



Bloomington High School SELF-STUDY REPORT

**10750 Laurel Avenue
Bloomington, CA 92316**

Colton Joint Unified School District

March 3, 2025

**ACS WASC/CDE Focus on Learning Continuous Improvement Guide
2022 Edition**

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Introduction

Bloomington High School's mission is to provide students and teachers a safe learning environment to promote high levels of learning and career readiness, using technology and developing leadership within our given resources in order for students to become productive citizens. Our Motto for Success is **BHS: Be Responsible, Have Respect, and Stay Safe.**

BHS "[Look Book](#)" - provides an overview of BHS.

Bloomington High School (BHS) is one of three comprehensive high schools in the Colton Joint Unified School District with a student enrollment of 1,791 students. BHS is located in the southeastern region of Bloomington, an unincorporated suburban community in San Bernardino County, fifty miles east of the Los Angeles Civic Center. It is surrounded by two incorporated cities, with Fontana adjacent to the west and north, and Rialto located along the north and east boundaries. The Bloomington community reflects a range of income levels from low to upper middle class. Bloomington High School opened in September 1962 with freshman and sophomore classes and graduated its first class in 1965.

When the school opened, the community was primarily rural with small farms and grape vineyards. Although some rural areas still exist, the community has become one of small businesses and housing tracts. Recently, the logistics industry has taken over many of the lots that were formerly open land or residential areas. Proximity to a major railway hub, the Ontario and San Bernardino International Airports, and facilities such as multiple Amazon fulfillment centers have made trucking and logistics a key industry in the area. Multiple warehouse complexes have been constructed in the last three years within a mile of BHS, and additional complexes are planned.

The staff, students, and parents of Bloomington High School are committed to meeting the needs of students by providing an effective instructional program that will improve students' basic skills development, personal values, responsibilities, career knowledge, cultural understanding, problem solving skills, critical thinking skills, and an understanding of the natural environment and social values. This is accomplished through shared decision making, the promotion of school and community pride, the improvement of school test scores by using research-based instructional strategies in all classrooms and by meeting the expectation of district and state guidelines. BHS has implemented Positive Behavioral Interventions and Supports (PBIS) plan to improve school environment and culture and has improved from bronze then to silver and is currently at the gold level for the most recent review (2023-2024).

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BHS offers a variety of programs to support students academically, including Advancement Via Individual Determination (AVID), Career Pathways, advance placement and honors courses, bilingual education supports, visual and performing arts courses, after-school tutoring, Saturday School Attendance and Recovery, and special education services. BHS offers three college and career pathways: Career Opportunities Public Service (COPS), Business Pathway, and BEAR (Bloomington Engineering and Robotics). BHS recently implemented Early College and is in its second year of implementation through a partnership with San Bernardino Valley Community College.

The Bruins Wellness Center, established in 2021, was created to address the social, emotional, and behavioral needs of students as an essential component of improving school performance. Recognizing the connection between emotional well-being and academic success, the center empowers students by fostering internal resiliency and equipping them with the skills to self-regulate and maintain focus during challenging tasks. Designed with a trauma-informed approach, the center provides unique learning experiences that support students in developing the tools needed to navigate stress effectively. Supported by the CJUSD Department of Mental Health, the Bruins Wellness Center, along with similar initiatives at two other comprehensive high school campuses, reflects a district-wide commitment to enhancing student well-being and success.

BHS PROGRAMS:

<u>AP/Honors</u>	<u>Choir</u>	<u>NJROTC</u>	<u>Theater/Drama</u>
<u>Athletics</u>	<u>Counseling</u>	<u>Parent Center</u>	<u>Video Productions</u>
<u>ASB Leadership and Clubs</u> <u>ASB Presentation example</u>	<u>Early College & Concurrent Enrollment</u>	<u>Pathways</u> - CTE/ROP - Linked Learning <u>Business Pathway Slide Show</u> <u>COPS Pathway Slides</u> <u>Pathway Slides</u> <u>CTE Sequences</u>	<u>Wellness Center Information</u> <u>BHS Wellness Center</u> <u>Wellness Advisory Lesson</u> <u>Wellness Center</u> (Logic Model)
<u>AVID</u>	<u>ELD/EL</u>	<u>Special Ed.</u>	<u>Student Forum</u>
<u>Band</u>	<u>Give Back Academy</u>	<u>Student Success Center</u> <u>Video</u>	<u>Yearbook</u> <u>Bruin Press</u>
<u>Bruin Boutique</u>	<u>Kinesiology</u>	<u>Inclusive P.E.</u>	
<u>Career Center</u>	<u>Link Crew</u>	<u>BHS Clubs</u>	

Social media outlets provide a wealth of information about BHS and are key to keeping all stakeholders informed about BHS events.

BHS Facebook page	Official BHS Instagram
Counseling	BHS ASB instagram
Link Crew	BHS Athletics

Collaboration for Self Study

WASC collaboration is facilitated through stake-holder meetings. All BHS staff members are members of a WASC Focus Group that meets at least four times per school year. During a visit year, WASC Focus Groups meet monthly to focus on school progress and reflection. Student input is solicited through Student Forums composed of representative members of the student body, student leadership groups, and student surveys. Parent input is collected and collaboration takes place through groups such as ELAC and SSC.

WASC Focus Group leaders meet at least monthly. 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. 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 meetings. In preparation for a self-study year or midterm review year, both WASC Focus Groups and Focus Group leaders meet regularly. Evidence and documentation of work toward our WASC goals is collected on an ongoing basis (from individual teachers who submitted lesson plans and other artifacts, from departments and grade-level or course-alike groups, and from program leaders or department chairs).

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

- Regular examination of student achievement data
- Discussion of strategies and evidence of work toward our recommendations
- Review of *Focus on Learning* criteria

The WASC Leadership Team maintains a shared folder in a Google Drive; sharing materials and utilizing comment threads provides an additional way for this group to collaborate and communicate. Meeting agendas, slide presentations, and documents are kept in this folder.

The template for the Self-study document was reviewed and discussed in January of 2024 and staff members began editing the document. WASC Leadership team members collected additional data and solicited information from various program leaders through two pull-out days in the

spring of 2024 so that a draft of our self-study was ready by the end of the 2023-2024 school year. In the fall of 2024, staff members reviewed and edited the draft self-study document in WASC Focus Group meetings. The document was also shared with student and parent groups for their feedback through ELAC and SSC help create SPSA

Chapter I: Progress Report

New Administration

Yvette Roman assumed sole responsibility for the role of Principal at Bloomington High School in July 2021. Mr. Herlihy, the last original assistant principal since the last self-study, has continued to support the site. Due to declining enrollment the assistant principal team has been reduced from four positions to three. In October of 2022 Ms. Ervin was hired as an assistant principal. In July of 2024, Mr. Pope was appointed to the BHS admin team. At various times over the course of the last 3 years, the administrative team has had vacancies and for the entirety of the 2023-2024 school year the site was unable to fill the vacancy for the third assistant principal which impacted the workload of the entire administrative team.

School Hours and One Lunch

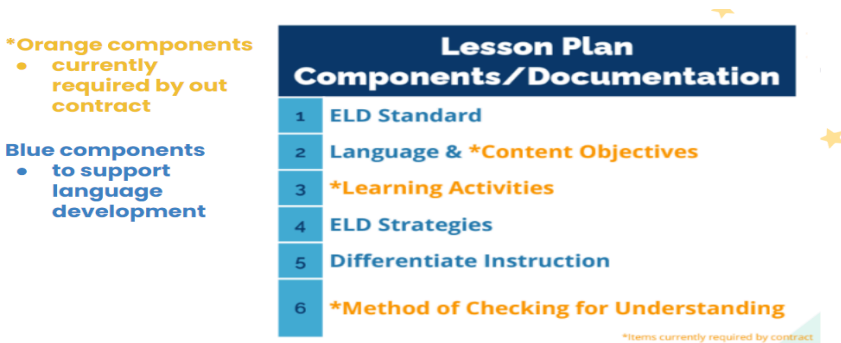
In the 2022-23 school year, a California State Law went into effect requiring all schools to change their hours. To comply with this change, Colton High School changed its hours from 7:25 am - 2:25 pm to 8:45 am - 3:45 pm. Our late start Wednesdays became early release Wednesdays. Instead of having collaboration during the morning on Thursdays, departments now have collaboration from 2:00 pm - 3:45 pm Wednesdays. Further, in 2023-2024, we switched from a two lunch system to a one lunch system.

Settlement with Department of Justice

In December of 2022, the Colton Joint Unified School District reached an [agreement with the Department of Justice](#) in response to complaints filed in 2010.

DOJ FINDINGS: Based on this thorough review the United States identified a number of conditions in the District's EL programs and practices that the District needs to address to comply with Section 1703(f) of the EEOA. First, the United States concluded that the District failed to provide its EL students with appropriate and adequate language services. The United States determined that the District deprived many secondary school ELs of necessary focused instruction in ELD, and prematurely exited students from the EL program. Second, the United States found that the District did not provide its EL students with qualified staff to implement the EL program adequately. Specifically, the United States concluded that core content staff responsible for integrating ELD into their lessons were not properly trained, and, as a result, many ELs lacked meaningful access to core content classes. Third, the United States found that the District failed to conduct evaluations of ELs for special education services in their native language, and failed to consider whether ELs with disabilities required native language instruction in order to meaningfully participate in the educational program in the District. Fourth, the United States found that the screening test utilized by the District to identify students

for the gifted and talented program unfairly denied access to ELs. Fifth and finally, the United States determined that the District did not adequately monitor and evaluate its EL programs for effectiveness. Indeed, the United States concluded that the District did not systematically collect data on EL performance and services provided to ELs that was necessary to fully evaluate its EL program.



Beginning in the fall of 2023, all teachers with any English Language Learners were required to submit lesson plans that include references to ELD standards and Language Objectives to BHS administrators.

Administrators are required to review lesson plans weekly and provide feedback to teachers. Administrators began weekly walk-throughs of all teachers’ classrooms and began providing [feedback on these walk-throughs](#) at least twice a month and staff was encouraged to participate in [Instructional Rounds Protocol](#). The feedback tool was developed in collaboration with our union(ACE) and district representatives to use during the classroom walk-throughs for data collection, unbiased feedback, and as evidence. KickUp is utilized across the district to support the walkthrough feedback process to support timely feedback and monitoring of district wide feedback trends and site specific trends for instructional strategies.

The DOJ settlement stipulates that all appropriately certified teachers of Designated ELD shall receive four hours of training on language acquisition ELD Standards, and research-based strategies for Designated ELD instruction, including how to deliver small group ELD instruction effectively, and three hours of in-class support on using these strategies. Teachers of Designated ELD who have not yet obtained appropriate certification shall receive annually at least ten hours of in-person training on effective strategies for providing Designated ELD for EL students and at least five hours of in-classroom support on using these strategies.

All District core content teachers of EL students will annually receive at least five hours of training on effective strategies for providing Integrated ELD for EL students (Summer Institute or a full day training during the school year) and promoting their ELD in all four language domains, and at least five hours of in-classroom support on using those strategies. ([BHS’ site plan for compliance with DOJ support](#))

All BHS faculty members also participated in one full day of “in-class support” which includes

writing Language objectives, planning lessons, ELD strategies, and differentiation for Emerging, Expanding and Bridging MultiLingual students. Professional development was provided by staff from CAFE (the California Association for Bilingual Education) with whom BHS has contracted for this year.

District System Design Partnership

In the spring of 2021, the CJUSD Board of Education approved a [District Design Plan](#) that was created over the previous two years with representation from all of the District's sites and departments. The 2021-2022 school year focused on familiarizing all staff members with the plan and its goals. The plan seeks to establish consistent and strategic practices in the areas of the three pillars of the plan: Equity, Professionalism, and Professional Learning.

In the 2023-2024 school year, the District began implementing a professional learning framework that included the principles of [Teaching for Effective Learning \(TEL\)](#). While some schools in the District began piloting the model with all staff, BHS' Teachers on Assignment participated in the training and research practices. Currently, the 10th grade (ELA, Math, Science, Social Science) teams and a few volunteers are piloting the TEL inquiry cycle process during the 2024-2025 school year. The vision is that TEL will be school-wide in the ensuing years.

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

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

The SPSA is developed and monitored primarily by BHS site administration in collaboration with the School Site Council (which contains representatives such as staff members, parents, and students) and with input from the ELAC parents. Discussion of SPSA goals, needs assessments, approval of funding and expenditures supporting SPSA goals is an ongoing process that takes place throughout the year at almost every SSC and ELAC meeting.

