

Colton Joint Unified School District

1212 Valencia Drive -

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.

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 Londo

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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

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.

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

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 installthat is

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-

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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

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

Dropout Rates - adjusted, annual, 9-12

	2013-14	2014-15	2015-16	2016-17
BHS	1.5%	.5%	.7%	.7%



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-

Year	Number of Graduates	Graduates completing
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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

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 they enter BHS as students. Around this time,

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 monitor

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

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

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:

Correctly; 2.47

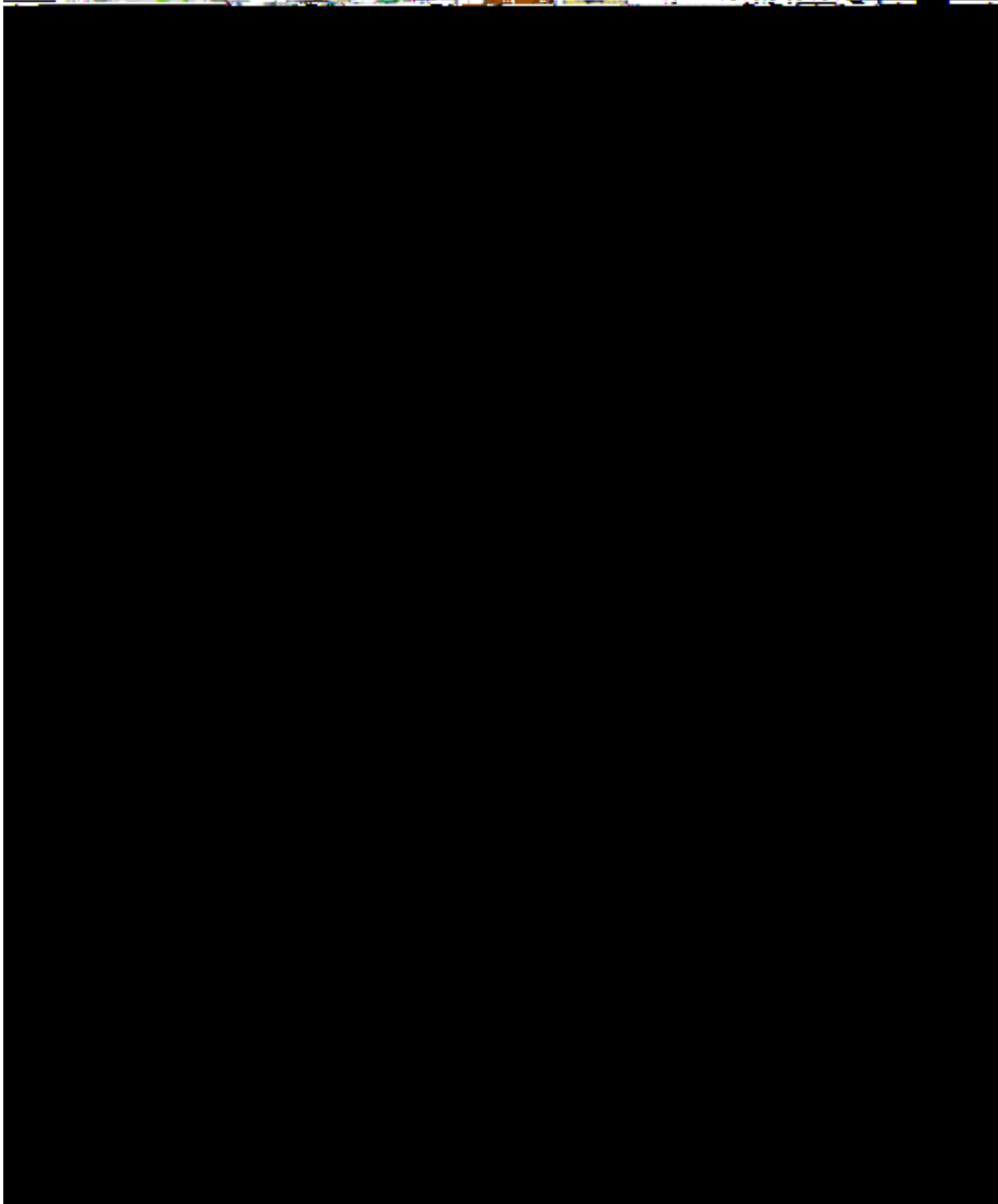
End of 10th grade with Link from 9th grade being incorrect; 2.45

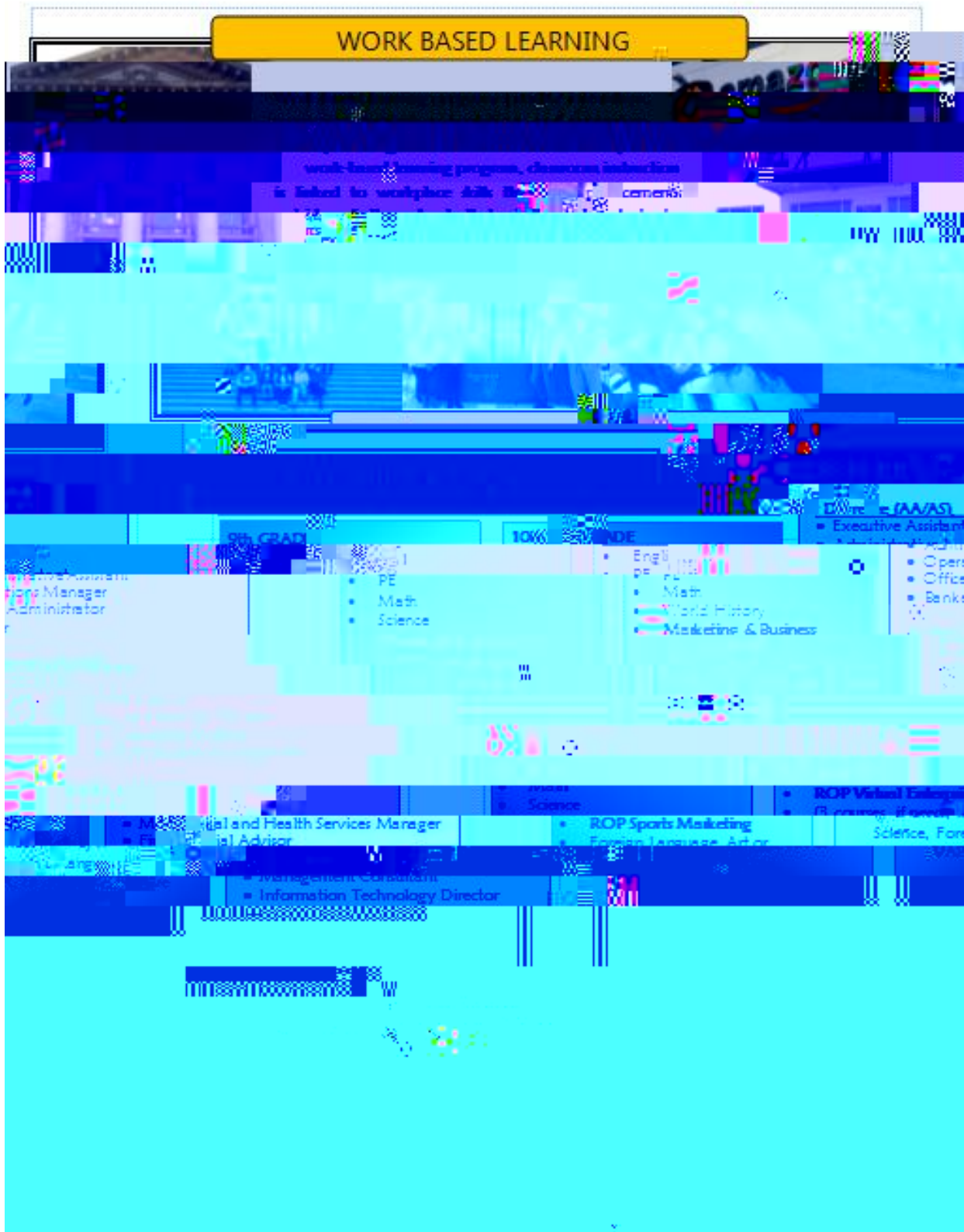
Class of 2021: End of 1st-semester 9th grade 2.51 1.2.02mall

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

Pathways

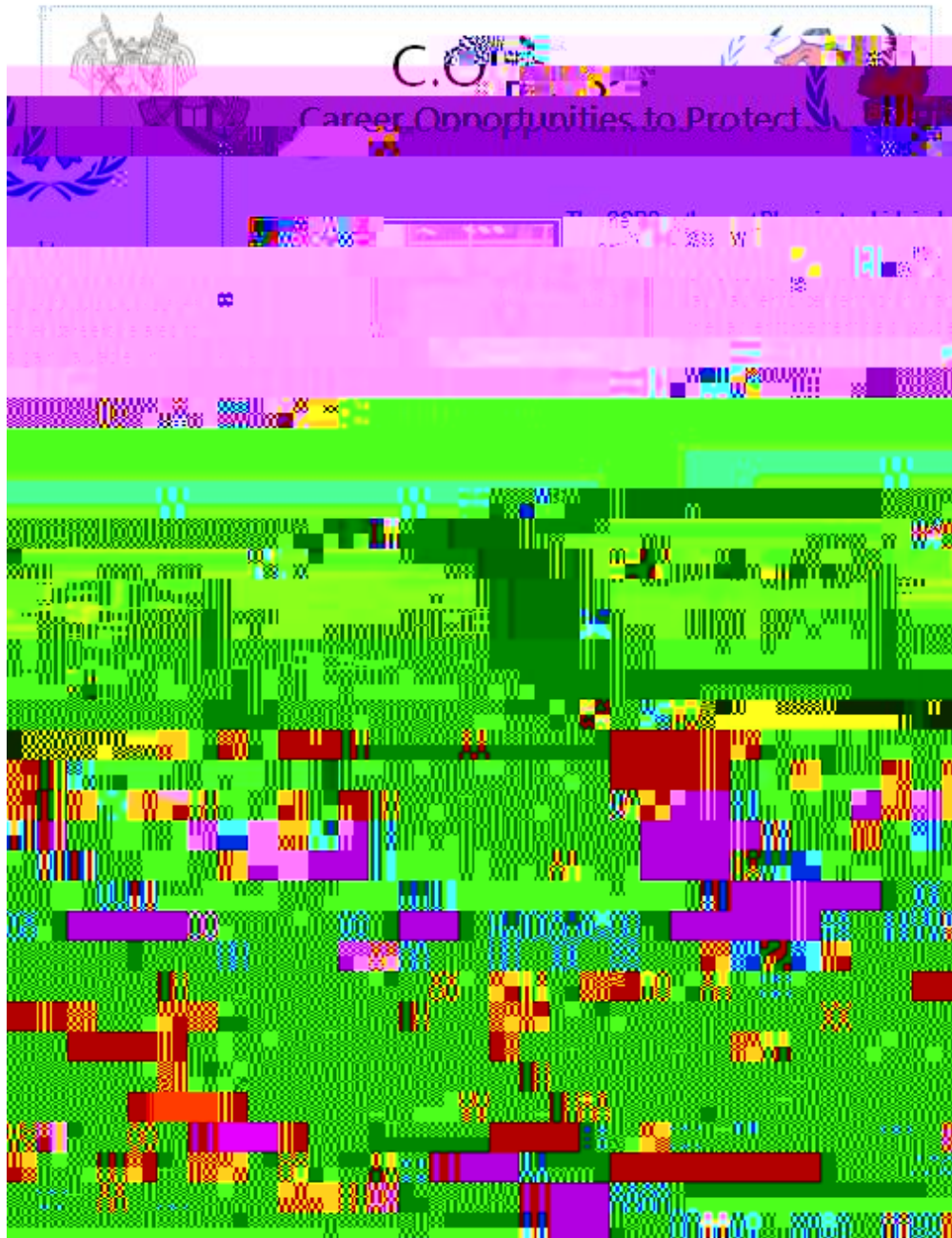
This is the fifth year that BHS has provided Linked Learning Pathways. The purpose of each Pathway is to prepare students for both college and career. Pathway students follow a specific course sequence throughout their four years at BHS. Each Pathway creates cross-curricular

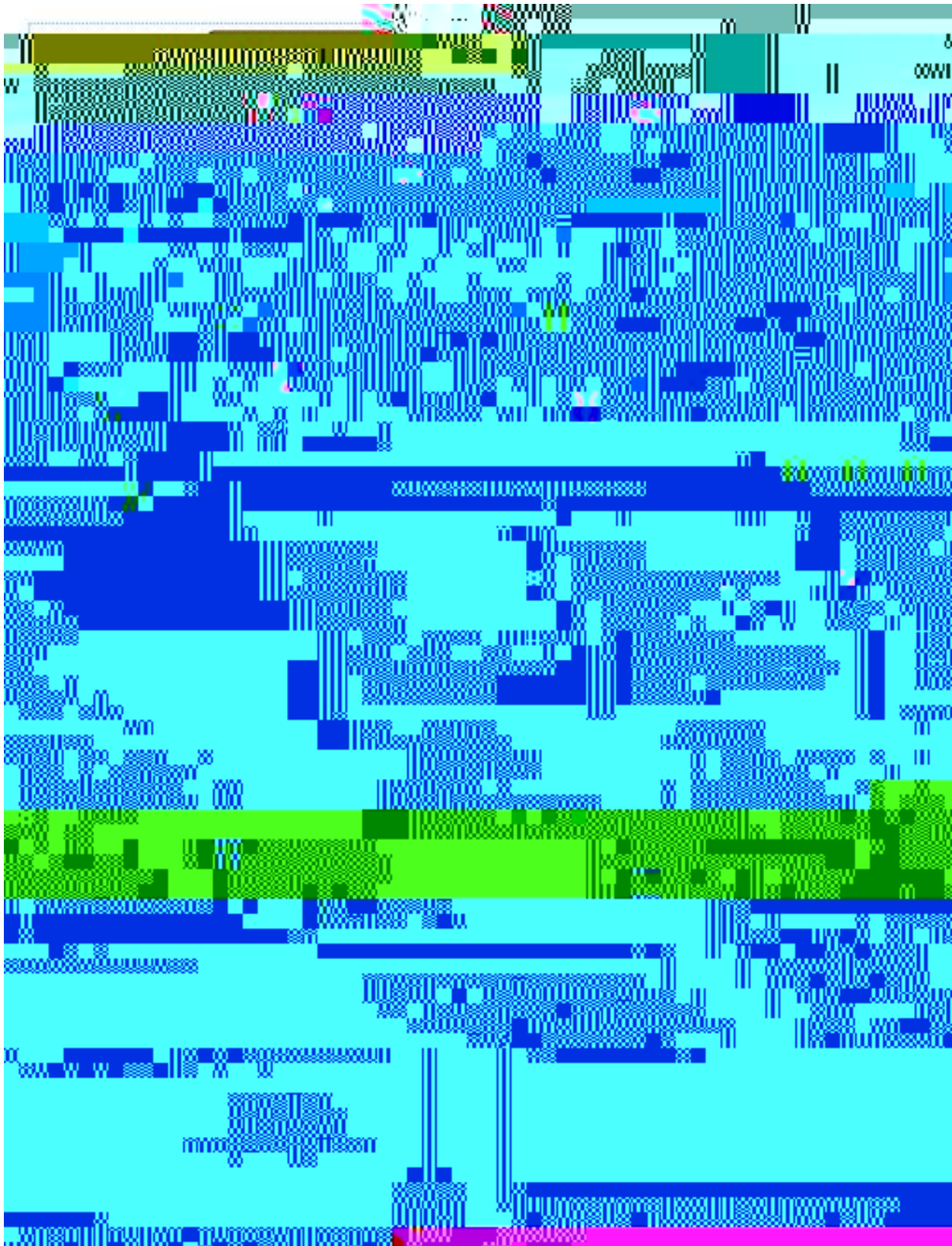




COPS Pathway

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.





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-

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

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

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 meetin

Counselors complete letters of recommendation for seniors applying for various

In 2018

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.



Race to Submit - FAFSA/Dream Act Data

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.

138.26 582.1

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

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

District's suggestion was to experiment with the curriculum. The District then hired the K-12

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.

