



## School Description

Bloomington High School is located in the southeastern region of Bloomington and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2021-22 school year, 2204 students were enrolled, including 14.1% in special education, 17% qualifying for English Language Learner support, and 68.5% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2021-22			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	45.10%	Grade 9	587
Male	54.80%	Grade 10	573
Non-Binary	0.10%	Grade 11	532
Amer. Indian or Alaska Native	0.10%	Grade 12	512
Asian	0.90%	Ungraded	0
Black or African-Amer.	1.90%		
Filipino	0.60%		
Hisp. or Latino	93.80%		
Native Hawaiian or Pacific Islander	0.10%		
Two or More Races	0.30%		
White	2.30%		
English Learners	17.00%		
Foster Youth	0.60%		
Homeless	4.30%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	68.50%		
Students with Disabilities	14.10%		
Total Enrollment			2,204

## Student Achievement

### Physical Fitness

In the spring of each year, Bloomington High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

CAASPP Test Results in ELA by Student Group (2021-22)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	461	442	95.88	4.12	37.10
Female	229	221	96.51	3.49	43.89
Male	232	221	95.26	4.74	30.32
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hisp. or Latino	428	410	95.79	4.21	37.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	41.67
English Learners	71	63	88.73	11.27	6.35

Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

## Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through principal newsletters, the school marquee, the school website, Blackboard Connect (automated telephone message delivery system), Twitter, Principal's Tea, SSC, and ELAC. Contact the school office at (909) 580-5004 for more information on how to become involved in your child's learning environment.

### **Opportunities to Volunteer**

Classroom Helper  
School/Cafeteria Monitors  
Schoolwide Activities  
Tutors

### **Committees**

AVID Site Team  
Bloomington High School Community Round Table  
English Learner Advisory Council (ELAC)  
Parent Booster Clubs  
PBIS Site Team  
Safe Ambassador Program  
School Site Council (SSC)  
WASC Team

### **School Activities**

Parent Workshops  
Sports Events  
Student Orientation  
Student Performances  
Student Recognition Events

## School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Bloomington High School's original facilities were built in 1962; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Rm 270, Rm 273, Rm 63, Rm H020, Rm 79, Rm 94, Rm 501, Rm 152, P Rm 587, P Rm 588, P Rm 126, P Rm 702, P Rm 601, P Rm 602, P Rm 603, P Rm 605, P Rm 607, P Rm 609 - Water stained ceiling tiles  Rm 274 - Floor tiles are stained  Work Rm/Prep - Floor tiles are lifted  Rm 405 - Water stained ceiling tiles; ceiling tile is loose  Rm 141 - Ceiling tile is missing  Rm 131 - Water stained ceiling tiles; formica is broken on counters  P Rm 591 - Water stained ceiling tiles; carpet is torn  P Rm 704, P Rm 706, P Rm 708, P Rm 709 - Carpet has waves
(C)	Rm 274 - Room is cluttered
	Rm 81 - Black widow apparent in storage area
(D)	Rm 324 - Outlet cover is missing
	Rm 322 - Outlet cover is broken
	Rm 320 - Exterior outlet cover is missing in hallway
	Rm H020 - Electrical covers are broken
	P Rm 584 - Cables are hanging from ceiling
	P Rm 703, P Rm 603, P Rm 607 - Outlet cover is missing
(E)	Custodian - Exterior drinking fountain in hallway not working
(G)	Rm 407 - Plaster is broken on wall at entry; exposed metal
	P Rm 589 - Partition between portables is loose, on ground
(H)	Admin Area - Trip hazard on walkway near courtyard gate
	Rm 287 - Trip hazard at asphalt cement seam by picnic area
	Rm 271, Rm 151 - Trip hazard at asphalt seam
	Gym - Trip hazard on walkway near tree planters
	Rm 61, Rm 79 - Trip hazard on walkway
	P Rm 587 - Fence is bent and protruding towards art room
	P Rm 588, P Rm 590, P Rm 703, P Rm 606 - Trip hazard at ramp entry
	P Rm 125 - Trip hazard at asphalt cement seam on walkway; hole in cement by siding, injury hazard
	P Rm 815 - Window screen is torn

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✔		

**Rating Description**

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

**Campus Supervision**

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, assistant principal, campus security officers, and teachers patrol the campus, entrance areas, and designated common areas. The principal, assistant principal, and campus security officers monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the principal, assistant principal, and campus security officers monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Bloomington High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

**School Site Safety Plan**

The Comprehensive School Site Safety Plan was developed for Bloomington High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in February 2022.