[2022-23 SSC & ELAC folder](#)

[2023-24 SSC & ELAC folder](#)

WASC goals are incorporated into the Single Plan for Student Achievement, which is shared with

parent, student, and staff representatives through ELAC and SSC meetings. Progress made toward accomplishing our WASC goals is discussed in Focus Group meetings as well. Additional support for our WASC process comes from our District Office, particularly the Educational Services Department, which provides data and works to monitor our progress toward WASC goals. Several members of our staff have served on WASC visiting committees.

Progress on the Current Schoolwide Action Plan (See [BHS WASC Presentation](#))

WASC Critical Learner Need 1	Focus on rigorous and responsive instructional practices across all content areas that support student acquisition of content standards and language and literacy skills.	
LCAP Goal(s) / SPSA Goal(s)	LCAP Goal 1: Equitable Access for All, LCAP Goal 2: Student Achievement SPSA Goal 1	
Progress	Impact	Evidence
<ol style="list-style-type: none"> 1. BHS contracted with RIMS AVID over the last 3 years to provide professional learning for staff: Marking the text, Critical Reading, WICOR, Collaboration, Focused Notes. 2. BHS contracted with CABE to provide training in CABE strategies to all teachers and allow planning time for implementation of CABE strategies that support MEL students. 3. Several staff have attended QTEL Building the Base and Level 2 training that was hosted by the district during spring break and over the summer. 4. Administration, Site EL Specialists and CABE representatives conducted Walkthroughs and provided 1-1 feedback on the implementation of instructional strategies for departments. 5. Site administration and AVID coordinators have implemented a focus Instructional strategy of the month for the site. 6. Staff meetings have focused on the reviewing and use of ELlevations strategies and module trainings. 7. Staff meeting time has been used to support professional learning and the implementation of a PD wheel (site and district led PD), in which staff can select the PD that they are interested in attending. <ul style="list-style-type: none"> o MAPS Data and Instructional implications o Using AI to support instruction o BTC o Literacy across disciplines o Culturally Responsive Teaching o Philosophical Chairs 	<ul style="list-style-type: none"> ● Dashboard data has improved over the last few years, currently in the Yellow category for ELA and Orange for Math ● Increased by 7.5 points in ELA for 2024 ● Increased by 6.5 points in Math for 2024 ● Increase in AVID WICOR trained staff from 59% to 78%(current). ● All Staff have received CABE training ● All staff have been informed of the focus on research based instructional strategies that support all students. 	<ul style="list-style-type: none"> ● AVID Training Schedule (Pull out days) ● CABE contract ● Instructional strategy of the month ● CABE Walkthroughs and Instructional feedback ● Staff sign in sheets ● Ellevations presentations by department

WASC Critical Learner Need 2	There is a need to create an authentic college and career success culture by focusing on the California School Dashboard indicators.
LCAP Goal(s) / SPSA	LCAP Goal 2: Student Achievement

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Goal(s)	SPSA Goal 2: : Student Achievement for ALL students		
Progress	Impact	Evidence	
<ol style="list-style-type: none"> 1. The Graduation Rates have increased to 88.6%, which is slightly higher than the district average of 87.3%. 2. Our current College and Career Ready percentage is 34.4% with a gradual increase year over year. 3. The site has focused on fostering a college and career ready college by installing murals, window decals, info-graphics for classrooms regarding A-G requirements and continues to inform students and families about the A-G requirements, pathway programs, AP courses available, Early College program and CTE courses. 4. Counseling services include four-year planning meetings with students, support for online enrollment and course selection, open access to AP classes and exams, college workshops and presentations, A-G eligibility requirements, and FAFSA workshops for students and parents. 5. The site is dedicated to supporting students through initiatives such as College Week, hosted by AVID students, virtual and in-person college admission presentations, on-site guidance from an SBVC counselor, after-school tutoring provided by UCR, and the Early College program, which includes two cohorts. 6. The site has focused on College and career readiness branding through the installation of murals, posters, college door signs and A-G information. 7. The site is currently in an AVID Demonstration status: Revalidation year and looks forward to meeting this distinction. 8. Parent engagement opportunities focus on data analysis, graduation and A-G requirements through the parent center and with the support of our Community Liaisons. 	<ul style="list-style-type: none"> ● A strong foundation for college and career readiness through increased high school completion. ● Ongoing improvements prepare students for post-secondary success in both higher education and careers. ● Murals, window decals, and A-G info-graphics in classrooms enhance visibility of college and career readiness goals. ● Regular communication with students and families reinforces awareness of A-G requirements, pathways, and program opportunities. ● Early College Program provides students with college credits and exposure to higher education, giving them a head start. ● CTE Courses prepare students for career pathways with practical, industry-aligned skills. 	<ul style="list-style-type: none"> -California Dashboard -BHS WASC presentation -4 year plan document -College Week photos -Guest Speaker Google Calendar -College workshop flyers -Hispanic and Socioeconomically Disadvantaged students are in the yellow indicator on the dashboard -Increased percentage for “all” students, maintained for homeless,EL and declined in 2024 for SWD. -A-G posters -College Door Decals 	

WASC Critical Learner Need 3	There is a need to continue to explore and implement best practices and multiple forms of formative assessment to guide rigorous and responsive instructional practices.		
LCAP Goal(s) / SPSA Goal(s)	LCAP Goal 2: Student Achievement SPSA Goal 1 and Goal 2		
Progress	Impact	Evidence	
<ol style="list-style-type: none"> 1. The site has focused on responsive instruction and formative assessment practices such as: Chats, Jamboards, Edpuzzle, Nearpod, common Google documents/shared presentations, Kami, Google Classroom warmups, Flipgrids, Exit Tickets 2. Collaboration time is used to discuss and create common formative assessment. 	<p>Implementing these steps significantly enhances the ability to meet the recommendation by fostering a data-driven, student-centered approach to instruction. The integration of diverse formative</p>	<ul style="list-style-type: none"> ● Lesson Plans ● Exit Ticket Examples ● Wednesday Collaboration Schedule ● NoRedInk Lessons 	

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<ol style="list-style-type: none"> 3. ELlevations is used to support EL progress monitoring and inform teachers on student levels and ELPAC results. This platform includes opportunities for staff to review ELlevations Strategies and complete learning modules. 4. Core departments use various online programs to support formative assessments such as NoRedInk, Listenwise, Membean, ClassKick, ALEK, Edgenuity 5. The site and district has implemented NWEA Maps Assessments (3 times a year), allowing students and staff to monitor student growth targets. <ol style="list-style-type: none"> a. NWEA Data analysis and student goal setting 6. BTC in math and some science classes 	<p>assessment tools, such as Chats, Jamboards, Edpuzzle, and Google Classroom features, ensures real-time feedback and active student engagement and allows for comprehensive growth tracking and data-informed goal setting. Collaboration time dedicated to creating and analyzing common formative assessments promotes consistency and rigor across departments. Tools like ELlevations provide targeted support for English Learners, enabling teachers to tailor instruction based on progress monitoring and ELPAC results. Additionally, BTC strategies in math and science further support responsive teaching practices. Collectively, these efforts ensure rigorous and responsive instructional practices, meeting the diverse needs of all learners.</p>	<ul style="list-style-type: none"> • NWEA Maps Testing One Pager • NWEA Advisory Goal setting • BTC Photo • What is on the ELPAC presentation
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WASC Critical Learner Need 4	There is a need to develop and monitor responsive systems for two-way communication with all stakeholder groups.	
LCAP Goal(s) / SPSA Goal(s)	LCAP Goal 4: Family & Community Engagement, LCAP Goal 1: Equitable Access for All SPSA Goal 4	
Progress	Impact	Evidence
<ol style="list-style-type: none"> 1. Weekly newsletters are sent to staff, Roman's Reminders 2. Staff are enrolled in the BHS Staff google classroom 3. The Daily Bruin is sent out each Monday to students with announcements and updates. 4. Daily announcements made by ASB students and administrators 5. BHS was able to offer various parent workshops and engagement activities this year such as PIQE, PIBE (introduction to computers), Parent project, 9th grade orientation, incoming 9th graders parent meetings, pathway and special programs meetings, FAFSA workshops and college application workshops. 6. BHS also hosts award ceremonies for each semester and holds a senior awards night 7. Back to School Night is held annually for parents and 	<ul style="list-style-type: none"> • In 2023-24:82 parents attended PIQE graduation/completion of the program. • In 2023-24: 45 parents attended the incoming 9th grade information night. • Approximately 40% of families attended senior awards and academic awards night. • Increased moral and support from staff and parents • PIQE and other Parent 	<ul style="list-style-type: none"> • Roman's Reminders • Q Communication sample • The Daily Bruin • FAFSA workshop • Counselor Presentation • Expectations Assemblies • PIQE Flyer • PIBE Flyer • Adulting 101 Workshop • Google Calendar for Guest Speakers • Back to School Night Awards Ceremony • Flyer • Student Clubs • Student Forum • priorities

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<p>students to meet teachers and learn about course content and learning goals.</p> <p>8. Student Forums held throughout the last few years to provide input and drive change on the campus</p>	<p>Engagement Workshops help to educate parents about A-G requirements and available programs, fostering home support.</p>	<p>Admin announcement on NWEA Maps testing</p> <p>The Daily Bruin (Semester 1 links)</p>
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Chapter 2: School 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 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. There has been very little new construction on campus over the past six years, but the campus has been painted with several murals added, the library remodeled, and the auditorium/theater complex renovated as well.

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

Links to data, key information	Commentary and implications
<p>Enrollment</p> <p>SARC</p> <p>BHS Chronic Absenteeism Data</p>	<p>Our enrollment has been declining year to year at BHS, in large part due to the demolition of nearby homes and construction of warehouses in the Bloomington area. Currently our enrollment is at 1763. The percentage of students in socioeconomically disadvantaged families dropped from 92.8% in 2021 to 68.5% in 2022, but climbed back up to 81.7% in 2023 and increased to 89.5 for 2024.</p> <p>The percentage of English learners and Foster Youth at our school is fairly stagnant despite the enrollment decline.</p> <p>Implications- Long-Term Planning and Stability:</p> <p>The sharp rise and fall in the demographic and enrollment data indicate that external factors (such as economic changes, public policies, or community-specific issues) can have a direct impact on students, the community in which they live, stressors that students face and the challenges and barriers to learning.</p> <p>The data reveals significant improvements in chronic absenteeism</p>

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	<p>rates at Bloomington High School from the 2021-2022 academic year to the 2023-2024 academic year. The overall rate decreased from 32.7% in 2021-2022 to 28.4% in 2022-2023, and further to 20.5% in 2023-2024, aligning closely with the statewide average of 20.4% for the most recent year. Chronic absenteeism among ELs dropped notably from 43.6% in 2021-2022 to 25.2% in 2023-2024, indicating effective targeted interventions. However, their absenteeism rate still remains above the schoolwide average. While improvements are evident, the reduction in chronic absenteeism among SWDs has been slower compared to other groups, decreasing from 44.1% in 2021-2022 to 35.4% in 2023-2024. This subgroup continues to experience higher rates of absenteeism, highlighting the need for sustained support. The declining absenteeism rates at Bloomington High indicate successful efforts to re-engage students post-pandemic, through strategies likely focused on improving attendance awareness, addressing barriers, and fostering a supportive school environment. Sustaining this positive trend will require ongoing collaboration among educators, families, and community partners, as well as data-driven interventions targeting groups that need additional support.</p>
<p>Demographics</p>	<p>The student demographics at BHS haven't changed much in the last few years. We constantly have over 90% Hispanic students. The population of Students with Disabilities shows a slight increase. The race/ethnicity make up seems to be constant.</p> <p><u>Resource Allocation and Support Services:</u></p> <p>With a larger proportion of students classified as socioeconomically disadvantaged, BHS will need to maintain and possibly increase access to resources such as tutoring, counseling, mental health support and other support services. The spike in 2023 suggests that BHS will need to maintain or enhance these programs, even though there was a decrease in 2022.</p>
<p>Relevant Dataquest information</p> <ul style="list-style-type: none"> - AP - BHS AP Scores 22-23 - BHS AP Scores 23-24 - SAT - PSAT 	<p>All AP courses are open access and students select courses during open enrollment. The master schedule is student centered and created based on student course requests and approved district course offerings. All 9th and 10th grade students take the PSAT each year. Horizon test prep is used to support students in preparing for the SAT, all AVID juniors receive test prep in AVID classes, Saturday School sessions are open to all juniors to receive SAT test prep. BHS is an SAT testing site.</p>
<p>Course enrollment patterns by student groups</p>	<p>All pathway programs and CTE programs are open access, 8th grade students visit BHS campus for the day to learn about all programs and elective options. LinkCrew leaders support student visits and provide</p>