-Choir

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

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

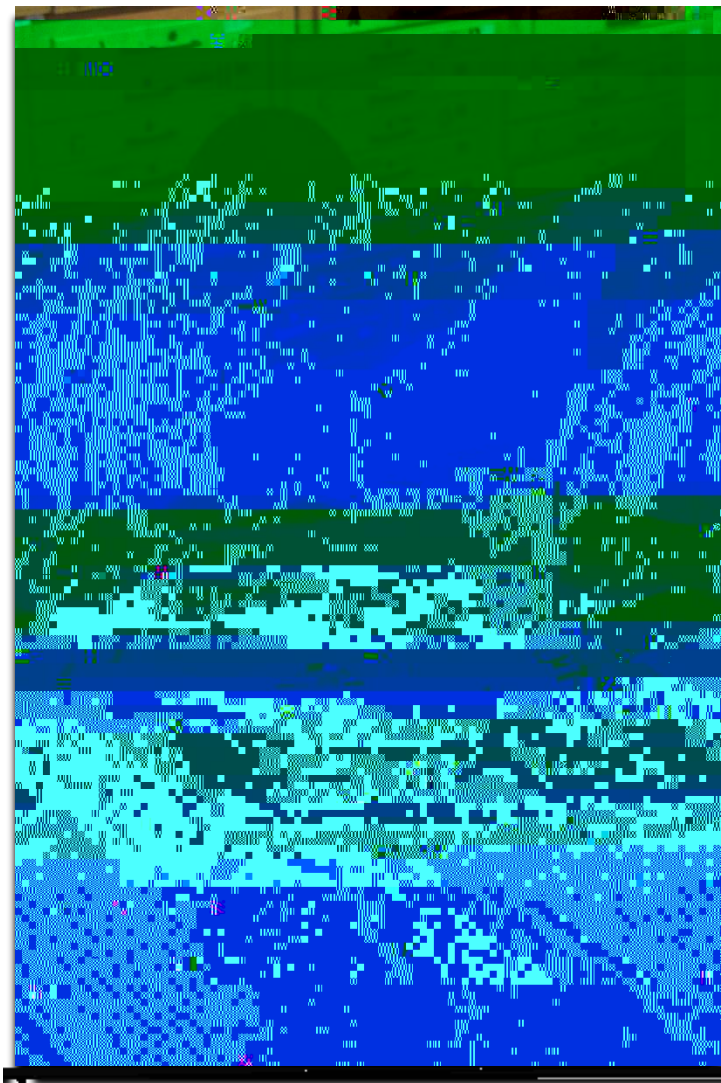
In January of 2017, staff members and administrators created an after-school detention system based on intervention and future preventive discipline. This intervention style detention deviated from the traditional systems and focused instead on intervention to correct future behavior. This program was 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.

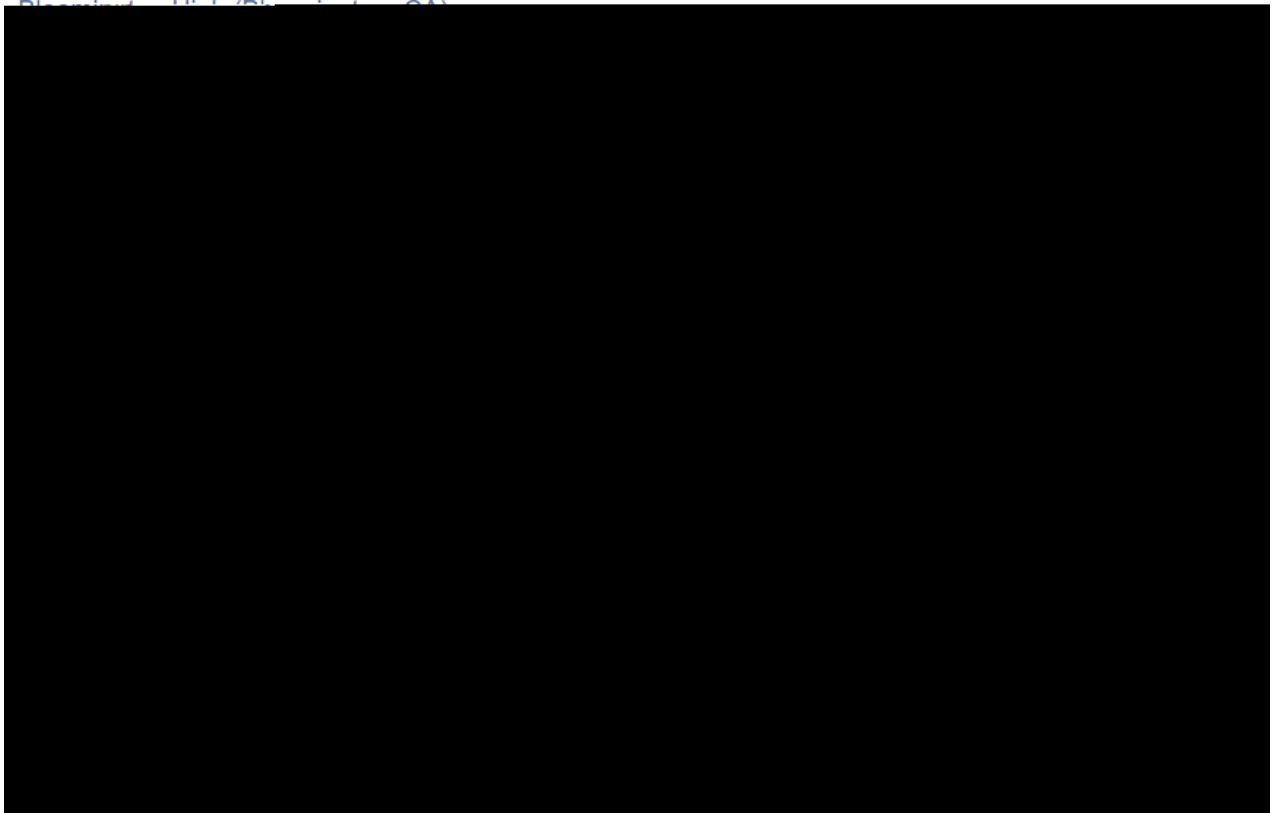
It is the goal of intervention detention to change the course of action for students through discussion and reflection. Many interventions focus on cause and effect and the importance that choice and decisions have in the life of all students. Because of this method, repeat offenders are low. It is the 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 session 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 Groupu

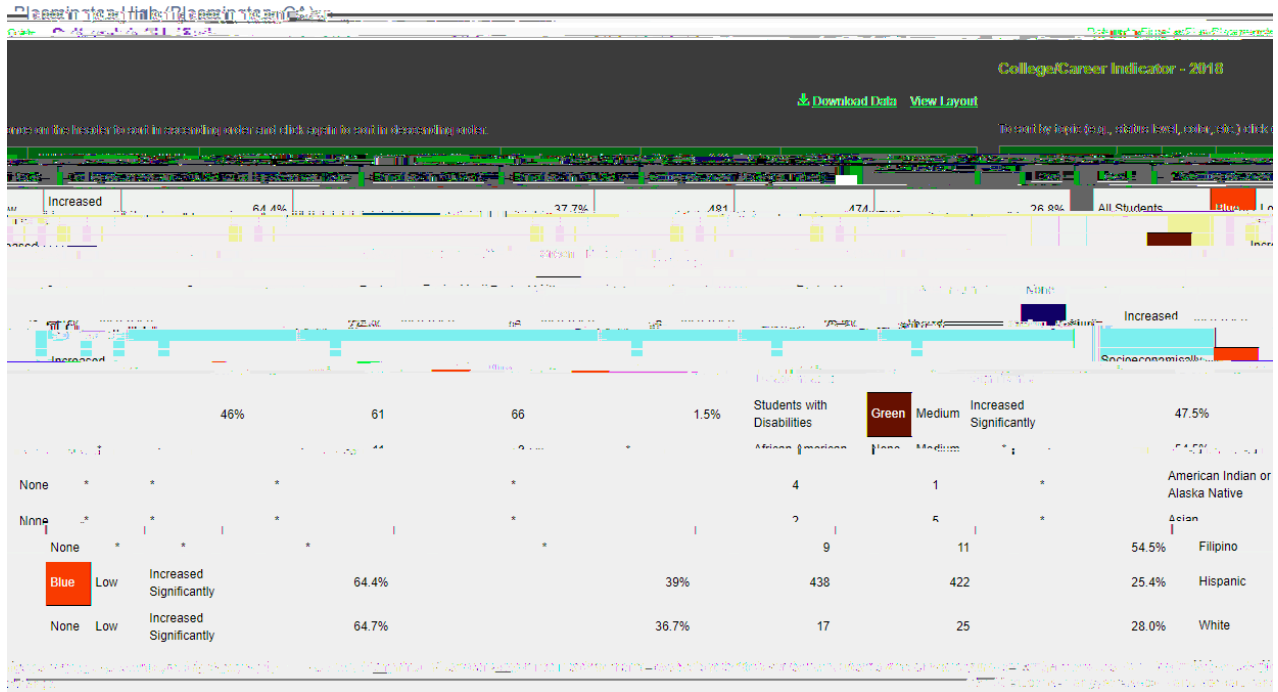


CA Dashboard 2018 - Student Group Report

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.

CA Dashboard 2018 -

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CA Dashboard 2018 - College/Career Indicator



Bloomington High School ACS WASC/CDE Self-

English Language Arts/Literacy

Grade 7 Participation by All Students

Grade	Participation			Participation with Scores			Participation with Scores			Grade	Participation
	16-17	15-16	16-17	16-17	15-16	16-17	16-17	15-16	16-17		
Grade 7	16-17	15-16	16-17	16-17	15-16	16-17	16-17	15-16	16-17	16-17	15-16
Grade 7	16-17	15-16	16-17	16-17	15-16	16-17	16-17	15-16	16-17	16-17	15-16

Overall Achievement for All Students

Grade 7 Achievement by All Students

CAACDD Results (All Students)

VIA CDE/ACCESS

Overall Participation for All Students

Grade	17-18	16-17	15-16	14-15	13-14	12-13	11-12	10-11	9-10	8-9	7-8	6-7	5-6	4-5	3-4	2-3	1-2
Participation	495	458	498	495	499	492	500	500	497	502	502	498	498	498	494	494	494

Overall Achievement for All Students

Grade	17-18	16-17	15-16	14-15	13-14	12-13	11-12	10-11	9-10	8-9	7-8	6-7	5-6	4-5	3-4	2-3	1-2
Mean Scale Score	69.24	68.10	70.20	68.69	68.23	69.69	68.91	68.44	68.21	68.16	68.02	68.02	68.02	68.02	68.02	68.02	68.02
% Standard Exceeded	25.15	25.02	25.00	25.00	25.00	25.00	25.00	25.00	25.00	25.00	25.00	25.00	25.00	25.00	25.00	25.00	25.00

Concepts & Procedures

Grade	17-18	16-17	15-16	14-15	13-14	12-13	11-12	10-11	9-10	8-9	7-8	6-7	5-6	4-5	3-4	2-3	1-2
Grade 11	9.24	8.10	20	22.69	23.89	69	68.07	68.02	68.02	68.02	68.02	68.02	68.02	68.02	68.02	68.02	68.02

Problem Solving & Modeling/Data Analysis

appropriate tools and strategies to solve real-world and mathematical problems

Grade	17-18	16-17	15-16	14-15	13-14	12-13	11-12	10-11	9-10	8-9	7-8	6-7	5-6	4-5	3-4	2-3	1-2
Grade 11	6.26	54	52.61	52.93	38	38.96	40.81	40.81	40.81	40.81	40.81	40.81	40.81	40.81	40.81	40.81	40.81

Communicating Reasoning

communicate effectively to explain their mathematical reasoning

Grade	17-18	16-17	15-16	14-15	13-14	12-13	11-12	10-11	9-10	8-9	7-8	6-7	5-6	4-5	3-4	2-3	1-2
Grade 11	8.43	6.26	54	52.61	52.93	38	38.96	40.81	40.81	40.81	40.81	40.81	40.81	40.81	40.81	40.81	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	15-17	14-15	15-16	15-17	14-15	15-16	15-17	14-15	15-16	15-17
8	6011	68	6011	1000	983	983	0240	497	637	56	611	68
9	1166	50	1166	66	53	53	33	33	33	016	016	56
10	1166	50	1166	66	53	53	33	33	33	016	016	56
11	1166	50	1166	66	53	53	33	33	33	016	016	56
12	1166	50	1166	66	53	53	33	33	33	016	016	56

Overall Achievement for English Learner												
Standard 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
8	10.7	10.7	10.7	87	87	87	0.0	0.0	0.0	0.0	0.0	0.0
9	10.7	10.7	10.7	87	87	87	0.0	0.0	0.0	0.0	0.0	0.0
10	10.7	10.7	10.7	87	87	87	0.0	0.0	0.0	0.0	0.0	0.0
11	10.7	10.7	10.7	87	87	87	0.0	0.0	0.0	0.0	0.0	0.0
12	10.7	10.7	10.7	87	87	87	0.0	0.0	0.0	0.0	0.0	0.0

non-fictional texts						Reading Demonstrating understanding of literary and informational texts								
At or Near Standard			% Below Standard			Grade Level			% Above Standard			% At or Near Standard		
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
0.0	2.0	0.0	23.0	14.0	25.93	77.0	85.0	74.07	0.0	0.0	0.0	0.0	0.0	0.0

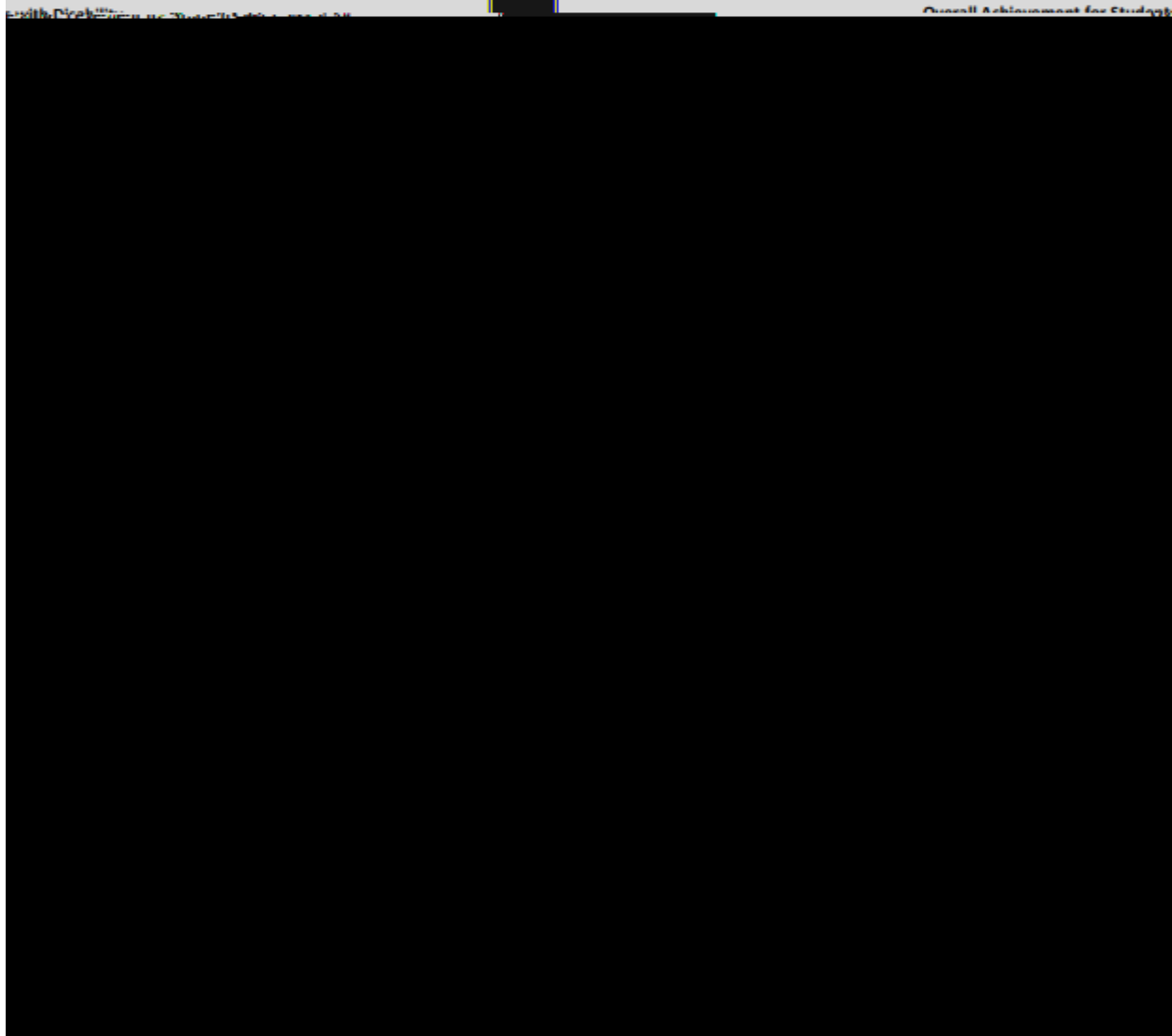
Writing											
Grade Level			% Above Standard			% At or Near Standard			% Below Standard		
14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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CAASPP Results (Students with Disability)

