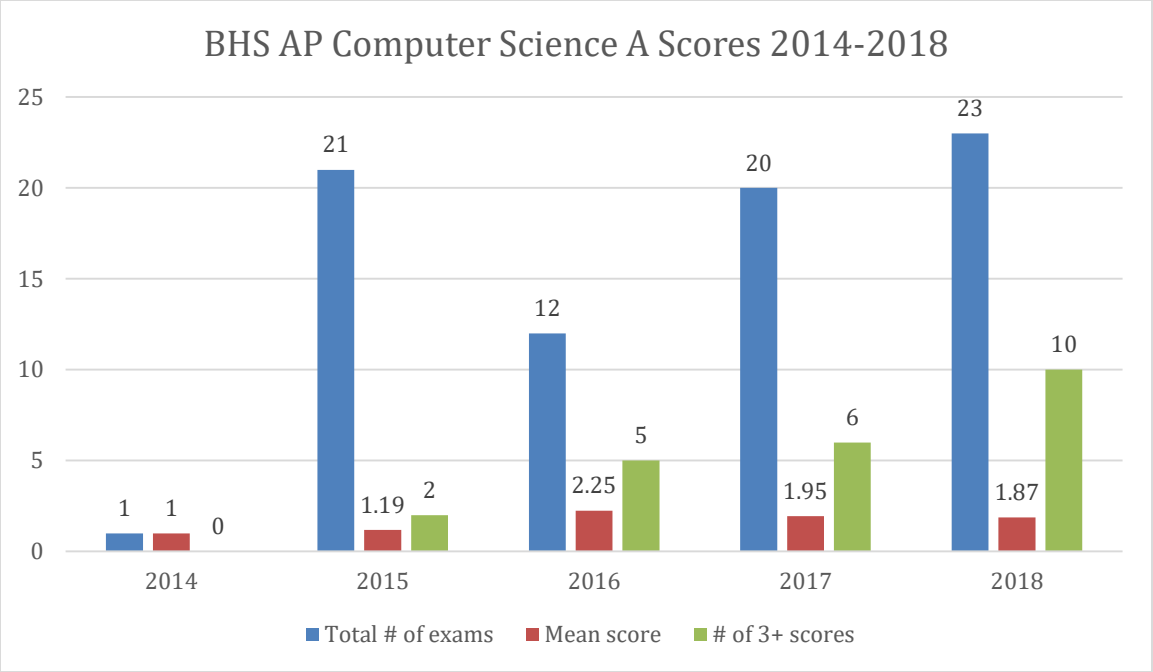

BHS AP Biology Scores 2014-2018
35
30
25
20
15
10
5
0
30
3.77
26
27
3.19
20
25
4.32
25
21
3.9
19
20
3.35
15
2014
2015
2016
2017
2018
Total # of exams
Mean score
# of 3+ scores

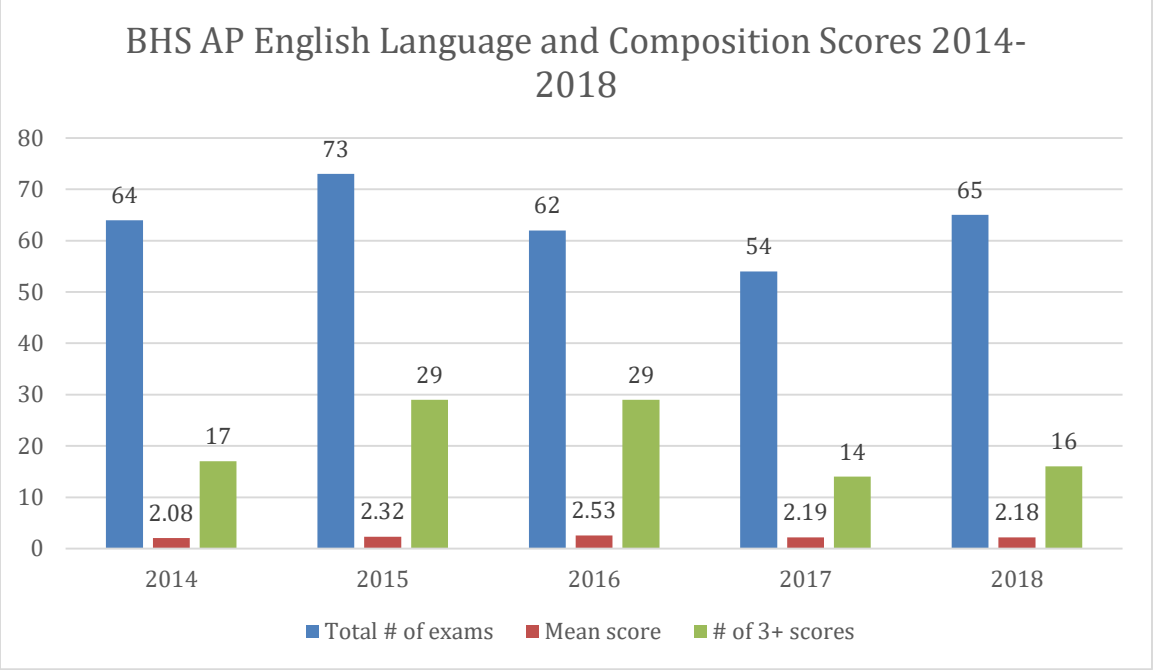

BHS AP Calculus AP Scores 2014-2018
35
30
25
20
15
10
5
0
14
2.64
7
17
2.76
8
33
2.85
22
31
2.52
16
26
2.54
10
2014
2015
2016
2017
2018
Total # of exams
Mean score
# of 3+ scores

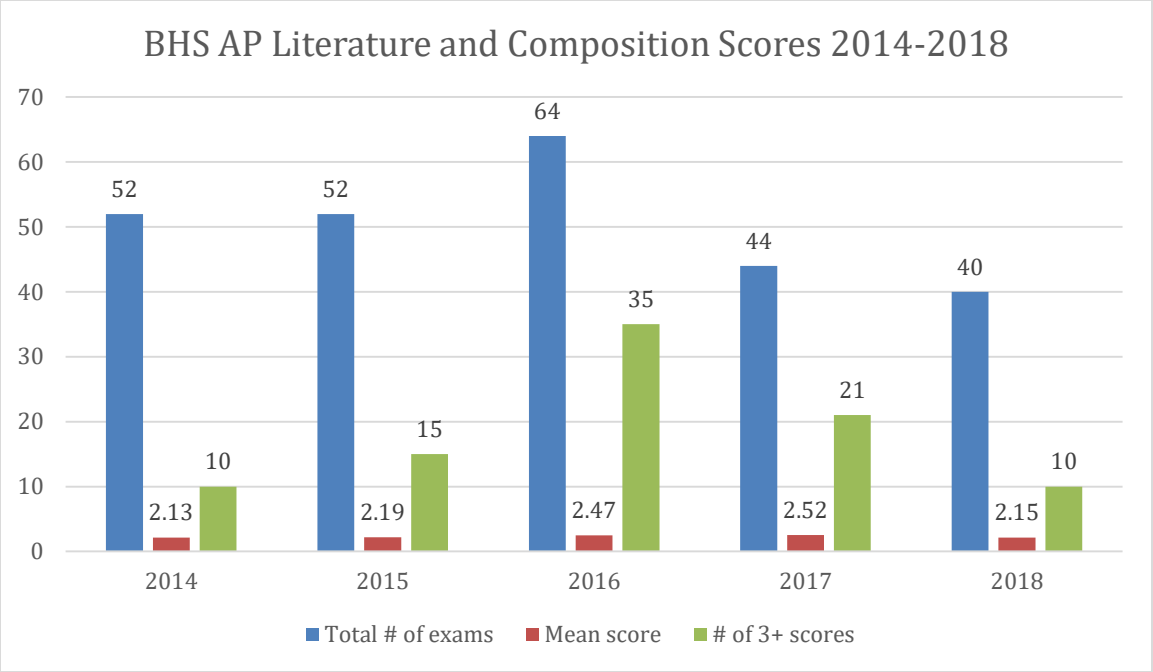

BHS AP Calculus BC Scores 2014-2018
35
30
25
20
15
10
5
0
14
2.64
7
17
2.76
8
33
2.85
22
31
2.52
16
26
2.54
10
2014
2015
2016
2017
2018
Total # of exams
Mean score
# of 3+ scores

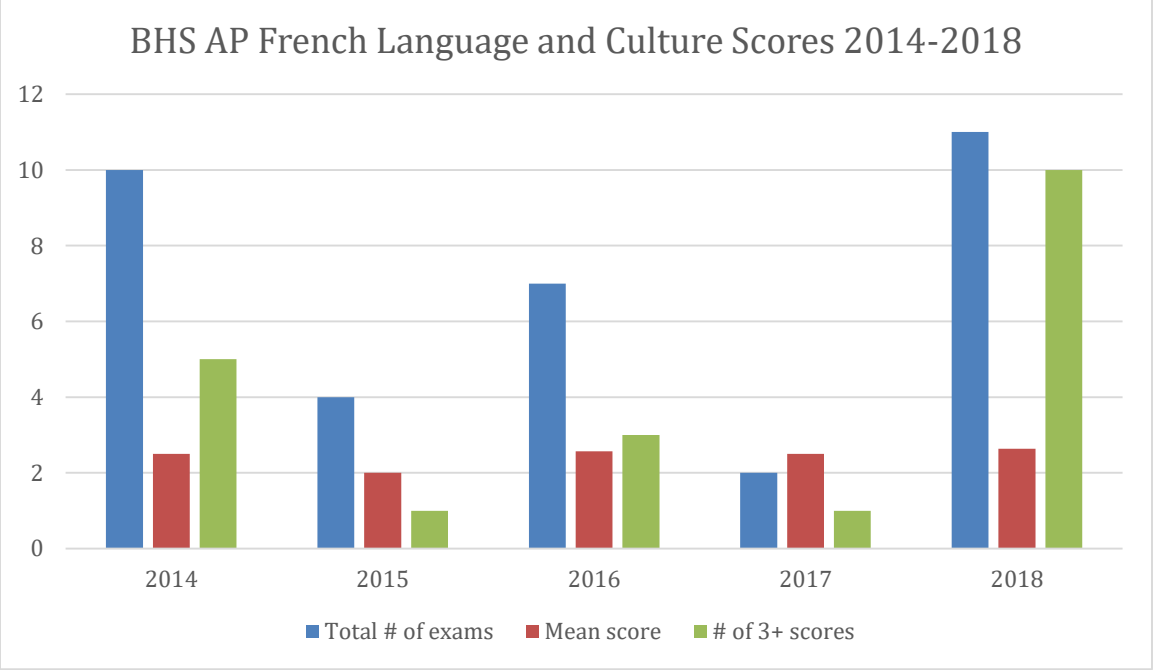

BHS AP Calculus BC: AP Subscores 2014-2018
35
30
25
20
15
10
5
0
30
3.8
24
27
3.44
22
25
4.64
25
21
3.95
21
20
3.65
17
2014
2015
2016
2017
2018
Total # of exams
Mean score
# of 3+ scores

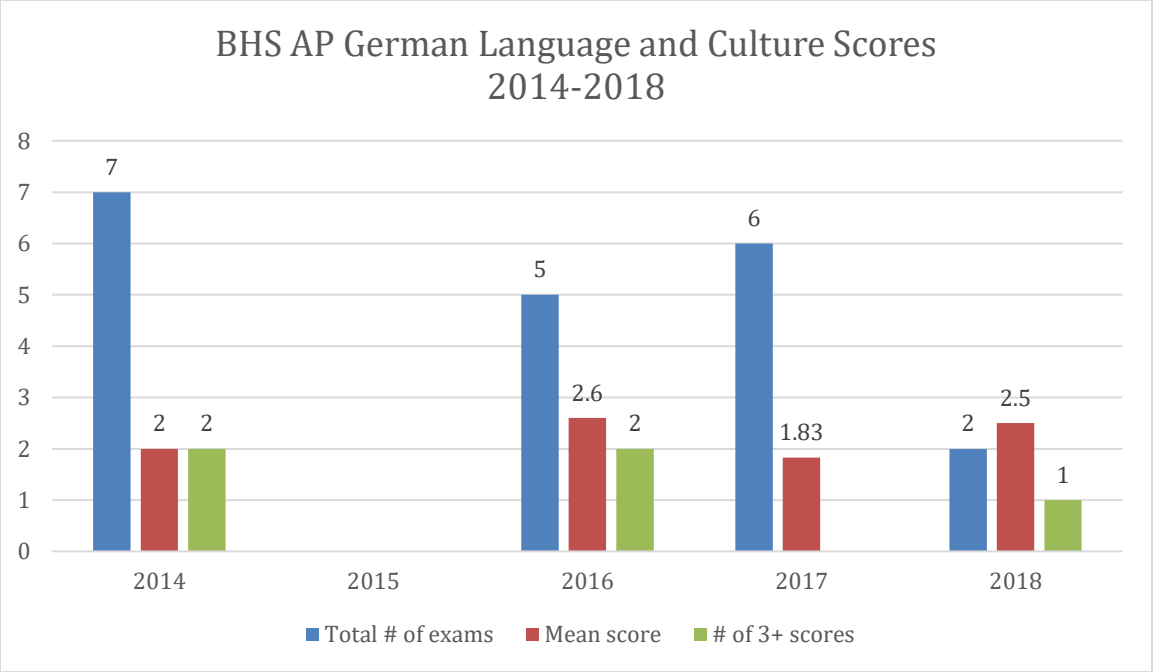

BHS AP Chemistry Scores 2014-2018
12
10
8
6
4
2
0
1
1
0
11
1.45
2
6
2.17
2
7
1.57
0
2014
2015
2016
2017
2018
Total # of exams
Mean score
# of 3+ scores

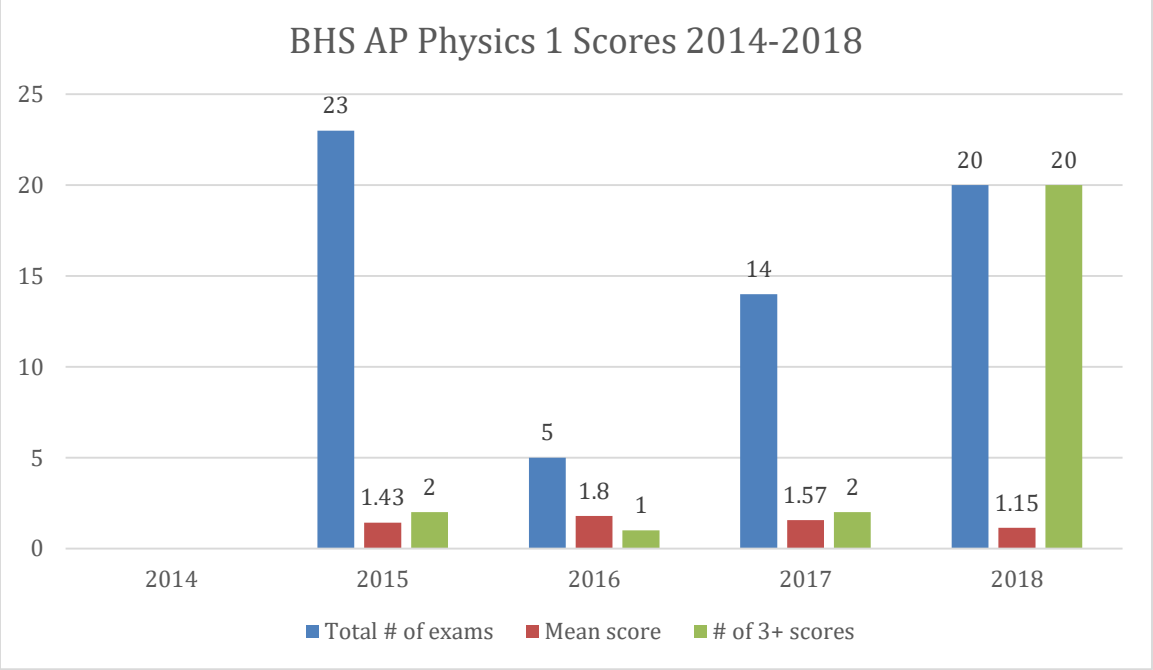

BHS AP Computer Science A Scores 2014-2018
25
20
15
10
5
0
1
1
0
21
1.19
2
12
2.25
5
20
1.95
6
23
1.87
10
2014
2015
2016
2017
2018
Total # of exams
Mean score
# of 3+ scores

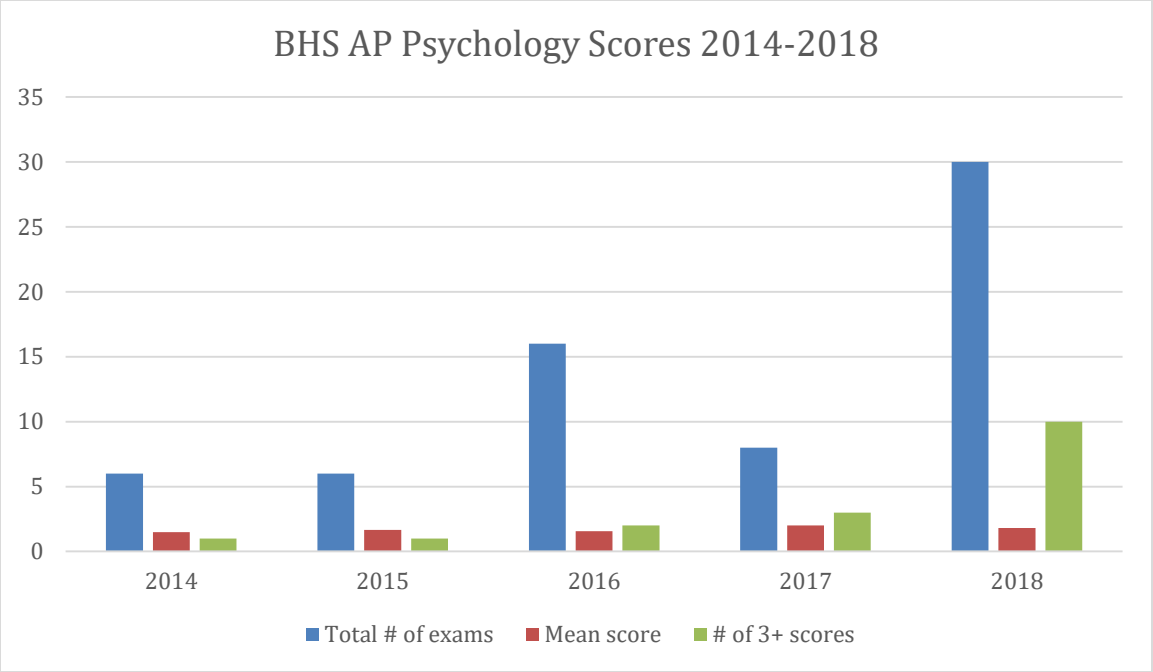

BHS AP English Language and Composition Scores 2014-2018
80
70
60
50
40
30
20
10
0
64
2.08
17
73
2.32
29
62
2.53
29
54
2.19
14
65
2.18
16
2014
2015
2016
2017
2018
Total # of exams
Mean score
# of 3+ scores

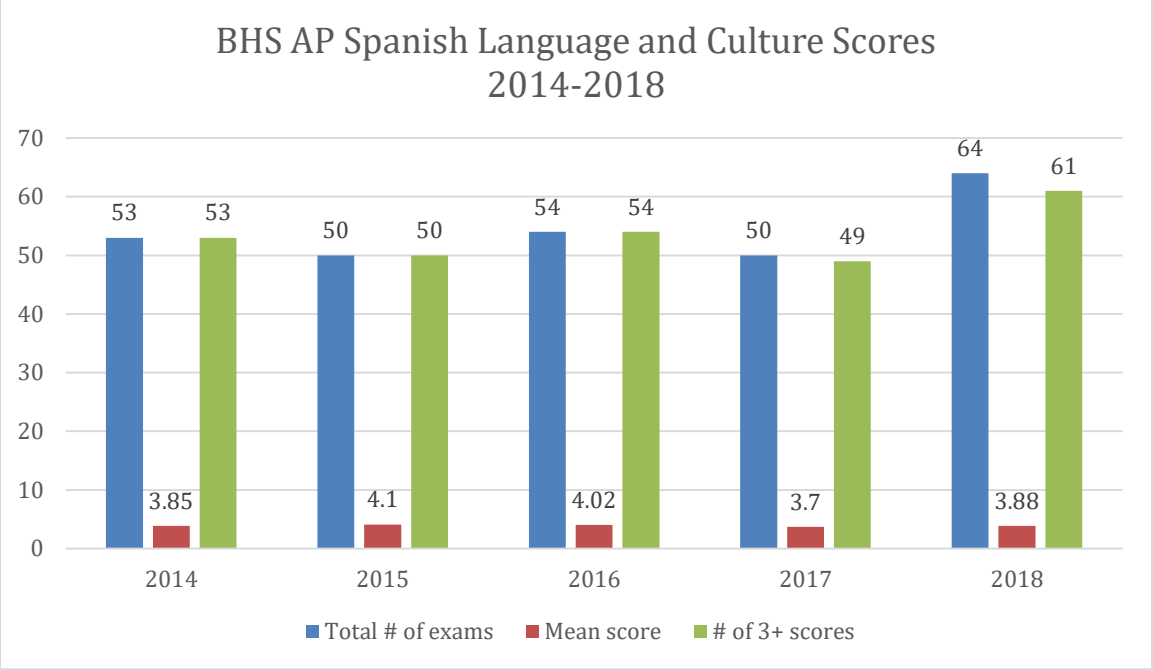

BHS AP Literature and Composition Scores 2014-2018
70
60
50
40
30
20
10
0
52
2.13
10
52
2.19
15
64
2.47
35
44
2.52
21
40
2.15
10
2014
2015
2016
2017
2018
Total # of exams
Mean score
# of 3+ scores