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<p>Pathway Enrollment Analysis CTE Course Enrollment</p>	<p>tours to welcome new students. Counselors visit the middle schools to meet 1-1 with students to support online registration and answer questions for students.</p>
<p>Teacher assignment monitoring outcomes (AMO)</p>	<p>Based on the BHS School Accountability Report Card for the academic year 2022-2023, 90% (102.6) of full-time teachers are fully credentialed. 3 teachers are “ineffective”, 1.8 teachers are “out-of-field,” and 8.8 are unknown under ESSA.</p>
<p>California School Dashboard Performance Overview</p> <ul style="list-style-type: none"> - A-G - Graduation rates - CTE - College/Career Readiness - Suspension - Graduation Dashboard at a glance - BHS College-Going Rate 	<p>Per California Dashboard, the most recent report available is from the graduation year 2024. In 2023, Bloomington’s graduation rate was 86.4%, a .5% improvement from 2022. In 2024 the graduation rate further increased to 88.6, a 2.2% improvement. This improvement has moved BHS to the “high performance” range. Out of 422 students, 30.6% were placed on the “prepared” level on the College/Career Indicator. 132 seniors, 31.1%, met A-G requirements. For the 2024 school year, there was an additional increase of 3.7% in the College and Career Readiness indicator. 87 seniors, 20.5%, completed one CTE Pathway. 31 seniors, 7.3%, met A-G requirements and completed at least one CTE Pathway. The percentage of students suspended in 2023 was 8.5%, a .8% increase from the previous year.</p> <p><u>Implications-Family Engagement:</u> Engaging families from disadvantaged and diverse backgrounds can be challenging. BHS needs to continue to strengthen efforts to connect with families and provide resources or workshops that support student learning at home, particularly since the economic landscape may be volatile.</p> <p><u>Implications-Student Behavior and Well-being:</u> Economic hardship for some of our families can lead to increased stress, mental health challenges, or behavioral issues among students. BHS educators will need to continue to be mindful of this potential and prepare to support students through additional counseling or social-emotional learning programs such as the wellness center and proactive approaches to minimize disciplinary issues.</p>
<p>NWEA MAP Growth Assessment</p> <p>CAASPP</p> <ul style="list-style-type: none"> ● SBAC Math ● SBAC ELA ● CAST <p>ELPAC</p>	<p>Beginning in the 2021-2022 school year, CJUSD began administering the NWEA MAP Growth assessment to all students three times a year (Fall, Winter, and Spring). Students are able to review their report in Q and a family report is printed for students to support goal setting activities in advisory classes, this helps students to become familiar with the projected growth targets and set realistic and measurable growth goals for each session.</p>

<u>ELLEVATION</u>	<p>Staff are able to review student CAASPP data in Q and the student score report is visible. CAASPP data and MAPS data projections are shared with the staff regularly during staff and department meetings. Data analysis and interim reports are completed with departments.</p> <p>ELPAC scores are available in Q portal and teachers are able to view scores and student performance information in order to support lesson plan design and implementation of differentiation strategies. Attendance reports display individual student ELPAC performance levels and signify a decrease or increase from previous performance levels.</p> <p>Ellevation allows for the monitoring of MEL students and provides sample instructional strategies to support individual learners. Teachers are also able to provide input on the student’s reclassification process.</p> <p><u>Implications–Instructional Strategies:</u> Socioeconomic challenges often correlate with academic achievement gaps. BHS educators will need to continuously re-evaluate instructional strategies to ensure we are addressing the needs of all students, such as offering more differentiated instruction, culturally relevant pedagogy, literacy and math interventions.</p>
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Chapter 3: WASC Criteria and Indicators

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

<p>Criterion A1: Vision and Purpose</p> <p>The school has established a clearly stated vision and purpose reflecting students’ needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. Supported by the governing board and the district Local Control and Accountability Plan, the school’s purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.</p>
<p>A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards, congruent with research and school practices, and aligned with district goals for students.</p> <p>A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.</p> <p>A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.</p> <p>A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: There are effective</p>

processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Findings	Evidence
<p>A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: A revised vision/mission statement was created with the input of multiple stakeholders in the summer of 2018 using information from WASC focus groups and shared with the staff at the start of the 2018 school year. That new statement was based upon the past vision and mission statements and the mission statements created by various departments. There is a desire on the part of many staff members to have more input into the creation and revision of future mission statements.</p> <p>A1.2 Equity and Inclusion: The Mission and Vision Statement was shared with ELAC and SSC in the Fall of 2018. Parents were supportive and understood the relationship between our SPSA goals and State Dashboard. In December of 2018, the principal shared the vision and mission statements with student leaders and solicited their input about their application. In 2021 the Colton Joint Unified School District implemented a district-wide design plan that essentially lays over any site level vision or mission statements. This plan includes three major pillars of equity, professionalism, and professional learning.</p> <p>A1.3 Development/Refinement of Vision and Purpose: In 2022 the school leadership decided to simplify our PBIS acronym from a five point BRUIN to a simpler BHS: Be responsible, Have respect, and Stay Safe. These tenets act as a sort of focused vision statement for our students and school culture. In 2024, teachers were asked to provide a PBIS matrix for their classrooms in which they had the opportunity to state what respect, responsibility, and safety look like in their respective classrooms.</p> <p>A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: Each year the principal creates a welcome back presentation that includes an acronym or vision for the year that aligns to the site or district goals. For 2024 it is “Take your EPIC Swing for Success, Every student, Every Day”, which aligns with the Superintendent’s message of “Swing for Success, Every Student, Every Day”.</p>	<p>Posters in all classrooms and common areas with Mission/Vision/SLOs</p> <p>Site Vision/Mission on school website and in student agendas</p> <p>The District Design Plan is on the district website and was distributed digitally and as a hard-copy presentation at the time of its release.</p> <p>PBIS acronym BHS for Success is recited daily at the end of the announcement period and on posters in classrooms.</p> <p>24-25 Welcome Back Staff Meeting</p>
<p>Summary Analysis: BHS has had a schoolwide vision/mission statement in place and has been effective in communicating the schoolwide vision/mission statement through the use of classroom posters, student handbooks and the school website. This vision/mission statement aligns with the district’s vision/mission statement. It would be beneficial for BHS to revisit the shared views of the vision/mission statement so that there would be a greater sense of common purpose through the schoolwide vision/mission statement. The past statement was created by a previous principle and has been in existence for six years. Having BHS stakeholders revisit the vision/mission statement would enable BHS to be more highly effective in this area. Revisiting the</p>	

vision/mission statement would also allow for the refinement of the existing statement. The language of the vision/mission statement does reflect that there is a belief that all students at BHS can learn and achieve success in the educational process.

Criterion A2: Governance

The school's purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

A2.1 Relationship Between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

Findings	Evidence
<p>A2.1 Relationship Between the Governing Board and the School: The board policies and procedures regarding the roles of the board and district administration are clear. The Governing Board of the Colton Joint Unified School District publishes all its Board Policies and Administrative Regulations on the district and school-site websites, as evidenced in the District Parent Handbook, Code of Conduct, and Board Policy and Procedures. Board actions, decisions and initiatives guide the site in development of the SPSA, action plans, policies, procedures and accountability protocols. District initiatives guide the site focus on academics, instructional practices, professional development and communication to all stakeholders and community partners. The Superintendent's message of Swing for Success, Every Student, Every Day along with the 10,10, 95,95 goal has helped the district and site to focus on 10% improvement in ELA and Math and 95 % graduation and 95% attendance rates for all sites within the district.</p> <p>Bloomington High School has an effective governance structure, with stated lines of authority and responsibility at the district level and site level (see admin duties, staff handbook). Colton Joint Unified School District administration has a strong working relationship with Bloomington High School staff and administration and regularly meets with administration to review goals, progress and implementation of district initiatives. The BHS leadership team is made up of various members to support shared leadership in decision making and the creation of action plans, allow for input and collaboration and to improve communication to all staff members.</p> <p>Communication is shared with all educational partners through the Superintendent's email and Social Media communications, School Site Council, Advisory Committees, Q Communication, daily announcements, Parent and Faculty Handbook, and Parent/Student/Staff Surveys.</p> <p>School Site Council (SSC) and the English Learner Advisory Committee</p>	<p>Q Communication</p> <p>Q Portal Workshops</p> <p>Parent Handbook</p> <p>Parent/Student Compact</p> <p>Welcome packet</p> <p>Staff Google Classroom</p> <p>Roman's Reminders (sample) 9th grade course request presentation</p> <p>Grades Matter Presentation</p> <p>2022-23 SSC & ELAC folder</p> <p>2023-24 SSC & ELAC folder</p> <p>Flyers (Sample CAASPP Flyer)</p> <p>LCAP Workshops</p> <p>Parent Survey</p> <p>Board Agendas</p> <p>Board Policy and Procedures</p> <p>Faculty Handbook</p>

<p>(ELAC) provide recognition, feedback, planning and communication between students, parents, teachers, staff, and administration on school related activities, funding, student achievement, and the overall climate of the school as it is pertinent to each committee members representation of respective groups.</p>	<p>Administrative Duties and Assignments</p> <p>Superintendent’s email, Superintendent’s communique (Every Board Meeting @1:47).</p> <p>Uniform Complaint Procedure</p> <p>8th Grade Parent Night for expectations</p> <p>Various Social Media:</p> <p>@bhs bruin pride</p> <p>@counselorsbhs</p> <p>@bruinslinkcrew</p> <p>@bhsasb</p> <p>@bloomingtonbruins athletics</p>
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Summary Analysis: BHS has implemented effective means of communicating the Organization for Student Learning as it aligns to District and State guidelines. Social media has been a highly effective mode of communication for student and parent awareness. BHS continues to utilize other modes of communication, such as parent presentation, classroom presentations, student handbooks, classroom postings, expectation assemblies, daily announcements, BNN (Bruin News Network), surveys and flyers. SSC and ELAC are student, parent, teacher, staff, and administration committees that further discuss several issues of school governance.

<p>Criterion A3: Leadership for Learning</p> <p>The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students’ needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school’s purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.</p>
<p>A3.1 Broad-based and Collaborative: The school’s leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.</p> <p>A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.</p> <p>A3.3 School Action Plan/SPSA Correlated to Student Learning: The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.</p>

Findings	Evidence
<p>A3.1 Broad-based and Collaborative: The District reviews yearly school improvement processes and plans with the school board and information is shared with the principals. Counselors regularly meet with students to ensure they are working towards A-G requirements. At BHS, we utilize MAP data as a key tool in the reclassification process for English Learners. We proactively engage parents by hosting informational meetings for families of students who are approaching the MAP criteria for reclassification. During these sessions, we outline the school’s targeted support strategies and offer actionable guidance on how families can further assist their child’s academic progress. Additionally, the Math Department uses MAP data to design and implement targeted interventions that address students’ specific learning needs, ensuring that instructional approaches are data-driven and personalized. Students receive MAP family reports and, during advisory periods, are guided in setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals to monitor and enhance their academic growth. To foster a school-wide, data-driven culture, we engage staff in the analysis of MAP data during professional learning sessions. These discussions emphasize how MAP data can be applied to improve daily instruction and serve as a predictive indicator for student performance on CAASPP assessments. This collaborative practice promotes informed instructional decision-making, ultimately supporting improved student outcomes.</p> <p>A3.2 Leadership Role in Accountability: This area is met by training teachers, administration, and staff members. Data is shared and discussed to develop strategies to assist student’s learning. Many decisions regarding placement are based on the student’s need and interests and fulfillment of A-G requirements. District staff and site leadership meet each year to review placement guidelines, timelines and process.</p> <p>A3.3 School Action Plan/SPSA Correlated to Student Learning: Common assessment and student performance data and information is shared during staff development sessions and staff meetings. Information shared with staff members include the use of the California Dashboard, grades, and CAASPP data. Department meetings are used to discuss the information on the CDE website and CAASPP data. Data is reviewed at ELAC, SSC and other parent meetings and input is gathered to support the SPSA evaluation and revisions for each year. A needs assessment is conducted annually to support the SPSA writing process.</p>	<p>Meetings held with staff members, department chair, grade level meetings, and WASC groups</p> <p>Grades, graduation rate, NWEA MAP data, and information provided on Dashboard.</p> <p>CDE website, staff meetings, department meetings and open door policies.</p> <p>BHS Interim Report Document</p> <p>Staff google classroom/staff meeting presentations.</p> <p>Data review and reflection/staff meeting presentation</p> <p>MAPS SMART Goal Advisory Lesson</p> <p>BHS Counselor Duties/Timeline BHS Counselor Calendar</p>

Summary Analysis: The Organization for Student Learning criteria is analyzed at various levels: district administration, site administration, department chair meetings, department meetings, PLC’s, School Site Council, and student forums. Information is disseminated from CDE requirements and guidelines to district plans and site implementation. As noted in the “[Contextual Analysis](#)” of the CJUSD District Design Plan, communication has faced challenges in transparency and reception between the district and staff. The aforementioned modes of analysis have improved communications between all parties. BHS counselors and the principal hold meetings for the student body each semester to ensure that expectations and requirements are communicated effectively. The school website and student handbooks also provide support in communication with the Organization for Student Learning. As CJUSD and BHS continue to work collaboratively, the Organization for Student Learning criteria will be an area that we continue to focus on and we will have the opportunity to become highly effective

Criterion A4: Qualified Staff and Professional Development
 Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile 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.