English Language Arts / English Language Arts / Grade 7-12

Overall Participation for Students with Disability													
# of Students with Disability									# of Students with Disability			# of Students with Disability	
14-15	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	Grade Level	15-16	16-17	
92	91	97	93	91	97	93	94.7	98	93	Grade 7-12	97	93	
97	91	95	93	91	97	93	94.7	98	93	All Grades	95	93	



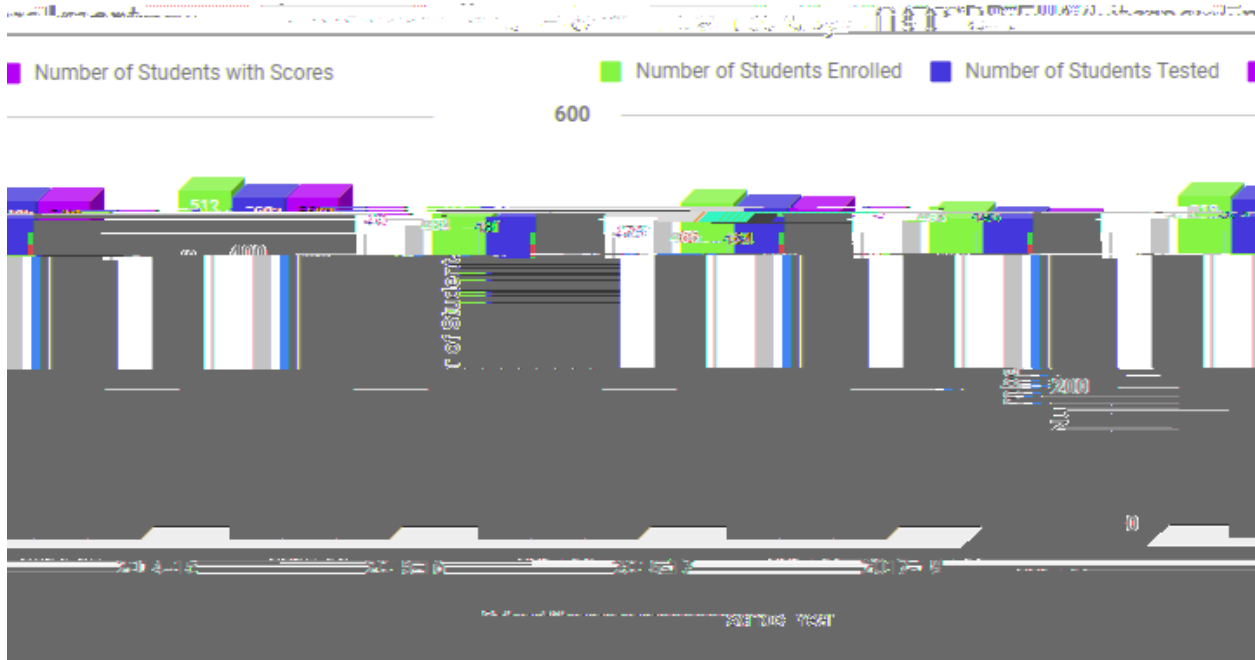
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CAASPP Results (Students with Disability)

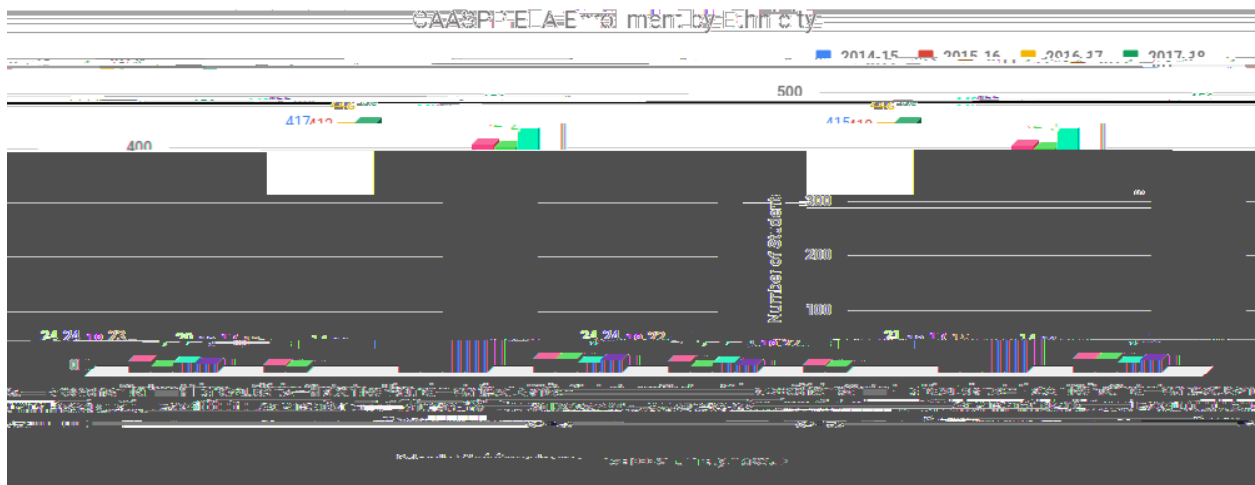
Mathematics

Overall Participation for Students with Disability				
# of Students Tested	# of Students Enrolled	# of Students Tested	# of Students with Scores	% of Scores

CAASPP Data - English Language Arts

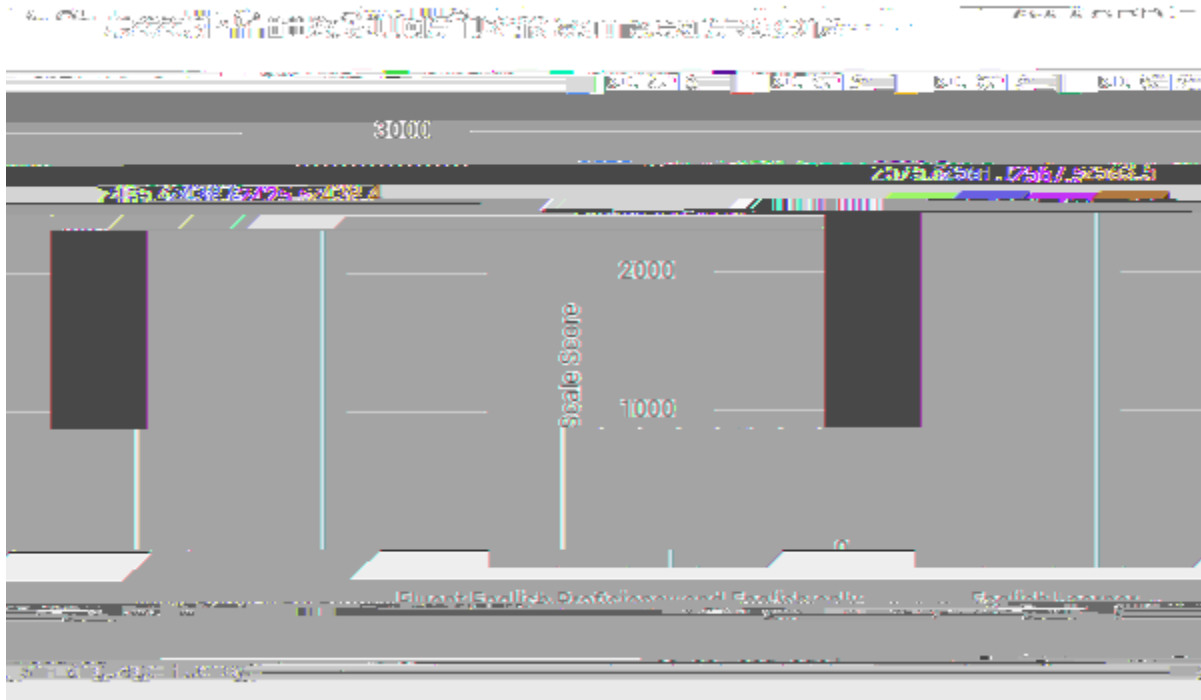


This chart shows the total number of students enrolled and the number of students receiving scores. Over the last several years, BHS has maintained 98% of students tested. We saw an increase to 99% for the 2016-2017 school year.

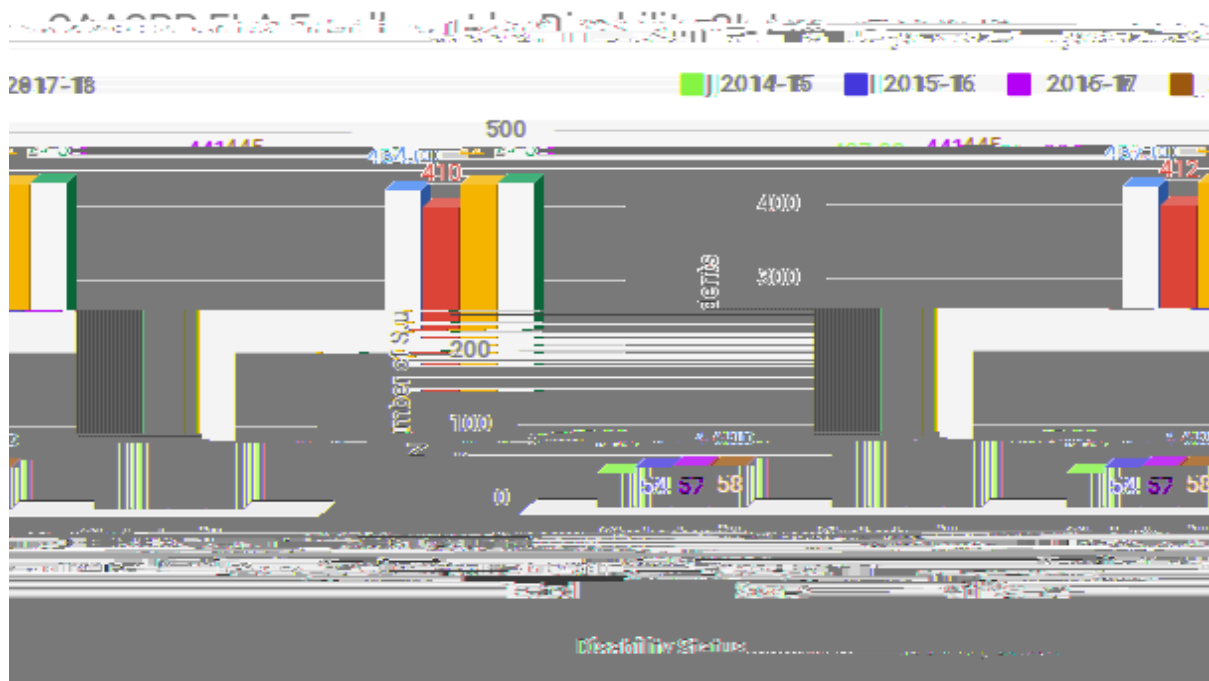


This chart shows the ethnic breakdown of students completing the CAASPP ELA. Since the 2014-2015 school year, we have seen a decline in the number of African American students and Filipino students.

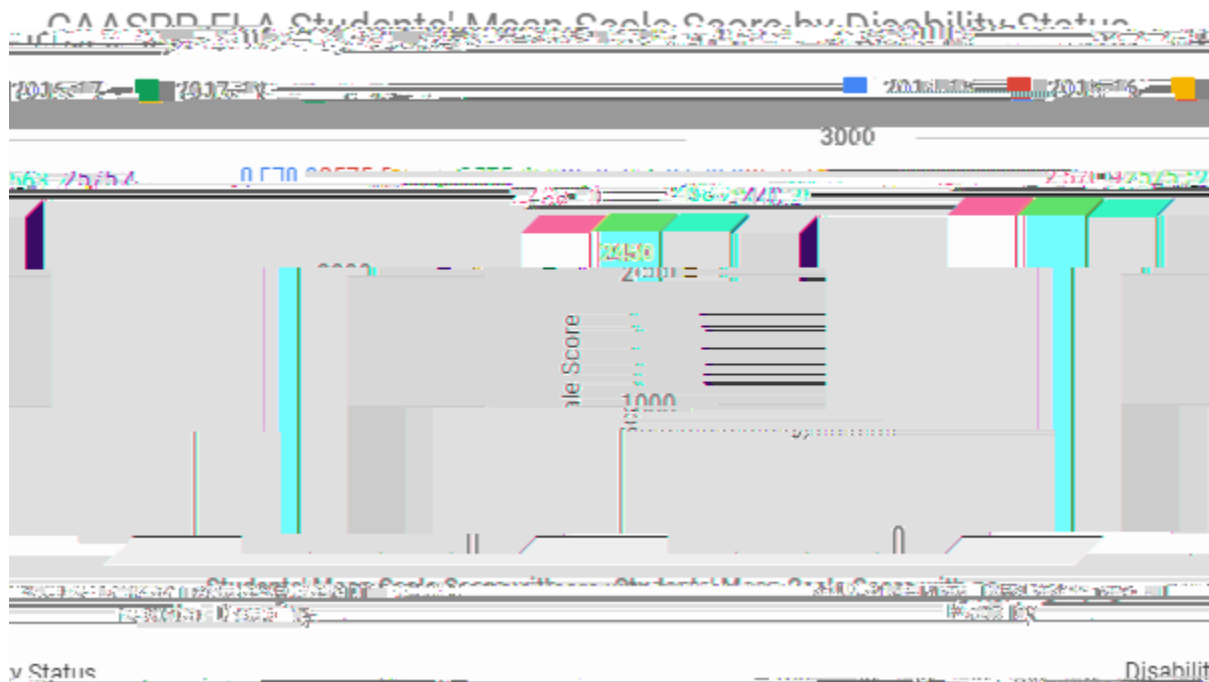
This chart shows the ELA Mean Scale Score broken down by ethnicity since the 2014-2015 school



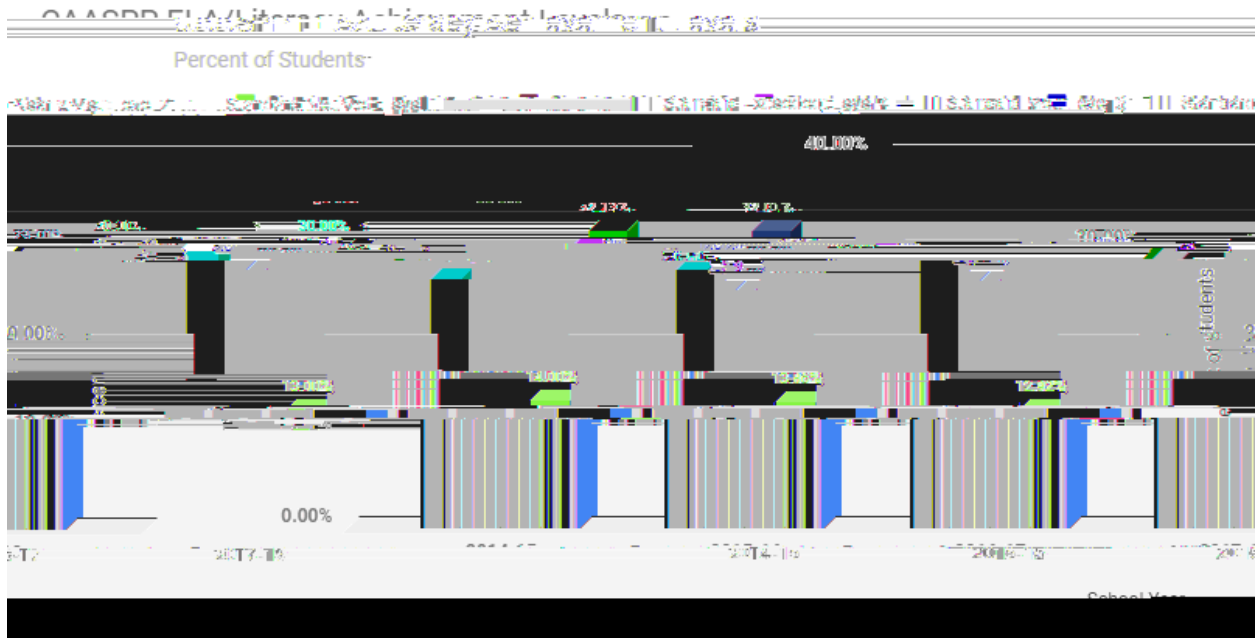
This chart compares scale scores for our Fluent English Proficient and English only students, and our English Learners. In both groups, we see that scores have not shown significant growth or decline. In both groups, scores have rather hit a plateau. However, in comparing the two groups, we see that 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.