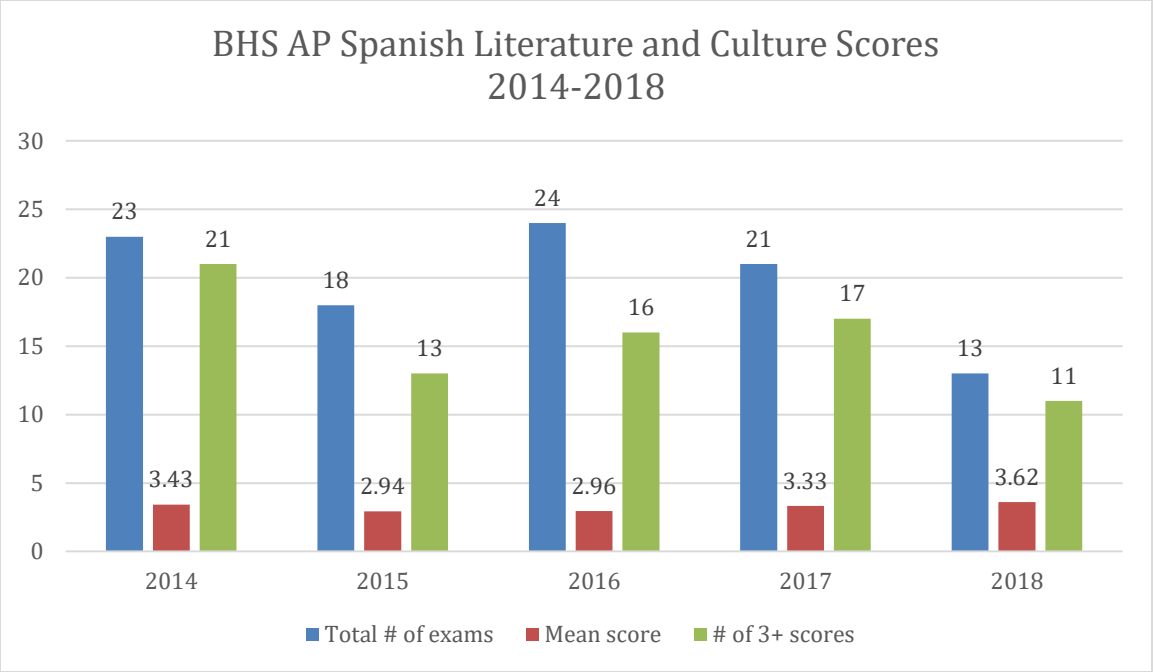

BHS AP French Language and Culture Scores 2014-2018
12
10
8
6
4
2
0
2014
2015
2016
2017
2018
Total # of exams
Mean score
# of 3+ scores

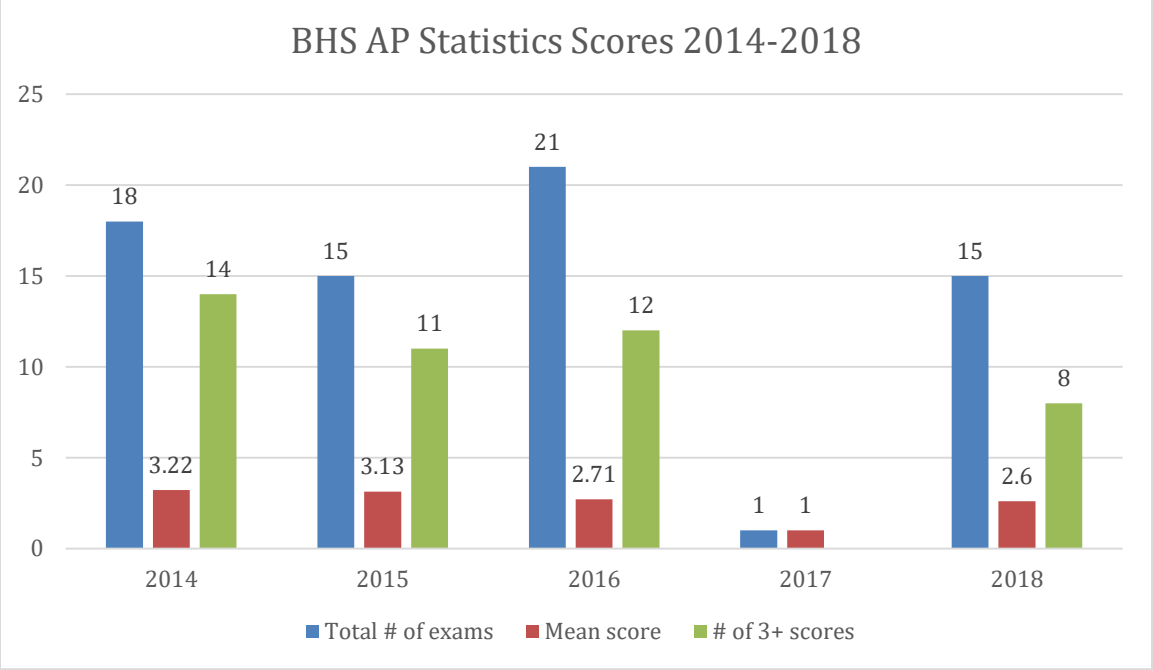

BHS AP German Language and Culture Scores 2014-2018
8
7
6
5
4
3
2
1
0
7
2
2
5
2.6
2
6
1.83
2
2.5
1
2014
2015
2016
2017
2018
Total # of exams
Mean score
# of 3+ scores

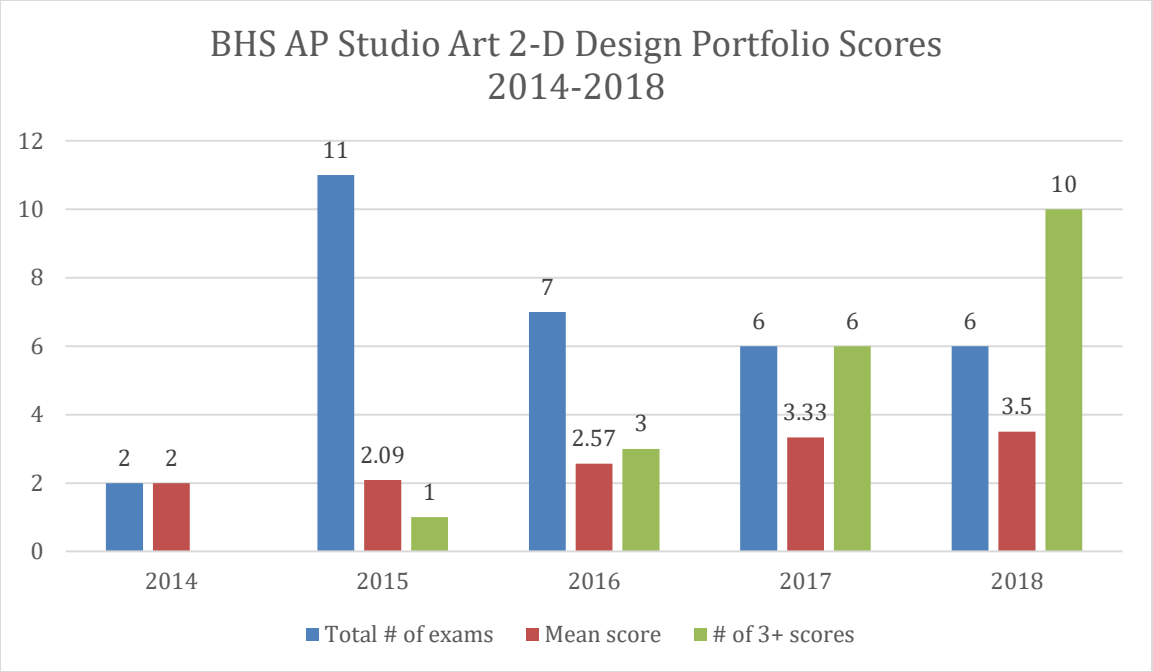

BHS AP Physics 1 Scores 2014-2018
25
20
15
10
5
0
23
1.43
2
5
1.8
1
14
1.57
2
20
1.15
20
2014
2015
2016
2017
2018
Total # of exams
Mean score
# of 3+ scores

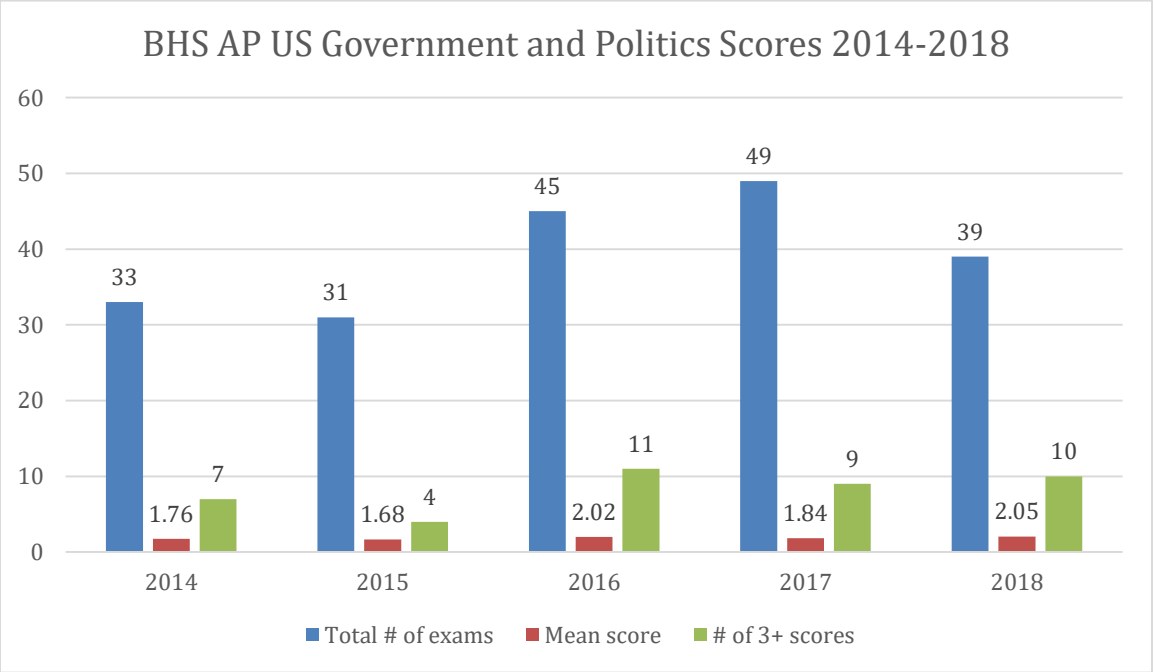

BHS AP Psychology Scores 2014-2018
35
30
25
20
15
10
5
0
2014
2015
2016
2017
2018
Total # of exams
Mean score
# of 3+ scores

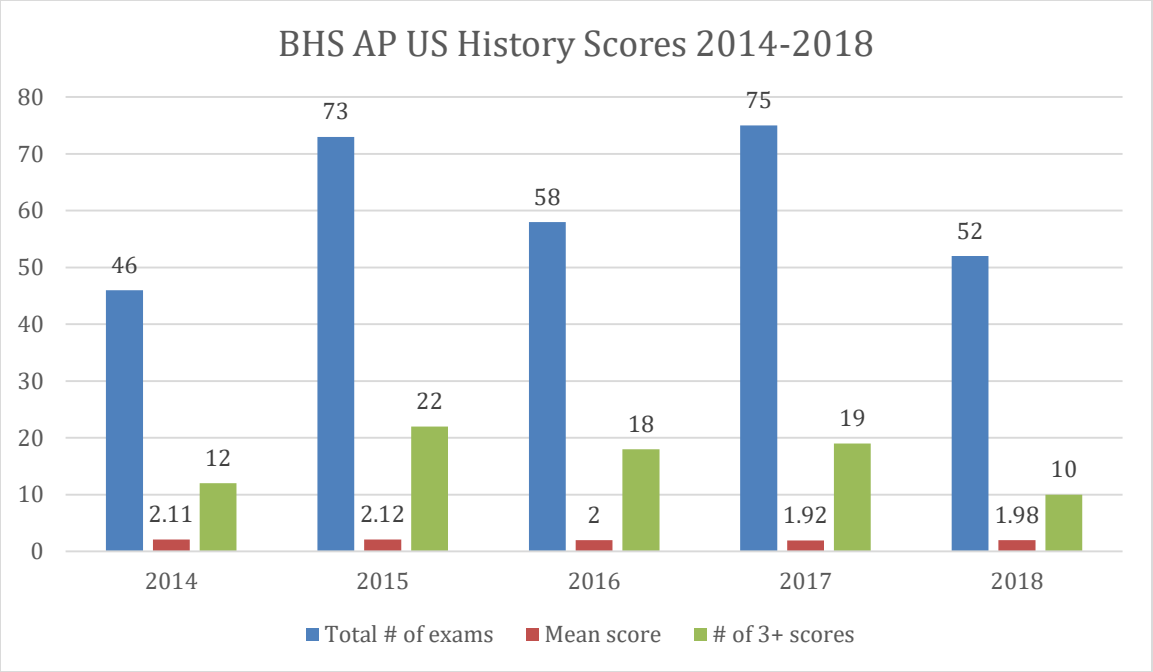

BHS AP Spanish Language and Culture Scores 2014-2018
70
60
50
40
30
20
10
0
53
53
3.85
50
50
4.1
54
54
4.02
50
49
3.7
64
61
3.88
2014
2015
2016
2017
2018
Total # of exams
Mean score
# of 3+ scores

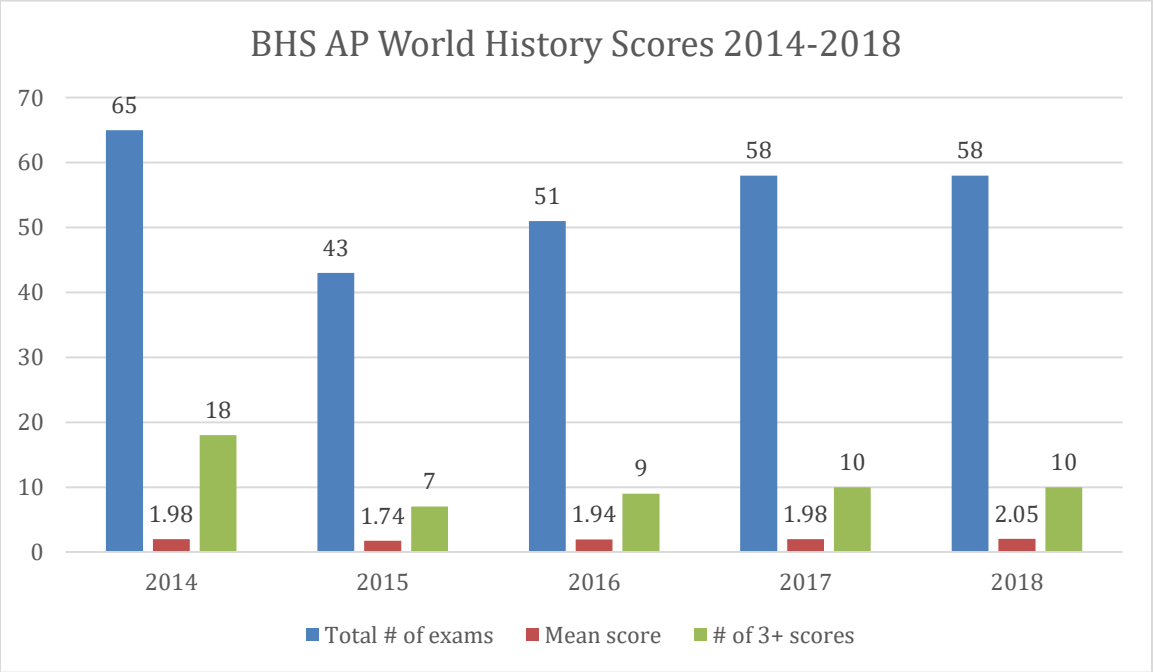

BHS AP Spanish Literature and Culture Scores 2014-2018
30
25
20
15
10
5
0
23
3.43
21
18
2.94
13
24
2.96
16
21
3.33
17
13
3.62
11
2014
2015
2016
2017
2018
Total # of exams
Mean score
# of 3+ scores


BHS AP Statistics Scores 2014-2018
25
20
15
10
5
0
18
3.22
14
15
3.13
11
21
2.71
12
1
1
15
2.6
8
2014
2015
2016
2017
2018
Total # of exams
Mean score
# of 3+ scores

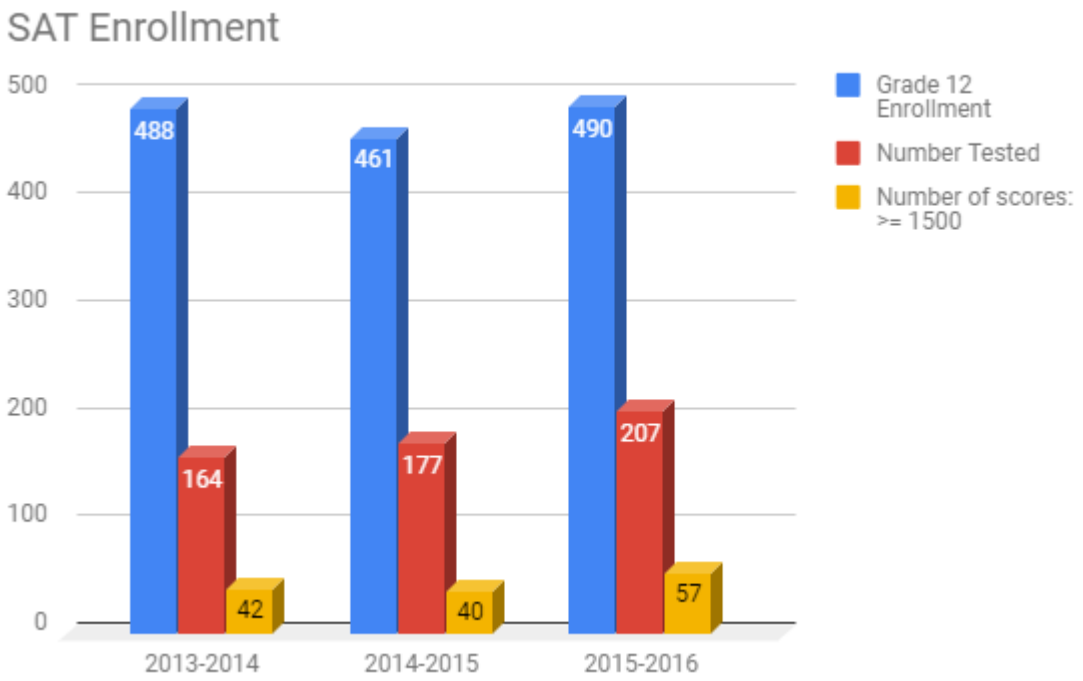

BHS AP Studio Art 2-D Design Portfolio Scores
2014-2018
12
10
8
6
4
2
0
2
2
11
2.09
1
7
2.57
3
6
3.33
6
6
3.5
10
2014
2015
2016
2017
2018
Total # of exams
Mean score
# of 3+ scores


BHS AP US Government and Politics Scores 2014-2018
60
50
40
30
20
10
0
33
1.76
7
31
1.68
4
45
2.02
11
49
1.84
9
39
2.05
10
2014
2015
2016
2017
2018
Total # of exams
Mean score
# of 3+ scores