**Classroom Environment**

**Discipline & Climate for Learning**

Bloomington High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	19-20	20-21	21-22
	<b>School</b>		
% Students Suspended	0.0	8.2	
% Students Expelled	0.0	0.1	
	<b>District</b>		
% Students Suspended	0.0	5.3	
% Students Expelled	0.0	0.1	
	<b>State</b>		
% Students Suspended	0.2	2.5	3.2
% Students Expelled	0.0	0.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic

Suspensions and Expulsions by Student Group (2021-22)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	8.2	0.1
Female	5.5	0.0
Male	10.4	0.2
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	15.9	0.0
Filipino	0.0	0.0
Hisp. or Latino	8.0	0.1
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	11.7	0.0
English Learners	10.5	0.2
Foster Youth	26.9	3.9
Homeless	10.3	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	8.6	0.2
Students with Disabilities	12.8	0.3

## Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.



Chronic Absenteeism By Student Group (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2576	2334	763	32.7
Female	1174	1050	358	34.1
Male	1400	1282	404	31.5
Amer. Indian or Alaska Native	2	2	2	100.0
Asian	26	21	0	0.0
Black or African-Amer.	69	49	15	30.6
Filipino	13	12	1	8.3
Hisp. or Latino	2392	2188	724	33.1
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	11	7	1	14.3
White	60	52	19	36.5
English Learners	495	440	192	43.6
Foster Youth	26	20	13	65.0
Homeless	174	140	55	39.3

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>English Language Arts</b>		
2009	Bedford/St. Martin's, <i>The Compact Reader</i>	0 %
2009	Bedford/St. Martin's, <i>The Language of Composition: Reading, Writing and Rhetoric</i>	0 %
2017	College Board, <i>SpringBoard, English Language Arts &amp; English Language Development</i>	0 %
2014	CSU, <i>Expository Reading and Writing Course</i>	0 %
2008	Houghton Mifflin Harcourt, <i>Read 180 Universal, FLEX Real Book</i>	0 %
2019	Houghton Mifflin Harcourt, <i>Read 180 Universal, Stage C Real Book</i>	0 %
2009	Wadsworth Publishing, <i>Perrine's Literature: Structure, Sound, and Sense</i>	0 %
<b>Foreign Languages</b>		
2017	EMC Paradigm, <i>Deutsch Aktuell, Levels 1, 2 &amp; 3</i>	0 %
2010	Houghton Mifflin Harcourt, <i>Bien dit, Levels 1, 2 &amp; 3</i>	0 %
2017	McGraw Hill Education, <i>El Espanol Para Nosotros, Levels 1 &amp; 2</i>	0 %
2017	Pearson, <i>Abriendo Paso</i>	0 %
2017	Pearson, <i>Reflexions</i>	0 %
2017		



as elective courses. Bloomington High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Regional Occupational Programs
- Career Pathways
- Safe School Ambassador Program

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects

Work experience students are partnered with local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

During the 2021-22 school year, Bloomington High School offered the following career technical education programs as elective courses:

- Agricultural Business
- Animation
- Business Pathway
- Career Opportunities to Protect and Serve (COPS) Pathway
- Engineering and Robotics Pathway
- Fashion & Design Marketing
- Geographical Information Systems
- Health Science
- Law Enforcement
- Veterinary Skills Class
- Virtual Enterprise
- Work Experience Education

Bloomington High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Bloomington High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education (CTE) Program Participation 2021-22	
Total number of students participating in CTE programs	901
Percentage of students completing CTE program and earning a high school diploma	86.8 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0 %

## Professional Staff

### Counseling & Support Staff

Bloomington High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Bloomington High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	1.6
Misassignments	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.7

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.2
Local Assignment Options	4.4
Total Out-of-Field Teachers	4.6

Class Assignments / Indicator (2021-22)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Class Assignments / Indicator (2020-21)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	7.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.4

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2020-21 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2020-21		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$52,385	\$51,081
Mid-Range Teacher Salary	\$83,107	\$77,514
Highest Teacher Salary	\$107,291	\$105,764
Superintendent Salary	\$240,465	\$298,377
<b>Average Principal Salaries:</b>		
Elementary School	\$133,775	\$133,421
Middle School	\$142,721	\$138,594
High School	\$156,144	\$153,392
<b>Percentage of Budget:</b>		
Teacher Salaries	32.64%	31.6%
Administrative Salaries	5.28%	4.97%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Expenditures Per Student

For the 2020-21 school year, Colton Joint Unified School District spent an average of \$13,891 of total general funds to educate each student (based on 2020-21 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Colton Joint Unified School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- After School Kids Code Grant Pilot Program
- California Clean Energy Jobs Act
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Education Protection Account
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I
- Title II
- Title III
- Title IV