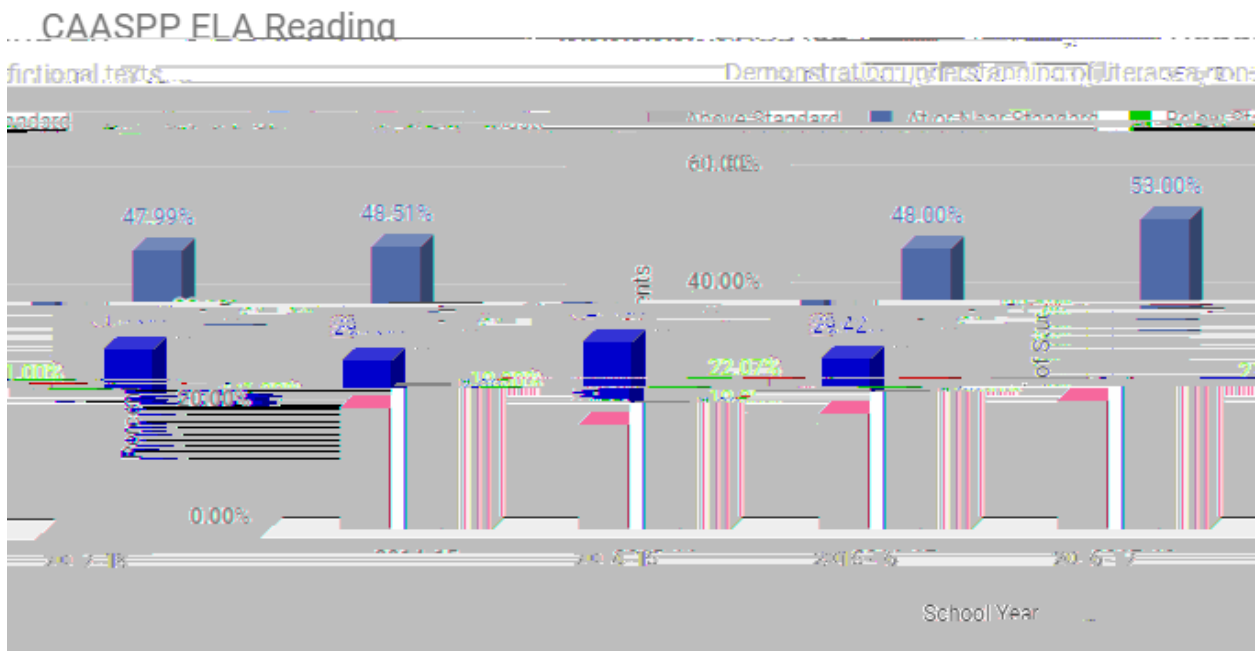
This chart shows the number of students tested with reported disabilities and the number of students tested with no reported disabilities. Between 2014-2015 and 2017-2018 we tested between 47 and 58 students with reported disabilities.



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

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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 CAAS

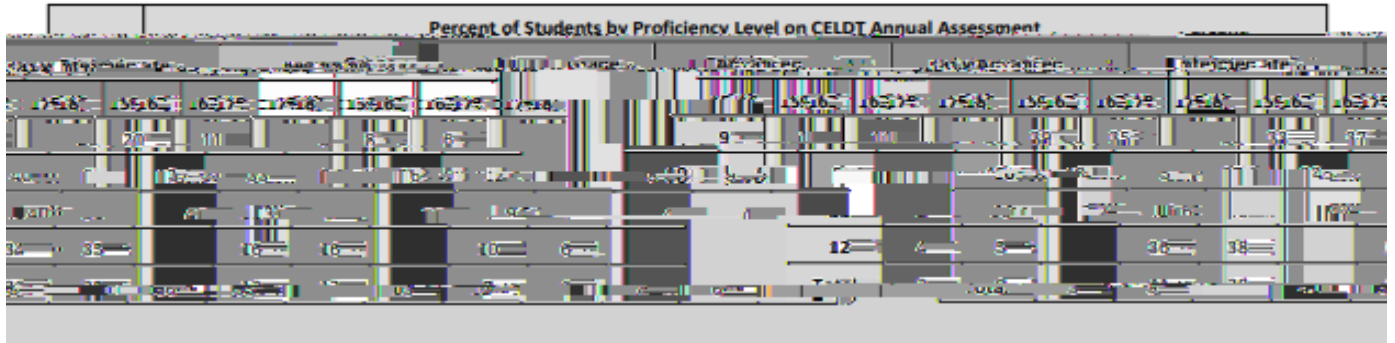
Thinking that this is purely straight up concepts and procedures is slightly misleading - students have to take the procedure and use it in a different context as opposed to just answering what x is. Even DOK level 1 questions require students to apply their knowledge of concepts and procedures.



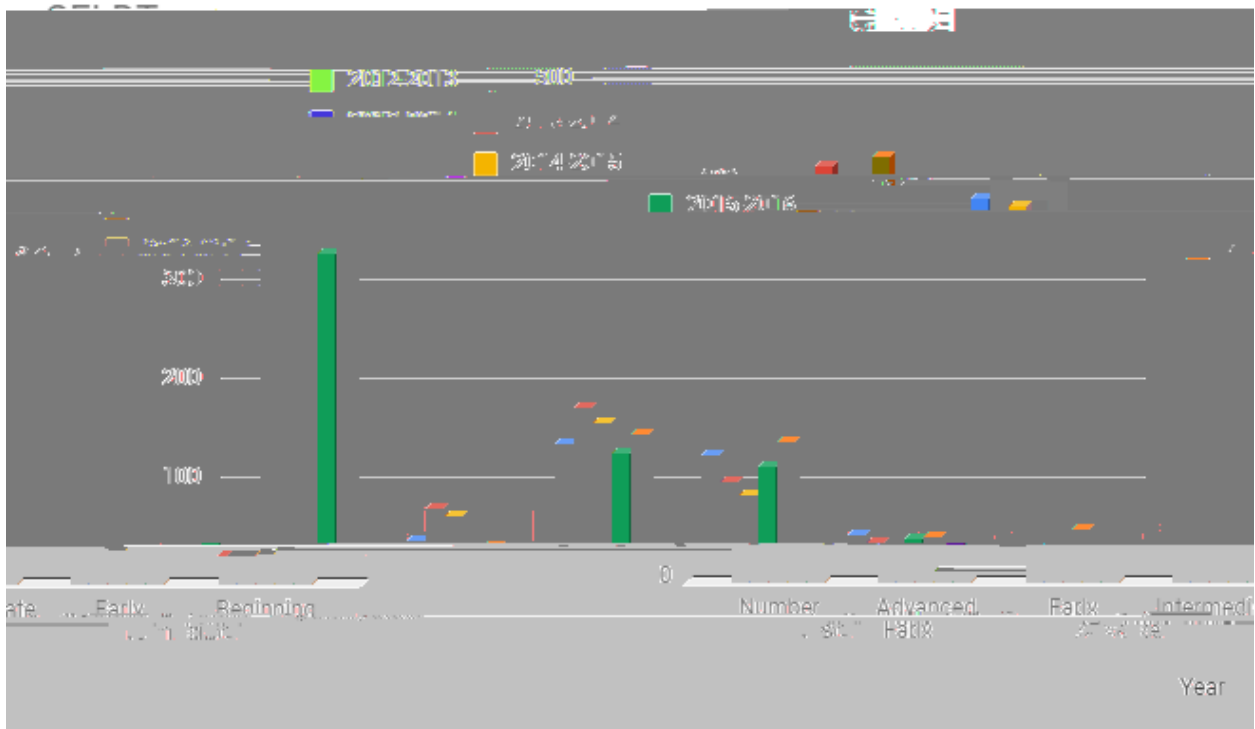
Of the three subsets of the CAASPP, our students do well with communicating reasoning. While we would like more students Above Standard, we can work with a majority At or Near Standard. This shows us our students are on the right path and are capable of thinking critically; we just have to work with 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



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			

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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

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

The majority of the students (48.22%) scored in the middle range (somewhat/moderately developed level)

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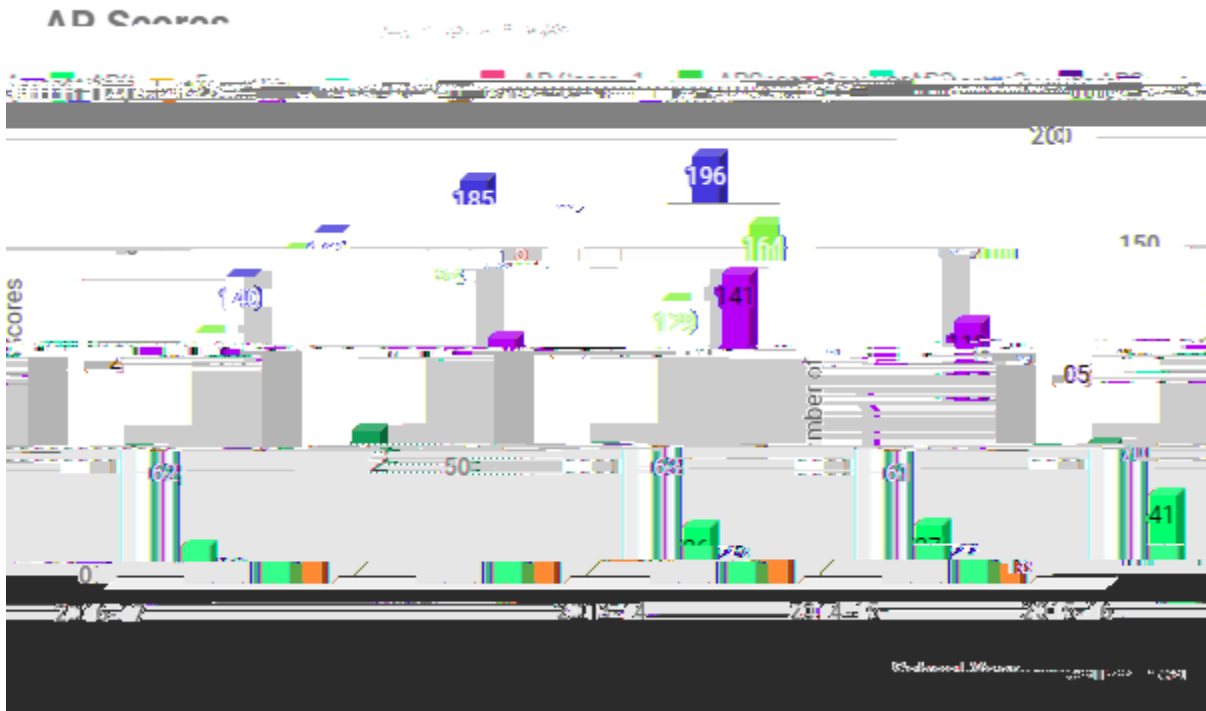
Most students (52.6%) scored lowest (beginning level) in the reading domain. The instructional implications would be for us to improve literacy strategies, not just in English classes, but in all content areas.

Writing - Number and Percentage of Students by Domain

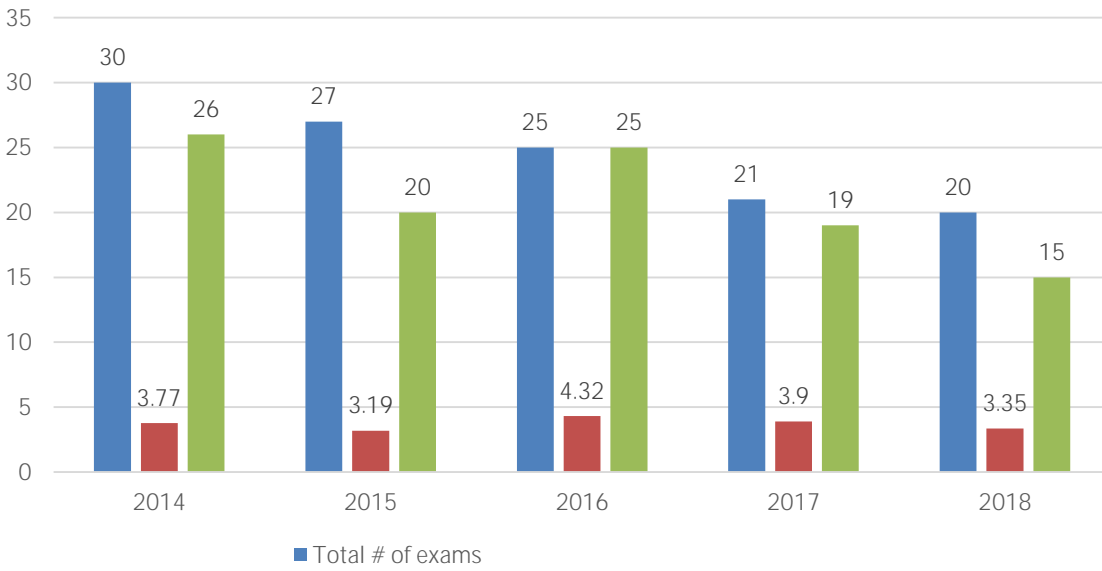
	Grade 9	Grade 10	Grade 11	Grade 12	All
Well Developed - Number	13	17	17	*	56
Well Developed - Percentage	11.30%	13.93%	20.00%	*	15.34%
Somewhat/Moderately - Number	83	86	59	31	259
Somewhat/Moderately - Percentage	72.17%	70.49%	69.41%	72.09%	70.96%
Beginning - Number	19	19	*	*	50
Beginning - Percentage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