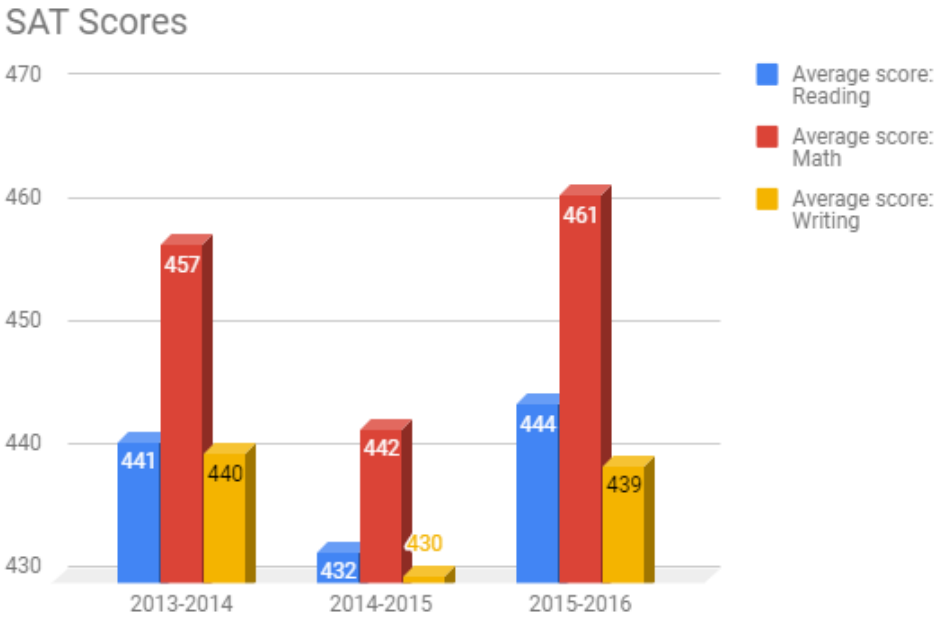

BHS AP US History Scores 2014-2018
80
70
60
50
40
30
20
10
0
46
2.11
12
73
2.12
22
58
2
18
75
1.92
19
52
1.98
10
2014
2015
2016
2017
2018
Total # of exams
Mean score
# of 3+ scores


BHS AP World History Scores 2014-2018
70
60
50
40
30
20
10
0
65
1.98
18
43
1.74
7
51
1.94
9
58
1.98
10
58
2.05
10
2014
2015
2016
2017
2018
Total # of exams
Mean score
# of 3+ scores

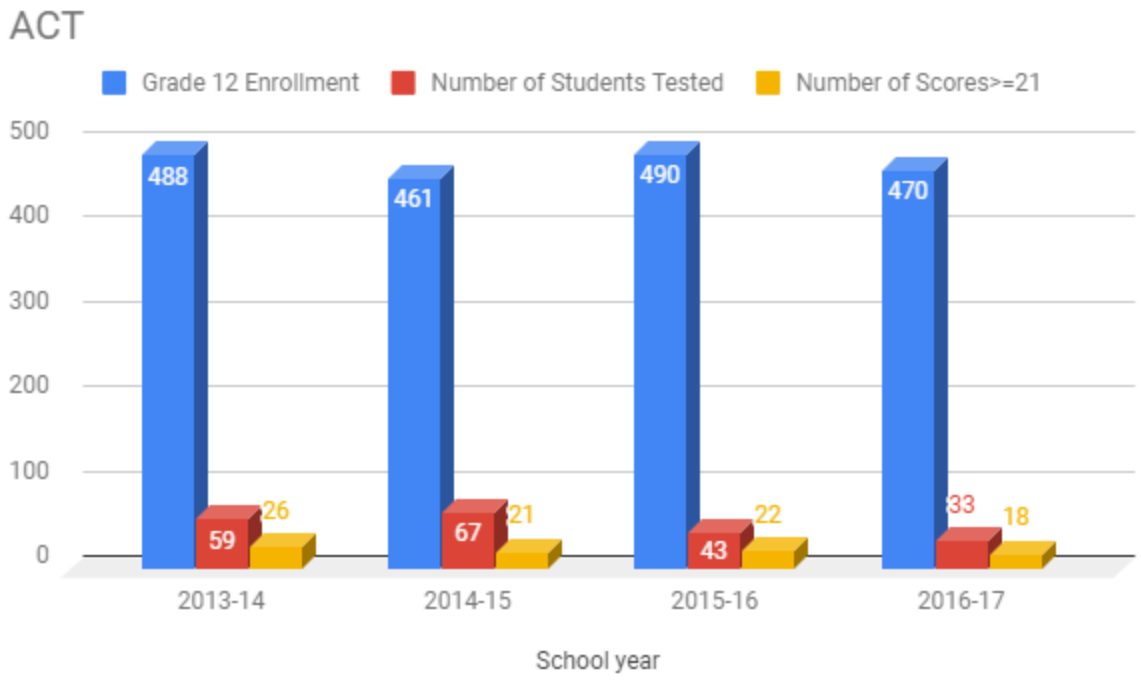
Scholastic Aptitude Test – SAT

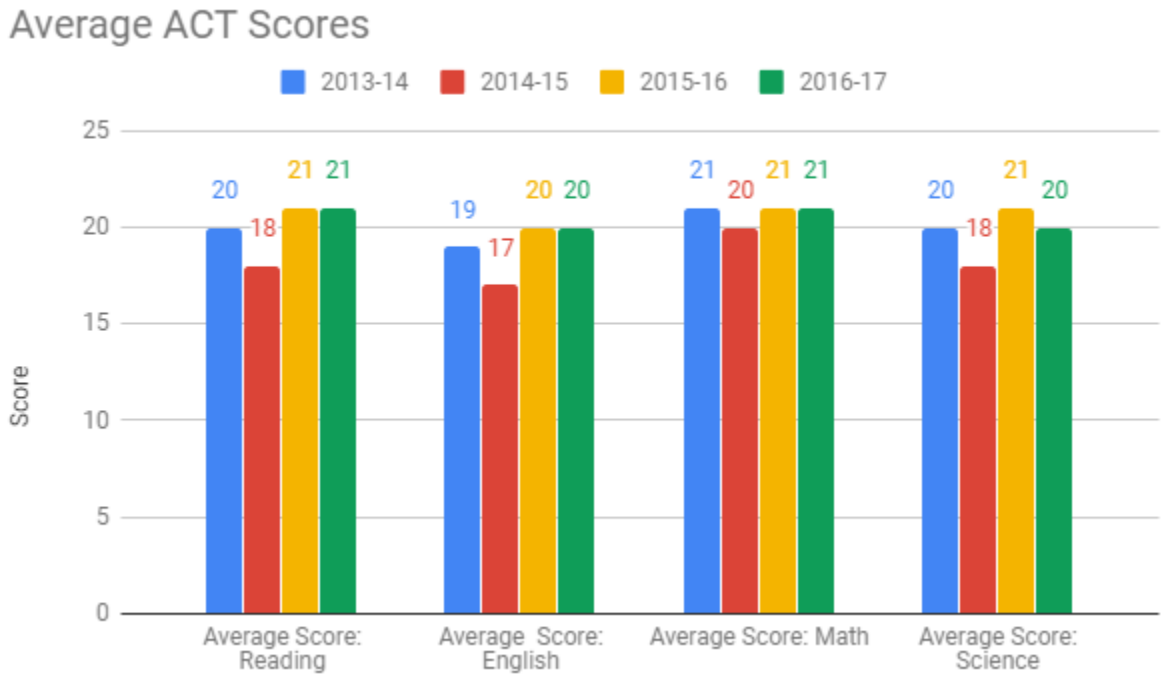


The number of students taking the SATs has steadily increased, as have their performance levels. From 2013-2014 to the 2015-16 school years, the number of students taking the SAT has increased from 164 to 2017, and the number of scores over 1500 has increased from 42 to 57.



ACT


ACT
Grade 12 Enrollment
Number of Students Tested
Number of Scores>=21
500
400
300
200
100
0
488
59
26
461
67
21
490
43
22
470
33
18
2013-14
2014-15
2015-16
2016-17
School year


Average ACT Scores
2013-14
2014-15
2015-16
2016-17
25
20
15
10
5
0
Score
20
18
21
21
19
17
20
20
21
20
21
21
20
18
21
20
Average Score: Reading
Average Score: English
Average Score: Math
Average Score: Science

Chapter III: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Focus Group Members

Focus Group Leader: Andre Hamilton, RSP Teacher and Department Chair

- Lisa Acosta, School Resource Officer
- Trina Aguilar, Instructional Assistant (Special Ed)
- Helen Alcaire, Principal's Secretary
- David Aman, ROP Teacher
- Rosalie Arias, Nutrition Services
- Valentin Arvizu, Grounds
- Etelvina Avila, AVID Tutor
- Donald Balderama, Custodian
- Elida Beatty, Nutrition Services
- Michael Bédard, Social Science Teacher and Department Chair
- Robin Buckles, ROP Teacher
- Anna Collins, Athletic Director
- Nohelia Contreras, AVID Tutor
- Rocio Cuevas, Counselor
- Leticia Desrochers, English Teacher, Journalism Advisor
- Shelby Ericson, Social Science Teacher
- Christina Ferrall, Instructional Assistant (Special Ed)
- Antonio Gallegos, Math Teacher
- Vanessa Gonzalez, Instructional Assistant (Special Ed)
- Cheryl Henderson, ELD/Spanish Teacher
- Andrew Hunt, AVID and Social Science Teacher
- Mikaela Jolly, Speech
- Valerie Klimczak, Science Teacher
- Christina Leone, Teacher Librarian
- Eka Lizarraga, Head Custodian
- Diane Macias, Records Clerk
- Tracy Mack, Head Counselor
- Michael McAdams, English Teacher
- Elva Medrano, Community Liaison
- Kellyanna Miller, Nutrition Services (Head)
- Giovani Morales, AVID Tutor
- Elizabeth Ojieda, Assistant Principals' Secretary
- Knowelle Oliveira, English Teacher
- Lisa Padilla, English teacher, Teacher on Assignment
- Alicia Paramo, Science Teacher
- Darius Randolph, ROTC Instructor
- Jennifer Rugh, English Teacher
- Enrique Salazar, Campus Security
- Blanca Sida, RSP Teacher
- Emily Sida, Math Teacher
- Jeff Stuckey, Science Teacher
- Elston Thompson, PE Teacher
- Candy Torres, Instructional Assistant (Special Ed)
- Sandy Torres, Principal
- Michael Turner, Social Science Teacher
- Marlene Vasquez, PE teacher, Department Chair

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission, based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research, and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
A shared vision/mission statement was created with the input of all stakeholders three years ago. In the summer of 2018, a revised statement was made by the principal/administrative team using information from WASC focus groups and shared with the staff at the start of the 2018 school year. This new statement was based upon the past vision and mission statements, the mission statements created by various departments, State Priorities, the CA Dashboard, previous WASC recommendations. In spite of this, there is a desire on the part of many staff members to have more input into the creation and revision of future mission statements. The Mission and Vision Statement was shared with ELAC and SSC in the Fall of 2018. Parents were supportive and understood the relationship between our SPSA goals and State Dashboard. In December of 2018, the principal shared the vision and mission statements with student leaders and solicited their input about their application.	Posters in all classrooms and common areas with Mission/Vision/SLOs Vision/Mission on the BHS website and in student agendas

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt*: Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
A current mission and Vision statement exists. There are weekly emails sent out by the administration to remind staff about the mission and vision, integrated instruction, and staff collaboration. The mission statement is clearly visible in the agendas and posters located in the classrooms. Representatives from the entire school, school board, and the community were not involved in this latest refinement of the Vision and Mission. However, three years ago, these documents were revised with extensive staff input and some parent and student input.	Vision/Mission/SLO posters Principal's weekly emails

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes*.

Findings	Supporting Evidence
The school holds meetings and invites parents to provide feedback on a variety of topics. Parents are encouraged to contact the school to express their concerns. Students are included and asked to participate in providing input in various settings.	Meeting agendas and letters.

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career- readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements*.

Findings	Supporting Evidence
Information is provided in various forms. During staff meetings, E-mail, and Department Chair meetings. Board policies and administrative regulations, vision statements, LCAP Plan, and a variety of guiding documents are avilable online through our District's Sharepoint platform. Board policies, agendas, and minutes are also available on the District's website.	E-mail and sign in sheets. Sharepoint, website

Governing Board and Stakeholder Involvement

A2.2. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.2. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
There is a district-wide LCAP Committee that represents both bargaining units, teachers from various site, classified staff from various sites, district and site level administrators and parents. This committee has been meeting the past five years. This year the committee started meeting in September. Each year a district-wide survey is done to provide all stakeholders with an opportunity to provide input and site needs for the upcoming LCAP plan. An invitation to contribute to the survey is sent to all staff via email. Links to surveys are also posted on site and District websites. Each year the committee reviews the plan and	Attendance records and written and verbal responses Emails to all staff regarding the annual LCAP survey

reviews the data as it related to the goals of the LCAP Plan. The committee looks at the survey results and the yearly outcomes evaluation and discusses whether to drop strategies and add strategies. The writing committee then revises the plan. The LCAP plan is presented to DELAC in April of each year. The plan posted on the District website for parents to review. In May the LCAP plan is presented to the School Board for their input. The LCAP is approved by the Board in June before the July 1st.	

Uniform Complaint Procedures

A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3. Prompt: *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
The school provides information to the staff members, regarding LCAP and Uniform Complaint Procedures. Information regarding Uniform Complaint Procedures was placed in all teachers' mailboxes. This information is presented annually to ELAC and SSC groups.	Letters sent to parents, ELAC and SSC agendas, ELAC and SSC minutes, PowerPoint and Google Slide presentations

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders*.

Findings	Supporting Evidence
The District reviews yearly school improvement processes and plans with the School Board and information is shared with the principals. Principals share information with other administrators and the staff. Further discussions regarding the school improvement process occur during WASC Focus Group meetings, Department Chair meetings, department meetings, and grade-level, course-alike, or PLC meetings.	Meetings held with staff members, department chair, and WASC focus groups.

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
Principals work with District administrators to share data and requirements of the SPSA. Principals then work with the staff, parents, and students (primarily through ELAC and SSC) to develop and approve the SPSA as well as to monitor the achievement of goals.	ELAC and SSC minutes and agendas

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.3. Prompt*: Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
Information is shared during staff development sessions and staff meetings. Some members believe information is not shared and excludes teachers. Information shared with staff members includes the use of the California Dashboard, grades, and CAASPP data.	CDE website, staff meetings, and open door policies, minutes, agendas.

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration*.

Findings	Supporting Evidence
General communication between administration and staff is accomplished through emails, various announcements, and disseminated through meetings at various levels. There is a concern expressed by many staff members regarding the timely and appropriate dissemination of information. Department Chairpersons should be involved in all actions, plans, and subject related concerns for their departments. Appropriate protocol should be followed by the administration so that Department Chairpersons can best represent the concerns, interests, and personnel of their department. In the last two years, department chairs have had increased input into the scheduling process, meeting with the scheduling administrator and attempting to address any concerns over department scheduling. The Counseling department has also been of help recently in making administration more aware of scheduling deficiencies.	Emails, memos, announcements, meeting agendas and minutes

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.1. Prompt: *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning*.

Findings	Supporting Evidence
Staff members are supervised and observed by administrators on a regular basis. Training takes place during faculty meeting time after school as well as late start (morning) professional development sessions in small groups specific to department or grade-level needs. District Ed Tech teachers on assignment also visit BHS to provide small group or individual assistance with regard to technology. Intern teachers are assigned a coach master teacher in order to provide support. District also provides the induction program for two years. In this program, teachers are assigned an induction coach in order to relieve the stress and study new techniques and strategies for classroom lecture.	Induction Program Professional Development calendar, agendas and minutes, conference requisitions

Defining and Understanding Practices/Relationships

A4.2. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.2. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
Some expectations and communication system are put in a student handbook. There has been no teacher handbook published with the current administration. Teachers are expected to analyze and interpret data.	Student Handbook

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.3. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning*.

Findings	Supporting Evidence
Communication with mentors has given new teachers a fair measurement with which to gauge their strength and weaknesses. Teachers are then able to utilize effective ways to assess their success against standard practices. Teachers are provided the latest and current information to develop strategies to help students in a constantly changing learning environment.	Teachers write reflections and share their information with their mentors and each other. Staff looks at the information provided by the database to guide their forward interventions.

Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
Supervision and evaluation procedures are communicated to those being evaluated at meetings at the start of a school year. Administrators follow District requirements regarding timelines and frequency of observations and evaluations. Follow up meetings take place with members and challenges are discussed. Some teachers have expressed frustration with the evaluation process and lack of clear communication.	Evaluation Reports and Meeting. Discussions with staff members. Strategies to improve classroom instruction.

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the district's LCAP and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation*

of resources made on student learning?

Findings	Supporting Evidence
The purchase of technology has been given high priority (both hardware and software). Technology has been incorporated into the professional setting making it easier to communicate with colleagues	Chromebook access; Google Suite; Illuminate, Visual Presenters, LCD projectos, Promethian Boards; Insight 360 presentation software & student response clickers;

Practices

A5.2. Indicator: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt*: Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
The principal asks department chairs to collect "teacher wish lists" to guide purchasing decisions. The list is provided in the Spring of the prior year and again during the first semester of the school year. Some staff members expressed the view that "unreasonable deadlines make it difficult to determine classroom and student needs. If the money is not used then it is taken away." Funds that go unused by departments have been used to fund other staff requests such as PE equipment, and technology resources for programs such as Yearbook and Video Productions.	Google Doc, Teacher wish lists

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students*.

Findings	Supporting Evidence
Most classrooms have adequate facilities however some still lack basic needs or have safety concerns such as tripping hazards. Classrooms are equipped with computers (either desktop or laptop), Chromebooks for student use, and LCD projectors. Frustrations for some teachers include: broken teacher cabinets, broken student desks, electronics not installed appropriately or not even in the classroom, work orders not approved or a completion date that is unreasonable.	Work orders, teacher requests, requisitions and inventory lists.

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
Title I funds are spent on for instructional materials and technology. Over the past four years, the District has gone through the textbook adoption process for Math, English, and Social Science. The process for Social Science textbooks will be completed this year. As soon as the state of California approves the Science textbooks from publishers, the District will go through the textbook adoption process for new Science textbooks.	New Math and English textbooks. Piloting materials for Social Science textbooks are on campus. In 2015/2016 we had approximately 35 Chromecarts. Now we have approximately 75 Chromecarts.

Well-Qualified Staff

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.

A5.5. Prompt: *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.*

Findings	Supporting Evidence
Teachers have input to the content and timing of professional development classes give to all faculty. Membership is open to any interested faculty. The school has a long-standing Professional Development Committee composed of administrators and faculty members that meets about once a month. Teachers have attended a wide variety of professional development classes off-site. Teachers request attendance at off-site professional development classes that are approved on a case-by-case basis by the administration based on budget and need.	Calendar, agendas, minutes, emails, schedule of activities for late start Wednesday/ collaboration meetings. Faculty meeting agendas

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes*.

Findings	Supporting Evidence
In the first quarter of the school year, the district LCAP Committee reviews the data from the previous school year to determine if the district has met it LCAP goals for the previous year. Based on the data the Committee and District leaders determine new LCAP goals for the year. The committee meets monthly from September to April to develop LCAP goals for the next school year. The district also does an LCAP Survey to collect input for teacher, parents, and community. The survey was available from late October to the end of November. The results of the survey along with the new data are being used in modifying the LCAP Plan for the next school year.	The goals of the SPSA The State Priorities District LCAP plan

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Summary (including comments about the preliminary identified critical learner needs)

BHS has a clear leadership structure and policies but struggles to ensure effective and open communication and input from all stakeholder groups.

BHS holds meetings and invites parents to provide feedback. BHS students have been provided increased support with the addition of technology resources, Teachers on Assignment (TOAs), and student agendas. Efforts have been made to ensure regular review of data.

Prioritize the strengths and areas for growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- BHS has a clear Vision and Mission statement posted for every stakeholder to understand. The Vision and Mission statements and are posted in student agendas, classroom walls, and other locations on campus. Technology has increased with the use and support of Google training, Digital Citizenship Lesson to students, and Teacher on assignment support (TOA).

- Staff members are provided with information regarding LCAP and the Uniform Complaint Procedures. The LCAP committee is represented by both the bargaining unit and representatives from teachers and classified staff members. The district works with the principal and approves plans to gain school board approval using data to improve the effectiveness of students learning.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- There is a need to increase input from all stakeholders moving forward in developing Mission and Vision statements. There is a desire on the part of many on the staff that decisions be made in a more collaborative and timely manner, giving staff members time to research solutions and involve other stakeholders such as students and staff members.

- There is a need to increase input from classified staff members and solicit more staff input.