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.

A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Evidence
<p>A4.1 Qualifications, Preparation, and Supervision of Staff: Administration ensures teacher preparation by assigning teachers to work in areas of certification. Teachers fill out a google form indicating which classes they desire to teach and administration evaluates student’s needs, teacher’s credentials before assigning a teacher a teaching assignment. Administrators provide opportunity for teacher growth via regular meetings and professional development. The DOJ settlement has increased administration’s classroom walk-thrus and feedback. Most teachers submit weekly lesson plans and administration offers feedback as a way to ensure teachers are using best practices to reach all students.</p> <p>A4.2 Professional Learning and Impact on Student Learning: Teachers are required to evaluate teaching practice and engage in discussions</p>	<p>Master schedule discussions, monthly professional development opportunities, weekly informal evaluations</p> <p>Summer CABE training</p> <p>ongoing CABE enrichment, Site CABE contract to support lesson planning and instructional rounds,</p> <p>In class support plan</p>

<p>concerning English Language Learners, and are evaluated on implementation of ELL strategies. Teachers are encouraged to attend AVID training, AP Training, QTEL, and CAFE institute as a way to keep abreast of best practices so as to make the learning environment more dynamic and challenging for all students. Counselors visit classrooms and hold FAFSA meetings with students so that ALL seniors complete a FAFSA application and are made aware of the opportunities awaiting them after high school. Counselors also offer seniors the opportunity to take the ASVAB test; the results are explained to the students so they fully understand the options they have after high school.</p> <p>A4.3 Communication and Understanding of School Policies and Procedures: Administration communicates requirements and expectations to faculty via weekly emailed newsletter and faculty/department meetings. The safety committee holds monthly meetings and solicits input from the staff to ensure the safety of all stakeholders. TOAs are also available to answer questions and help teachers understand policy and procedures at BHS.</p>	<p>Regular administrator walkthroughs</p> <p>Department meetings, faculty meetings(sample), weekly newsletter</p> <p>Collaboration notes</p> <p>LCAP collaboration days</p> <p>Wednesday Collaboration Schedule, Wednesday Collaboration Schedule 23-24, WCS22-23</p>
<p>Summary Analysis: BHS administration does a remarkable job in communicating expectations, teaching assignments, and growth opportunities with all stakeholders. Teachers are offered paid professional development as well as training that take place before or after school on Wednesday’s. Teachers also collaborate on prep, Wednesday afternoons and during paid LCAP days. These LCAP days pay teachers to meet and work on lesson plans and new teaching pedagogies, as a way to meet the needs of students. Professional development sessions have also been held during the school day through the use of Title 1 funding and district funding. Training sessions require that substitutes are arranged and contracts with consultants are implemented to support the implementation of research based strategies and common instructional practices.</p>	

<p>Criterion A5: Resources</p> <p>The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.</p>
<p>A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.</p> <p>A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.</p> <p>A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.</p> <p>A5.4 Facilities Conducive to Learning: The school’s facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.</p>

Findings	Evidence
<p>A5.1 Resource Allocation Decisions: Staff is given the opportunity to request materials that are best suited to their lessons being delivered. Administration works to allocate funds to these projects, and it is taken to ELAC and SSC for approval when certain funds are spent such as Title 1 and supplemental LCAP funds. At the start of each school year, staff members, students, and parents elect representative members who give input to the writing and evaluation of the Single Plan for Student Achievement and the expenditure of Title I funds. The SPSA is developed upon reviewing student performance data such as ELPAC student performance, CAASPP performance, Grade distribution data, ELPI progression, NWEA Maps data, conducting needs assessments with various stakeholders and reviewing previous expenditures and action steps. The SPSA evaluation is conducted annually to evaluate the effectiveness of each action step and create the next SPSA. Resources and expenditures align to the goals and action steps listed in the SPSA.</p> <p>A5.2 Practices and Procedures: Requisitions and purchase orders are submitted through the district and county portal (Compass; formally known as Financial 2000). The site and district participate in audits and work to maintain organized and accurate records so when we are asked for certain information, we can provide it to an outside auditor in a timely manner. District representatives verify that SSC, ELAC and spending expenditure documents are filed electronically through the use of shared digital folders or programs to support site and district policies.</p> <p>A5.3 Instructional Materials: Instructional materials such as textbooks and consumables are ordered and maintained by the district. BHS receives consumable textbooks for the core classes and is regularly asked if there are supplemental materials we wish to have on hand, which oftentimes are purchased upon request. English classes use a consumable textbook that is replaced each year and students are provided a chromebook to be used in their classes. LCAP funding is provided at \$250 per teacher to spend on supplies to drive student achievement, new teachers receive \$500 in LCAP funds. Dept Chairs hold regular meetings with department members to conduct needs assessments and review data to create a “wish list”, these items are purchased and ordered through the site to drive student achievement.</p> <p>A5.4 Facilities Conducive to Learning: Every classroom is outfitted with a promethean board for the delivery of instruction to assist in a</p>	<p>SSC ballots and communication. SSC minutes.</p> <p>Administrator Workshops/meetings for SPSA development and SPSA evaluation.</p> <p>District shared folders for ELAC and SSC compliance.</p> <p>Historical inventory document</p> <p>Destiny resource management database</p>

more efficient manner of teaching and learning. Murals have been installed around campus to promote a culture of college and career readiness and the power behind education. The campus has seen an improvement in some facilities through the painting of buildings and murals depicting different colleges and universities. The library has received new furniture and branding to support a focus on literacy and create a welcoming environment for students and staff. The staff lounge has been renovated as well, to support collegiality and collaboration within the school day. Water stations have been added to the drinking fountains so that students and staff can readily refill water bottles. However, a need for attention to restrooms and the condition of the grounds exists. Some facility improvements have helped to improve the school climate at BHS. School safety, school spirit, and the learning environment have seen some improvement and college and career readiness branding along with PBIS branding has been implemented. BHS is initiating small banners that celebrate student achievement in CAASPP, ELPAC, GPA, and other achievements. Additional improvements focused on safety and school spirit would be inspirational to the learning environment of the campus.

Summary Analysis: One of the strengths at BHS has been the implementation of technology in all classrooms. Promethean Boards have been installed in every classroom. Google Classroom has become a regular norm at BHS, with most teachers utilizing the digital classroom format. Students are familiar with digital resources and online materials as well as google suites such as google slides and google documents. Instructional materials are usually made available, with additional resources and other texts available within the district. However, a request may need to be made for materials to be delivered from off-site. Measure BB has recently been passed by the Bloomington community. This will enable school improvement that will help build a conducive learning environment for students.

ACS WASC Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary

Areas of Strength

1. Technology has been integrated into each classroom.
2. Promoting college and career through murals, and visual decals support a focus on learning and create a conducive learning environment for students and staff.
3. There is a continuity with what is presented to students, posted for students, and how this information is used to interact with students. Before it was a bit enigmatic.

Areas of Growth

1. It would benefit BHS to review and update, if necessary, the SLO/SLGs (revise posters to reflect new phrase/terminology).
2. Continue to promote habits of an effective learner across all courses, AVID school wide

implementation.

3. Mission and vision statements need to be revisited, possibly develop a new one to facilitate more staff member input.

Category B: Curriculum

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.

B1.3 Academic Standards and College and Career Readiness Indicators: The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.4 Curricular Integration: There is integration between/among areas of study, academic standards, and college and career readiness indicators.

B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Findings	Evidence
<p>B1.1 Current Educational Research and Thinking: BHS provides a curriculum that is effective, rigorous, relevant, and coherent. Our American History classes use a textbook that “integrates literacy with content knowledge through support for reading, writing, and critical thinking skills.” English utilizes the ERWC curriculum for both 11th and 12th grade and Springboard for all core classes. Instruction is founded in standards-based curricula, using structures such as NGSS, and texts with an embedded standards-based curriculum. Mathematics uses Illustrative Mathematics as a curriculum. IM is research based and written by the same academics that helped create the Common Core Standards and is highly-rated according to Ed Reports Mathematics also utilizes MWRC curriculum. Professional development and collaboration time within departments and across pathway teams is focused on discussions and implementation of current research practices. Weekly collaboration time allows for discussions and development of common lesson pacing, projects and common assessments amongst department members, course alike teams, and grade level teams. Our curriculum and teaching strategies are</p>	<p>AVID Strategies EL Strategies QTEL CABE Differentiation for EL CJUSD - ELD Information Hub Thinking Classrooms Project Based Learning</p> <p>Instructional Samples and outcomes</p> <p>Freshman Presentation</p>

<p>based on current research based practices for effective teaching and learning such as AVID, QTEL, and CABE. Our mathematics and science curriculum is also based on Thinking Classrooms research and Project Based learning.</p> <p>B1.2 Congruence with Schoolwide Student Goals: BHS graduate profile/student outcomes are supported through a curriculum designed to develop and improve critical thinking, communication, collaboration, and problem solving skills. Project based learning, EL strategies, and AVID strategies increase student collaboration and engagement. Our curriculum provides opportunities for various and rigorous student learning that is applicable to college and career readiness. BHS provides all students with access to A-G approved classes, which are an important aspect of our college and career readiness indicators. Curriculum is vetted via the Course and Textbook Approval Process, part of which requires courses based on applicable content standards.</p> <p>B.1.3 Academic Standards and College and Career Readiness Indicators: BHS administers the PSAT to all 9th and 10th graders and can use assessment reports such as AP potential and MAPS data to identify AP readiness. Counselors meet with every student each year to go over A-G requirements, graduation requirements, BHS courses, AP/honors courses and goal setting. These presentations take place in English and History classes. Counselors also hold informational workshops such as college application information and financial aid for students and their families. Teachers have A-G posters in their classroom that specify the A-G requirement that is being met by their content.</p> <p>BHS has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements. BHS is in its second year of providing the Early College program in partnership with San Bernardino Valley College and students will earn college credits while also earning their high school diploma. Teachers use district adopted curriculum aligned to the state standards, pacing guides, and common assessments. English, math, science, social sciences, and world language departments utilize curriculum guides to ensure lessons being taught are aligned to state standards. BHS also offers a number of Honors and AP classes for various academic disciplines. English, Math, Science, World Languages, Social Studies, and VAPA provide opportunities for students to excel beyond minimum graduation requirements. BHS is hosting the first AP Day in January 2025 as a targeted outreach to increase AP enrollment. In general, the College and Career Readiness indicator for BHS has an increase of “prepared students” by 3.7% and a decrease of 4.5% with students in the</p>	<p>Sophomore Presentation</p> <p>Junior Presentation</p> <p>Senior Presentation</p> <p>Financial workshop</p> <p>CA Dashboard for College and Career Readiness</p> <p>CJUSD College and Career Pathways</p> <p>BHS CRY-ROP Courses</p> <p>Early College Presentation</p> <p>District Internship Program</p> <p>AVID Middle School Recruitment presentation</p> <p>AVID Mentorship Program (A.M.P.)</p>
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<p>“not prepared” range.</p> <p>BHS offers a Business Entrepreneurship Pathway, an Engineering and Robotics Pathway, and a COPS (Career Opportunities to Protective and Serve) Pathway. Each pathway offers career specific classes that prepare students for college and/or career exposure. Such grouping allows for students to maintain standards-based instruction and participation in academic activities that may be aligned to their respective pathway. In addition to pathway instruction we have CTE courses such as veterinary assistant, virtual enterprise, mental health care, art of animation, fashion, criminal investigation and automotive classes that expose and prepare students to the respective industries. BHS also has an award winning NJROTC program that focuses on academics, leadership, teamwork, fitness, character, confidence, respect and integrity. NJROTC has frequent PT activities, training, competition, drone competitions, SEAPerch, STEM activities/Cybersecurity, field trips, guest speakers and collaboration with outside organizations to support students in gaining real life hands-on experiences. The Special Education Department works with the Pupil Personnel Services Workability 1 Technician to assist students with disabilities in obtaining jobs with our district’s local community partnerships, and conducts classroom presentations for developing job and career readiness skills. Students complete applications and are placed in community partnership jobs based on job interests, and are given a set amount of hours to work at a community partnership job location to gain employability skills to prepare for permanent- post-secondary jobs.</p> <p>B1.4 Curricular Integration: The Linked Learning Pathways at BHS work to create college/career projects and assignments that connect with core classes. BHS has 3 pathways: Business, COPS and BEAR. The Business Pathway allows access to college and career preparation, cross curricular/cross grade level projects, Virtual Enterprise (along with competition), and Intro to Business. The COPS Pathway also provides real world experiences and includes field trips to county courthouses to learn about careers in the field, CSI class project to investigate a crime scene which allowed students to “do the job” with finding reviewed by former law enforcement. The BEAR pathway focuses on intro to engineering, digital engineering, robotics and project based learning. All pathways offer opportunities to hear from guest speakers and learn from industry professionals as well as take tours of local colleges and local businesses based on availability.</p> <p>B1.5 Community Resources and Articulation and Follow-up Studies: BHS engages with feeder schools by having 8th grade students visit BHS and we have student and teacher representatives of CTE Pathways and AVID</p>	<p>COPS Pathway Sample Lesson 1</p> <p>COPS Pathway Sample Lesson 2</p> <p>BEAR Pathway Sample lesson and Field Trip Photos</p> <p>NJROTC</p> <p>Presentation Rubric Cross Curricular/Grade level Career Project</p> <p>WASC One Pager</p> <p>Career Class</p>
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<p>visit our feeder schools which include Ruth O Harris Middle School and Joe Baca Middle School, to recruit interested students. CTE classes are articulated with local community colleges and students create their community college account and learn how to access transcripts and credits earned. Students who pass these CTE courses with a B or higher are eligible for college credits at local community colleges, such as San Bernardino Valley College and Riverside Community College. In summer of 2024 the district implemented an internal internship program providing students with opportunities to job shadow and intern with various departments throughout the district.</p>	
<p>Summary Analysis: Bloomington High School demonstrates a commitment to providing a rigorous and relevant curriculum grounded in current educational research and standards-based practices. The school integrates literacy, critical thinking, and problem-solving skills across subjects, offering diverse instructional strategies such as Project-Based Learning, AVID, and Thinking Classrooms. Pathway programs and CTE courses enhance college and career readiness by providing real-world experiences and industry-specific skills. Through strong articulation with community colleges and local partnerships, BHS equips students with opportunities to earn college credits, gain hands-on experience, and prepare for post-secondary success.</p>	