We have BT/F1 12 Tf1 0 0 1 n1 0 op1 0 c

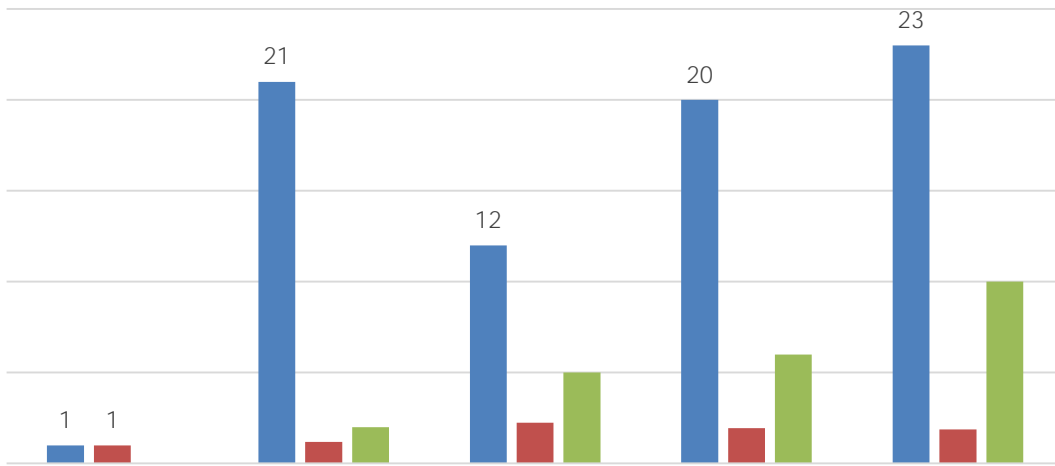
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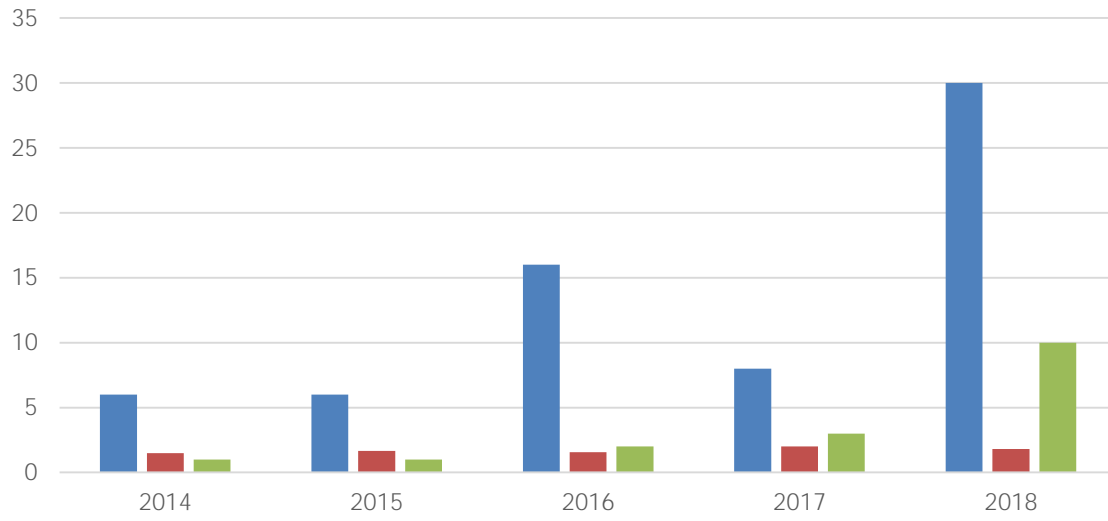
BHS AP Biology Scores 2014-2018

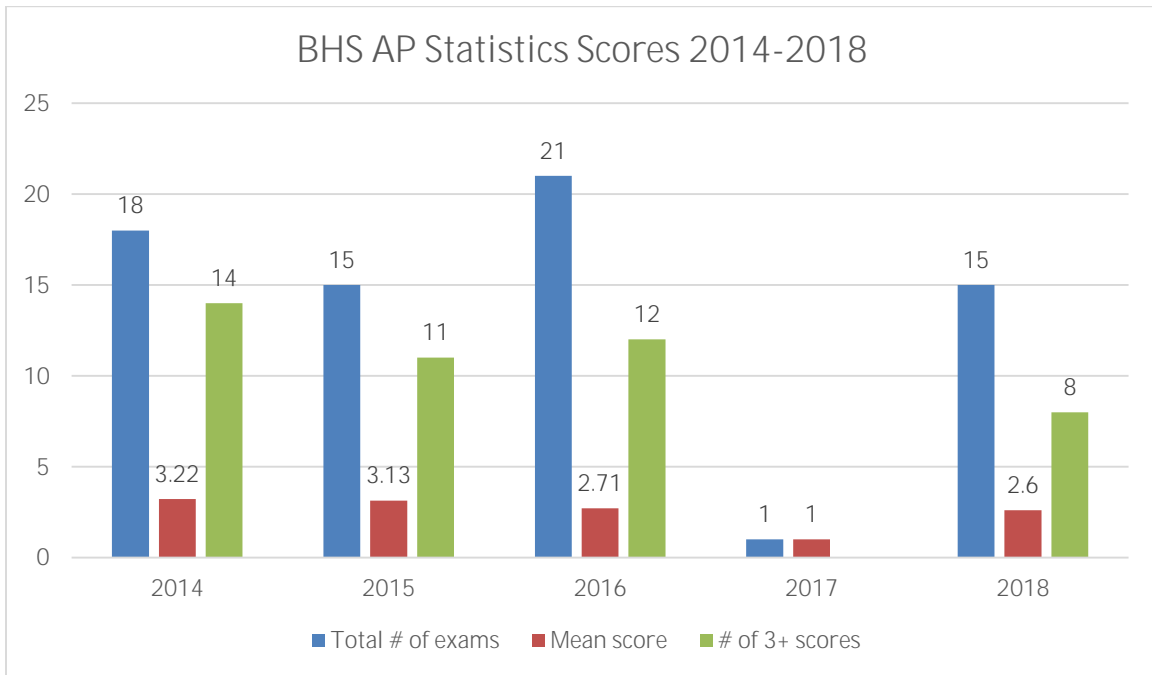
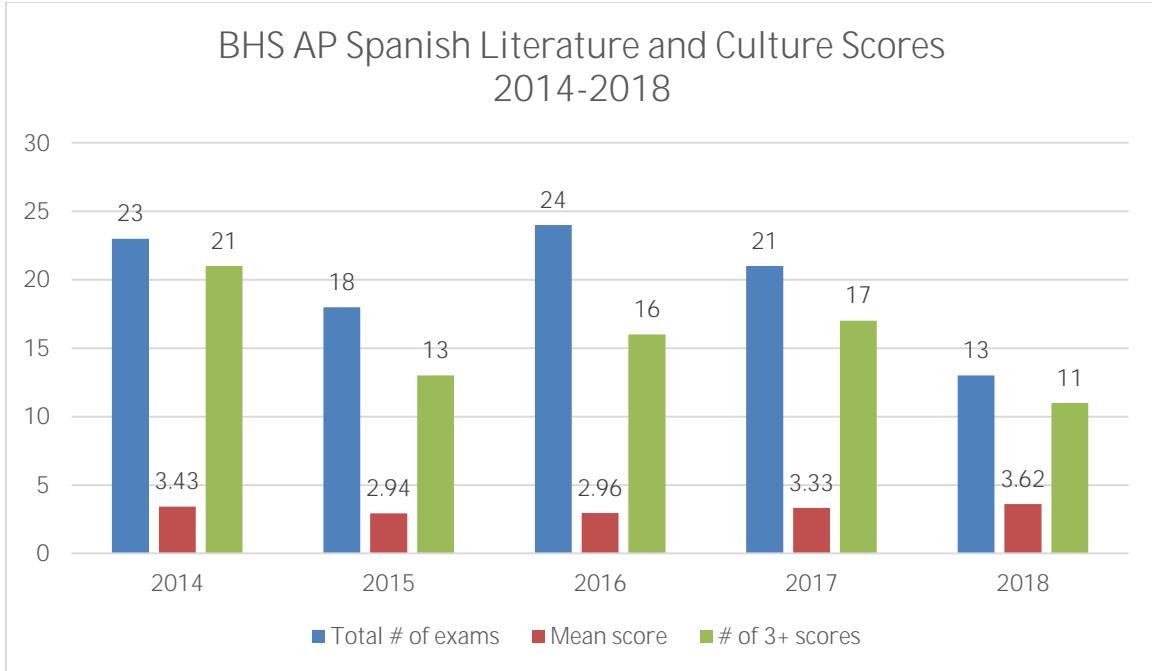


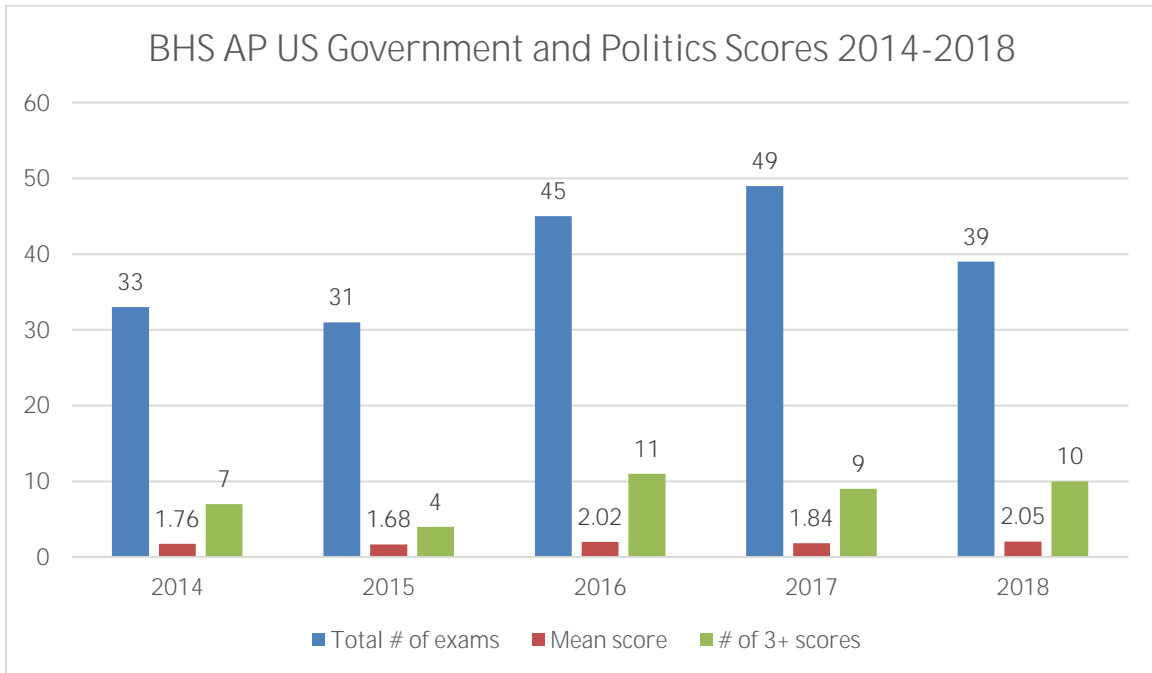
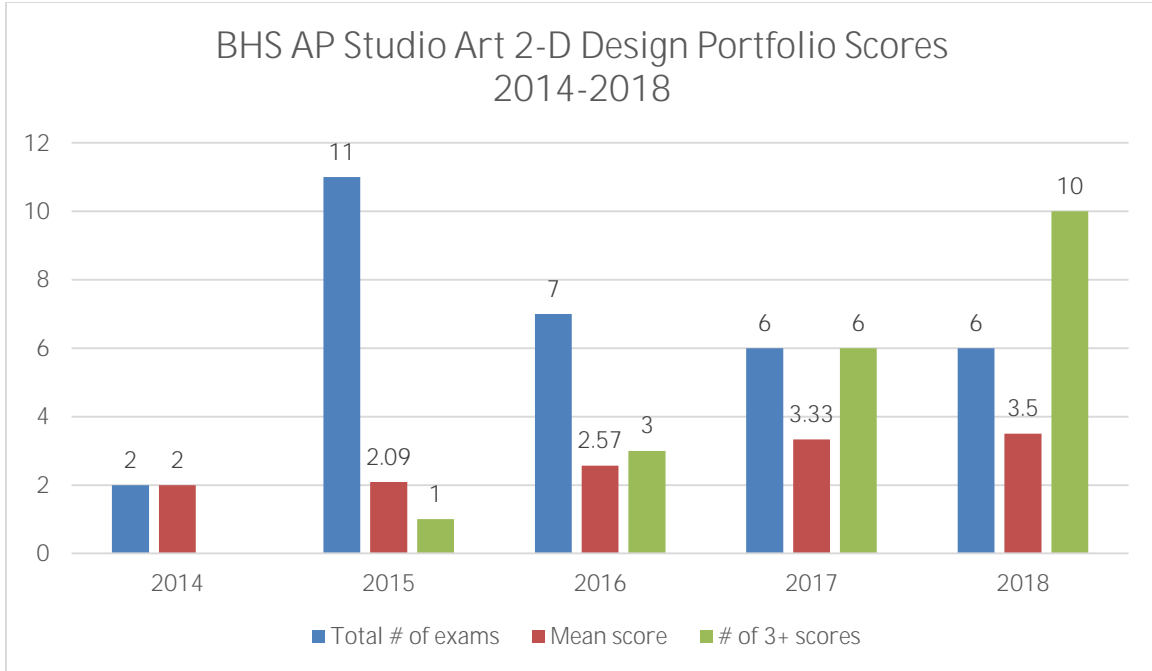
Bloomington High School ACS WASC/CDE Self-Study Report 2019

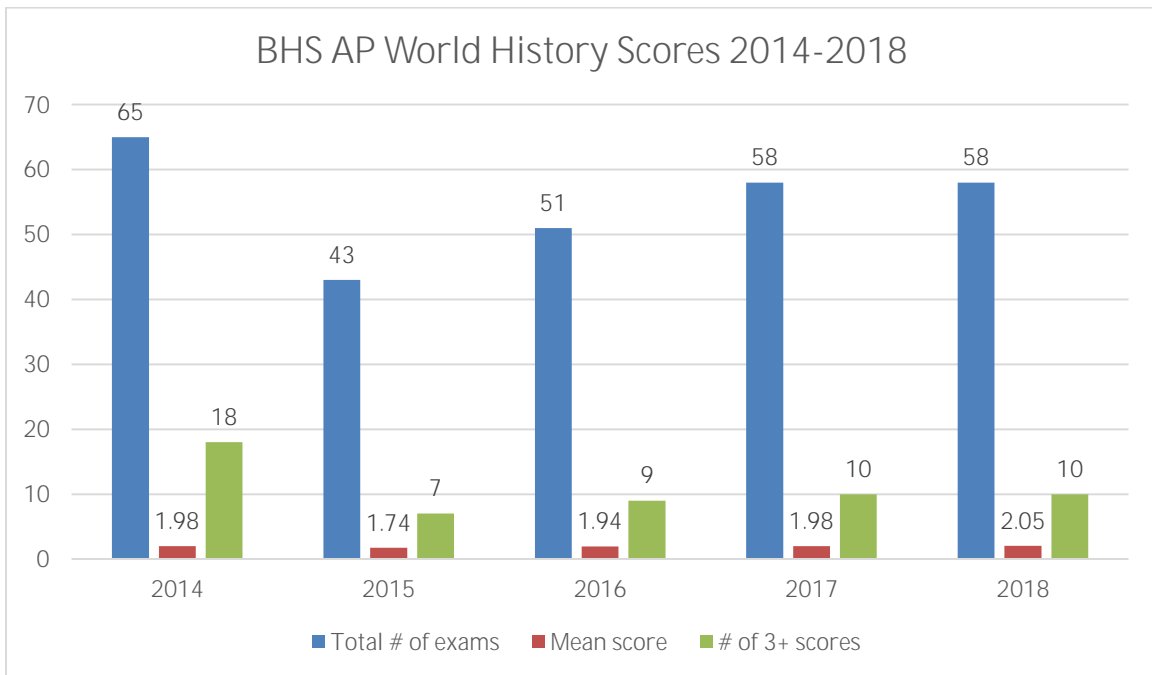
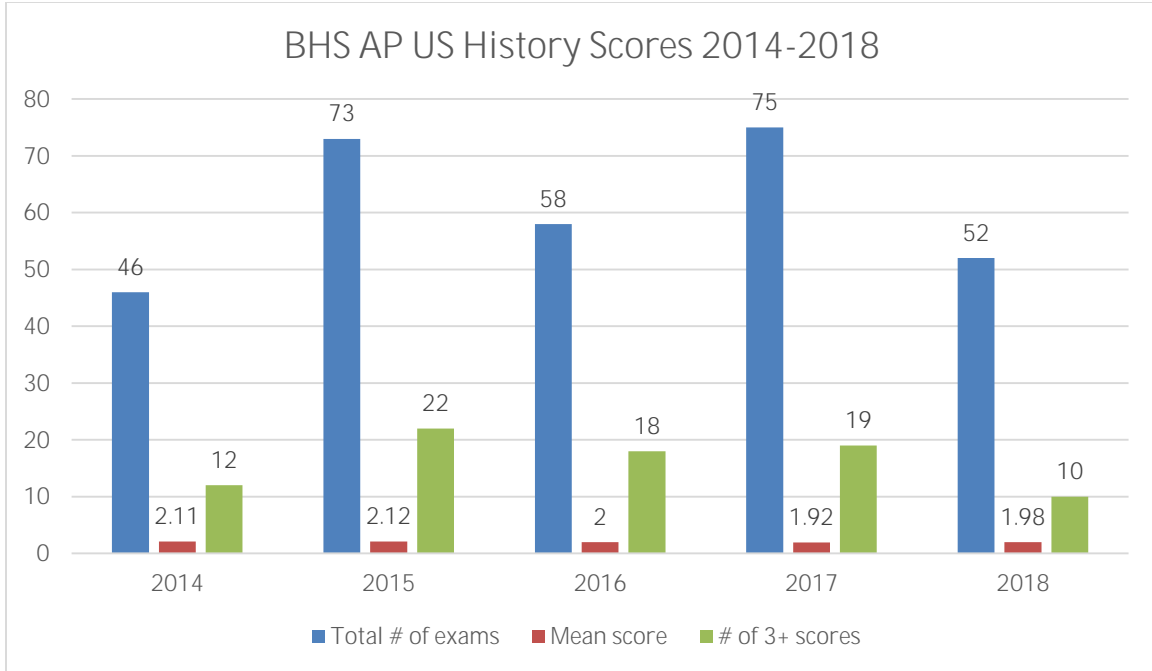


BHS AP Psychology Scores 2014-2018









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 1.44 to 57.AT

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
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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*

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
<p>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.</p>	<p>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.</p>

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:

Findings	Supporting Evidence
<p>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.</p>	<p>Evaluation Reports and Meeting. Discussions with staff members. Strategies to improve classroom instruction.</p>

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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,

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 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.