Category B: Standards-based Student Learning: Curriculum

Focus Group Members

Focus Group Leader: Ray Brown, Mathematics and AVID teacher, AVID co-coordinator

- Tajudeen Aiyeloja, RSP Teacher
- Veronica Allmon, English and AVID Teacher
- Brandi Ayala, RSP Teacher
- Lidben Ayala, AVID Tutor
- Domenica Beltran, Instructional Assistant – Special Education
- Celeste Bommarito, Security
- Alan Bowley, English and AVID Teacher
- Mason Branham, Social Science Teacher
- Chris Brickley, PE Teacher
- Richard Brown, CTE/Business Teacher
- Joe Calderon, Custodian
- Anna Cano, Attendance Clerk
- Fran Durdle, SDC Teacher
- Beatriz Duque, Nutrition Services
- Belen Eaton, AVID Tutor
- Laura Flores, Nutrition Services
- Sam Gallo, Visual and Performing Arts Teacher
- Laura Garcia, Instructional Assistant – Special Education
- Blanca Haro, Language Assistant & Community Liaison
- Leticia Herrera, Foreign Languages Teacher
- Chris Kotlewski, Assistant Principal
- Hanping Liu, Mathematics Teacher
- Guadalupe Lopez, Instructional Assistant – Special Education
- Maria Lopez, Instructional Assistant – Special Education
- Malathi, Marimuthu, Mathematics Teacher
- Kelsie McLaughlin, Nurse
- Elizabeth Morlock, Mathematics Teacher, and Department Chair
- Robert Moses, Social Science Teacher
- Rajwant Natt, Science Teacher
- Roger Ochoa, Mathematics Teacher
- Lawrence Okonkwo, Science Teacher
- Stephan Ottesen, Mathematics Teacher
- Steve Padilla, Social Science Teacher
- Patricia Pahner, Foreign Languages Teacher
- Joshua Salin, Science Teacher
- Rudy Sanchez, English/ELD Teacher, ELD Site Leader
- Maria Sandoval, AVID Tutor
- Xochitl Setlich, Counselor
- Elizabeth Sutherland, Records Clerk & Project Office Assistant
- Marion Terry, Work Experience Teacher/Coordinator
- Veronica Trinidad, Records Clerk
- Christal Turner, Instructional Assistant – Special Education
- Robert Velazquez, ROP Teacher
- Ramon Villanueva, Nutrition Services

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
Professional Development: Current research, especially as it applies to curriculum, instruction, and the use of technology, is developed within the departments and school-wide. Departments use current research-based strategies and instructional tools to improve instructional practices. Teachers attend AP, AVID, and other subject-based conferences to expand their practices to align with current pedagogy. Best practices and strategies are shared through department meetings. The math and English departments have used paid professional development time to create common assessments. In addition, members from all departments have met at the district level for collaboration with our sister and feeder schools. Teachers and program coordinators examine data to expand and modify instruction and curriculum to adapt to students' needs.	Weekly PLC collaboration meetings Conference workshop certificates Professional development logs Data from standardized tests

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
A-G Requirements: BHS aligns all A-G required courses with the California Common Core State Standards in alignment with the English Language Development State Standards. All courses that are adopted by our campus go through the process of course syllabus approval which begins at the school site council meeting. Next, course syllabus goes through the district-wide Secondary Curriculum Council meeting and after the course descriptions have been ratified and approved, they go up to the board of education for final approval. Teacher curriculum is aligned with the CDE standards and framework. Teachers prepare and distribute their course syllabus providing information concerning content goals, textbook, assessment, grading, and homework policies. World Languages rewrote their syllabi for UC approval. Study of CCSS standards in teams/within department (math) who then write learning objectives based on the standards for each unit Our district offers 24 Pathway and ROP courses that satisfy the G elective for A-G. Advanced Placement: Nineteen AP courses are offered at BHS. Teachers have completed AP training. All of the Advanced Placement courses are aligned with the College Board requirements. All Advanced Placement course syllabi are verified every three years by the Advanced Placement teachers and through the use of the website under the supervision of the Advanced Placement Coordinator. AP teachers meet regularly with the AP Coordinator to establish goals and identify student and teacher needs.	Copy of A-G course submission with the UC's/CSU's, CDE and CJUSD course requirement. All science classes have "wet lab" requirements established by department and district curriculum to meet the A-G requirements. Copy of CDE Standards and Framework. Copy of Course Syllabus from teachers. Copy of Master Schedule Copy of AP teacher training Sign in sheets for AP teacher meetings

Robotics : Our Robotics class is a model curricular framework for acquisition of critical and transferable skills (creativity, abstraction, data and information, algorithms, programming, the internet, and global language) required by the College Board for successful transition to college and university, and in preparation to compete for 21st century careers in Computer Science and Technology.	Course syllabus and student performance reports
All of the Math courses at BHS are aligned with the National Common Core State Standards for Mathematics. -Math quizzes students online using Illuminate for each unit.	Implemented through the use of HMH, math career explorations and lesson/practice videos. Common Unit assessments and quizzes are site-based, and finals and benchmark exams are District-wide checkpoints.
All of the English, Social Science and History courses at BHS are aligned with the National Common Core English Language Arts Standards for Literacy and Reading.	Implemented through use of Springboard which is aligned to the Common Core Standards Pacing guide is site based as well as end of unit assessments and quizzes. Benchmark and Final Exams are district-wide set educational markers.
Credit Recovery curriculum aligns with standards (confirm with counselors).	Teach and re-teach Credit Recovery online program is accredited to align with CCSS. After school tutoring; specifically three days a week.
All Science courses are currently aligned to the NGSS California Science standards with the exception of AP courses that are aligned with AP required curriculum.	

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Findings	Supporting Evidence
Professional Development: Teachers are provided with at least 90 minutes per week for professional development. In these sessions, we collaborate on common strategies, instructional goals, and uniform benchmarks. Teachers have participated in site and/or district seminars such as EL acquisition, Integrated Instruction, incorporating AVID strategies, and Special Education collaboration.	Professional Development every Wednesday throughout the academic year.
College and career readiness indicators are available for both the SAT and the ACT that allow us to determine how our students are doing in this regard. The majority of our students take the SAT over the ACT.	Reports from both the SAT and ACT that break down the data.
Schoolwide Learning Outcomes: The BHS SLO's were redesigned at the beginning of the 2018-2019 school year. This final product reflects different aspects of what students should be able to do upon graduation.	SLO posters displayed around campus.
Congruence of the core curriculum with state standards and Student Learning Outcomes is visible through the use of state-approved textbooks, common assessments, and schoolwide strategies adopted from the Teaching and Learning Framework. Several courses use CJUSD pacing guides. Use of state-authorized intermittent assessments in English and Math also provide alignment of curriculum with CCS. The Smarter Balanced Assessment, taken in 11th grade, directly reflects student achievement of CCS in Math and English.	Approved textbook list Pacing guides Common rubrics used for interim assessments and AP classes Teaching and Learning frameworks Williams Compliance Forms

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
ROP and Pathway Classes: Pathways: COPS, Business, and Engineering. Integration of ELD standards. NGSS integrates all reading and writing standards.	Minutes from collaboration meetings. Collaboration time. Pathway pullout days agendas Staff EL training. Sign in sheets

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
Post High School Connections: Our counselors conduct field trips and welcome representatives from both technical schools and universities. Such enrichment activities continue throughout the year. College classes are available for students on campus after school; connections with local colleges have been established and solidified over several years. Students also participate in Upward Bound programs that serve to prepare students for post-high school. We have articulation agreements with local community colleges which provide internships and jobs to our students. We have an assigned counselor from CSUSB who provides workshops on financial aid and filling out college applications. Our seniors complete a survey to inform of their post-secondary plans. We need to come up with a better method of following up with the progress of	Field trip approval forms Enrollment lists for college classes College information meeting agendas List of students enrolled in Upward Bound Cal State tracking website: https://csudata.calstate.edu/highschool

those plans. California State University has recently developed a tracking system for high school alumni success in college, but this only tracks our students who attend a Cal State. There is very meaningful data provided by the website, and we know that 46% of our students who enrolled in a Cal State as a freshman earned their degree within six years.	
<u>College and Career Fair and Week:</u> This is held annually on campus and in the community. Many local post-secondary organizations and employment opportunities are invited to attend the district fair held off campus. Students and parents are able to attend. On campus, we celebrate "College Week." This is held the week of the PSAT. We have college door design contests, wear college t-shirts all week, and our AVID 10th graders conduct an actual college fair and provide information to the entire campus on 20-30 different colleges and universities.	College and Career Fair flyers PSAT roster list Photos of the AVID College Fair Orientation agendas/flyers
<u>Feeder Schools:</u> In the spring semester our counselors and representatives from academic, athletic, and extracurricular programs visit all feeder schools to meet with students and staff and discuss expectations and opportunities of BHS. Incoming 8th graders are also invited to visit and tour the campus and visit some of the programs. We also hold an Open House in the spring. This event opened the campus to all prospective students and their families to showcase our available programs.	AVID binders
<u>AVID:</u> The AVID program starts in middle schools; therefore, freshmen arrive at the high school with working knowledge of the program. The AVID program regularly collaborates with college and career representatives through classroom visits and college tours. Additionally, AVID graduates return to the program to mentor current enrollees and share their experiences. Finally, college students have made themselves available to help students draft college essays and complete applications.	

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
Honors and Advanced Placement: We have an open access policy, and student are allowed to enroll in honors and Advanced Placement classes in a variety of content areas. These classes allow students to have access to college-level curriculum and instruction while still in high school.	Honors and AP enrollment Master schedule
College Classes: Students have the opportunity to take college classes on campus through San Bernardino Valley College; these class offerings change each semester. Classes are offered this school year after school.	Course enrollment rosters
Post High School Connections: Community members and local businesses work with our Pathways and are invited to present to students in classrooms and through assemblies. This is also the case for local colleges, which present specific information regarding enrollment, and also offer the placement test on our campus. Field trips also take place for juniors and seniors to a range of both community colleges and University campuses. These provide students with the opportunity to explore possible new surroundings, take placement tests and be informed when making their post-high school decisions	Assembly/presentation agendas Field trip flyers
4-year Plans: All students meet with their academic counselor at least once per semester to first establish a 4-year plan, and then to monitor the progress of that plan. Counselors discuss the progress towards A-G requirements as well as career opportunities. Students who are credit deficient are referred to recovery programs both on and off campus. Students who have an IEP meet with their counselor alongside their case carrier.	4-year plan meeting records held in the counseling office IEP documentation

ROP/CTE/Pathways: BHS currently offers over 30 ROP, CTE, and Pathway courses. Students are provided opportunities to learn technical and vocational skills in law enforcement, engineering, automotive, medical, veterinary, business, fashion, and video game design, to name a few.	Master schedule ROP/CTE/Pathway enrollment

Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
Real World Applications: Students at BHS are exposed to both academic and real-world experiences through a variety of programs and classes offered on campus. Robotics/Engineering Pathway: Club/Pathway provide student opportunities to apply their math and science skills to real-world scenarios and competitions throughout the region. Virtual Enterprise/Business Pathway: Students are able to set up model business plans and present to plans in competitions. Students compete locally, at the state level, and at the national level. Last year our students were invited to New York and were able to place nationally. NJROTC: Offers real world and off-campus experiences for students. Students are able to visit historical sites, in particular, the USS Arizona in Hawaii every two years, and other local historical military sites annually. Students practice and learn skills that they apply to competitions and performances throughout the region. District Science Fair: Expands the students' understanding and awareness of real-world conditions. Students are able to make connections between science and real life and how their curriculum supports those connections.	Pathway roster/Robotics club sign in and attendance Competition logs Student projects Pathway enrollment Student projects Attendance and enrollment Competition logs/binders Student performance awards Science fair projects and student displays

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
Parents, students, and staff collaborate in a variety of ways to monitor, modify, and support students' academic goals and college or career pathways. Report cards are mailed home every five weeks giving parents an opportunity to monitor progress. Parental consent is needed to drop an AP class or to drop from the AVID program. In the fall, the school has a Back to School Night. Teachers share classroom practices, goals and objectives and provide syllabi. They also answer questions and provide contact information. All teachers at Bloomington High use an online roll book/grade book system Q. This platform allows for parents to view their child's current grade including missing assignments, test scores and the dates for future assignments. Parents, students, and teachers can directly email each other through this system. As parents learn more about Q, we are hoping to increase the number of parents who actually use the service.	Minutes from School site council. There are currently two student and two parent representatives. Each of the groups reports out at every meeting. Back to School Night Sign in Sheets Q website

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options*.

Findings	Supporting Evidence
All of our counselors are college counselors. Each counselor attends the UC and CSU counselor workshops annually. Our counselors hold college application workshops as well as financial aid workshops for both students and parents. Counselors monitor students' A-G progress throughout their enrollment; including requisite classes, standardized test scores, and letters of recommendations. Counselors keep a scholarship book and students are sent messages through the "Remind" app on requirements and due dates.	Counselor sign up list for the conferences

The counseling office and the career center schedule presentations and meetings with representatives from colleges and universities who meet with students to review application packages. They also schedule field trips to community colleges in the area, which allows students to meet with college counselors, take placement tests and preregister for classes. AVID is a college-ready system on our campus. Over 90% of AVID seniors have been accepted into at least one 4-year university over the past 20 years. AVID juniors visit 10-12 colleges and universities in central and northern California over 4 days every spring.	Schedule of college visits List of students attending college field trips

ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Summary (including comments about the preliminary identified critical learner needs)

Teachers at Bloomington High School develop and use curricula that are aligned with California Common Core State Standards, state frameworks, and District curriculum guidelines. Professional development, through departments, creates, reviews and modifies curriculum to maintain rigorous standards and a relevant curricular path for all students.

All students have access to grade level classes that ensure they are meeting both A-G requirements and CJUSD graduation requirements. Honors and Advanced Placement classes are open to all students who wish to take them. Students in specialized programs (ELL, Special Education) use a curriculum designed to help meet target growth rates and when appropriate transition into mainstream classes.

All programs at BHS develop and use curriculum based on current research and instructional practices for all student populations. Examination of student work and assessment data inform the modification of curriculum as well as the reteaching of key concepts. The curriculum is guided by assessments including both standardized tests as prescribed by state and district as well as teacher-created unit tests both formative and summative. Examination of student work and assessment data demonstrates the congruence of curriculum, instruction, and assessment. Bloomington High School provides substantial support for students to succeed. Through A-G requirements, ROP classes, counseling services (both curriculum and college), students obtain the necessary information that will result in high school graduation and the fulfillment of post-secondary plans. Parents are important partners in this process, and opportunities exist for their involvement in their child's education.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

Teachers are highly qualified in their subject areas and continue to pursue knowledge of both curriculum and instructional practices through personal and department professional development. In addition, students are provided counseling support for high school courses enrollment and information regarding post-secondary plans. We offer a breadth of courses that satisfy both college and career readiness.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

The faculty would like to see an increase in universal interventions for students prior to the completion of a course. We would like to see more opportunities for real-world applications. We need to find ways to make Integrated Instruction work with the current requirements of Common Core. We would like to find ways to empower the students to take full responsibility for their learning outcomes and extrapolate such knowledge gained by this process to the real world and future academic and nonacademic challenges. We would like to see increased teamwork via parent engagement for student support. Our system for tracking post-graduation, especially for reviewing curricular success could be improved.

Category C: Standards-based Student Learning: Instruction

Focus Group Members

Focus Group Leaders: Rosemary Miller, English Teacher on Assignment
Rachael Nakatani, English and AVID teacher, English Department Chair

- Rosa Aguirre, Social Science Teacher
- Melissa Aragon, RSP Teacher
- Connie Barela, Business Office
- Jonathan Barrett, Social Science Teacher, Intervention TOA
- Heather Butterworth, Counselor
- Emily Caldwell, AVID Tutor
- Hilda Canizales, Instructional Assistant – Special Education
- Fabian Carballo, Social Science Teacher
- Adam Castro, English Teacher
- Joshua Cronkite, PE Teacher
- Ester Crozier, Foreign Languages Teacher
- Rebecca Echeverria, AVID Tutor
- Isael Espinoza, Custodian
- Nicole Figueroa, Security
- Reina Flores-Ruiz, Nutrition Services
- Brandee Galan, Instructional Assistant – Special Education
- Marisa Galvez, RSP Teacher
- Patricia Gonzalez, English Teacher
- Jesse Guiles, English Teacher
- Opal Hargett, Science Teacher
- Robert Heidl, Science Teacher
- Chris Herlihy, Assistant Principal
- Cynthia Horta, Mathematics Teacher
- Anthony Jauregui, Mathematics Teacher
- Robert Jefchak, Visual and Performing Arts Teacher
- Matt Kim, Science Teacher
- Nicholas Lauer, English Teacher
- Tanya Martin, Psychologist, RSP
- Cheryl Meyer, English and AVID Teacher, AVID Co-coordinator
- Rita Moneymaker, Mathematics Teacher on Assignment
- Art Ortiz, Security
- Gabriel Perez, Security
- Ramon Perez, Custodian
- Yvonne Quezada, Instructional Assistant – Special Education
- Karyn Retzer, ROP Teacher
- Cruz Serrano, Counseling Secretary
- Stephen Stalker, ROP Teacher
- Sonia Tompkins, Language Assistant
- Erlinda Valdez, Instructional Assistant – Special Education
- Alejandra Valencia, AVID Tutor
- Cynthia Vallarta, AP Secretary
- Sherri Villalnueva, Nutrition Services
- Hilda Villalpando, Foreign Languages Teacher
- Dora Woodruff, Locker Room Attendant

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
BHS courses are CCSS standard-aligned. The curriculum is designed to build critical thinking and problem-solving skills. Various lesson models emphasize active learning using a student-centered collaborative model. Students have the opportunity to engage in rigorous learning tasks in all courses. One challenge is that student success is highly dependent on motivation and engagement. Students must actively engage in order to reach the high level of learning expected by the standards. We struggle to communicate the relevance of the tasks and the intrinsic value of learning. AP courses are offered across departments. (AP English Language and Composition, AP English Literature and Composition, AP French, AP German, AP Spanish Language, AP Spanish Literature, AP Macroeconomics, AP Government and Politics, AP U.S. History, AP World History, AP Statistics, AP Calculus AB, AP Calculus BC, AP Biology, AP Chemistry, AP Physics, AP Studio Art, AP Computer Science.) Students have the opportunity to take any AP course offered in their grade level and are encouraged by counselors and teachers to take the most challenging coursework for which they are prepared. In math, students have access to various tasks, projects, formative and summative assessments. Students examine and analyze the work of others and collaborate to produce viable arguments in support of or to challenge the work of their peers. If an error is found, they must then correct it and explain their reasoning.	Student interaction in classrooms in both partner and group activities. Quiz, test, quarter and semester finals. Student work samples and oral presentations Students engage in listening, speaking activities, reading comprehension exercises, and writing all in the target language. They also complete cultural projects. Constitution Day activities, Congress activities, Build Your Own Nation project AP data

In Foreign Languages, the understanding of the lessons in grammar, vocabulary, reading exercises, and accents is assessed through listening and speaking activities in small group collaboration. Students are given tasks where they practice working with grammar (subject-verb agreement). To examine the students' depth of understanding, students are asked to produce a project where they must exemplify syntax, semantics, and accents along with proper grammar and vocabulary. In Social Sciences, students engage in simulations and specific activities that involve current events (politics, government, historical discoveries, etc). Group research and presentations are also common in the discipline. Students work as Poll Workers every election and get hands-on experiences with the electoral system.	San Bernardino Valley College -Course Catalog: Fall 2018 https://www.valleycollege.edu/academic-career-programs/documents/sbvc-2018-2019-catalog-06.28.18.pdf pg. 89 -Class Schedule: Spring 2019 https://www.valleycollege.edu/academic-career-programs/class-schedule/documents/spring19-schedule-2018-10-02.pdf pg. 61
In English, students are expected to participate in rigorous coursework in order to broaden their understanding of themselves and the world through rich nonfiction and fiction texts. Students explore, expand, and justify their perspectives verbally through discussions (including but not limited to Socratic Seminars) and in writing research projects and essays.	Generation Go BHS Seniors currently participating in the program.
Bloomington High School has a partnership with San Bernardino Valley College offering students the opportunity for Concurrent Enrollment. Over the last two years, students have had the opportunity to take ACAD-001 (College Readiness), ACAD-002 (College Readiness) and CD-105 Child Growth and Development. Counselors and our Career Readiness Specialist counsel and encourage students to take advantage of these opportunities. These classes give BHS students the chance to obtain UC/CSU transferable college credits and at the same time receive elective high school credits. BHS has recently begun to partner with Generation Go through San Bernardino Valley College. Students who successfully complete a pathway (Business, Engineering, Public Service) have the opportunity to participate in a paid internship program. Students will take some summer courses and some Saturday School classes taught by SBVC Faculty on the Bloomington High School campus and participate in BHS work experience to complete the program. The hope is that this opportunity will spur more interest in getting a higher number of students involved in a pathway to success.	Students document the service on a form and include a signature and phone number for person in charge.