<p>Criterion B2. Equity and Access to Curriculum All students have equal access to the school’s entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.</p>	
<p>B2.1 Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students. B2.2 Access to Curriculum, Including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school’s students. B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals.</p>	
<p>Findings</p>	<p>Evidence</p>

B2.1 Variety of Programs - Full Range of Choices:

Counselors meet with Freshmen to create their “ four year plan”, they then review A-G, College/Career options. This is also visited with Link Crew when they break out into their follow up groups. Students are provided with a list of available classes and programs at various events such as Future Bruin Day, 8th Grade Parent Night, Back to School Night. BHS offers a range of pathway courses that target student interest and vocation. BHS also has a number of Honors and AP courses for students that are open to all students. The Career Center offers the opportunity for students to explore career options and be introduced to college choices. Students have access to work experience and a number of guest speakers representing colleges and careers. BHS’s AVID program provides college and career preparation for students in the “middle,” possessing less than a 3.5 or have shown a reasonable interest in acquiring success beyond high school. BHS supports the success of Multilingual English Learners through the ELD program. The ELD program has structured, grade-level and performance-level designated classes. These classes allow for Multilingual English Learners to further develop academic English Language to find greater success while integrated into classes outside of ELD. RSP and SDC continue to identify and work with students with identifiable needs. RSP and SDC teachers work with general education teachers to ensure student success in accordance with a standards-based curriculum. RSP and SDC teachers also provide in-class support to students and general education teachers.

B2.2 Access to Curriculum, Including Real World Experiences, by All Students:

All students are issued district devices (chromebooks) as well as hot spots if needed, all classes have digital content that is available and free of charge. All materials are provided by the school, English and Math have consumable textbooks that are provided each year so that the students can work and turn in marked text, this also serves to utilize AVID/MEL strategies that have been learned through PD. Pathway teachers are implementing the use of Pathful career exploration program to provide career exploration opportunities. All students are able to register for a pathway course based on their interest. BHS teachers continue to reflect on ways in which they can implement lessons that are culturally relevant and include real world examples or focus on current social and environmental issues. Teachers work with community partners and local colleges and businesses to arrange guest speakers and college presentations to students to help students connect with current industry professionals and gain a better understanding of the position. RSP case carriers work with families and students to create transition goals that include

[9th grade course request presentation](#)

[Grades Matter Presentation](#)

[BHS CRY-ROP Courses](#)

[AVID REVALIDATION PRESENTATION](#)

[School Site Council](#)

[ELAC](#)

[AAPAC](#)

LCAP District parent participation
Back to school night
Q communication

SST’s/IEP meetings

Parent teacher conferences

Social media

Link Crew Implementation
[Freshmen Tailgate](#)

[Pathway Enrollment Data](#) and
Early College Enrollment Data

[B2.2 Sample Lessons](#)

[CCGI information](#)

[Siembra Flyer](#)

[Guest Speaker sample](#)
[Sample Lesson Plan](#): Chemistry

research for college/career. Learning center courses allow time for students to research future career options and set personal and educational goals. BHS is in the 2nd year of implementation of the Early College Program, students are invited to attend an informational night during their 8th grade year to inform them about the 4 year program and SBVC counselors and BHS counselors work together to enroll students into the program and for the courses needed to complete the program and meet graduation requirements. Core content teachers continually work to create lessons that focus on real world problems and include opportunities for students to interact and engage with one another through the use of structured collaboration and critical thinking activities. For example, Social Science classes have focused on including lessons that pertain to the stock exchange, where students create financial goals and complete activities related to investments.

B2.3 Student-Parent-Staff Collaboration Parents and students are invited to our college and FAFSA/Dream Act Workshops. The Early College presentation is shared with all incoming 9th grade parents via the Q communications/parent square app. Counselors and administration are available to meet with parents and students regarding concerns about their students academics and future career goals. BHS has 2 community liaisons to support parents in setting up parent teacher conferences, attain access to parent portal (Q) to support the monitoring of student grades, test scores, behavior and attendance. Parents may use the Parent Square/Q communications to communicate directly via the app with school staff members and administration. Students and parents may work together to select courses through the online course registration process to ensure that the courses selected align to the student's goals for college and career. CJUSD and BHS have implemented SIEMBRA which allows students to monitor their college readiness and connect with various college representatives. Counselors meet with students and parents for academic planning and have recently begun informing parents and students about the use of CCGI to support student and family members in preparing for college and career readiness.

Summary Analysis: BHS offers a comprehensive range of programs and pathways designed to meet the diverse interests and needs of students while promoting college and career readiness for all students. Counselors actively guide students through their four-year plans, A-G requirements, and post-secondary options, complemented by the supportive initiatives of Link Crew. Events like Future Bruin Day and 8th Grade Parent Night showcase the variety of courses and programs, including Honors, AP, AVID, ELD, RSP, and SDC, each tailored to foster academic and vocational growth. The school emphasizes real-world experiences through digital content, consumable textbooks, and the Pathful career exploration program,

along with community partnerships and guest speakers. Collaboration among students, parents, and staff is reinforced through workshops, communication tools, and initiatives like SIEMBRA and CCGI, ensuring cohesive support for students' educational and career aspirations. Many of the structured curricula in core classes offer opportunities for students to select research on current and relevant social, academic, and real-world issues.

ACS WASC Category B. Curriculum Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Field trips within the pathways and across the site provide valuable real-world experiences and hands-on learning opportunities, enriching student understanding and preparing them for future college and career endeavors.
2. An increase in dual enrollment opportunities for students through our Early College Program.
3. Pathways provide opportunities for teachers to create cross curricular lessons and expand post-secondary career options for students.

Areas of Growth

1. Increase the number of students meeting A-G requirements, among all subgroups.
2. Focus on AP recruitment to allow for more students to enroll in our advanced placement courses.
3. Enhance instructional practices and systems to ensure alignment with college and career readiness preparation.

Category C: Learning and Teaching

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school wide goals, academic standards, and college and career readiness indicators.

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.

C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Findings	Evidence
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<p>C1.1: Results of Student Observations and Examining Work: Math Classes: Observations in math classes implementing Building Thinking Classrooms (BTC) show students actively engaging in problem-solving on whiteboards in randomly assigned groups. The structure, comprising 14 different practices, fosters greater student engagement and perseverance. Students are observed collaborating effectively to solve problems and support each other's success. Engineering Pathway: Student work in the Engineering pathway, such as the rocket launch project, demonstrates hands-on application of engineering concepts that integrate math and physics, aligning with CAASPP standards. Observations indicate effective use of technology, including Excel, for processing functions and ratios. Collaborative efforts between math and Engineering teachers further support this integration, emphasizing the practical application of math concepts. Business Pathway: Student observations in the Business pathway show collaboration between core and CTE classes, enhancing both college and career readiness skills. Work samples indicate that students are meeting standards for both core and CTE classes, reflecting the pathway's integrated approach to education. COPS Pathway: The COPS pathway provides foundational skills in Public Safety through courses such as You and the Law, Introduction to Criminal Justice, and Criminal Investigation. Student observations and work across this two-year pathway demonstrate a growing understanding of Public Safety concepts and skills. Technical Theatre: Students in Technical Theatre are observed working on set building for upcoming performances, applying relevant skills that support the productions by beginning and advanced actors. RSP Students: Review of RSP student agendas indicates consistent documentation of daily activities, homework, and due dates, reflecting a structured approach to managing their workload. History Classes: History teachers are observed utilizing structured collaboration strategies, such as gallery walks, to help students reflect on historical events and reframe their understanding of recent occurrences. Work samples show equitable participation and a deeper analysis of historical contexts. Collaborative projects with the Business pathway further enrich student learning. Science Classes: Science classes reframed the Martin Luther King Jr. Day review to focus on his impact on science, as observed in student work and discussions. Collaboration with History teachers ensures students gain a multifaceted understanding of his contributions beyond civil rights. AVID Strategies: Teachers are observed implementing AVID strategies across the school to provide a rigorous structure that challenges students. The introduction of new AVID strategies, highlighted monthly in the principal's address, supports the school-wide goals for academic success. Student work in</p>	<p>Instructional Samples and outcomes</p> <p>Building Thinking Classroom (Trig)</p> <p>Students observed working in collaborative groups to problem solve and support each other.</p> <p>Engineering courses are using technology (Excel) to process different functions and ratios.</p> <p>Rocket Launch</p> <p>RSP agendas</p> <p>COPS Pathway Lessons, COPS Lesson#2 Sample</p> <p>Science MLK science reframing Black History Month Poster</p> <p>AVID Mark the Text Annotations Agendas Focused Notes</p> <p>DOJ Lesson Plans ELD</p> <p>AVID/ELD strategy of the month</p>
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<p>the Business Pathway, such as integrated curriculum projects, reflects the effectiveness of these strategies. (See B1.4 for Curricular Integration)</p> <p>C1.2 Student Understanding of Learning Expectations: Teachers explain the importance of each lesson and expected outcomes, the majority of classrooms have the lesson objective embedded within the google classroom, on the promethean or on the white board. Formative/Summative Assessments: Benchmarks, interim assessments, common unit assessments, NWEA Map Growth testing, and exit tickets are used to determine areas of need where students may not be meeting standards. The information is shared amongst all stakeholders so that teachers and students can set individual or class goals to address learning loss and mastery of material. Standards and learning goals are posted in classrooms to help students understand expectations and the “why” of the lesson and assignments. Counselors visit classes to discuss and inform students from each grade level of the district requirements, policies and procedures. Students are reminded of graduation requirements, 4 year plan development, A-G criteria and college acceptance expectations.</p>	
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Summary Analysis: BHS teachers conduct formative assessments that allow the teacher to gauge how well their students are learning the material. Various forms of informal assessment allow for teachers to gauge student progress in mastering standards and comprehension of the curricula. We all deliver using a wide variety of strategies, but it's all surrounding student learning. It is critical that we push our students to master standards while preparing them for life after high school, should that be college or career. BHS teachers create meaningful and relevant assignments that allow students to demonstrate learning and mastery of skills.