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	
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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*

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

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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 personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>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.</p> <p>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.</p> <p>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.</p>	<p>Minutes from School site council.</p> <p>There are currently two student and two parent representatives. Each of the groups reports out at every meeting.</p> <p>Back to School Night Sign in Sheets</p> <p>Q website</p>

Post High School Transitions

B2.4. Indicator

<p>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.</p> <p>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.</p>	<p>Schedule of college visits List of students attending college field trips</p>
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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

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' de

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 cros

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	

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

courses offered in both 9th and 10th grade; high achieving students are encouraged to take.58.344 Tmsechieving

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experie02 708.82912 0 612 792 reW* n-2(loD8.829)8(

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
<p>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.</p> <p>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.</p> <p>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.</p> <p>The new NGSS standards are student-centered which calls for more student engagement in the learning process.</p>	<p>Unit Research Projects, Student Online Work via Google Portfolios,</p> <p>Socratic Seminar - student-generated questions, notes from seminar, reflections</p> <p>Lesson plans and Teacher-Wrap within SpringBoard</p> <p>Professional Development Session slideshow and sign-in sheets</p> <p>NGSS example: https://sites.google.com/view/2-daylivingearthpd/home</p>

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*

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	
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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
<p>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 cre</p>	

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 0 0 ma1 0 0 1 holders angat20(ang)13(d)-9(ona)4(no-5()4(nsholde

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 State 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.

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:

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.]



Bloomington High School ACS WASC/CDE Self-

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

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)

Designated time is given during late start days for PLC collaboration at least 3 times a month to develop and analyze

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.

Use of Community Resources

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

E1.2. Prompt:

Dual Enrollment - Soft skills classes/ Paid internships

COPS Pathway Content provided by San Bernardino County Sheriff

ACTS program

Election time - BHS students selected to be Poll workers

Guest Speakers in the career center (Colleges/Military/career)

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.

Students participate in galleries both on ET3g80 jth Gu17(e)4(x)

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 preW*neff(3)-2()-2(a)-16(n)(d)-5 conducive to learning.*

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.*

<p>RSP/SDC Career Education Class (TPP)</p> <p>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.</p>	
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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 2(an)iered 2(an)iered 2(an)iereleeeepntptotsoutf to emin66(p)-5()-2(an)4(d)-5alt p(o)-5t-17(liv)(ar)-17(()-2(n)-4()-2trd)-5e o ot

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	

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
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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.

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.

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.

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.

Yearbook/journalism serve our students in that they capture our events and then tell the story through writiq -111(ta4(n)-9(g)-

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 grow ihteJTJETQ6,7q0.00000912 0 612 792 reW* nBT/F1 12 Tf1 0 0

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.

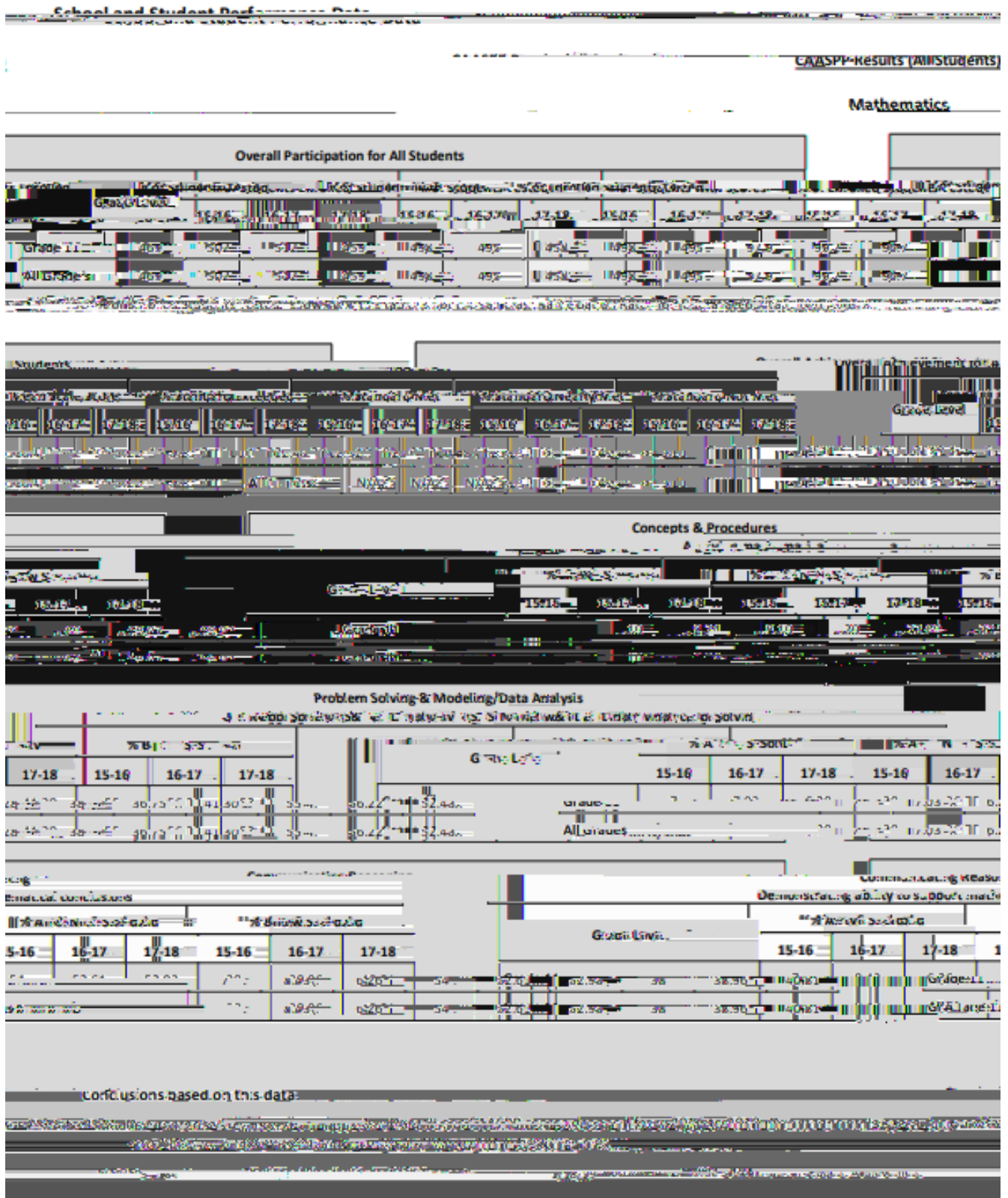
PBIS has been reloaded, and we use the acronym BRUIN, where our students know that they are expected to Be safe, Respectful, Understanding, Integrity, Never give up as those are the traits that we would like a true BRUIN to exhibit.

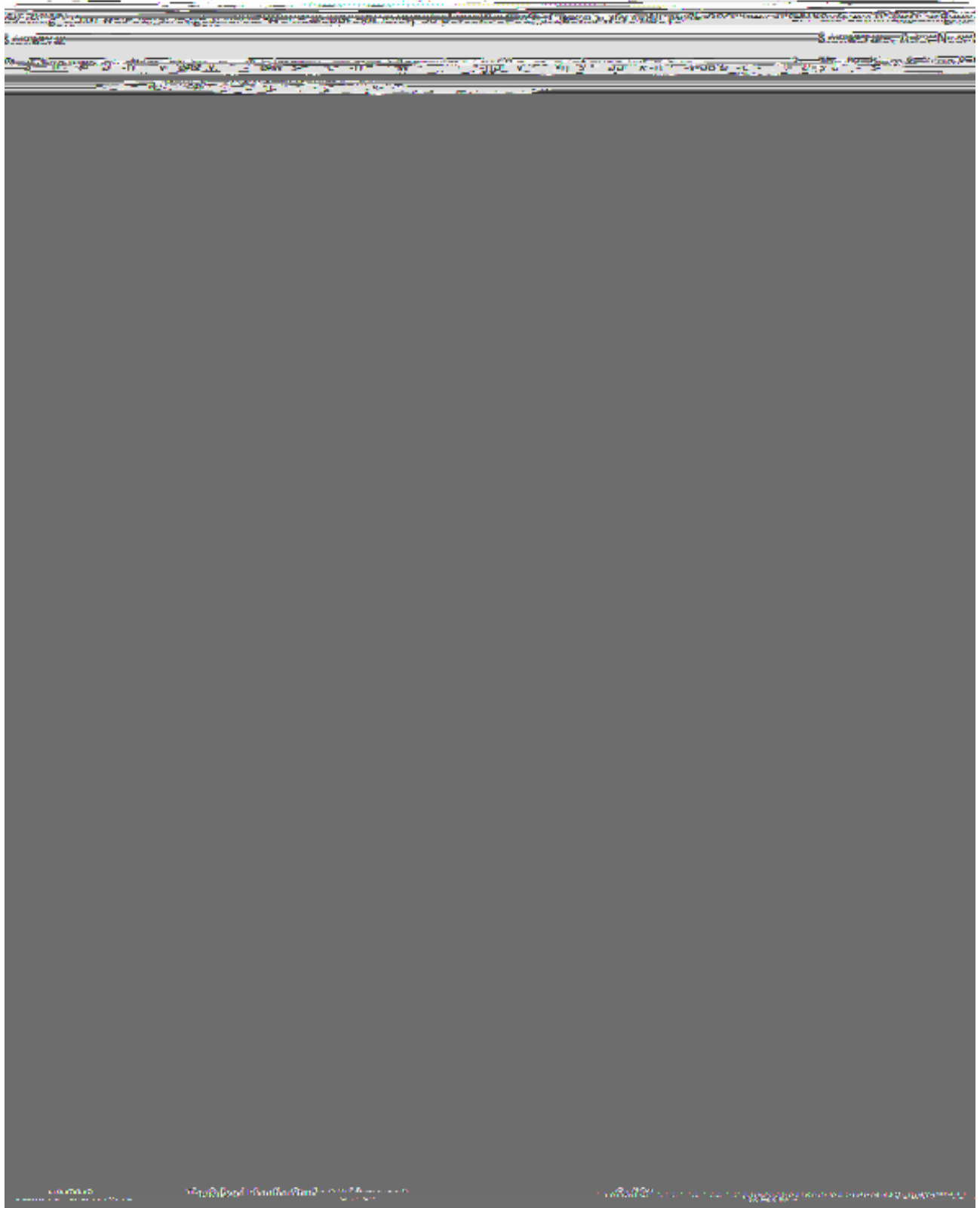
We like to acknowledge our differences as the Foreign Language department offers multicultural week where many students showcase the skills and talents they practice in their homes and how these skills relate to their learning in the classrooms.

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





School and Student Performance Data

CAASPP Results (English Learner)

English Language Arts/Literacy

Overall Participation for English Learner

Grade	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16
Grade 11	49.2	67	56	61	66	54	61	66	54	12.4	98.5
All Grades	49.2	67	56	61	66	54	61	66	54	12.4	98.5

Grade	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16
Grade 11	24.5	24.5	24.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
All Grades	N/A	N/A	N/A	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

reading

Understanding of literary and non-fictional texts

Standard	% At or Near Standard					% Below Standard			Grade Level	% Above Standard	
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16		16-17	14-15
1.1	100	100	100	100	100	0	0	0	Grade 11	0	0
1.2	100	100	100	100	100	0	0	0	All Grades	0	0

Writing

Standard	% At or Near Standard				% Above Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16
2.1	100	100	100	100	0	0	0	0	0	0	0
2.2	100	100	100	100	0	0	0	0	0	0	0

Listening

Standard	% At or Near Standard					% Above Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16
3.1	100	100	100	100	100	0	0	0	0	0	0
3.2	100	100	100	100	100	0	0	0	0	0	0

Research/Inquiry

Information

Standard	% At or Near Standard					% Above Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16
4.1	100	100	100	100	100	0	0	0	0	0	0
4.2	100	100	100	100	100	0	0	0	0	0	0

Conclusions based on this data:

[The text in this section is extremely faint and illegible due to heavy scanning artifacts.]

School and Student Performance Data

CAASPP Results (English Language Learners)

Mathematics

Overall Participation for English Learner

Year	No. of Enrolled Students			No. of Students Tested			No. of Students with Proficiency		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
15-16	100	100	100	100	100	100	0	0	0
16-17	100	100	100	100	100	100	0	0	0

Overall Achievement for English Learner

Standard Met	Standard Nearly Met	Standard Not Met	Mean Scale Score	Standard Exceeded				
15-16	15-17	18154	15-16	15-17	18154	15-16	15-17	18154
0%	0%	0%	2516	18%	0%	0%	0%	0%
0%	0%	0%	2511	15%	0%	0%	0%	0%

Concepts & Procedures

Analysis of mathematical concepts and procedures

Year	Standard Met	Standard Nearly Met	Standard Not Met	Mean Scale Score	Standard Exceeded
15-16	15-17	18154	15-16	15-17	18154
0%	0%	0%	2516	18%	0%
0%	0%	0%	2511	15%	0%