The BHS Business/Entrepreneurship Pathway provides students the curriculum to develop business vernacular and the skills necessary to enter a professional environment. Cross-curricular projects and cross grade level projects contribute to Pathway students' college and career readiness. Pathway students also develop presentation skills including creation and delivery. CTE pathway classes are articulated with community colleges to provide students with additional college readiness. The Robotics/Engineering pathway has students attend class and use computer programs (AutoCAD) to design products within the classes. Students are grouped in core classes as much as their schedules allow, in order to apply engineering theories to subjects like math and English concepts. Some or all students stay after school to work on robotic projects. Students also compete in robotic challenges that involve other schools. AVID students are required to complete 100 hours of community service by the end of their senior year. Students have completed hours by working with various local organizations such as Kaiser Hospital, community libraries, and the nature center. Through their service, students gain valuable experience in career fields that interest them. Students are asked to reflect on their experiences each year by creating a journal. Students explore the work they did during their service and reflect on what they learned and how they felt throughout their time. Students over the age of 15 who have with IEPs are required to have transitional goals to aid in their transition from BHS to their futures. College and career goals are determined by the California Career Zone survey, comparison of results vs. that of the individual viewpoint and teacher/student interview. Data is used to create a goal that will drive instruction for class time spent on college and career readiness.	

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency*.

Findings	Supporting Evidence
Objectives for content and language standards are posted in classrooms and communicated to students throughout instruction. Essential questions are also used to guide students through curriculum expectations and learning outcomes. Through experimentation, students are discovering skills and procedures, checking for understanding, then students are provided with an example of mastery of the standard to be met. Students are provided with rubrics for tasks, projects, and assessments to communicate the level of rigor expected. With the new textbook adoption in the English department, students are given an overview of each unit with class activities that have them look at the assessments they will be completing. Each activity within SpringBoard is aligned with the assessment and includes standards-based objectives in the learning targets. Students analyze published models and student exemplars throughout the unit before creating their own products for unit assessments.	Examples of rubrics Examples from framework SpringBoard Unit Activities and lesson plans

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
Teachers have access to many digital resources. Since our last WASC visit, we have increased access to technology across campus. This increased opportunity for self-paced projects and the use of at-level readings allowing teachers to address the needs of individual students while working with the whole class simultaneously. Students have access to Google Apps For Education through their District-provided student Google accounts which allows for collaboration among heterogeneous ability groups. Technology resources allow for hands-on, visual and leveled readings providing teachers with opportunities to	Chrome carts are readily available for student access. Chromebook carts: English 1 to 1, Social Science 75%, Counseling has some, Science 1 to 1, World Language 50%, Math 75%; Additionally, three computer labs plus desktops and 2 Chromebook carts are available in the library.

create differentiated instruction. Students who are EL have access to Google translate and written lessons to be able to access the vocabulary in the lessons. Home language texts are made available on an as-needed basis. Lessons models are interactive and emphasize collaborative discourse to support the EL learner's acquisition of English while supporting their content needs. In Math, students use Google Slides and Sheets to create presentations and complete performance tasks by creating charts and writing narratives. Students share and present their work through a presentation or online through Google Classroom. Students who excel in math are given the opportunity to take Algebra 2 and Geometry concurrently, in order to reach the Calculus level in math before graduation. Students who struggle with basic arithmetic skills have access to classroom calculators. Students use graphic calculators to perform various graphical operations, create and analyze charts and graphs. A class in Consumer Math is offered to seniors who struggle with success in geometry (year 2 math) to fulfill the 20 credit math requirement. Students in Biology and Chemistry classes are using the new NGSS science standards. These standards include looking at phenomena within the natural world and asking questions or wondering about that phenomena. Students then use technology to research and find answers to questions that the science classes pose. In science, we use Chromebooks for research, projects, visual aids, assessment, etc. to deliver curricula more effectively and to address the learners with various learning styles. The English department uses noredink.com to allow students to practice grammar conventions and writing skills at their level of mastery. Similarly, teachers use Newsela to allow for leveled texts. This resource allows students to read texts at their grade level and provides advanced texts to those students needing more complex or challenging reading. Features of SpringBoard online provide practice with vocabulary, reading comprehension, and writing skills. There are a variety of UC-approved, Standards-based English courses at each grade level. Each course is paced and designed to meet specific student needs. Struggling readers are placed in our English Intensive	All teachers and students have access to primary documents via online library resources. Gale Database Suite has a multitude of documents related to all topics. Student and teachers have access to Google Apps For Education Scientific calculators, TI-83 plus calculators Student enrollment A District-level secondary Science Curriculum Program Specialist sends a monthly newsletter with primary resources and trustworthy websites devoted to science. An ongoing list is curated for a library of resources. All science teachers receive monthly newsletters. https://drive.google.com/file/d/1yFvty0tCexy7svYgr2FvrmijEfOxqLJD/view http://dist-lib-a.colton.k12.ca.us/common/servlet/presenthomeform.do;jsessionid=77BDCF29D60F78AD37317696A0C2A159?l2m=Home&tm=Home&l2m=Home

courses offered in both 9th and 10th grade; high achieving students are encouraged to take our Honors and AP courses. All courses are designed to meet students where they are at and accelerate growth. Linked Learning Pathways provide students opportunity in engineering, business and entrepreneurship, and law enforcement. These courses adapt core curriculum to address student interest through the Pathway focus. Pathways are designed to provide both CTE and core curriculum for college and career readiness. These courses are intended to engage at-risk or marginalized students with relevant and authentic coursework as well as cross-discipline intervention and support.	**Pathway Enrollment by grade level** C.O.P.S. Pathway (Career Opportunities to Protect and Serve) 167 Total 9th 56 10th 49 11th 35 12th 27 Business Pathway (Business Entrepreneurship) 82 Total 9th 33 10th 20 11th 16 12th 13 BEAR Pathway (Bloomington Engineering and Robotics) 125 Total 9th 38 10th 48 11th 23 12th 16

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum*.

Findings	Supporting Evidence
NGSS-based Science classes use Chromebooks as part of research tools, Springboard in English classes; Remind to communicate with students; also allows students to communicate with teachers.	Chromebooks - Illuminate, No Red Ink, Promethean boards (in some classrooms)
Google apps for education including Google classroom. PowerSchool Learning, Turnitin.com, and NEPRIS are some of the technology available to teachers and students. Multimedia center (library) provides access to computers, Chromebooks and digital books for student use. The Career Center provides technology-based career research for all students.	Online subscriptions and textbooks- Albert.io, Turnitin, SpringBoard, HMH, GoGuardian
Research-based strategies include: AVID WICOR strategies - Focused Note-taking to reinforce direct instruction in the classroom. Professional development meetings are used to promote the use of AVID WICOR strategies in all classrooms. Students have access to a variety of note-taking strategies designed to increase students' retention of material.	Approximately 54% of our staff has some form of AVID training.
ELD strategies are used to support both ELD and non-ELD students. Strategies include scaffolding, modeling, collaboration, and designated ELD classes for those students who qualify. Lessons are scaffolded with the use of graphic organizers. Teachers have participated in after-school professional development sessions on Integrated Instruction.	Teacher participation in trainings, meetings, collaboration.
Advanced Placement teachers are sent to training to update and to refresh skills to ensure we are using the most current research-based best practices.	

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
There is a shift towards a student-centered instructional model on campus wherein teachers work as facilitators of student learning rather than a lecture-based delivery model. Through trainings in the ELD framework and Integrated Instruction, teachers are starting to implement a variety of techniques to promote equity. Strategies such as Think-Pair-Share, Give One Get One, Equity Sticks, Philosophical Chairs, Socratic Seminars, and graphic organizers are used to increase student engagement and ownership of the learning.	Unit Research Projects, Student Online Work via Google Portfolios, Socratic Seminar - student-generated questions, notes from seminar, reflections
The SpringBoard text within the English department offers opportunities for teachers to build in these strategies. Teachers have the option to implement student collaborative groups and partnered readings.	Lesson plans and Teacher-Wrap within SpringBoard
Many teachers are trained in AVID WICOR strategies to foster student-centered instruction. AVID teachers lead professional development meetings for Critical Reading, Focused Notes including revision practices, Collaborative Study Groups, and Higher Levels of Questioning.	Professional Development Session slideshow and sign-in sheets
The new NGSS standards are student-centered which calls for more student engagement in the learning process.	NGSS example: https://sites.google.com/view/2-daylivingearthpd/home

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Teachers across our campus use models of instruction that emphasize modeling and recursive practice in order to push students to an independent demonstration of acquired skills. These skills include critical thinking skills, analytical skills, critical reading strategies, and collaboration skills. We incorporate the use of metacognition so that students gain awareness of specific skills and cognitive processes needed to demonstrate proficiency. These skills and cognitive processes are the academic tools needed to gather and build knowledge. Students have opportunities to practice and apply these tools as the lesson and unit progresses. Unit-culminating tasks, midterm, and end of year culminating projects provide students the opportunity to demonstrate their level of proficiency independently with varying degrees of success. Students are struggling with organizing and applying knowledge acquired in math classes. For example, some students are unable to use multiple concepts to answer questions with real-world applications where they must organize information, extract relevant details, and use proper reasoning to complete the task. Also, students seem to forget the concepts learned in previous years, which makes it challenging for them to produce their own knowledge and communicate their understanding of a topic. This is an area of concern and we are working to increase student proficiency rates. In Social Studies, students are given plenty of opportunities to research, analyze, and evaluate information. Current Events assignments are used to hone the skills of summarizing, paraphrasing, and analyzing. Information is condensed and broken into smaller units in order for students to see the "big picture." Historical concepts are made relatable to today's events so that they are relevant to students. In simulations, students are able to "create knowledge" by imagining that they are in charge of the government or that they can alter certain historical events.	CAASPP scores Lesson plans Summative assessment grades Student artifacts

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
There is a shift towards the use of performance tasks as culminating projects in which students are presented with a question or problem that they must respond to using specific skills and knowledge acquired during instruction. This recent shift provides better evidence of students' ability to think, reason, and problem solve. One concern expressed by many teachers is that students seem more comfortable with a passive learning model and are at times reluctant to engage in active learning.	Curriculum Maps
Many performance tasks are designed to include student choice and allow students to work in collaborative groups. For example, for one of the English tasks, students are asked to select, research, and take a position on a controversial issue that spans cultures. Students must decide on a topic of interest, select and analyze relevant texts, evaluate sources and information to determine their position, then produce an effective argumentative presentation suitable for an audience of their peers. Teachers facilitate their work by setting timelines, providing necessary resources (Chromebooks, research notecards, graphic organizers, etc.).	SpringBoard curriculum Embedded Assessments
Students perform experiments within AP Biology and then ask questions about the results found. The students then do another experiment to see the results once the questions were asked from the first experiment.	Lab write-ups

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.*

Findings	Supporting Evidence
Most courses embed the use of technology in learning tasks, specifically in culminating projects and performance tasks. Students are expected to use technology to demonstrate content achievement as evidenced by student artifacts in Science, English, Social Science, ROP courses, etc. Courses make use of online textbook features to individualize instruction. For instance, English teachers can assign leveled reading, vocab practice, reading and writing workshops for struggling students through the SpringBoard digital features. Some SpringBoard EAs require students to create media enhanced products to demonstrate achievement.	Use of software to provide targeted tutorials and support (e.g. Noredink for grammar, Read 180 software rotation, Math Textbook embedded support); Numerous courses use technology for performance tasks and projects: Engineering pathway-robot & CAD software program, English EA including documentary, photo essay, media-enhanced presentations, Computer Animation course; Course Outlines and Common Assessments

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
Students have access to the school's library media center. Through the library's webpage, students can access the Gale Database Suite and World Book Online Resources. These resources are readily available for students to use in research projects. Students can access these databases through the library computers, their home computers, and the classroom laptops. The Science Department is supported by a District-level curriculum program specialist who compiles and shares monthly lists of non-textbook Resources and Primary Documents.	CJUSD Science Newsletter: https://drive.google.com/file/d/1wvixifwC6JOiRDig5JpHcblhDlK7TSpt/view

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
All students have access to Chromebooks, Google Drive to keep a portfolio of Career activities, California Career Zone, Career Center, ASVAB test, Recruiters available at student lunch, field trips to Universities, ROP classes, Virtual Enterprise Class, and various Pathways (BEAR, COPS, Business, Engineering). Local colleges hold informational sessions with students to discuss admissions. These sessions are open to all students; however, due to space availability, not all students can attend. All students on campus benefit from the presentation of colleges/universities by AVID 10th graders during our annual College Week. Sophomore AVID students conduct research in order to inform others of universities students may not have otherwise considered. Programs are accessible to students at varying degrees. Students have access to CTE Pathways and Linked Learning Pathways based on their interest and schedule availability.	Student transition portfolios in Google drive. Sign in sheets from college information sessions.

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

BHS has relied heavily on the increase in technology as we work toward supporting learners' academic and social-emotional needs. Technology is used to differentiate instruction as well as a means for students to demonstrate their achievement through multimedia projects. Teachers across campus are utilizing Chromebooks and Google Apps for Education to provide scaffolds on an as needed basis. Best Practices are shared in collaboration meetings and scaled up organically.

BHS stakeholders are focused on ensuring that students are College and Career Ready when they graduate. Teachers work within departments to implement changes in curriculum and the instructional shifts of Integrated English Language Development. Teachers have increased conversations around the use of scaffolds that are appropriate for the needs of our population and are consistently using Google apps and extensions to support various learner needs.

Departments are in various stages of implementing Integrated Instruction, but all are focused on improving student achievement, specifically the rate of college and career readiness, for all student groups. Teacher groups have implemented common performance tasks as summative assessments creating more authentic opportunities for students to apply the skills and knowledge necessary to demonstrate proficient achievement of standard-aligned objectives in addition to common assessments. These assessments allow students to demonstrate critical thinking and problem-solving skills, often in a collaborative setting and allow teachers to work toward implementation of our SLOs and areas of focus.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- BHS teachers have increased the use of technology in learning tasks, for student demonstration of content achievement, and differentiation.
- BHS teachers have increased use of student-centered and inquiry-based lesson models, such as collaborative groups, field trips, and Genius Hour.
- There has been increased discussion and collaboration to include purposeful scaffolds throughout instruction in an effort to implement Integrated Instruction and respond to the needs of all learners.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- To increase the number of students able to independently demonstrate proficiency of California Common Core Sate Standards on summative performance tasks and culminating projects, we need to refine instructional practices that emphasize the gradual release of scaffolds and skill transfer.

- Since our last WASC visit, we have been working to create shared knowledge and redefine our understanding of what it means to meet the needs of all learners. We have used collaboration time, WASC meetings, and various professional learning sessions to build capacity. Our area for growth is now in implementation. Teacher groups continue to work with the administration and district representatives to refine their practices and increase the use of purposeful scaffolds appropriate to meet specific teacher identified learner needs.

- In our efforts to increase student achievement and align curriculum to the CCSS, NGSS, and CA ELA/ELD Framework, there is a need to increase the use of literacy-based strategies in all content areas. To do this, we must increase the use of language-based learning tasks and assessments as well as provide content-specific literacy instruction in all disciplines.

Category D: Standards-based Student Learning: Assessment and Accountability

Focus Group Members

Focus Group Leader: Brandi Ritzi, Mathematics teacher

- Carlos Aguillon, ROTC Instructor
- Cindy Archuleta, Counseling Secretary
- Nicholas Barnhart, Social Science Teacher
- Jeanette Cardenas, AVID Tutor
- Kiedryn Carter, RSP Teacher
- Vanessa Castaneda, Instructional Assistant - RSP
- Diana DelaCruz Roldan, English Teacher
- Georgia Duardo, PE Teacher
- Rena Ewing, Mathematics Teacher
- Marcos Fino, Foreign Languages Teacher
- Lynne Fisher, Attendance Clerk
- Garth George, Science Teacher
- Michael Gill, Science Teacher
- Jocelyn Givens-Stallworth, Instructional Assistant - RSP
- Cynthia Gourlay, ROP Teacher
- Brianna Hernandez, AVID Tutor
- David Johnson, Counselor
- Allen Jones, Security
- Celia Marrujo, Custodian
- Amanda Martinez, Visual and Performing Arts Teacher
- Karrina Martinez, English & Visual and Performing Arts Teacher
- Christina Mojica, English Teacher
- Ruby Navarro, Assistant Principal
- Mark Nordling, IT Technician
- Kathleen Orton, Nutrition Services
- Megan Pincott, Mathematics Teacher
- Marguerite Raney, Nutrition Services
- Lucy Rengifo, AP Secretary
- Cynthia Rizo, English Teacher
- Anthony Roberson, Security
- David Rojas, Foreign Languages Teacher
- Jonathan Sandoval, Custodian
- Erwin Schaefer, Mathematics Teacher
- Claudia Siegal, Instructional Assistant - RSP
- Poppi Stowe, Psychologist, SDC
- Julie Urquizu, Visual and Performing Arts Teacher
- Tania Valencia-Pazcual, AVID Tutor
- Carmen Vega, Social Science Teacher
- Abraham Ward, Science Teacher
- Scott Warden, English Teacher

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.]*

Findings	Supporting Evidence
The number of students graduating showed a slight decrease for 2018 but has maintained a rate well over 90% since the last WASC visit. Core content departments at Bloomington High School work together to create and/or implement periodic common assessments. The frequency of common assessments varies greatly by subject area. Common rubrics for common assessments have been implemented in some content areas, but still need to be developed in other content areas. Throughout the year, several departments use collaboration time to discuss mid-unit and end-of-unit assessments. These departments look over and discuss data, analyzing it for trends, areas for growth, and for possible areas in need of re-teaching. In the 2017-2018 school year, a new data and assessment platform was adopted to collect and disaggregate data Illuminate has a large capacity for collecting and disaggregating various points of assessment data. Once data is collected in Illuminate, it can easily be disaggregated according to different student demographics. There are also ways to analyze a student's individual progress on multiple assessments. While this is a powerful tool, most staff have not received adequate training in order to use it effectively (including administrators).	The California Dashboard. English and math have developed common mid-unit assessments. Science & Social Science have common quarter/semester exams. Biology has three benchmarks each semester aligning with NGSS learning sequence. Common rubrics in English for essays and exams. In math, common rubrics are used for summative assessments. Collaboration minutes/data. Illuminate assessments & Data SBAC digital library data.

In Kinesiology, fitness data is collected through a program called Fitnessgram. This program tracks individual student progress toward meeting the standards set forth by the California physical fitness test. At Bloomington High School there is widespread use of summative assessments. Some of these assessments are site-created, while others are district-created. Short-term or formative assessment practices are still being developed in some content areas. Math teachers are becoming increasingly familiar with the CAASPP and other SBAC assessments. The IABs are being used in math classrooms to assess the progress of math students toward meeting the demands of the CAASPP.	

Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
Over the last 5 years, new course descriptions have been written for math, English, visual and performing arts, and science courses. These course descriptions have been updated with current standards, course objectives, best practices in the area of assessment, and an updated grading scale. While most teachers have state mandated standards, most do not base their grades solely upon these, but rather on a collection of scores derived from quizzes, tests, projects, notes, performances, writing samples, presentations, class participation, etc. In English, teachers use the Reading Inventory (RI) to assess students' independent reading level throughout the school year. This data is one of many factors used when recommending a student's placement in Honors, AP, or Intervention English classes.	Course Descriptions QConnect student progress report gradebook samples Reading Inventory (RI) data.

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
Teachers use an online gradebook to record grades. This online gradebook (Zangle/QConnect) also allows teachers to publish grades for students, counselors, parents, administrators, and support staff to view from any internet browser. The frequency which grades are published or input can vary from classroom to classroom. All teachers of core classes participate in PLCs. One of the goals of these PLCs is to standardize the grades and expectations between all classes. The counseling department meets with each student at least once per year to review their progress toward meeting graduation requirements, A-G requirements, and requirements for completing any relevant career pathways. Progress reports and grades are mailed home eight times during the school year.	Zangle/QConnect samples. PLC/Collaboration meeting minutes Progress reports and grades mailed home Counseling notes in the "Visit" section of Zangle/QConnect Counselors develop four-year plans with each student.