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources	
All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem solving and application of learning.	
<p>C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency.</p> <p>C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.</p> <p>C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.</p> <p>C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.</p>	
Findings	Evidence

C2.1: Teachers Facilitate Learning: Teachers across all departments attend professional learning communities (PLC) to collaborate on the implementation of student learning strategies, assessments, and technology in learning. Teachers collaborate on standards and student learning goals to provide differentiated instruction and common scaffolds. Teachers assess student data from common formative and summative assessments to go over learning content and skills. Teachers make adjustments to address necessary content supports, lesson plans, and to develop curriculum collaboratively. Professional development days may also provide increased discussion and instruction on evidence-based instructional methodologies. Department meetings may also explore, discuss, and review “best practices” for instruction. In 2024, BHS teachers have gone through AVID training to ensure that there is a structure for AVID practices school-wide. As of the 2023/2024 school year, DOJ lessons plans require a content objective, a language objective, an ELD standard, a learning activity, a method to check for understanding, an ELD strategy, and a differentiation strategy. Each component allows for effective planning of research-based instructional strategies. To help teachers better understand effective language objectives and differentiation strategies for MEL students, all core subject teachers have received training through CABE. The 10th grade team is currently implementing the TEL inquiry process and works in pairs or triads using strategies that are research based practices (How People Learn) and completed an inquiry cycle during S1 of the 24-25 school year and will continue with cycle #2 during second semester.

C2.2 Student Voice and Agency: In many classes, students are allowed to choose specific topics for projects relative to a particular historic era, current issue, or unit theme. By allowing students the opportunity to “pick your adventure” they are taking ownership of their learning while still addressing content standards to measure student learning. Project based learning is key to instruction throughout BHS. Each pathway uses a range of instructional strategies within project based learning assignments. Core classes also incorporate project based learning opportunities in accordance with the given curriculum. Project-based learning offers student freedom with selected topics of research and/or study.

C2.3 Digital Learning and Problem Solving: During distance learning, teachers began to use technology to deliver instruction and record lessons for use during absences so that students have access to quality first instruction. Using video apps such as Screencastify,

Think Pair Share, graphic organizers, NearPod, Listenwise, NoRedInk, Kahoot, EdPuzzle, Kami, Membean, Sora [Applets](#), Springboard online, Pathful

[TEL Presentations](#)

[Math recorded lesson](#)

QTEL
CABE

[BHS Counselor Newsletter 24-25](#)

Screenomatic, Nearpod, and Edpuzzle, and WeVideo teachers can record themselves and their computer screens to not only deliver instruction in case of an absence, but also so that students can use the information to work at their own pace. The use of video captions, visuals, and indicators (such as arrows, highlighting, etc.) is especially helpful to our students with special needs and English learners. Distance Learning also made Google Classroom and digital learning a common practice at BHS. Many teachers have modified textbook instruction with supplemented digital practices by incorporating online exercises in conjunction with traditional assignments. Some teachers have created digital classrooms that use digital versions of required texts. Teachers utilize technology in the classroom to differentiate instruction. Digital technology is used: Computers, Nearpod, Noredink, Flipgrid, excel, google classroom, final cut pro, DaVinci Resolve, WeVideo, online applets for data analysis, charts, simulations (stats), graphing calculators, digital power points, digital notes. Technical Theatre uses both theory and practical uses of designing and building. Students are able to design sets, costumes, makeup, lighting, and sound for school performances.

C2.4: Career Preparedness and Real World Experience: Students have the opportunity to apply to one of our pathways, Engineering (BEAR), Law Enforcement (COPS), and Business. Students accepted into the Business pathway are placed in cohorts, so they receive cross curricular instruction in the English, social studies, CTE, and math classes. In addition to the CTE programs and pathways, all students have access to other programs on our campus, such as AVID, band, athletics, choir, Virtual Enterprise, ASB, Link Crew, Video Production, Yearbook/Publications, as well as the many student clubs that are on our campus. CTE/ROP classes, pathways, work experience, workability (RSP students), Pathful engages students in career preparedness. The English department uses Embedded Assessments that focus on research-based analysis of current social issues. Math uses relevant, real-world applications to demonstrate standards-based instruction. The Engineering program uses an annual BHS Pumpkin Drop and a rocket launch to solve real-world engineering problems. Each year BHS sends 10 students to the district STEAM Engineering Expo and Science Fair. The School Science Fair takes place at the end of Semester 1 and the Science department chooses 10 students to go to the district Science Fair to compete against the students from the other high schools.

[Science & Engineering Fair Flyer](#)

Summary Analysis: BHS teachers have structured PLC's that allow for meaningful conversations to facilitate student learning. Evidence-based practices are discussed in PLC's, the principal's weekly address

to the staff, professional development, TEL training, CAFE training, and AVID training. The district designed curricula for many classes offers opportunities for student voice and agency. Students are often required to conduct research on a relevant and current topic of their choosing and/or contend with real-world problem solving. Student-driven research allows for greater student agency and ownership of their learning. Many of these assignments rely on technology for research, computation, and construction. For many classes at BHS, a digital classroom has become the norm since Distance Learning. Pathways are aimed at current and relevant instructional activities. The social sciences, math, English, sciences, World Languages, RSP, SDC and VAPA all draw on real-world issues when applicable. In turn, students at BHS are being given skills to equip them for success in college and the workplace.

ACS WASC Category C. Learning and Teaching Summary

Areas of Strength

1. Professional Learning Communities (PLC): Built in time that allows for weekly opportunities for teachers to reflect, collaborate and support each other.
2. Submission of lesson plans for core subjects.
3. Continuous professional development (QTEL, TEL (10th grade), AVID WICOR, CAFE, ELlevations Strategies, the PD Wheel)

Areas of Growth

1. Need to improve student organizational systems:
 - a. Time management
 - b. Use of Student Agendas
 - c. Focused Notes organization
 - d. Folders/Binders, Digital binders
2. Further analysis of effectiveness of instructional strategies and/or changes we've implemented
3. Implement a systemic reflective practice/protocol: students and teachers (TEL school wide PDSA: 1 per semester per teacher).

Category D: Assessment and Accountability

Criterion D1: Reporting and Accountability Process

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders/educational partners. 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.

D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.

D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven,

continuous school improvement process.

D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth, knowledge and progress.

Findings	Evidence
<p>D1.1 Professionally Acceptable Assessment Process: Schoolwide implementation of NWEA MAPS testing, with data analysis by classroom, department,, and individual students. NWEA testing is given at the start of the school year, November and February. NWEA MAP data are now used to create IEP goals, baselines, and present level statements. Student assessment data is gathered and reported to stakeholders through Zangle/Q. Teachers can view student results for several different district and statewide assessments such as the NWEA MAP growth, ELPAC, and CAASPP. Via the QParentPortal parents can access reports for statewide assessments such as ELPAC and CAASPP. Most teachers use Google Classroom to assign work. Students, parents and guardians have parent access to view work completion and assignments for all classes. Google Classroom can also create a more equitable access to curricular assessments for students with needed support, as RSP/SDC/ELD teachers can access assessments when posted. All teachers use Q to post grades and enter progress reports every 5 weeks and grades each quarter and semester. Students have access to QStudent Connect 24 hours a day to check grades and parents have access to the Parent Portal to keep track of their student's academic progress.</p> <p>D1.2 Basis for Determination of Performance Level: Teacher stakeholders have opportunities for input when creating/editing course descriptions for each course. These course descriptions include broad agreements for each course such as units/topics and course grading criteria. Staff may update or create courses through presenting information to the district curriculum council. District wide course descriptions, pacing guides and scope and sequence documents allow for the alignment of courses, the grade percentage data and key concepts/units of focus. District CPS' meet with site leadership team members and core department chairs regarding placement and districtwide protocols for student placement, for example all freshmen are enrolled in Biology and all sophomores are enrolled in Chemistry regardless of grades in previous courses.</p> <p>D1.3 Assessment of Program Areas: Professional Learning Communities and Department meetings offer a time to discuss student expectations and grades based on student performance. Teams review NWEA data and determine next steps for lesson planning, skill</p>	<p>NWEA- Winter Data</p> <p>Illuminate -- Sample Data This is the data from the Semester 1 Geometry Final Exam for the 2023-2024 school year.</p> <p>CJUSD Course Descriptions and Catalogs</p> <p>Settlement Agreement Between the Department of Justice of the United States and Colton Joint Unified School District</p> <p>Placement Meeting Discussion</p> <p>Google Classroom</p> <p>Q Student Connect</p>

<p>development and instructional shifts that need to take place to support students. Illuminate is also used to gather assessment data, review high performing questions, commonly missed questions and identify trends across classes.</p> <p>D1.4 Schoolwide Modifications Based on Assessment Results: Administrators, teachers on assignment, and the English, Math, Science, and Social Science department chairs met with District CPS’ and coordinators to review data and discuss placement. Administration meets with department chairs regarding student assessment data and discuss trends, areas of focus and possible interventions. As needed, counselors, the Math TOA, and District Math Curriculum Specialists discuss and monitor student academic growth and progress for math class placement. All teachers who complete a A Plan-Do-Study-Act (PDSA) cycle have to support reflective teaching strategies for ELL students for all core teachers.</p>	
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Summary Analysis: Students are effectively assessed three times a year in core area subjects-- Reading, Math, Language, and Science-- which includes history, social science, art, and culturally diverse texts. Students and parents can access their data via Q/Zangle. Teachers can access this data to guide lesson planning for all student learning needs. Parents can access this student data in Q to correlate grades/scores in Google Classroom.

Ellevation provides individual English Learner data that teachers and counselors can access to assist in lesson planning and use to guide student accommodations. Ellevation provides specific strategies and lesson ideas to address individual student’s needs.

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress
Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

D2.1 Monitoring Student Growth: Teachers determine and monitor all students’ growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Findings	Evidence
<p>D2.1 Monitoring Student Growth: Agustin Mendoza was hired as a learning specialist beginning January 2024 focusing on testing such as NWEA Maps, CAASPP, and AP. This resource will serve to ensure all</p>	<p>Khan Academy -- Link to practice problems based on NWEA scores</p>

our students are meeting benchmark testing windows and that teachers are able to access reports to tailor their instruction. Many teachers utilize formative assessments (written and/or oral) to provide feedback to students regarding their progress toward achieving the standards/objectives of the course. Formative assessments provide opportunities for redirection and reteaching of targeted learning goals. Formative assessments regularly appear in the “Checking for Understanding” section of the DOJ lesson plans. Teachers provide syllabi to all students, based on district approved course descriptions and CCSS. Syllabi provide collegiate and career practice of general expectations and course-specific expectations.

D2.2 Teacher and Student Feedback: All teachers have Google Classrooms where assignments can be submitted and feedback given, which can turn into a dialogue, regarding students' progression towards learning targets. Google Classroom helps with more expedient and specific feedback. Q/Zangle is available 24/7 to access student grades and show student growth. Students can see individual performance for each assignment and their overall grade. When made accessible, students may also see class performance levels. Teachers provide feedback to students throughout the class period while conducting formative assessments and checks for understanding.

D2.3 Demonstration of Student Achievement: Teachers may use class performance levels to guide reteaching needs. Many math teachers are using BTC strategies to formatively assess student progress towards learning goals through discourse. Teachers use formative assessments to modify instruction as needed. (Many math teachers use Cool Downs from IM curriculum) Teachers pass back formative assessments to students with feedback so that students can self-assess their progress. Math, ELA and Science teachers can access MAP Growth reports for tri-yearly assessments which accurately pinpoint students' need to help guide instruction. NWEA MAPS assessment is used 3 times throughout the school year to measure student growth. Teachers can utilize the results of these assessments to identify areas of need and areas of strength for students or groups of students.

MAPs reports can be accessed for all students showing their achievement and growth percentiles as well as giving projections for the student regarding college preparedness tests and CAASPP. Annual ELPAC testing is conducted to monitor English Language Learners. The ELPAC test reflects the level that an English Language Learner has progressed in acquiring reading, writing, listening, and speaking skills in the English Language. This assessment data is available in Q

Ellevations
Q portal
NWEA student and family reports
Maps Growth targets
TEL Inquiry Cycles and PDSA reflections

and Elevations to support teachers in providing modifications and identify instructional strategies that support MEL students.	
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Summary Analysis: Continual formative assessment is conducted in classrooms to inform teachers of student progress towards standards-based instruction. Each academic discipline is supported with curricula designed summative assessments. BHS executes NWEA MAPs student assessment three times during the school year to measure and gauge student abilities in language, reading, math, and science. 11th grade students take the CAASPP test for English and Math, while 12th grade students are tested for Science. Informal assessments (formative) allow for progress monitoring and strategic instructional modification within a lesson or unit. Summative assessment lets teachers see how effective plans, instruction, and modifications may have been or may need to be adjusted or retaught. NWEA MAPs testing and CAASPP allow for student progress monitoring in comparison with regional and state norms.