Communication Response

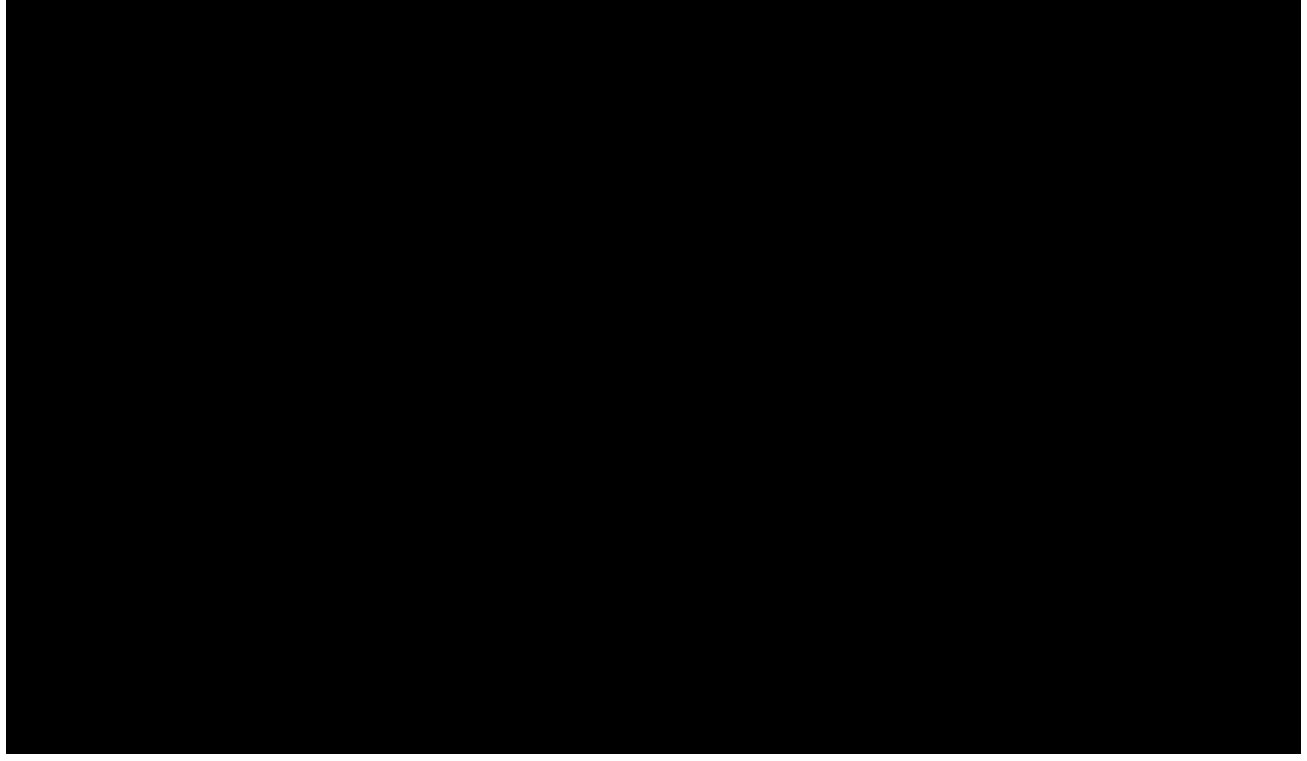
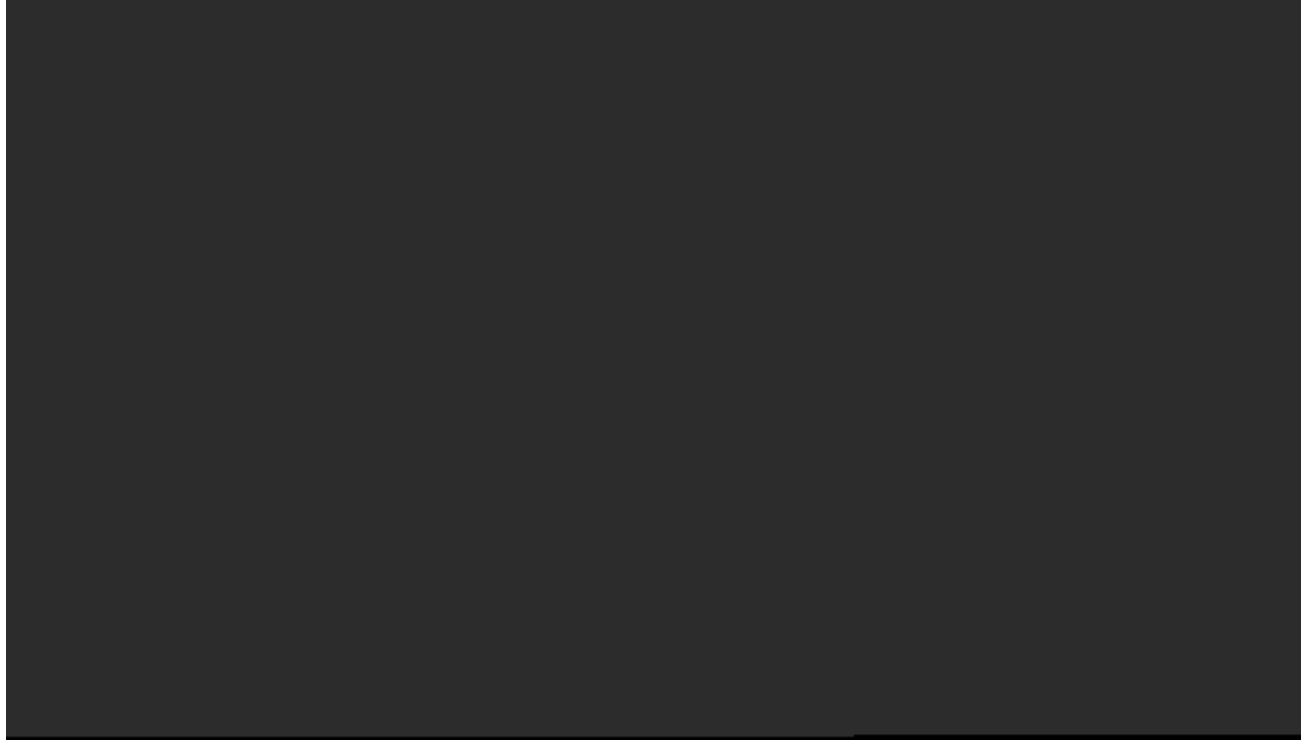
Communication response by year, grade, and proficiency level

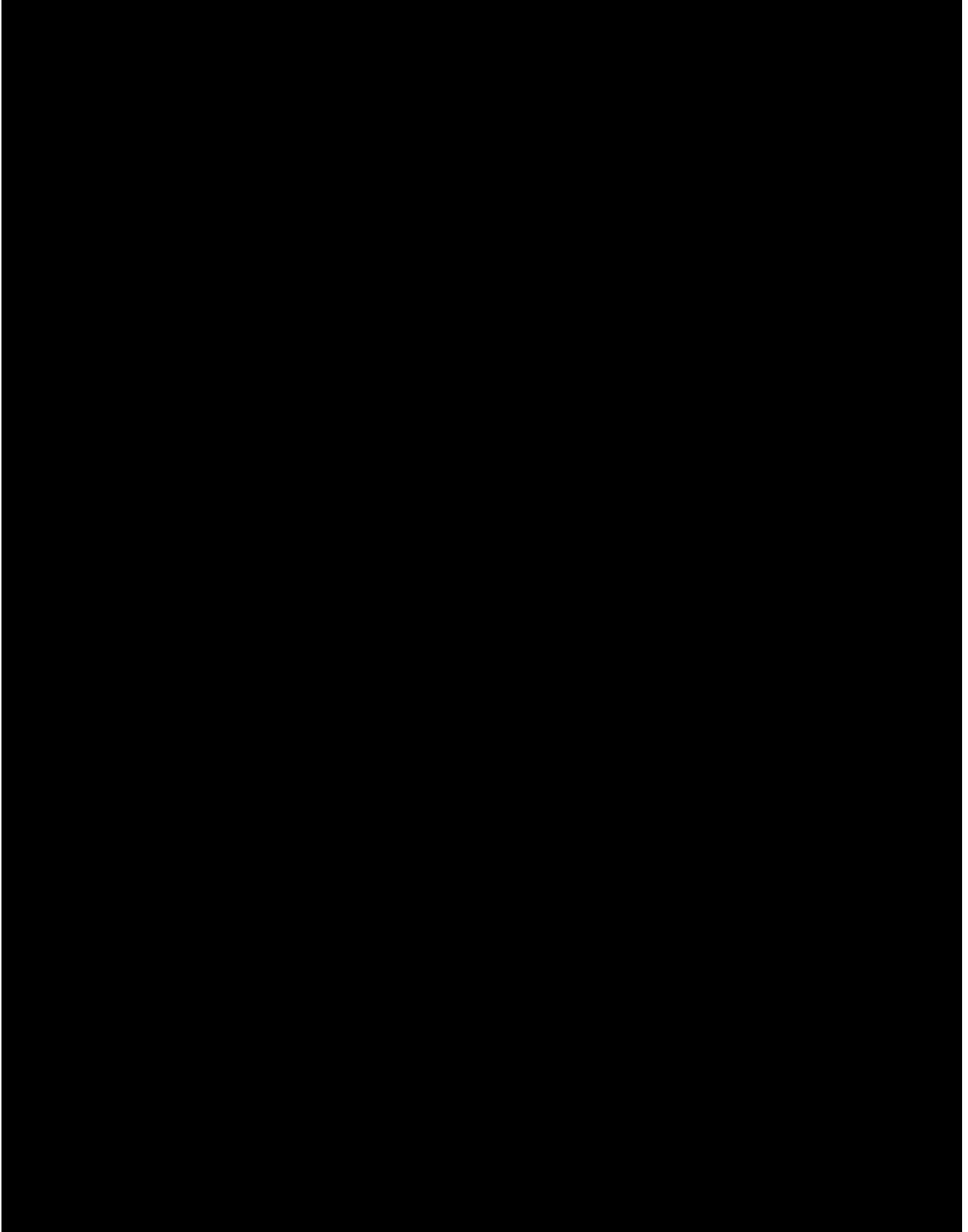
Year	Standard Met	Standard Nearly Met	Standard Not Met	Mean Scale Score	Standard Exceeded
15-16	15-17	18154	15-16	15-17	18154
0%	0%	0%	2516	18%	0%
0%	0%	0%	2511	15%	0%

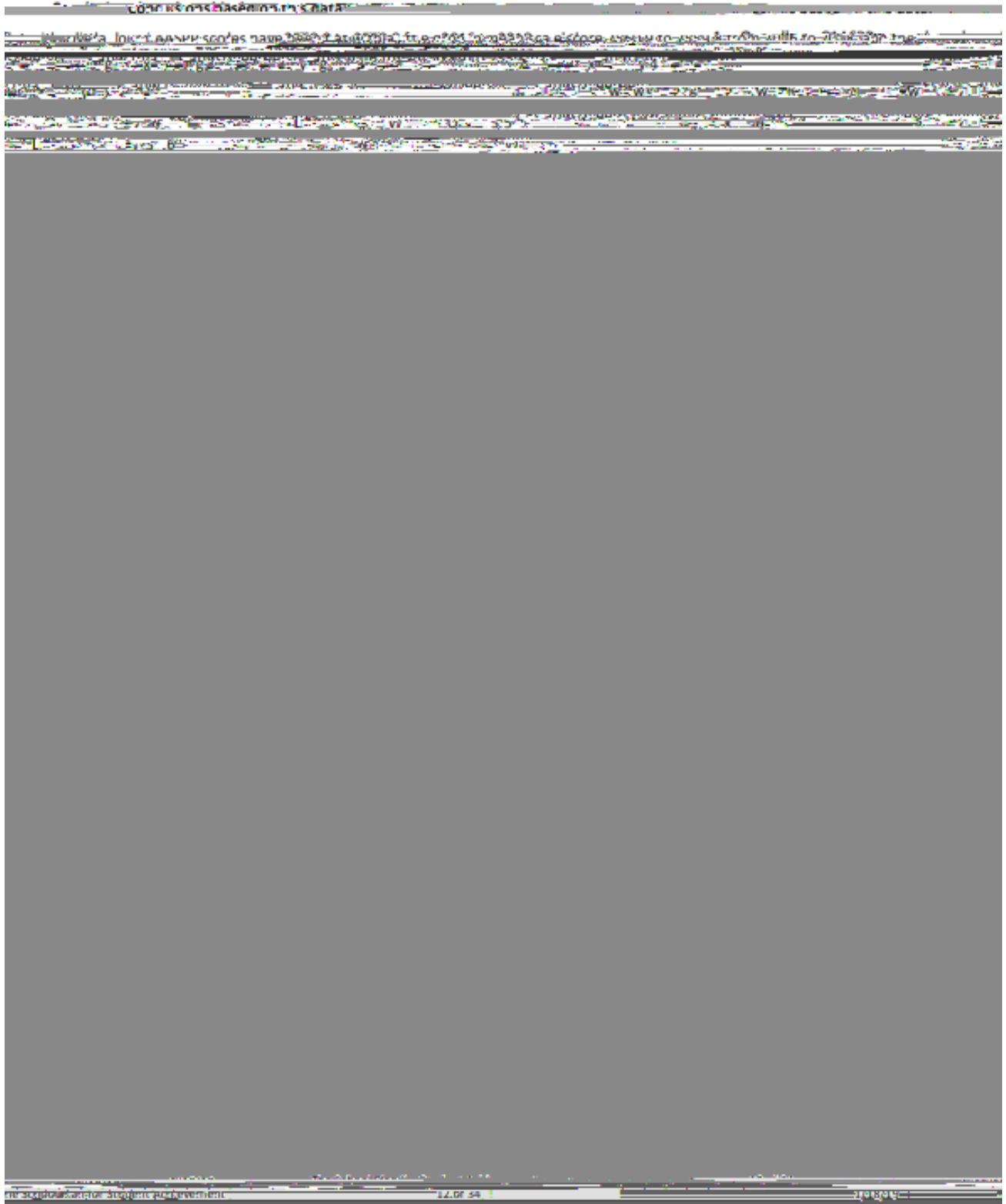
Conclusions based on this data:

... scores dropped from 2016 to 2018. Our mean scale score dropped from 2516 to 2511. Our percent of ... Overall, our CAASPP students meeting or exceeding standards dropped from 18% to 15%.

7. The Communication/Reasoning Goals we are focused on are the ones that are most important to our students and our
communication goals. We are focused on the ones that are most important to our students and our communication goals.
We are focused on the ones that are most important to our students and our communication goals.







School and Student Performance Data

2019-2020 Results (Students with Disabilities)

Mathematics

Grade Tested	Grade Level	Prof Students Approved			Prof Students Tested			Prof Students with Scores			Prof Approved/STO	
		F5476	F5497	F5498	F5476	F5497	F5498	F5476	F5497	F5498	F5476	F5498
Grade 11	Grade 11	99	99	99	99	99	99	99	99	99	99	99
Grade 11	Grade 11	99	99	99	99	99	99	99	99	99	99	99

with Disability										Overall Achievement for Students						
17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	Grade 11	15-16	16-17	17-18	15-16	16-17	17-18
00	2	2.02	0.00	0	1.75	5.26	98	91.73	94.74	Grade 11	2397.0	2433.8	2395.8	0	0.00	0.00
00	2	2.02	0.00	0	1.75	5.26	98	91.73	94.74	Grade 11	N/A	N/A	N/A	N/A	N/A	N/A

% A - w S								% B - w S		% A - w S	
15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
1.75	0.00	2	5.26	5.26	98	92.98	94.74	Grade 11	2		
1.75	0.00	2	5.26	5.26	98	92.98	94.74	All Grades	2		

% Approved					% A - w S			% B - w S			
17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17
00.00	Grade 11						23	40.35	33.33	75	66.67
00.00	All Grades						23	40.35	33.33	75	66.67

Communicating Reasoning									
16	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17
56.14	66.67	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

Conclusions based on this data:

Students with disabilities are performing at a high level in mathematics, with 99% of students approved and 99% of students tested. The data shows that students with disabilities are performing at a high level in mathematics, with 99% of students approved and 99% of students tested. The data shows that students with disabilities are performing at a high level in mathematics, with 99% of students approved and 99% of students tested.

2. The communication reason for the lowest area was that approximately 50 percent of students were above state standards in reading.