Assessment of Program Areas

D1.4. Indicator: The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: *Evaluate the processes that the school leadership and instructional use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
Most course descriptions have been re-written and re-evaluated within the last six years. These course descriptions went through a significant writing and revision process at a district level, with representatives from BHS participating in the process. Throughout this process, they were shared with each school site, district office personnel, and Secondary Curriculum Council before ultimately being approved by the school board. Counselors meet with freshmen in the fall of their 9th grade year to develop a 4-year plan with them. Each year thereafter they meet with students again to assess progress toward meeting graduation and A-G requirements as well as students' individual educational goals. In January of each year, ELAC and SSC review the school strategies in the school plan based on the California Dashboard, AP Results, Attendance, Discipline, Semester Grade data, and other indicators. The review of the SPSA must be done before May of each school year.	Course descriptions Sample 4-year plans ELAC and SSC Agendas and minutes

Schoolwide Modifications Based on Assessment Results

D1.5. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D1.5. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
Counselors attend FAFSA, UC, CSU, and SAT/ACT workshops to learn of any changes regarding college admission requirements or financial aid application policies. CAASPP data is one of many factors used when recommending students for core course placement the following year. This is only one of many data points used in student placement, and it plays the most significant role when placing incoming 9th	English(EL) and Math placement documents. Enrollment numbers for Methods, BYU, Options for Youth, ROP online courses, and Credit Recovery

graders simply because 9th and 10th grade students do not take the CAASPP. EL students take the ELPAC each spring to determine progress toward meeting English Language proficiency. This data is primarily used to identify students that may be eligible for reclassification. However, it is also used as one of many data points when deciding course placement for the following year. Methods, BYU, Options for Youth and ROP online courses are offered for students who are credit deficient. Credit recovery is also offered during the summer to help make up credits in core courses they have failed. As a result of the spring 2017, FPM visit and findings as well as EL reclassification rates, Bloomington High School has spent a great deal of professional development time being trained on and discussing Integrated instruction. Because the CAASPP is given online, a great number of Chromebooks and computers have been purchased to meet the need and ensure students get practice with up-to-date technology prior to testing. In department collaborations, teachers look at various assessments and discuss student progress toward meeting standards.	FPM visit findings. POs for Chromebooks & computers over the last 6 years. Department collaboration minutes/agendas.

D1.6. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D1.6. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
Counselors meet with every student to go over 4-year plans during freshman year. During these meetings, graduation requirements, 4-year university requirements, and career goals or plans are discussed. If a student is enrolled in an AP or Honors class, counselors evaluate grades constantly. If students are not successful, counselors recommend that drop a level (up to the end of Quarter 1 and 3).	4-year plans are filled out (on paper) Placement recommendation documents given to counselors for math & English. New textbooks in Math, English, VAPA (some), foreign language, and social science (this year).

During the sophomore and junior years, counselors meet with all students during the first semester to go over solutions to recover credits if this is necessary. Some of the solutions discussed are summer school, credit recovery, and 0, 7, or 8th period classes. Seniors who are getting progress reports for Ds or Fs are called in by counselors to remind them of tutoring, parent conferences, turning in assignments and general information to pass classes to graduate. Letters are also sent home to parents notifying them that graduation is in jeopardy. Possible referral to Slover Mountain High School (an alternative site) is also discussed. Throughout the school year, Link Crew conducts meetings with freshman called "Freshmen follow-ups." During these meetings, upperclassmen discuss freshman grades and ways to improve those grades.	Meetings with students often recorded in "visits" on Zangle. Master schedule, summer school schedule, student schedules.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

D2.1. Prompt: Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

Findings	Supporting Evidence
Social science and science classes have common quarterly exams developed by teacher teams (PLCs) of representatives from each high school. The data from these are collected in Illuminate, where various disaggregated reports can be created. In math and English district-created benchmark exams have become obsolete. Instead, teachers administer at least one SBAC IAB to every student each semester. The digital library system allows the teacher to view individual student answers, collective student answers, and also provides lessons to help target areas of need. This system can also generate letters to parents showing their students' progress on the assessments.	Illuminate reports for quarter exams Digital Library samples PLC/Collaboration minutes/agendas Q Student Connection/Zangle

Designated time is given during late start days for PLC collaboration at least 3 times a month to develop and analyze the results of the exams. Best practices and exemplary lessons are discussed during these meetings. Teachers report student performance data with parents by putting grades into QConnection. Parents can access their students' grades through the Q Student Connection. Several small cohorts of teachers have attended Collaborative Common Assessment training through Solution Tree over the last three years. This training focuses on creating, implementing, and analyzing both summative and formative classroom assessments.	

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
In core subject areas, teachers meet in course-alike teams. During these meetings, teachers analyze results of both formative and summative common assessments. If performance on a standard was deemed subpar, the team may decide on methods to reteach the standard. In instances where a teacher (or teachers) has outstanding outcomes, he will share his strategies. Both formative and summative assessments are used across the campus. However, formative assessment strategies are an area for growth. Most departments do very well with summative assessments and analyzing the corresponding data. While that data may be used to drive instructional decisions, it often occurs too late to have a significant impact on student learning.	Course-alike collaboration minutes (English, Math, Science). Common assessment scores

Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

Findings	Supporting Evidence
In the Spring of 2017, students at Bloomington High school were asked to fill out a survey. Some of the results of this survey are below: - 64% of students feel that "some teachers" support them, while 24% of students feel that "all teachers" support them. - 69% of students indicated that they feel the level of difficulty of their class is "about right" and that they are capable of doing the work. - 38% of students indicated that they believe they struggle in their classes because they "don't understand the way their (my) teacher presents the lessons". An additional 24% indicated that they struggle because they "don't understand the instructions". - 79% of students indicated a desire for their teachers to provide some sort of online support for their classes. Largely students also indicated that this would further help them in the course by providing greater access and additional resources. - Several student comments indicated that they would appreciate it if teachers valued their questions and did not get upset or frustrated when questions were asked. - Only 61% of students believe that the curriculum taught in their classes is important or very important. - 45% of students indicated that grades are important to them because they "want to go to college or meet A-G requirements." 38% indicated that they simply wish to "pass/graduate." Based on the results of this survey, it seems that students generally feel supported, but occasionally feel that the feedback received from their teachers could be more positive. Additionally, it seems that students do not understand the importance or relevance of the material they are being taught. Students have also expressed an interest in online support as an additional form of feedback.	2017 Student survey data

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

Summary (including comments about the preliminary identified critical learner needs)

Through the use of digitized media, Bloomington High School is increasing transparency with parents and students regarding assessments, grading, and accountability measures. Teachers and staff are finding new ways to create and share assessments and their corresponding data. While teachers are largely focused on summative assessment practices, small subgroups of teachers are experimenting with different types of formative assessments and formative feedback. Teachers are beginning to disaggregate assessment data and look into the achievement of specific subgroups (ELL, SpEd, etc.). Courses at Bloomington High are in a constant state of revision- whether by the District Office or by teachers themselves. Statewide data such as CAASPP scores and the College/Career Index (CCI) are being used to identify areas for growth, as well as areas in need of more financial, administrative, or instructional support.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- The online grading platform increases the availability of grade data to relevant stakeholders.
- BHS has implemented a new data and assessment online platform for collecting and analyzing data.
- There has been an increased use of common assessments campus-wide.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- There is a need to increase the use of short-term (formative) assessments campus-wide.
- We need to ensure that grades are aligned to specific course outcomes or standards, and make these outcomes transparent to students.
- We need to maximize the use of assessment data to support student learning needs, by collecting and disaggregating data more frequently.

Category E: School Culture and Support for Student Personal and Academic Growth

Focus Group Members

Focus Group Leader: Matt Sutherland, Math teacher, Intervention teacher on assignment, Link Crew Advisor

- Juan Aguirre, SDC Teacher, Department chair
- Angie Arroyo, Clerical
- Erin Ayala, Attendance Clerk
- Darrin Bangle, Math Teacher
- Kenneth Bonnaken, SDC Teacher
- Luke Brenner, PE Teacher
- Angel Castro, PE Teacher
- Leo Chavez, AVID Tutor
- Yeseida De la Torre, Foreign Languages and AVID Teacher
- Mahlet Desta, Science Teacher
- Eileen Digby, Instructional Assistant – Special Education
- Ryan Duckworth, Visual and Performing Arts Teacher, Department Chair
- Linda Faulk, Math Teacher
- Daiana Gentile, English Teacher
- Brianna Goad, Instructional Assistant – Special Education
- Angelica Guzman, English Teacher
- Christine Howard, RSP Teacher
- Marc Howard, Social Science Teacher
- Nallely Jimenez, Counselor
- Elizabeth Kyeyune-Nyombi, SDC Teacher
- Vincent La Farge, English Teacher
- Erika Lepe, Receptionist
- Frankie Maestas, Security Manager
- Jasmin Malgarejo, AVID Tutor
- Charles Miller, Custodian
- Chris Montgomery, English Teacher
- Richard Montgomery, Math Teacher
- Lisa Moreno, Health Clerk
- Maria Munoz, Custodian
- Abel Navarro, Locker Room Attendant
- Trent Naeve, Math Teacher
- Darlene Ochoa, Counselor
- Vanessa Pipp, Visual and Performing Arts Teacher
- Rosa Quiroz, PE Teacher
- Julia Samaro, Counseling Secretary
- Elizabeth Sanchez, Nutrition Services
- Carrie Scott, Adaptive PE
- David Silva, Custodian
- Gary Stickel, Social Science Teacher
- Laura Taylor, Instructional Assistant – Special Education
- Ronay Taylor, Nutrition Services
- Bertha Torres, Science Teacher
- Victor Torres, Visual and Performing Arts Teacher
- Tina Urrutia, Foreign Languages Teacher
- Sanya Valdivia, ELD Teacher on Assignment
- Luz Velasco, AVID Tutor
- Debbi Villegas, Assistant Principal
- Todd Visitainer, Security
- Misty Wright, Activities Director
- Evangelina Zamora, RSP Teacher
- Marcia Zaroff-Hernandez, ROP Teacher
- John Zupanic, Library Media Specialist

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
Bloomington High is committed to parent/student/ community involvement in supporting curricular as well as extra-curricular activities. We offer opportunities for different groups to be represented such as booster clubs with athletics and ELAC for our EL population. The Department of Vocational Rehabilitation serves our Special Needs students in job placement within the community and School Site Council oversees our daily operation of the general school setting here at BHS. Our community liaisons bring the Parent Project to campus each year to offer parenting classes to serve our parents in their efforts in raising adolescent and provide constructive responses to give our students in order to correct behavior issues. ELAC and SSC meetings meetings held monthly Parent Project - 10 classes held each semester Dept of Vocational rehab. - Job Placement Special Needs Google Calendar - School Website Updated Regularly AP/Honors Programs Summer Assignments online Community Liaisons - (PROGRAMS) School Site Council - Title 1 expenditures Open House Athletes - 2.0 and above Booster clubs BHS Community Round Table	Monthly Agendas Community Liaison SpEd. Dept. Principal Athletic Director

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
Bloomington High is located in a unique area as we are unincorporated, so community resources are something that is increasing as we build warehouses but has struggled since Bloomington High was built. That's not to say we don't have them; we get creative and often have to reach out to neighboring communities. With the creation of pathways, it allows us to have partnerships with local law enforcement agencies to give our COPS pathway hands on material to utilize in their curriculum. Our Career Center is always reaching out and bringing local internships to our students' attention and making sure that local agencies are able to schedule guest presentations. Election time is always enjoyable for our students as it gives them an opportunity to go out and see our community and make some money while learning about the democratic process. Our art program always encourages our students to reach out for both inspiration as well as ways to give back to the community as our students participate in galleries in both on and off campus. In an effort to not let our students miss out on things in the world around them we participate in Virtual Field Trips where students have an opportunity to take place in events that funding/legal bindings would otherwise render impossible such as that of being in an operating room. Lastly, we serve our students in an effort to get them college/career prepared by offering dual enrollment through San Bernardino Valley Community College (SBVCC) where the community college actually comes to our campus and offers classes 2 days a week. Pathways Created/students enrolled Job Fair Mock interviews Internships in Career planning and management Work Experience /Volunteer hours	

Dual Enrollment - Soft skills classes/ Paid internships	Work Experience sheets/contract/timesheets
COPS Pathway Content provided by San Bernardino County Sheriff	Assistant Principals
ACTS program	
Election time - BHS students selected to be Poll workers	
Guest Speakers in the career center (Colleges/Military/career)	Security Manager
Think-O-No Drink-O Community Coalition for Change	
National Portfolio Day - Arts CSUSB Art Dept visit Guest speakers from Art schools to provide Real world examples of their art.	Career center
Students participate in galleries both on campus and off campus	Art Dept
Virtual Field Trips	
CAMFEL Production - Harassment	Assistant Principals

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Bloomington High strives to provide our students with a clean and safe campus in all areas as is demonstrated in our PBIS matrix. This is geared toward the physical environment as that's what our students would assume when you asked them about their learning environment. But it is not limited to just that, as we grow and become closer to 1-1 with electronic devices (Chromebooks), it's crucial that we have proper internet safety procedures in place and our IT staff does an amazing job of making sure iBOSS has the correct filters in place as well as with the adoption of GAFE suite and GAGGLE/Go Guardian alerting our APs as to when something doesn't seem as harmless as the students might have intended it to be. Internet safety/ harassment issues are also addressed at the beginning of each year with our staff utilizing NearPod lessons that have been provided to us to have these conversations with our students as to what is and what is not acceptable. Mental health is also something that our district has taken quite seriously. Our District's Student Services Division coordinates mental health awareness and education, providing training and deploying interns to our sites to help our students with issues that they are dealing with. We also facilitate quarterly "Synergy" days that provide an outlet for our students to meet new people as well as release a lot of emotion that they don't necessarily know how to release in a healthy manner. As PBIS has been rolled out, we are working with our repeat offenders on how to better correct their problem behavior through the use of the program Ripple Effects.

Findings	**Supporting Evidence**
NearPod Lessons - regarding internet safety	
Gaggle - Google reporting system of harmful/hurtful language	
Synergy	
South Coast - Drug/Alcohol counseling	
Every 15 Minutes	Assistant Principals
Student participants Ex: Powder Puff - Sign Code of Conduct that includes social media	
District Mental Health Counselors	Intervention lists
PBIS - SWISS data/	
Campus Beautification Program	Assistant Principals
Security is visible on golf carts/ bicycles 5 on bikes, 2 on carts On campus SRO	Activities Director
Ripple Effects - Intervention program purchased August 2018	Assistant Principals

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Our students feel that they are supported on our campus as our teachers/staff are always willing to go the extra mile to help the students out, often times without any acknowledgement of what they did, except the intrinsic motivation that they helped out a deserving student. Our students can see it through the different activities that occur such as unity day where students pledged to end bullying, or synergy where students can be seen pouring their hearts out to each other. Multicultural events that take place that allow us to celebrate cultural traditions and give our students exposure to what their classmates do outside of the school day. Students are given an opportunity to express themselves through Open Mic events that the library hosts at least once per quarter as well as art shows put on by our VAPA department in our very own art gallery. PBIS is a lens were we focus on reinforcing positive behaviour and Bruin Bucks are given in an effort to help our students realize that the right thing gets them places. We also have many clubs on campus that celebrate cultural traditions the newest being JAUNT, where our students will travel to local events to immerse themselves in a culture that's different than their own.

Findings	Supporting Evidence
Multicultural week Fall Fest Clubs - BSU/Latino Culture / GSA/POLY/Best Buddies/Jaunt (Multicultural Club - trips/activities they will explore different cultures) PBIS - BNN Top Dog - Synergy days/ Freshmen of the week Bruin bucks - Reinforcement of the Right actions Unity day - October 24 Rallies Memorial Day Event - Patriot Day Observed	Foreign Language dept. Activities Director SWISS data/Bruin Bucks APs have evidence of rewards given. Pledges/ Photos

College Week	Counseling
College/Career fair - we provided transportation	Career Center
Mock interviews	
Art Gallery	VAPA
Frida Kahlo art exhibit	
Dia De Los Muertos Skull design	Activities Director
Homecoming - students are invited to decorate their section/ class dances are prepared for weeks prior to homecoming	Librarian
Dress Up days/cake decorating contest	Band Director
Talent Blast	LINK advisor
Open Mic	
Multiple Band Concerts	
Movie Night	

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Bloomington High School staff members see each other as family. Colleagues bond and we don't always see eye-to-eye on everything, but we come together to support each other. We often struggle to communicate clearly and effectively both teacher to teacher as well as teacher to administrator, and don't always feel that we are heard, but in talks with the administration, it seems like they are trying to repair that misunderstanding. This is an area of focus for Bloomington High as the SPSA has been shared, but many teachers don't know why or even how to go about adding information into the SPSA or that they even can add information. We are asked a lot what do we want to see or do, but then it seems to fall to the side and get forgotten. Teachers grow frustrated as they didn't feel they were given ample opportunity to share in what our mission/vision of our school is although it seems to resemble what we had prior where their voice was heard and put in each step of the way; the process was disregarded in the new updated version. Many felt that that was not done through respect and professionalism.

Findings	Supporting Evidence
Many teachers feel that they were given a new Mission/Vision Statement without having the opportunity to give input or create it, that there was no process for creating it. The FPM report and other documents, such as Uniform Complaint Procedures were placed in teachers' boxes with no explanation, context, or discussion about why we were given the information or what was expected to be done with it or happen as a result.	Vision and Mission statements Uniform Complaint Procedure handout

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's academic and personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Bloomington High has worked very hard over the years developing programs/ intervention systems that assist our students both academically as well as personally. Academically we have had a tutoring program for years, and it was brought down to a level of close inspection in math specifically with 9th grade block classes and 9th grade single algebra 1 classes were subject to mandatory tutoring that encouraged regular calls home as well as opportunities to fix mistakes in a retake/re-test program that was headed up by our TOA. Link Crew has brought forth many interventions for both our 9th grade as well as 10 grade students where we have seen GPAs increase, minimally at this point, but still increase, as well as referrals/suspensions decrease drastically. We have a Mental Health referral system now that goes through our counselors, and we offer synergy days quarterly to allow our students to build a support group on campus and help each other realize that we are all just doing the best we can with what we have. 504/SST/IEP meetings have been instrumental in helping our students receive the necessary accommodations/interventions. Our AVID program which consists of about 20% of our population has interventions in place such as weekly tutorials and tutoring to ensure that we keep those students A-G eligible and can maintain the GPA necessary for UC/CSU admission. We work with Upward Bound/ TRIO for our students who are not enrolled in AVID assisting them in their pursuit of college.

Findings	Supporting Evidence
Mental Health Counselor Referrals	Counseling
Group counseling/anger management/stress counseling	Counseling
9th/10th grade intervention monitoring list Link Crew	Intervention teachers
Attendance referrals	Assistant Principals
After School Tutoring	
Synergy	Intervention Teacher

504 plans have increased	Counseling
SST/IEP	
AVID/ROP	AVID coordinator
Upward bound/TRIO	Counseling
Pathways - Intervention Days - Follow Ups -Career exploration - guest speakers from different occupations	Pathway Leads
ASVAB PSAT/AP/SAT - Fee waivers/Free	Counseling
Cash for College - Financial Aid rep comes and helps our students fill out FASFA - submitting that day gets them entered into a scholarship for 1,000	
Senior awards night - scholarships are given with money that was generated by the cash for college workshops	
Scholarships generated by clubs/groups and teachers on campus.	
Concurrent enrollment SBVC. - The district covers cost so it's completely free. Students can earn 3 college units that are transferable to community colleges/Cal States/ Some UC.	
ROP articulated with community colleges - gives up to 3 units of college credit.	
Partnering with workforce investment - Generation GO (previously known as Operation money)	
Military Branch Recruiters visible on campus	
Pathway visit corporations - Business visits Disneyland and explores the business side of what the corporations entail.	
Workability - Special Ed job placement/training Moderate/Severe go out into the community and work	

RSP/SDC Career Education Class (TPP) Department of Vocational Rehabilitation - Provide resources/train students to get paid work experience - builds the skill sets to level the playing field when going up for jobs outside of high school.	

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Intervention is something that we are no stranger to here at BHS. We realize our students need help and some more than others and have had programs come and go, but have found success with several that are worth mentioning. READ 180 has helped our students who are several grade levels behind in English overcome the obstacles that have prevented their success in their understanding of the language. Link Crew has served the 9th grade population for 2 years and has really helped them connect to their school and figure out what exactly high school is about and how they find success here. Those who didn't find success in their 9th grade transition are monitored by our 10th grade intervention teacher who meets with those students regularly to assist them in getting back on track to graduate. Pathways make sure that their kids are meeting the standard of A-C and if they aren't they are followed up with on pull out days designed just for those kids in the pathway and getting them what they need to be successful. Again this is nothing new to BHS, and as time goes on, we get better in better at what works, and we can quickly identify what doesn't.