ACS WASC Category D. Assessment and Accountability Summary

Areas of Strength

1. NWEA implementation and execution (w/ the use of SMART Goals).
2. Teacher use of ELLEVATION for strategies.
3. Implementation of PDSA cycles in each semester.

Areas of Growth

1. Effective use of NWEA MAP data
2. Improve the number of students that meet A-G requirements
3. Use MAPs data to identify areas of growth on CAASPP

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Criterion E1: Family and Community Involvement	
The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.	
<p>E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.</p> <p>E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.</p> <p>E1.3 Rapport and Trust: School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.</p>	
Findings	Evidence

E1.1 Strategies and Processes: We are committed to fostering family involvement and creating an inclusive, culturally sensitive environment through a variety of strategic initiatives. At the beginning of each school year, the school holds an Open House event designed to engage parents and introduce them to teachers, staff, and the school community. This event is not just about sharing information but also celebrating the diverse cultural heritage of our student body. For example, our Folklorico club performs traditional dances, providing a vibrant demonstration of our Hispanic heritage. This early engagement sets the stage for building strong relationships with families, ensuring they feel welcomed and involved from the outset. In addition, our learning specialist, Augustin Mendoza, plays a crucial role in supporting students who face linguistic and academic challenges. Having a background in Language Support Services, Mendoza is a vital resource for families who may not be familiar with educational terminology, helping them navigate the educational system and providing tools to foster student success. Our community Liaisons also support families through workshops, conferences, managing the boutique and providing resources to families in need.

The school goes beyond initial engagement by offering a range of support systems for both students and their families. Parents are provided with 24-hour access to the District Parent Portal, which allows them to monitor their child's academic progress at any time. In addition, communication with parents is facilitated through platforms like Parent Square, where important updates and information are shared regularly. We also encourage parents to participate in decision-making processes by joining committees such as the ELAC (English Learner Advisory Committee) and School Site Council. These channels of communication ensure that families remain well-informed and actively involved in their child's education. After-school tutoring services are available for students who seek additional academic assistance, further supporting their academic achievement. Moreover, the school offers a variety of counseling programs, including Anger Management, Substance Abuse, and Truancy classes through South Coast, ensuring that students have the emotional and social support they need to thrive.

Bloomington High School also provides extensive community resources to support students and families facing various challenges. The school maintains a clothing boutique, offers bus vouchers, and connects families with Foster Youth and Homeless Liaisons, who assist them in accessing additional resources based on their unique needs. This holistic approach to student support extends to ensuring

Attendance Sheets
Student Portal
Parent Portal
[ELAC Meeting Presentation](#)
Academic Reports
Open House
Parent Conferences
[ELAC/SSC Meeting Dates](#)
[Award Ceremonies](#)
[Parent Portal through Zangle](#)
Local community speakers
[South Coast Classes and Anger management classes](#)
School Site Council (sample minutes).
[After School Tutoring](#)
Parent Teacher conferences
Progress reports
[Attendance](#) protocols
Gmail
Q communications
Voice mail/ phone calls

[Bruin Boutique](#)

[Evidence SDC M/M:](#)

- ❖ Call logging
- ❖ Welcome letter to incoming freshmen
- ❖ Service logs
- ❖ notices sent to parents
- ❖ contact logs
- ❖ field trip to support career and college readiness
- ❖ involvement in the IEP meeting and development review of IEP Assessments

[Professional learning-Cultural Responsiveness](#)

[Empathy interview reflections/staff meeting](#)

that parents and guardians are well-informed about their child's academic progress, with personalized communication through email, phone calls, and in-person meetings. Special programs, such as the 8th-grade site visits, allow incoming students to experience life at BHS firsthand, helping them transition smoothly into high school. During the Week of Welcome, ASB and Link Crew students organize events that foster inclusivity and build a sense of community. The school's commitment to college and career readiness, coupled with ongoing dialogue with both students and parents, ensures that each student receives the personalized attention and resources they need to succeed academically and socially, creating an environment where trust, respect, and continuous support thrive.

E1.2 Inclusive Cultural Understanding: Multicultural Assembly and after school fair is held annually. BHS holds an annual Salsa contest: Students and families work together bringing traditional recipes and culture into the classroom. The salsa contest was expanded this year to our staff where the students judged the best salsa. Spanish classes also complete a dia de los muertos-altares display project during the month of November. Administration held a staff meeting to review empathy interview data for the site and the district regarding Black/African American students and MEL students. These sessions were aligned to the district DSDP equity pillar and the district board policies and equity policy was analyzed and discussed to support site goals for encouraging and improving our school focus on equity.

E1.3 Rapport and Trust: Administration is visible on campus during passing periods and lunch. It's been stated by students that administration walking through classrooms during instructional time helps building relationships with students and staff - they know their administrators! Administration is available to support families and students throughout the day and they have an open door policy to meet the needs of the site and community. Administration works with families to identify supports and interventions to meet the needs of individual students based on their behavior incidents, attendance patterns, social emotional and academic needs. Parents interact directly with administrators through in person meetings, emails, phone calls and the parent square application. Administration addresses parent and student concerns when issues arise or reports are submitted through witness statements, site complaints or bullying and harassment forms. BHS administration is committed to meeting the needs of our students by implementing and utilizing MTSS systems of support.

[Community Liaison Job Description](#)

[Learning Specialist Job Description](#)

Summary Analysis: It is our belief that the school has to support its community and vice versa. This is seen as we reach out to our community to support various clubs/sports on our campus, while we serve as a central hub for our community to come participate in various events here on our campus such as open house, week of welcome, plays, concerts, sporting events, as well as multicultural events where we get community members/groups involved in sharing what their culture is about. These events serve to highlight things outside of academics, and get students skills that they will take beyond this campus. By having the relationships with our community, our parents support our students as well as teachers in that a dialogue takes place, allowing less students to fall through the cracks. This year we have seen a phenomenal decrease in suspensions as a result of students knowing their administration team from walkthroughs and a proactive approach. It's this cycle that allows our admin team to create a plan that allows our students to thrive, and when students struggle they receive support. Bloomington High School's efforts in family involvement, cultural inclusivity, and student support reflect a comprehensive approach to creating a positive and supportive educational environment. The school's commitment to equity, accessibility, and relationship-building fosters an atmosphere of trust and respect, ultimately contributing to the academic, social, and emotional success of its diverse student body.

Criterion E2: School Culture and Environment

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

E2.1 Policies and Resources: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.

E2.2 Trust, Respect, and Equity: The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.

E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Findings	Evidence
<p>E2.1 Policies and Resources and 2.2: BHS for success motto: Be responsible, Have respect, Stay safe</p> <ul style="list-style-type: none"> - These are characteristics that are shaping the culture on our campus and allow us to enforce expectations when they fall outside of these parameters. This is shared with students daily in the announcements and behavior matrix are posted in classrooms. Teachers have aligned classroom expectations to these values. <p>Another example that is seen where a policy helps shape improvement is students in kinesiology courses need to be present for two attendance checks during the period. Students are also assigned to designated areas for their period with their assigned teacher and are required to be present for the second attendance at the end of the period. Students work cooperatively to learn new skills and improve athletic abilities through various activities that focus on building</p>	<p>BHS for Success Lesson</p> <p>BHS for Success Matrix</p> <p>BHS Classroom Matrix (Each teacher has a specific matrix).</p> <p>Student Forum Input</p>

student knowledge and understanding of the content.

E2.2 Trust, Respect, and Equity: Bloomington Students are provided a safe environment. Our campus security, administrators and teachers regularly enforce the student code of conduct and make learning the top priority. Security and administration conduct truancy sweeps each period and monitor student bathrooms throughout the period to ensure student safety. [Expectations assembly](#) - Yearly [grade level](#) assemblies are hosted to reactivate what the expectations are, education code policies, academic supports, graduation requirements, A-G requirements and Q student portal access. Social Stories (in special education classes) to provide examples of desired behaviors in hopes of curbing unwanted ones.

E2.3 School Culture: Club Day - Students are able to find something that appeals to them, beyond the classroom. We are robust in our club offerings encouraging all students to find at least 1 club that interests them. Student Forums- Structured gatherings where students from various populations of the student body have the opportunity to voice their opinions, ask questions, and engage in meaningful dialogue with school leaders, staff, or peers. These forums are designed to foster open communication, promote a sense of community, and provide students with a platform to express concerns, share ideas, build trust and contribute to school decision-making processes. Senior expectation assembly - this makes sure all seniors are knowledgeable in what they need to stay on track to graduate. Orientation- 9th grade orientation familiarizes our Freshmen with the rules/expectations of our campus and helps them prepare by working with current students as well as a tour to locate where the physical location of their classes are. This helps lower anxiety and allows our students the opportunity to connect before they are in the full student mode and have the stress of passing period pressing on them to find that door. 10th Grade AVID College Fair-With schools not being able to send representatives from all over the nation, our AVID program has adopted the AVID 10 college faire. This project allows a group to thoroughly research a university, gather information, create a visual presentation of the university and then they host a college faire during lunch so our student body can interact with their displays and learn about schools that they might not have thought twice about. Back to school night - this is an opportunity for our community to interact with their school and see what the latest policies and procedures are. Our teachers put on proud displays of tools and resources their departments offer and provide an opportunity to build relationships. A presentation was shown through our advisory class,

[BHS club list](#)

[Social Stories](#): modeling positive/acceptable behaviors during lunch period for students on the spectrum

[Fall Senior Meeting](#)

[Spring Senior Meeting](#)

[Orientation Schedule](#)

[College Fair Pics](#)

PBIS Survey [Data Overall Report](#)

[Back 2 School presentation](#)

[Athletics Social Media: Athlete of the month](#)

<p>aimed at getting kids excited to come back and show their parents what it means to be a student at BHS.</p>	
<p>Summary Analysis: BHS integrates policies and resources to reinforce its success motto, "Be responsible, Have respect, Stay safe," shaping a positive and disciplined school culture. Daily announcements, behavior matrices, and aligned classroom expectations consistently remind students of these values. Policies like the kinesiology course attendance checks enhance accountability and engagement. The school fosters trust, respect, and equity through enforcement of the student code of conduct, truancy sweeps, and inclusive initiatives like Social Stories in special education. Programs such as Club Day, Student Forums, and various assemblies promote student engagement, reduce anxiety, and strengthen community ties, creating a supportive and inclusive environment for all. Our culture is one of learning to embrace change. As a site, we are learning to Be responsible, Have respect and to Stay safe, and this is not only in our classrooms, but in our daily interactions. We want to push our students to be the best versions of themselves that they know is possible. The culture of our campus, while many would describe it as “unique,” you will see that it's special. Our students are kind and dedicated, they crave structure and rise up to the challenge.</p>	

<p>Criterion E3: Academic, Social-Emotional, and Multi-tiered Supports</p>	
<p>All students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.</p>	
<p>E3.1 Multi-tiered Support: School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.</p> <p>E3.2 Multi-tiered Support Effectiveness: School leadership assesses the effectiveness of multi-tiered support for students' social-emotional learning needs.</p> <p>E3.3 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.</p> <p>E3.4 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.</p>	
Findings	Evidence
<p>E3.1 Multi-tiered Support: BHS utilizes the Building Thinking Classrooms (BTC) approach, where students work in small groups on whiteboards to engage in personalized learning and problem-solving activities. School-wide expectations are posted in every classroom and facility, including "Be Responsible," "Have Respect," and "Stay Safe," which guide students in developing positive behaviors and academic success. The PBIS (Positive Behavioral Interventions and Supports) Resource Team, which includes students and administration, collects data from surveys completed by 9th-12th grade students, staff, and community members. This data helps inform the next steps in enhancing support for a healthy and inclusive school environment. Early college program is available for current 9th and 10th grade</p>	<ul style="list-style-type: none"> ○ Bruin boutique ○ Wellness Center ○ PBIS Climate Survey ○ BHS Counselor's instagram ○ Tier 2,3 student intervention documents/data ○ Tier 2 meeting minutes agendas ○ Tier 3 meeting minutes agendas

students to support advanced students or students who would like to earn college credits. The AVID program also provides support and many former BHS students are now college students who are current AVID tutors and they also help in other classrooms as well.

E3.2 Multi-tiered Support Effectiveness: The PBIS climate and support survey helps assess the effectiveness of existing supports for students' social-emotional needs. The results are used by the PBIS Resource Team to evaluate and improve strategies for promoting a safe and supportive campus climate. The BHS Counseling Department plays a key role in meeting students' social-emotional needs by supporting personal and interpersonal development. Counselors assist students with building skills such as resiliency, conflict resolution, empathy, and self-awareness, ensuring they thrive both academically and socially. The school psychologist works with students in need of counseling and crisis interventions and supports student assessments and FBAs. Pathway teachers hold regular pathway intervention days to support students who are in their classes and are in need of academic interventions, accountability and organizational support and to help students meet A-G goals and gain course articulation credits.