Bloomington High School ACS WASC/CDE Self-Study Report 2019

Speaking Domain
Number and Percentage of Students by Grade Level

Grade	Beginning	Developing	Proficient	Advanced	WLD-Weighted	Standard Deviation
9	19.12	21.5	47	22.29	50	43.28
10	6.27	14.5	16	16	10	14.5
11	4.5	16	8	11	11	14.5
12	18.1	3	3	12	12	14.5

Speaking Domain
Number and Percentage of Students by Grade Level

Grade	Beginning	Developing	Proficient	Advanced	WLD-Weighted	Standard Deviation
9	115	77	66.96	30	26.09	
10	74	14	8	8	8	
11	74	14	14	14	14	
12	94	14	14	14	14	

Reading Domain
Number and Percentage of Students by Domain Performance Level for All Students

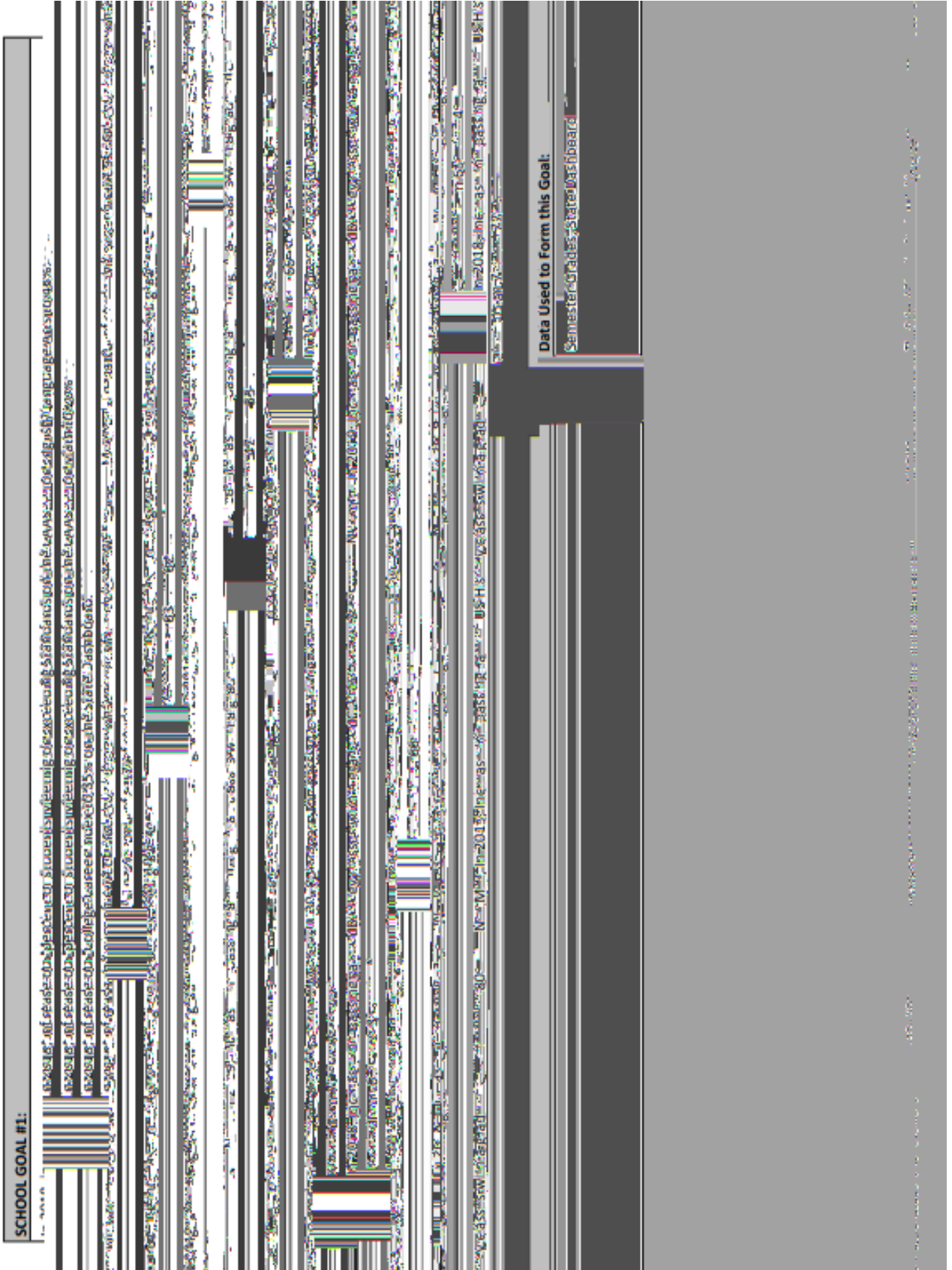
Grade	Beginning	Developing	Proficient	Advanced	WLD-Weighted	Standard Deviation
9	30	33	43	43	30	33
10	30	33	43	43	30	33
11	30	33	43	43	30	33
12	30	33	43	43	30	33

Writing Domain
Number and Percentage of Students by Domain Performance Level for All Students

Grade	Beginning	Developing	Proficient	Advanced	WLD-Weighted	Standard Deviation
9	30	33	43	43	30	33
10	30	33	43	43	30	33
11	30	33	43	43	30	33
12	30	33	43	43	30	33

Conclusions based on this data:


- 1.



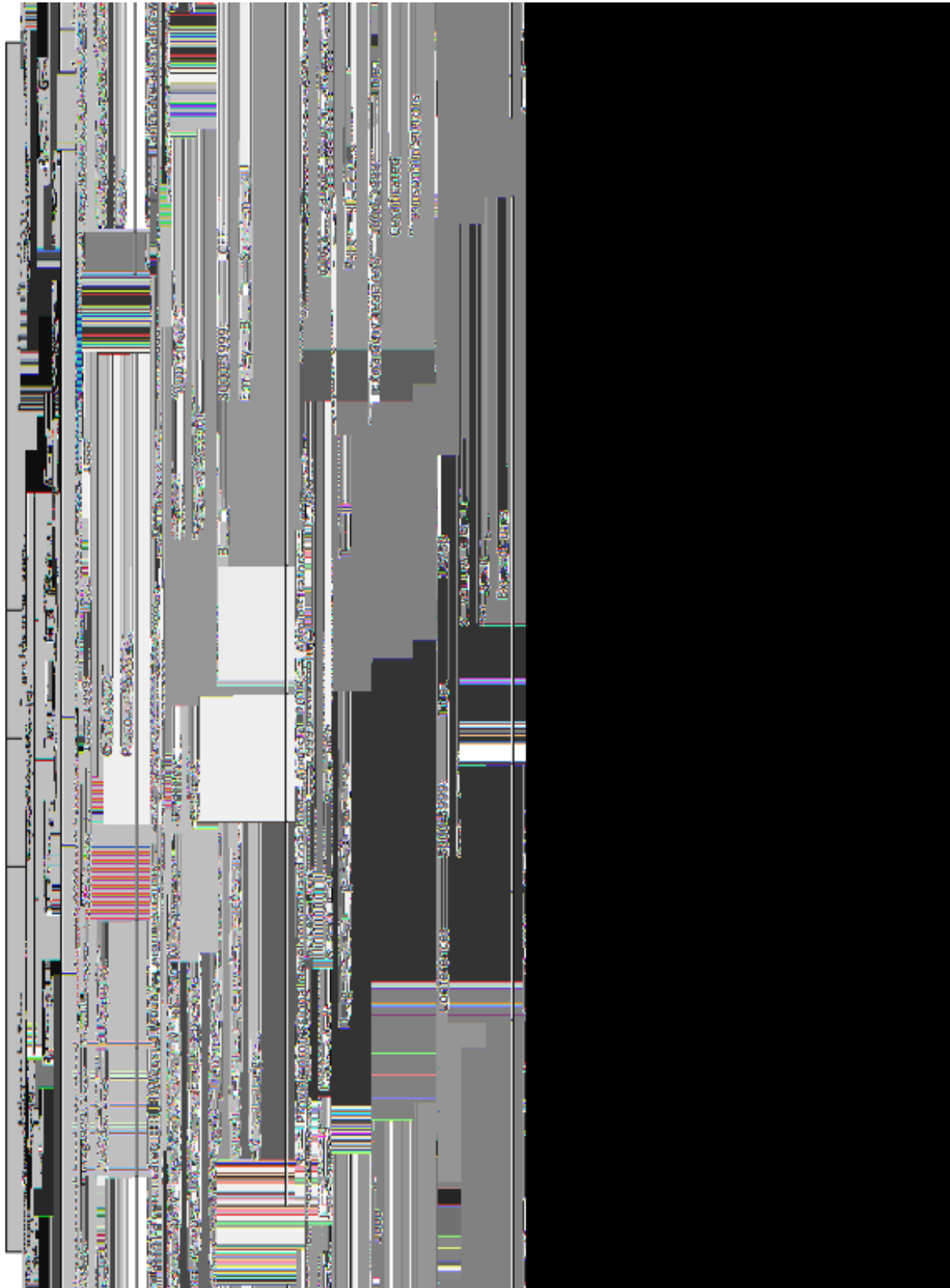


Planned Improvements in Student Performance

School Goal #2



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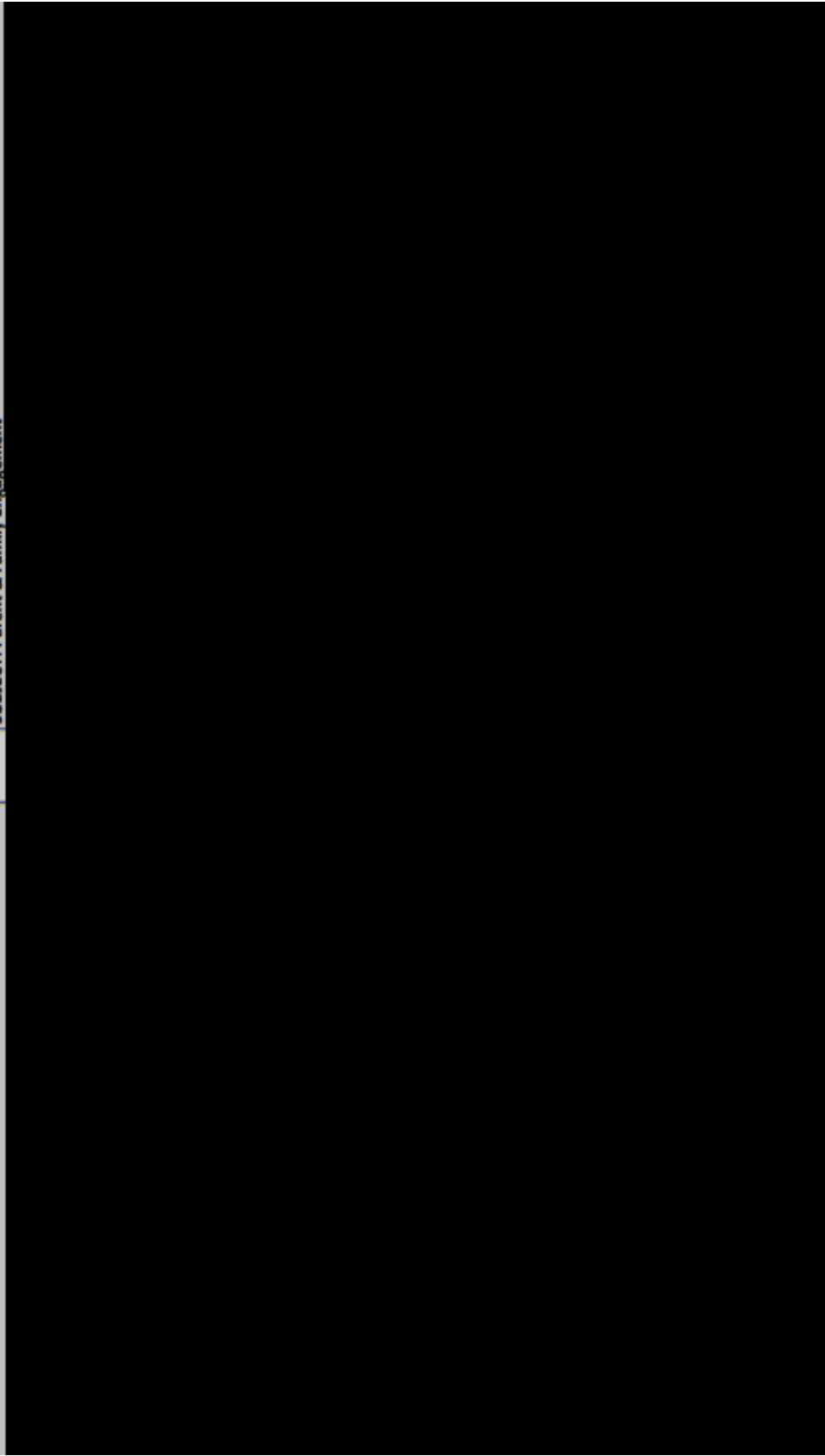


Strategic Improvements in Student Performance

Strategic Improvements

The School Site Council has analyzed the strategic goals of all programs and has identified the following areas of focus:

SUBJECT: Parent & Family Engagement

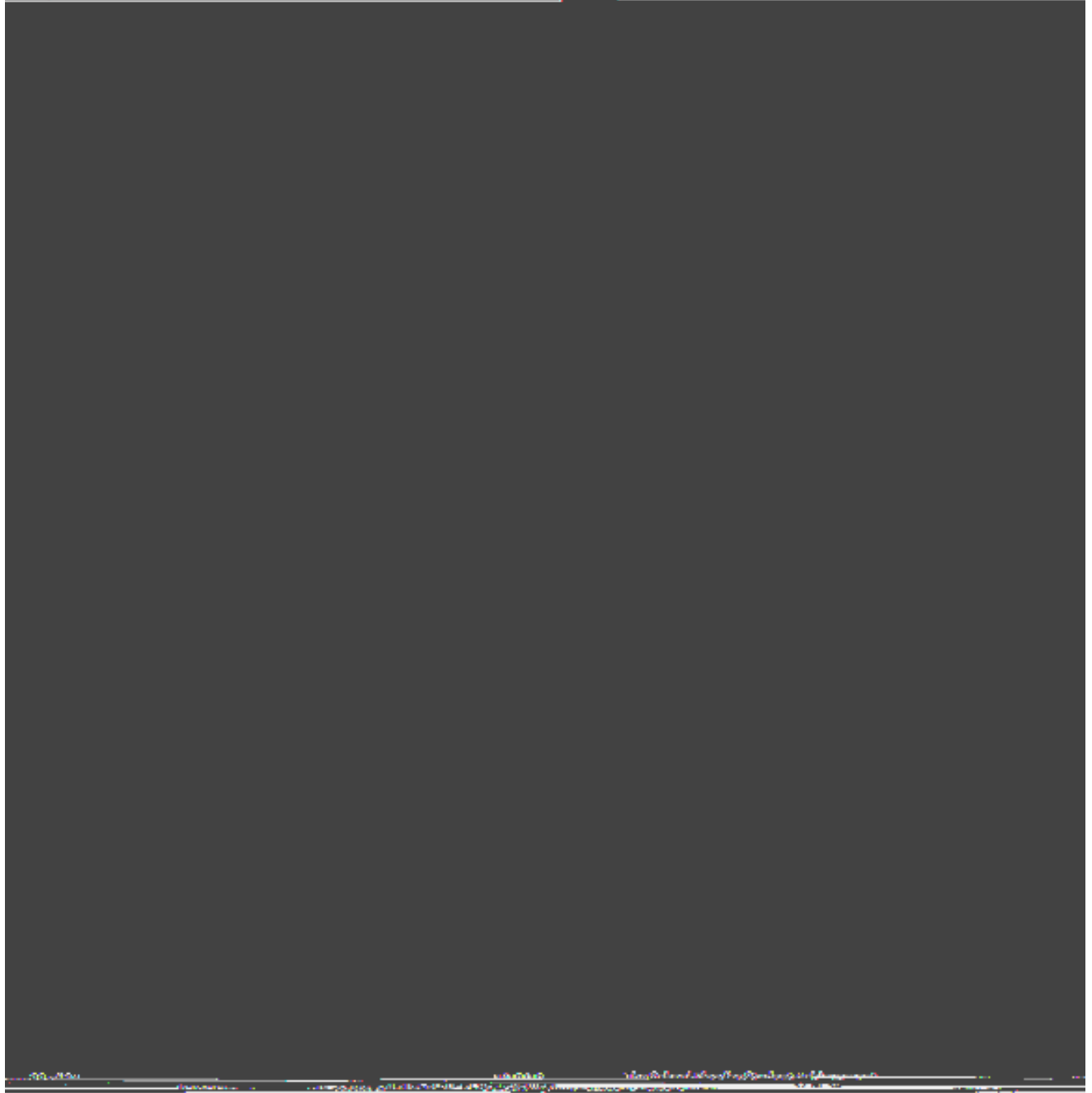


Bloomington High School ACS WASC/CDE Self-

Summary of Budget (Res. Plan)

Budget Administration

Total Expenses	Goal Number
Goal 1	484,639.00
Goal 2	47,000.00
137,236.00	3
137,639.00	4



California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the following members:

Category	Member Name	Term
Parent	Sandy Torres	X
	Michael Barajas	X
Community	Raymond...	
	...	
	...	
Teacher	...	
	...	
Student	...	
	...	
Administrator	...	
	...	

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.