Findings	**Supporting Evidence**
We offer READ 180 courses. Block classes in math. Before and after school tutoring as well as Saturday school are offered as interventions Check - mandatory tutoring in Business Pathway COPS & Business Pathway conduct pull-out days to conference and intervene for students who need it. Teachers identify students who are underperforming or at-risk. Motivation, behavior (This is somewhat effective - seems to last for a little while; some students completely turn around)	English/Math TOAs Assistant Principals

Counselors review quarter & semester grades - Slover Meetings for students behind in credit. Routing slips, after school tutoring, check Zangle. 9th and 10th grade interventions with Link Crew, Synergy, Peer Counselors	Counseling
For RSP students there is a Learning Center. Case carriers conference with students, work with counselors and other teachers.	Special Ed. Department
SSTs are held for students who are at-risk	

Support Services – Multi-Tiered Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.*

Findings	**Supporting Evidence**
Each and every student's learning needs are different, and we realize that. Examples of ways that we tailor the students' learning to each individual are found in each department through the use of common assessments. In using common assessments, we can see where a subject or grade level tends to struggle and adapt our learning to help meet the needs of our students. This is seen in the math department as just this year they began doing common quizzes on Illuminate, and we can see exactly what percent of the students missed a certain question and then we can work as a department to help meet their needs. We work closely with our 9th and 10 grade population via a monitoring list that is recommended by our intervention teachers who will meet to figure out what exactly is going on: a behavior concern, wellness concern, or attendance concern. These interventions aren't just limited to our general population either as we have an EL TOA that works injunction with our EL site coordinator to ensure that we are making necessary accommodations so that all students can access the material that they are presented with.	Math Dept/English Dept common assessments. Illuminate data EL TOA
Special Ed/RSP - case carriers check Zangle at least bi-weekly to monitor students.	Special Ed Dept.

COPS Pathway - students are being identified fairly quickly, and steps are taken to intervene Attendance office quickly identifies students who have chronic attendance issues, contact parents, involves Resource Officer when appropriate Athletic Director intervenes with students who are at risk for eligibility. She holds on-on-one conferences with students. Program Service Reviews are held in SDC and RSP -generally involving a change in placement. We need to do a better job of informing parents about students' performance. When parents are involved and supportive, we are better able to assist. There is a new phone service for making automated calls, but BHS teachers need training and further information in order to use it. It would be helpful to have a line for parent email on registration forms or in Zangle.	

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
All students are encouraged to challenge themselves and push to achieve top marks. This ranges all the way down from the SDC level all the way up through AP. SDC classes are trying to get the students to challenge themselves to meet the day to day activities of daily life where the AP curriculum serves to challenge the students to receive college credit. We have had RSP kids take AP courses and be successful. Something that sets BHS apart from the other schools in our district that we offer German and Auto shop which are unique to BHS each having their curriculum that holds high level of rigor.	Counseling enrollment data

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
Link crew serves the 9th grade population starting with their 8th grade visit, orientation, social follow ups (tailgate, movie nights, maze, and study sessions), and academic follow ups (organization, communication, legacy, and gratitude). This serves as a springboard to what we expect the students to have to be successful at BHS.	Link crew advisor
Our academic rallies, as well as sports rallies, encourage our students to participate in all capacities while they are a student and to create as many lasting memories as possible. Sports is an effective way to have students meet GPA requirements for various programs and gives students incentives for coming to class.	Activities Director
Band/choir programs regularly attend competitions and place in them; our band was just recently asked to attend the New Year parade in London in 2020.	Band Director/Choir teacher
Clubs such as robotics give our engineering students an outlet as to how their projects hold up in the "real world" as they attend competitions and see how what they design can become a reality.	
AVID is another of our shining programs that serve to bring our learning objectives to life through inquiry and addressing the essential questions in class.	AVID coordinators
Yearbook/journalism serve our students in that they capture our events and then tell the story through writing and pictures to share with everyone.	Yearbook Teacher
Ken Hubbs Award/program - BHS has had students receive this honorable distinction.	Athletic Director
Athletic program assists teachers of athletes/collaboration to encourage student athletes to do well Clubs aren't allowed to have students with sub 2.0 GPAs.	Activities Director

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Summary (including comments about the preliminary identified critical learner needs)

As members of the Culture and Support team, we believe that the culture sets the tone for the school as students can't thrive if the culture is not one that allows students the opportunities to show off their thoughts/procedures and grow in their learning.

As our critical learner needs have been identified: increasing student achievement, strengthen intervention systems, and increase student engagement all tie in directly with school culture/support. Achievement cannot/ will not increase if we are not willing to step back and look at all aspects of what goes into our school, but we need to first make sure that the students want to be here and that they feel their needs are being met both socially and emotionally. We believe we are meeting that need as we have the highest attendance rate in the district (showing that the students do in fact want to be here) and our college/career index has indicated we are forward moving as we are indicated to be "true blue" on the dashboard.

Although math achievement has seen a decline, systems are currently being put in place to show the importance of CAASPP, and join the English dept. as they continue to increase academic performance year after year. Intervention systems have increased since our last WASC, we have created Pathways that allow for their own intervention/remediation days, LINK crew has been established and shown tremendous growth with our 9th grade behavior and is currently targeting those in the 10th grade that have not been able to thrive.

Increasing student engagement is something that as a staff, Bloomington is working to ensure students love coming into our classrooms/offices. We want them to develop a passion for our subjects, and if they are falling short, then they've at least developed a relationship with members of our staff that they view BHS as a home. We have many opportunities that our students take full advantage up, and it starts from Day 1 of their freshmen year where Link crew shows them all we have to offer. Our students in the classes of 2021 and 2022 are by far more plugged into events that happen on campus simply because they are made more aware of what is available to them. Knowing what's available is the first step in being able to participate and as we tell the students at orientation, there are 3 types of people: 1.) the doers (these are the go getters and participate in things without much prompting), 2.) the watchers (we have a great band/sports/theater program, and we all need to go support our fellow students showcase what they have poured their hearts into) and 3.) the what happened (those are the students who fail and wonder what happened why

weren't they successful). Our goal is to have our students in the first 2 categories and its LINK's responsibility to get them there. We know we can't reach all, but it doesn't stop us from trying!

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

Intervention systems have been refined/ added to including an expanded tutoring schedule that includes time not only after school, but also before school. The creation of LINK crew saw a dramatic decrease in referrals/ suspensions in regards to the 9th grade population in the class of 2021 and we expanded academic interventions to include 10th grade where 1-1 meetings are taking place with those students in danger of not graduating.

AVID is a program that approximately 20% of our population participate in the curriculum, however we have staff development that reference AVID schoolwide such as the focus note taking strategies that were presented in the fall of 2018.

Parent Involvement has increased as Freshmen Orientation we saw a full house in both the auditorium as well as our MPR where parent informational sessions were held in both English and Spanish. We also have a team of dedicated parents that serve on our ELAC panel as well as our SSC.

Athletics serve our student culture with many students/teams going on to compete at the CIF level, often times bringing home the title.

College and Career Readiness has improved as evidenced by our increase on the Statewide Dashboard where it can be seen that we increased from 37.7 to 64.4% in one year alone. We have created Career Pathways and our Career Center brings guest speakers to BHS and organizes mock interviews.

Our VAPA department has an amazing record especially in their AP program having a 100% pass rates for all students who participate and those that don't make it to the level of AP, often participate in galleries both on and off campus.

Our physical environment is generally clean, but our digital environment is something we are proud of in regards to what is filtered through iBOSS as well as the adoption of GAFE as well as the use of GAGGLE and GoGuardian.

Mental Health is something all our students hold in high regard as students often request to be in one of our quarterly synergy days where we pull 150 students into the gym and through a series of ice breakers find that we are all dealing with "life" and what can we do to build in a support system based on a network of students that may be experiencing similar situations. For those that can't attend Synergy or are dealing with more severe issues such as self-harm and suicidal tendencies, we refer them to our district office team where they have clinicians available to provide them the counseling they need.

PBIS has been reloaded, and we use the acronym BRUIN, where our students know that they are expected to Be safe, Respectful, Understanding, Integrity, Never give up as those are the traits that we would like a true BRUIN to exhibit.

We like to acknowledge our differences as the Foreign Language department offers multicultural week where many students showcase the skills and talents they practice in their homes and how these skills relate to their learning in the classrooms.

Our AP program is one of the most diverse in the district, offering more AP classes than other sites as well as a higher percentage of students passing those exams taken. We offer an open door policy that allows all students to challenge themselves and access a rigorous curriculum from Special Ed all the way to our top students as we have RSP students take AP courses and pass them.

Our students feel that they are supported on our campus as our teachers/staff are always willing to go the extra mile to help the students out, often times without any acknowledgement of what they did, except the intrinsic motivation that they helped out a deserving student. BHS also is growing community support from local vendors but has always managed to capture the heart of the community as alumni come back and always reflect on that their time as a bruin was like.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

We often struggle to communicate clearly and effectively both teacher to teacher as well as teacher to administrator, and don't always feel that we are heard, but in talks with the administration, it seems like they are trying to repair that misunderstanding. This is an area of focus for Bloomington High as the SPSA has been shared, but many teachers don't know why or even how to go about adding information into the SPSA or that they even can add information.

Including parents is something we struggle with as a site as well. Evidence shows they want to participate as they were packed into the Auditorium as well as our MPR buildings for the class of 2022's Freshmen Orientation but just need to as a site work on finding avenues for parents to participate.

We need to do a better job of informing parents about students' performance. When parents are involved and supportive, we are better able to assist. There is a new phone service for making automated calls, but BHS teachers need training and further information in order to use it.

Create/Adopt an online platform for students to take classes that aren't offered at BHS, but that would allow them the opportunity to take a more diverse set of classes. Use online instruction as enrichment vs remediation.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- In order to increase the number of students able to independently demonstrate proficiency in Content Standards on summative performance tasks and culminating projects, we need to refine instructional practices that emphasize gradual release of scaffolds and skill transfer.
- Increase the use of purposeful scaffolds to meet identified learner needs.
- Increase the use of literacy-based strategies in all content areas. In order to do this, we must increase the use of language-based learning tasks and assessments as well as to provide content-specific literacy instruction in all disciplines.
- Provide more opportunities for students to see the real-world applications of their learning.
- There is a need to improve communication and involvement of all stakeholders, particularly in the decision-making process.
- Find ways to make Integrated Instruction work within the requirements of the California Common Core State Standards.
- Find ways to empower students to take full responsibility for their learning.
- Improve post-graduation tracking so that we can better review curricular success.
- Increase the use of short-term (formative) assessments campus-wide.
- Ensure that grades are aligned to specific course outcomes or standards and make these outcomes transparent to students.
- Maximize the use of assessment data to support student learning needs by collecting and disaggregating data more frequently.
- Improve our methods for communicating with parents about students' performance as well as school events in a timely manner.
- Create or adopt an online platform for students to take courses that aren't offered at BHS, giving them access to more diverse coursework. Use online instruction as enrichment rather than solely for remediation.

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

As a result of our self-study process, examination of student data, and conversations in Focus Groups, we have identified the following Critical Student Learning Needs as areas of focus.

We know that BHS students are not yet performing at the levels we would expect on the CAASPP and other standardized assessments. Therefore, we are commited to these goals:

- Increase **student achievement** levels as measured by scores on standardized tests such as the CAASPP, SAT, ELPAC, ACT, AP, etc. as well as College and Career Readiness, grades, and course/credit completion rates.
- Continue to implement and strength **interventions** for students who come to us with skill deficits or face other challenges.
- Increase levels of **student engagement** as a means of improving student achievement levels.

We believe that our students are as capable as any other students and we simply need to work in a more coordinated and efficient manner to support and prepare them for their futures. We believe that we have made a start toward this goal with our focus on data review, professional development in the area of research-based techniques. We have a committed staff who are willing to work together to accomplish our goals.

Chapter V: Schoolwide Action Plan

The School Plan for Student Achievement

School: Bloomington High School
CDS Code: 36-67686- 3631322
District: Colton Joint Unified School District
Principal: Sandy Torres
Revision Date: December 3, 2018

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Sandy Torres
Position: Principal
Phone Number: 909.580.5004
Address: 10750 Laurel Avenue,
Bloomington, CA 92316
E-mail Address: sandy_torres@cjusd.net

The District Governing Board approved this revision of the SPSA on December 13, 2018.

Table of Contents

School and Student Performance Data 3
CAASPP Results (All Students) 3
CAASPP Results (English Learner) 7
CAASPP Results (Students with Disability) 11
ELPAC Results 15
Planned Improvements in Student Performance 17
School Goal #1 17
School Goal #2 22
School Goal #3 24
School Goal #4 26
School Goal #5 28

Summary of Expenditures in this Plan 29
Total Allocations and Expenditures by Funding Source 29
Total Expenditures by Object Type 30
Total Expenditures by Object Type and Funding Source 31
Total Expenditures by Goal 32
School Site Council Membership 33
Recommendations and Assurances 34

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	475	502	512	466	498	503	464	498	503	98.1	99.2	98.2
All Grades	475	502	512	466	498	503	464	498	503	98.1	99.2	98.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2560.9	2551.7	2559.8	14	13.86	12.92	27	28.11	32.01	30	25.90	26.84	28	32.13	28.23
All Grades	N/A	N/A	N/A	14	13.86	12.92	27	28.11	32.01	30	25.90	26.84	28	32.13	28.23

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	18	19.88	22.07	53	47.99	48.51	29	32.13	29.42
All Grades	18	19.88	22.07	53	47.99	48.51	29	32.13	29.42

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	19	19.68	18.29	48	42.17	50.10	33	38.15	31.61
All Grades	19	19.68	18.29	48	42.17	50.10	33	38.15	31.61

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	16	16.67	13.52	63	53.41	63.62	22	29.92	22.86
All Grades	16	16.67	13.52	63	53.41	63.62	22	29.92	22.86

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	20	23.49	24.06	60	46.18	50.10	20	30.32	25.84
All Grades	20	23.49	24.06	60	46.18	50.10	20	30.32	25.84

Conclusions based on this data:

1. Overall our CAASPP scores have been flat with a little drop in mean scale score 2560.9 to 2559.8 from 2016 to 2018, and the percent of student meeting or exceeding standards staying the same from 2016 to 2017 at approximately 45 percent.
2. The claim we were strongest in was Research/Inquiry with 24.1 percent of students meeting standards.
3. The claims that shows the need for most growth is Listening and Writing. Only 13.52 percent of our students are exceeding standards in Listening, while 31.6 percent of students scored below standards in Writing.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	469	502	512	459	498	495	458	498	495	97.9	99.2	96.7
All Grades	469	502	512	459	498	495	458	498	495	97.9	99.2	96.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2511.6	2516.7	2510.4	5	5.22	3.23	11	12.45	12.32	20	19.68	23.23	64	62.65	61.21
All Grades	N/A	N/A	N/A	5	5.22	3.23	11	12.45	12.32	20	19.68	23.23	64	62.65	61.21

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	10	9.24	8.10	20	22.69	23.89	69	68.07	68.02
All Grades	10	9.24	8.10	20	22.69	23.89	69	68.07	68.02

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	7	7.03	6.28	38	36.75	41.30	55	56.22	52.43
All Grades	7	7.03	6.28	38	36.75	41.30	55	56.22	52.43

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	7	8.43	6.26	54	52.61	52.93	38	38.96	40.81
All Grades	7	8.43	6.26	54	52.61	52.93	38	38.96	40.81

Conclusions based on this data:

1. Overall our CAASPP scores dropped from 2016 to 2018. Our means scale score dropped from 2516 to 2511. Our percent of students meeting or exceeding standards dropped from 18% to 15.6 %.

2. The Communicating/Reasoning claim was our strongest area. We had approximately 59 percent of our students were Above Standard or At or Near Standard.
3. The Problem Solving & Modeling was the claim that we need to improve on most. Approximately 68 percent of our students are scoring Below Standard over the past two years.

School and Student Performance Data

CAASPP Results (English Learner)

English Language Arts/Literacy

Overall Participation for English Learner												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	492	67	56	61	66	54	61	66	54	12.4	98.5	96.4
All Grades	492	67	56	61	66	54	61	66	54	12.4	98.5	96.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for English Learner															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2435.4	2438.8	2425.5	0	0	0.00	3	2	1.85	10	15	12.96	87	83	85.19
All Grades	N/A	N/A	N/A	0	0	0.00	3	2	1.85	10	15	12.96	87	83	85.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	2	0.00	23	14	25.93	77	85	74.07
All Grades	0	2	0.00	23	14	25.93	77	85	74.07

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0	0.00	18	21	18.52	82	79	81.48
All Grades	0	0	0.00	18	21	18.52	82	79	81.48

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0	0.00	33	41	35.19	67	59	64.81
All Grades	0	0	0.00	33	41	35.19	67	59	64.81

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2	0	1.85	56	50	24.07	43	50	74.07
All Grades	2	0	1.85	56	50	24.07	43	50	74.07

Conclusions based on this data:

1. Overall our CAASPP scores have been flat with a little drop in mean scale score 2560.9 to 2559.8 from 2016 to 2018, and the percent of student meeting or exceeding standards staying the same from 2016 to 2017 at approximately 45 percent.
2. The claim we were strongest in was Research/Inquiry with 24.1 percent of students meeting standards.
3. The claims that shows the need for most growth is Listening and Writing. Only 13.52 percent of our students are exceeding standards in Listening, while 31.6 percent of students scored below standards in Writing.

School and Student Performance Data

CAASPP Results (English Learner)

Mathematics

Overall Participation for English Learner												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	492	62	56	61	61	54	60	61	54	12.4	98.4	96.4
All Grades	492	62	56	61	61	54	60	61	54	12.4	98.4	96.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for English Learner															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2417.3	2399.5	2412.5	0	0	0.00	0	0	0.00	5	0	0.00	93	100	100.0
All Grades	N/A	N/A	N/A	0	0	0.00	0	0	0.00	5	0	0.00	93	100	100.0

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0	0.00	3	3	0.00	97	97	100.0
All Grades	0	0	0.00	3	3	0.00	97	97	100.0

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0	0.00	20	10	11.11	80	90	88.89
All Grades	0	0	0.00	20	10	11.11	80	90	88.89

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0	0.00	62	38	42.59	38	62	57.41
All Grades	0	0	0.00	62	38	42.59	38	62	57.41

Conclusions based on this data:

1. Overall our CAASPP scores dropped from 2016 to 2018. Our means scale score dropped from 2516 to 2511. Our percent of students meeting or exceeding standards dropped from 18% to 15.6 %.

2. The Communicating/Reasoning claim was our strongest area. We had approximately 59 percent of our students were Above Standard or At or Near Standard.
3. The Problem Solving & Modeling was the claim that we need to improve on most. Approximately 68 percent of our students are scoring Below Standard over the past two years.

School and Student Performance Data

CAASPP Results (Students with Disability)

English Language Arts/Literacy

Overall Participation for Students with Disability												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	57	58	62	54	57	58	54	57	58	94.7	98.3	93.5
All Grades	57	58	62	54	57	58	54	57	58	94.7	98.3	93.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for Students with Disability															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2450.0	2458.2	2440.5	0	0.00	0.00	2	10.53	6.90	17	21.05	18.97	81	68.42	74.14
All Grades	N/A	N/A	N/A	0	0.00	0.00	2	10.53	6.90	17	21.05	18.97	81	68.42	74.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	1.75	1.72	30	38.60	22.41	70	59.65	75.86
All Grades	0	1.75	1.72	30	38.60	22.41	70	59.65	75.86

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	1.75	0.00	22	21.05	25.86	78	77.19	74.14
All Grades	0	1.75	0.00	22	21.05	25.86	78	77.19	74.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	1.75	1.72	46	38.60	43.10	54	59.65	55.17
All Grades	0	1.75	1.72	46	38.60	43.10	54	59.65	55.17

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	3.51	5.17	57	42.11	32.76	43	54.39	62.07
All Grades	0	3.51	5.17	57	42.11	32.76	43	54.39	62.07

Conclusions based on this data:

1. Overall our CAASPP scores have been flat with a little drop in mean scale score 2560.9 to 2559.8 from 2016 to 2018, and the percent of student meeting or exceeding standards staying the same from 2016 to 2017 at approximately 45 percent.
2. The claim we were strongest in was Research/Inquiry with 24.1 percent of students meeting standards.
3. The claims that shows the need for most growth is Listening and Writing. Only 13.52 percent of our students are exceeding standards in Listening, while 31.6 percent of students scored below standards in Writing.

School and Student Performance Data

CAASPP Results (Students with Disability)

Mathematics

Overall Participation for Students with Disability												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	55	58	61	52	57	57	52	57	57	94.5	98.3	93.4
All Grades	55	58	61	52	57	57	52	57	57	94.5	98.3	93.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for Students with Disability															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2397.0	2433.8	2395.8	0	0.00	0.00	2	7.02	0.00	0	1.75	5.26	98	91.23	94.74
All Grades	N/A	N/A	N/A	0	0.00	0.00	2	7.02	0.00	0	1.75	5.26	98	91.23	94.74

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2	1.75	0.00	2	5.26	5.26	96	92.98	94.74
All Grades	2	1.75	0.00	2	5.26	5.26	96	92.98	94.74

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	1.75	0.00	13	15.79	19.30	87	82.46	80.70
All Grades	0	1.75	0.00	13	15.79	19.30	87	82.46	80.70

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2	3.51	0.00	23	40.35	33.33	75	56.14	66.67
All Grades	2	3.51	0.00	23	40.35	33.33	75	56.14	66.67

Conclusions based on this data:

1. Overall our CAASPP scores dropped from 2016 to 2018. Our means scale score dropped from 2516 to 2511. Our percent of students meeting or exceeding standards dropped from 18% to 15.6 %.

2. The Communicating/Reasoning claim was our strongest area. We had approximately 59 percent of our students were Above Standard or At or Near Standard.
3. The Problem Solving & Modeling was the claim that we need to improve on most. Approximately 68 percent of our students are scoring Below Standard over the past two years.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1546.7	1547.6	1545.4	115
Grade 10	1543.0	1540.3	1545.1	122
Grade 11	1542.7	1540.4	1544.4	85
Grade 12	1534.3	1533.5	1534.7	43
All Grades				365

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	34	29.57	35	30.43	25	21.74	21	18.26	115
Grade 10	29	23.77	46	37.70	25	20.49	22	18.03	122
Grade 11	16	18.82	36	42.35	18	21.18	15	17.65	85
Grade 12	*	*	23	53.49	*	*	*	*	43
All Grades	85	23.29	140	38.36	76	20.82	64	17.53	365

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	57	49.57	25	21.74	21	18.26	12	10.43	115
Grade 10	56	45.90	32	26.23	20	16.39	14	11.48	122
Grade 11	42	49.41	26	30.59	*	*	*	*	85
Grade 12	21	48.84	13	30.23	*	*	*	*	43
All Grades	176	48.22	96	26.30	53	14.52	40	10.96	365

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	11	9.57	32	27.83	35	30.43	37	32.17	115
Grade 10	*	*	39	31.97	39	31.97	35	28.69	122
Grade 11	*	*	17	20.00	37	43.53	28	32.94	85
Grade 12			*	*	21	48.84	14	32.56	43
All Grades	23	6.30	96	26.30	132	36.16	114	31.23	365

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	43	37.39	50	43.48	22	19.13	115
Grade 10	47	38.52	56	45.90	19	15.57	122
Grade 11	26	30.59	45	52.94	14	16.47	85
Grade 12	*	*	25	58.14	*	*	43
All Grades	126	34.52	176	48.22	63	17.26	365

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	77	66.96	30	26.09	*	*	115
Grade 10	69	56.56	37	30.33	16	13.11	122
Grade 11	59	69.41	20	23.53	*	*	85
Grade 12	32	74.42	*	*	*	*	43
All Grades	237	64.93	94	25.75	34	9.32	365

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	11	9.57	48	41.74	56	48.70	115
Grade 10	14	11.48	49	40.16	59	48.36	122
Grade 11	*	*	32	37.65	49	57.65	85
Grade 12			15	34.88	28	65.12	43
All Grades	29	7.95	144	39.45	192	52.60	365

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	13	11.30	83	72.17	19	16.52	115
Grade 10	17	13.93	86	70.49	19	15.57	122
Grade 11	17	20.00	59	69.41	*	*	85
Grade 12	*	*	31	72.09	*	*	43
All Grades	56	15.34	259	70.96	50	13.70	365

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic achievement
LEA/LCAP GOAL:
1. Increase the percentage of students who graduate and are prepared for college and/or a career. 2. Increase the reading proficiency and English Language Arts/Math competency of all students. 3. Ensure students have access to quality resources, teachers, and facilities. 4. Implement all academic content and state adopted performance standards. 5. Support the mental and physical health needs of students.

SCHOOL GOAL #1:	
In 2018, increase our percent of students Meeting or Exceeding Standards on the CAASPP for English/Language Arts to 45%.	
In 2018, increase our percent of students Meeting or Exceeding Standards on the CAASPP for Math to 20%	
In 2018, increase our College Career Index to 35% on the State Dashboard.	
In 2018, increase the passing rate of English I classes with a grade of C or better to 65%	Met goal. In 2019, increase the passing rate of English I classes with a grade C or better from 65% to 70%.
In 2018, increase the passing rate of English II classes with a grade of C or better to 70%	Not met. In 2019, increase the passing rate of English II classes with a grade C or better from 63% to 68%
In 2018, increase the passing rate of English III classes with a grade of C or better to 65%	Met goal. In 2019, increase the passing rate of English III classes with a grade C or better from 65% to 70%
In 2018 increase the passing rate of Algebra 1 classes with a grade of C or better to 60%	Not met. In 2019, increase the passing rate of Algebra I classes with a grade C or better from 47% to 55%.
In 2018, increase the passing rate of Geometry classes with a grade of C or better to 85%	Not met. In 2019, increase the passing rate of Geometry classes with a grade C or better from 66% to 71%
In 2018, increase the passing rate of Algebra 2 classes with a grade of C or better to 55%	Met goal. In 2019, increase the passing rate of Algebra II classes with a grade C or better from 71% to 75%
In 2018, increase the passing rate of Biology classes with a grade of C or better to 75%	Not met. In 2019, Increase the passing rate of Biology classes with a grade C or better from 68% to 73%.
In 2018, Increase the passing rate of Chemistry classes with a grade of C or better to 75%	Not met. In 2019, Increase the passing rate of Chemistry Classes with a grade C or better from 66% to 71%,
In 2018, Increase the passing rate of World History classes with a grade of C or better to 70%	Not Met, In 2019, Increase the passing rate of World History classes with a grade C or better from 69% to 74%.
In 2018, Increase the passing rate of US History classes with a grade of C or better to 80%	Not Met, In 2019, Increase the passing rate of US History classes with a grade C or better from 72% to 77%.
Data Used to Form this Goal:	
Semester Grades, State Dashboard	

Findings from the Analysis of this Data:

We have a three-year trend of a small increase of students meeting or exceeding standards on the ELA CAASPP. We were at 41% in 2016, 42% in 2017, and 45% in 2018.
We have a three-year trend of decreasing three percent for students meeting or exceeding standards on the MATH CAASPP. We were at 16% in 2016, 18% in 2017, and 15% in 2018.
Our initial results on the College Career Index for the State Dashboard is 32.4%. This is low according to the State.
In 2018 the passing rate of 9th grade English classes with a grade of C or better was 65%; this is an increase from the 57% rate in 2017
In 2018 the passing rate of 10th grade English classes with a grade of C or better was 62%; this a decrease from the 65% rate in 2017
In 2018 the passing rate of 11th grade English classes with a grade of C or better was 65%: this is an increase from the 60%% rate in 2017,
In 2018 the passing rate of Algebra 1 classes with a grade of C or better was 47%; this is a decrease from the 50% rate in 2017
In 2018 the passing rate of Geometry classes with a grade of C or better was 66%; this is a decrease from the 77% rate in 2017
In 2018 the passing rate of Algebra 2 classes with a grade of C or better was 71%; this is an increase from the 47% rate in 2017
In 2018 the passing rate of Biology classes with a grade of C or better was 68%; this is a decrease from the 71% rate in 2017
In 2018 the passing rate of Chemistry classes with a grade of C or better was 66%; this is a decrease from the 71% rate in 2017
In 2018 the passing rate of World History classes with a grade of C or better was 69%; this is a increase from the 63% rate in 2017
In 2018 the passing rate of US History classes with a grade of C or better was 72%; this is a decrease from the 76% rate in 2017

How the School will Evaluate the Progress of this Goal:

BHS Administration will run grade reports at the end of each quarter and analyze grade data. This data will be shared quarterly with staff, SSC and ELAC for their input. BHS will also analyze CAASPP, AP and ELPAC data to make decisions regarding student progress and share the information and gather input from other stakeholders such as SSC and ELAC. Teachers will use collaboration time to analyze data to drive instruction. This will be evident through collaboration minutes.

	Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
				Description	Type	Funding Source	Amount
1.	Provide tutorial assistance, study sessions, and intensive instruction in the library media center after school.	August 1, 2018 - June 30, 2019	Library Media Center staff	Extra-duty Librarian	1000-1999: Certificated Personnel Salaries	Title I	3151
				Extra-Duty Library Tech	2000-2999: Classified Personnel Salaries	Title I	2277
				Instructional materials	4000-4999: Books And Supplies	Title I	3000
				Books, technology, technology equipment, technology programs, supplies and furniture	4000-4999: Books And Supplies	Title I	45000

Actions to be Taken to Reach This Goal		Timeline	Person(s) Responsible	Proposed Expenditure(s)			
				Description	Type	Funding Source	Amount
2.	Provide extended learning opportunities to support all students beyond the instructional day and during the summer.	August 1, 2018 - June 30, 2019	Teachers Administrators	Teacher extra duty	1000-1999: Certificated Personnel Salaries	Title I	35000
				Instructional Materials	4000-4999: Books And Supplies	Title I	30000
				Benefits	3000-3999: Employee Benefits	Title I	6923
3.	Support the delivery of a standards-based curriculum with research based instructional strategies in all curricular areas to improve student achievement.	August 1, 2018 - June 30, 2019	Administrators Teachers Department chairs TOA Intervention Teachers	Supplemental materials	4000-4999: Books And Supplies	Title I	34405
				Substitutes & extra-duty for teacher collaboration	1000-1999: Certificated Personnel Salaries	Title I	5000
				Conferences	5000-5999: Services And Other Operating Expenditures	Title I	10000
				Extra-duty to plan, organize, and conduct staff-development workshops.	1000-1999: Certificated Personnel Salaries	Title I	1000
				Copying & printing	5000-5999: Services And Other Operating Expenditures	Title I	
				Technology supplies	4000-4999: Books And Supplies	Title I	40000
				Technology Licenses	5000-5999: Services And Other Operating Expenditures	Title I	20000
4.	Recognize student achievement.	August 1, 2018 - June 30, 2019	Administrators Renaissance Advisor Activities Director Teachers	Awards and incentives	5000-5999: Services And Other Operating Expenditures	Title I	1000

	Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
				Description	Type	Funding Source	Amount
5.	Provide technology, software, materials, furnishings, and related supplies to increase student achievement to provide students instruction opportunities, and on-line learning tools.	August 1, 2018 - June 30, 2019	Administrators IT technician Teachers Librarian	New technology & Equipment	4000-4999: Books And Supplies	Title I	92879
				Technology Supplies	4000-4999: Books And Supplies	Title I	52500
6.	Provide staff development and collaborative support for the use of data analysis and the implementation of effective instructional strategies and program that support student learning.	August 1, 2018 - June 30, 2019	Administrators Department Chairs	Teacher Substitutes	1000-1999: Certificated Personnel Salaries	Title I	1250
				Teacher extra-duty	1000-1999: Certificated Personnel Salaries	Title I	1000
				Conferences	5000-5999: Services And Other Operating Expenditures	Title I	10000
7.	Provide schoolwide staff development, conference and materials to support the site with strategic planning, data analysis , creating assessment , instructional strategies, implementation and integration of curriculum standards.	August 1, 2018 - June 30, 2019	Administrators Department Chairs Teachers	Substitutes and extra duty for collaboration and conferences.	1000-1999: Certificated Personnel Salaries	Title I	1000
				Conferences and/or consultants	5000-5999: Services And Other Operating Expenditures	Title I	10000
8.	Intervention teachers will provide support to 9th and 10th graders two periods a day. Intervention will meet with identified students and parents to create goals and plans for success. Intervention teachers will monitor student grades and provide targeted after school ol instruction to increase student achievement.	August 1, 2018 - June 30, 2019	Teachers	Salary	1000-1999: Certificated Personnel Salaries	Title I	42891
				Benefits	3000-3999: Employee Benefits	Title I	16363
				Instructional materials	4000-4999: Books And Supplies	Title I	10000
				Technology equipment, technology supplies	4000-4999: Books And Supplies	Title I	10000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners
LEA/LCAP GOAL:
To increase the percentage of English language learner students who achieve a 3 or 4 on the ELPAC from 62% to 70% and increase the number of reclassified students from 410 of the total population to 490, which is approximately a 20% increase of reclassified monitored students.
SCHOOL GOAL #2:
To increase the percentage of EL students scoring a 3 or 4 on the Math CAASPP from 0% to 5% and to increase the percentage of EL students scoreing a 3 or 4 on ELA CAASPP from 0% to 10%.
Data Used to Form this Goal:
2018 ELPAC data, 2018 CAASPP data
Findings from the Analysis of this Data:
In 2018 23.29% of students grades 9-12 scored an overall level 4 in the ELCAP In 2018 38.36% of students grades 9-12 scored an overall level 3 in the ELCAP In 2018 0% of students grade 11 scored an overall 4 on the CAASPP in both math and ELA In 2018 0% of students grade 11 scored an overall 3 on the CAASPP in both math and ELA
How the School will Evaluate the Progress of this Goal:
BHS will use ELLevation to monitor EL and reclassified student data that includes ELPAC, grades, CAASPP, reading levels, etc. in order to track student progress. Quarter 1 and 3, teachers with EL students with a D or F i ELA or math will receive a monitoring form in which teacher will outline a plan to help the student progress. BHS administration will run grade reports and analyze EL student progress and share data with all stakeholders including SSC and ELAC for their input. ELPAC and CAASPP data will be analyzed when it becomes available to track progress.

	Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
				Description	Type	Funding Source	Amount
1.	Implement research based instructional strategies and programs that support EL learners.	August 1, 2018 - June 30, 2019	Administrators EL dept chair	Substitutes	1000-1999: Certificated Personnel Salaries	Title I	1000
2.	Language assistants will assist a certificated teacher in providing instruction to individual or small groups of limited or non-English speaking students; assist in reporting of student progress, translate for parents, counselors, teachers and others as assigned.	August 1, 2018 - June 30, 2019	Administrators Language assistants	Classified Salaries	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	
				Benefits	3000-3999: Employee Benefits	LCFF - Supplemental	
3.	Provide professional development and coaching to teachers to support the implementation of Designated and Integrated Instruction.	August 1, 2018 - June 30, 2019	Administrators Intervention Teacher	Release time, Substitutes	1000-1999: Certificated Personnel Salaries	Title I	817
				Extra duty Teachers	1000-1999: Certificated Personnel Salaries	Title I	1000
				Conferences	5000-5999: Services And Other Operating Expenditures	Title I	12750
4.	Provide extended learning opportunities after school and on Saturdays	August 1, 2018 - June 30, 2019	Administrators Teachers Intervention Teacher	Instructional materials	4000-4999: Books And Supplies	Title I	30000
				Certificated extra duty	1000-1999: Certificated Personnel Salaries	Title I	1000
				Classified extra-duty	2000-2999: Classified Personnel Salaries	Title I	335
5.	Provide staff development and support in the use and analysis of student achievement data, and the implementation of effective instructional strategies.	August 1, 2018 - June 30, 2019	Administrators Teachers EL Site Leader	Extra duty teachers	1000-1999: Certificated Personnel Salaries	Title I	1000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent & Family Engagement
LEA/LCAP GOAL:
7.Promote parental participation, providing opportunities for parental input in decision making processes.
SCHOOL GOAL #3:
Increase parent involvement opportunities for parents beyond ELAC, SSC, and Open House to include an AP parent meeting, AVID parent meeting, and CAASPP parent meeting for junior student parents.
Data Used to Form this Goal:
Parent participation in the Parent Program. Sign-in Sheets for parent workshop provided by BHS.
Findings from the Analysis of this Data:
We had two sessions of the Parent Projects where we had a total of 25 parents complete the program requirements. Would like to increase the participation of parents in this program. We need to provide other opportunities for parents to work with BHS. Provide workshop about using Zangle to monitor the progress of students. We need to continue to provide workshops on graduation requirements, college awareness, other topics that will support parent with helping them support their student's success at BHS. .
How the School will Evaluate the Progress of this Goal:
As we provide parent workshop opportunities we will collect sign-in sheets from each workshop, conduct parent surveys in person and via electronic systems.

	Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
				Description	Type	Funding Source	Amount
1.	Provide a community liaison to facilitate communication between BHS and parents of students, and providing translation services for Spanish Speaking Parents.	August 1, 2018 - June 30, 2019	Administrators	Salary	2000-2999: Classified Personnel Salaries	Title I	25615
				Benefits	3000-3999: Employee Benefits	Title I	7121

	Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
				Description	Type	Funding Source	Amount
2.	Provide Opportunities for parent involvement, parent education, and parent activities to help support all students.	August 1, 2018 - June 30, 2019	Administrators Community Liaison EL Department Chair	Teacher extra duty	1000-1999: Certificated Personnel Salaries	Title I	500
				Classified extra duty	2000-2999: Classified Personnel Salaries	Title I	500
				Printing	5700-5799: Transfers Of Direct Costs	Title I	
				Postage	5700-5799: Transfers Of Direct Costs	Title I	
				Books	4000-4999: Books And Supplies	Title I	5000
				Consultant	5800: Professional/Consulting Services And Operating Expenditures	Title I	5000
3.	Conduct meetings for students and their parents to inform and motivate them to succeed in school, CAASPP, and other measure of student success.	August 1, 2018 - June 30, 2019	Teachers Counselors Intervention Teachers	Interp for parent mtngs, Extra duty for community liaison	2000-2999: Classified Personnel Salaries	Title I	1500

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA/LCAP GOAL:
4. Increase student engagement and improve school climate.
SCHOOL GOAL #4:
In 2017, at least 37% of graduating class will have completed UC/CSU entrance requirements by the time they graduate. Goal was not met. In 2017, 21% of the graduating class had completed UC/CSU requirements. In 2018, 28% of students met these requirements. In 2019, 35% of graduating students will meet these requirements. In 2019, the graduation rate will increase from 93% in 2018 to 95%. In 2019, the attendance rate will increase from 95.9% in 2018 to 96.3% In 2019, the dropout rate will decrease from 3.7% in 2018 to 3%.
Data Used to Form this Goal:
UC/CSU Completion rates; graduation rates; dropout rates; discipline and attendance data
Findings from the Analysis of this Data:
In 2018, 28% of BHS graduates had completed UC/CSU required courses, an increase of 7% from 2017. In 2018, the overall graduation rate was 93.1% In 2018, the overall dropout rate was 3.7% In 2018, the overall attendance rate was 95.9%.
How the School will Evaluate the Progress of this Goal:
BHS Administration will run quarterly reports on attendance, chronic absentees, work with counseling to monitor student progress in courses necessary for UC/CSU acceptance, evaluate student success in AP courses, have a special focus on juniors and seniors who are behind on credits and offer interventions such as credit recovery, counseling, SST's, SART and SARB contracts, and collaborate with all BHS staff by sharing data for input. This information will also be shared quarterly with SSC and ELAC for their input.

	Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
				Description	Type	Funding Source	Amount
1.	Provide programs and supports to increase attendance and improve academic achievement, discipline and school culture.	August 1, 2018 - June 30, 2019	Teachers, TOA, Counselors Administrators Classified Staff	Certificated Extra Duty Pay	5000-5999: Services And Other Operating Expenditures	Title I	380
				Student Incentives	5000-5999: Services And Other Operating Expenditures	Title I	1000
				Supplemental Material	4000-4999: Books And Supplies	Title I	10000
2.	Support students' use of critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources to become college and career ready.	August 1, 2018 - June 30, 2019	Administrators Librarian Teachers	Conferences	5000-5999: Services And Other Operating Expenditures	Title I	12750
				Extra-duty to plan, organize, and conduct, Staff-Development Workshops	1000-1999: Certificated Personnel Salaries	Title I	380
				New Technology and Equipment	4000-4999: Books And Supplies	Title I	59149
				Technology Supplies	4000-4999: Books And Supplies	Title I	50000
3.	Recognize student achievement	August 1, 2018 - June 30, 2019	Administrators Counselors TOA's Link Crew Advisor Renaissance Advisor ASB Advisor	Student Incentives	4000-4999: Books And Supplies	Title I	1000

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	95,989.00
2000-2999: Classified Personnel Salaries	30,227.00
3000-3999: Employee Benefits	30,407.00
4000-4999: Books And Supplies	472,933.00
5000-5999: Services And Other Operating Expenditures	77,880.00
5800: Professional/Consulting Services And Operating	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	484,639.00
Goal 2	47,902.00
Goal 3	45,236.00
Goal 4	134,659.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Sandy Torres	X				
Michael Bedard		X			
Georgia Duardo		X			
Rajwant Natt		X			
Lisa Padilla		X			
Lynne Fisher			X		
Israel Fuentes				X	
Felix Michel				X	
Belinda Saavedra-Gutierrez				X	
Melanie Bravo					X
Esmeralda Gomez					X
Mariana Rivera					X
Numbers of members of each category:	**1**	**4**	**1**	**3**	**3**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

We are committed to the *Focus on Learning* process and will continue regular work toward our goals through Focus Group and Focus Group leader meetings. We will ensure that the strategies of our WASC action plan are embedded in work through other groups as well: department chairs, leadership groups, PLCs, etc. We will work to find effective ways to involve our other stakeholders to a larger degree.