E3.3 Student Involvement: Through the use of the 5 star application, BHS is able to collect data on student engagement in activities, events, tutoring services and other interventions/supports. The PBIS Tier 2,3 team has begun the process of assigning mentor teachers to students to facilitate the development of relationships between staff and students, fostering involvement in both academic and extracurricular activities. The Wellness Center offers various programs, such as empowerment and motivational groups, yoga, and mindfulness activities, all of which help students engage in activities that support their academic and social-emotional growth. These activities are designed to align with the school's broader goals of preparing students for college and career success. The Wellness Center supports the whole child in removing barriers to academic and life achievement by providing a safe environment where our Bruin community can access the resources appropriate for their individual needs.

- Bruins Wellness Center offers a calm & safe space for:
- Short Term Counseling (Individual/Group)
- Support Groups (Empowerment Groups/Motivational Group/Grief & Loss)
- Learn Coping Techniques (E.G. Deep Breathing, Coloring, Journaling)

- [5 Star](#) engagement reports
- 5 star tutoring logs
- 5 star wellness check in data
- [Counseling Newsletter](#)
- [College Rep. Presentations](#)

<ul style="list-style-type: none"> ● Wellness Activities (Meditation, Yoga, Mindfulness Art, Games) ● Calming Spaces to Distress ● Mental Health Program Referrals can be requested at Wellness Center <p>E3.4 Student Self Advocacy: The Wellness Center provides a safe and supportive space where students can access individual and group counseling, as well as wellness activities that teach coping techniques. This allows students to develop emotional regulation and resilience while advocating for their own mental health and well-being. Through the PBIS system and the mentoring relationship with staff, students are encouraged to actively participate in their own behavioral development and seek out resources as needed, promoting self-advocacy and personal responsibility in both their academic and social-emotional lives. The Bruin Boutique serves as a resource for students and families, promoting self-sufficiency and social advocacy by offering free clothing to help meet basic needs. This program also encourages students to take an active role in their community and access the support they need. All donations are collected and laundered before being offered to students.</p>	
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Summary Analysis: The wellness center was created out of a direct need coming out of the pandemic. Since then, it has been instrumental in helping triage our students who might need mental health assistance. It has undergone a few transitions, with new coordinators coming in and leaving, but the vision has remained constant. Our PBIS teams have been working to help establish positive reinforcements and during the 22/23 school year we were Silver recipients, while during the 23/24 we have become gold eligible. This is a testament of the work we have been putting in, showing that these systems are student centered and that student success is a priority on our campus.

<p>ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary</p> <p>Areas of Strength</p> <ol style="list-style-type: none"> 1. The BHS Wellness Center is an effective environment for students to seek emotional support. 2. Dual Enrollment is available for students to receive college credit. 3. Various pathways offered that impact student preparation for college and career readiness. <p>Areas of Growth</p> <ol style="list-style-type: none"> 1. Embrace and visually celebrate academic student accomplishments (CAASPP, AP, Honor Roll, etc). 2. Provide students with opportunities to serve and volunteer within the community. 3. Encourage students to take challenging courses (AP, dual enrollment, honors).

Prioritized Areas of Growth Needs from Categories A through E

Prioritized Growth Areas

1. Improving student writing skills by focusing on strategies that support writing across content areas.
2. Increase student achievement levels in math by continuing to utilize data driven instruction in mathematics to develop structured student collaboration strategies within classrooms.
3. Revisit, update, and communicate the Vision/Mission and SLO's so that there is a clear focus campus wide on specific outcomes.

Improving Student Writing Skills Across Content Areas

A systematic approach to developing writing across disciplines will help students gain the structure and organization necessary for effective written communication. Data indicates significant challenges, with 39.45% of students scoring below standard on the CAASPP and a high percentage receiving scores of 0 on writing trait assessments. Additionally, ELPAC data shows English Learners (ELs) struggle with reading and writing, further emphasizing the need for site-wide implementation of the District Literacy Plan. These measures will support literacy development for all students, particularly ELs, by promoting consistent and targeted strategies for improvement.

Increasing Student Achievement in Mathematics

Leveraging data-driven instruction and structured collaboration strategies in math classrooms will address the significant number of students performing far below grade level, particularly among ELs. These practices will allow teachers to tailor instruction based on student needs, fostering both academic growth and engagement. By prioritizing collaborative learning, students will develop problem-solving skills and peer-supported learning strategies, essential for improving achievement levels in mathematics.

Revisiting, Updating, and Communicating the Vision/Mission and SLOs

Updating and clearly communicating the school's Vision, Mission, and Student Learning Outcomes (SLOs) will establish a shared campus-wide focus on specific academic and personal development goals. This clarity will guide instructional practices and resource allocation, ensuring alignment with student needs and fostering a cohesive school culture dedicated to continuous improvement.

These priorities directly address areas where students face the greatest challenges, as evidenced by data on writing and math performance. By implementing targeted strategies for writing and math and aligning them with a clear campus-wide vision, the site can provide structured, responsive, and inclusive support to ensure all students are empowered to succeed academically.

Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

	Category A	Category B	Category C	Category D	Category E
Strength	Promoting college and career through murals, teacher door signs, teacher college information, A-G posted throughout campus	Pathways provide opportunities for teachers to create cross curricular lessons and expand post-secondary career options for students.	Continuous professional development <ul style="list-style-type: none"> ○ QTEL ○ TEL (Piloting) 10th grade ○ AVID ○ WICOR ○ CABE ○ The PD Wheel 	NWEA implementation and execution <ul style="list-style-type: none"> ○ SMART Goals lessons for students to set goals and monitor progress. 	Wellness Center and SEL supports: AP Ambassadors ASES Freshman Follow Ups
Growth	Review the SLO/SLGs (revise posters to reflect new phrasing and terminology to align the school's vision of success from administration to staff to students.	Focus on AP recruitment to allow for more students to enroll in our advanced placement courses.	Analysis of effectiveness of instructional strategies and/or changes we've implemented in order to meet the needs of all students (MEL and SpEd focus).	Use MAPs data to identify areas of growth on CAASPP, and areas of to support best first instruction and interventions	Embrace and visually celebrate academic student accomplishments (CAASPP, AP, attendance growth etc)

Analysis of our programs confirms our identified student learner needs identified below:

1. Students are having difficulties in math and struggling most with math concepts and procedures, with a large percentage of students working below standard.
2. Writing has been the greatest challenge for English students, as it has produced the highest percentage of students below standard on the English portion of the CAASPP and also for English Learners on the ELPAC.
3. Students with Disabilities and Multilingual English Learners have the lowest academic performance on both the Math and English assessment.
4. Revisit, update, and communicate the Vision/Mission and SLO's so that there is a clear focus campus wide on specific outcomes.

The need to improve student progress in reading and math at BHS is composed primarily of CAASPP results, NWEA MAPs results, and CA Dashboard information. There have been improvements on CAASPP in English and Math however, there is still a need to continue to grow in these areas. English has a 6 point improvement on overall scores and Math has a 4 point increase on overall scores. In English, students are still operating 38 points below standard and

128 points below standard in Math. Although gains are being made in CAASPP scores for Math and English, BHS can benefit from continued focus on further developing Math and English skills.

BHS has 304 MEL students (16.3% of population) and 285 students with disabilities (15.3% of population). Combined, MEL students and students with disabilities make up a relatively large portion of the population at BHS. LTEL's have the greatest learning gap in English, 137.3 points below standard. They are followed by students with disabilities, 135 points below standard, and MEL students, 124.8 points below standard. In Math, students with disabilities had the only decline in points, down 6.9. Students with disabilities are 221.7 points below standard, LTEL's 210.2 points below standard, and MEL's are 203.4 points below standard. In comparison with all student performances in English and Math, MEL's and students with disabilities have a much larger learning gap.

Based on surveys, WASC Team decisions, staff response, and new leadership in the 2021/2022 school year, revisiting and updating the school's Vision/Mission and SLO's would help create a shared vision that would further enable the continued learning goals. BHS has established Vision/Mission statement and SLO's that are familiar to some teachers, but not all. Posters were made and distributed during the last Vision/Mission development and made available for each classroom. That Vision/Mission statement and SLO's are not present in all classrooms, especially new teachers. In the last school climate survey, students rated feeling safe, being recognized for good behavior, and liking school with the lowest ratings.

Prioritized Growth Areas

1. Improving student writing skills by focusing on strategies that support writing across content areas.
2. Increase student achievement levels in math by continuing to utilize data driven instruction in mathematics to develop structured student collaboration strategies within classrooms.
3. Revisit, update, and communicate the Vision/Mission and SLO's so that there is a clear focus campus wide on specific outcomes.

Chapter 5: Schoolwide Action Plan/SPSA

Our current [Schoolwide Action Plan](#) is aligned with the LCAP goals and will be revised in the Spring of 2025. Through our self-study, we determined that we will be making the following changes to our SPSA:

Goal #1: Equitable Access for All-Increase the success of ALL students by ensuring that systems are responsive and supportive to the needs of ALL students.

Strategies/Activities to be ADDED to Goal #1:

- Instructional staff will adopt an inquiry cycle to plan application of their professional learning in their classrooms, collect qualitative and/or quantitative data on the impact of that professional learning on student outcomes, and present this information to their peers. Annually, teachers will be given time to develop an inquiry, collect and analyze data, and present their findings to their peers.

Goal #2: Student Achievement-Prepare all students for college and career success in a global society by providing a rigorous course of study in all academic areas with an emphasis on proficiency in Literacy and Mathematics.

Strategies/Activities to be ADDED to Goal #2:

- Utilize data driven instruction in mathematics and Science to develop structured student collaboration strategies within classrooms. Hire Instructional Assistant/Tutors for Math and Science classes (Alg 1, Bio)
- Identify and implement a schoolwide writing program that aligns with district vision for literacy and site literacy plan.
- Implement a Data Analysis Protocol concerning the ELPAC scores and academic outcomes of MEL students from the previous year who did not progress one level or regressed, to be reviewed annually when the data becomes available. The ELD team shall be provided a pull-out day to analyze the data and create an appropriate action plan designed to address the specific needs of MEL students. This action plan should include activities/teaching strategies to be implemented as well as the identification of common assessments aligned to the ELPAC to be delivered during designated ELD class that will be used to monitor student progress. Resources shall be provided to aid in the creation and/or attainment of said common assessments, along with their implementation.

Ongoing Follow-Up Process

At Bloomington High School, the Leadership Team (administration, TOAs, Learning Specialists, department chairs and other staff members) have the primary responsibility for implementation of the SPSA. The site will continue to monitor student performance data, surveys and formative assessment data over the next three year time period to monitor our progress towards meeting expected learner outcomes, analyze changes and review data trends. Regular reflection on data and following data analysis protocols is pivotal in evaluating strategies and actions to determine their effectiveness and if there is a need to modify and adjust action steps. BHS believes that the areas that we have identified as areas to work on are crucial in supporting our students and all educational partners.

The Colton Joint Unified School District Board, district office, staff, students, families, and broader community have access to the Bloomington High School WASC report and SPSA. Further, all education partners will be involved in the ongoing follow-up process concerning our stated areas of growth and action plan. This includes reviewing what actions have been taken, analyzing the impact of those actions, and monitoring progress towards our goals.

Ongoing Follow Up Timeline	
Fall	The leadership team and admin team will meet to review site goals and responsibilities for the year (developed in the spring of the current year). New members will be informed about the current site goals and assigned tasks/duties. The WASC Coordinator will monitor the progress of the SPSA along with the support of the principal, provide ongoing progress reports to the LT, collect data, plan for upcoming WASC meetings and relay information to all staff.
Winter	Evaluation of progress on goals will be on-going. The Leadership Team will make suggested revisions to activities and strategies and continue to implement steps of the plan. The WASC Coordinator will monitor progress and report to the Leadership Team monthly; in turn, the Leadership Team will monitor the progress and report to all education partners. In December, the Administrators and the Self-Study Coordinator will deliver a State of the School report to faculty and staff. This report will include a review of our WASC goals, a summary of the actions and strategies used to meet those goals, and a review of data indicators to show progress toward meeting those goals. The State of the School report will be presented to faculty and staff, and the report itself will be made available to all education partners on the BHS website.
Spring	The leadership team in conjunction with ELAC and SSC will complete a needs assessment that will include data analysis on student outcomes, investigate inequities and challenges, and monitor progress towards meeting overall goals and create an action plan for next steps. The team will also complete the SPSA evaluation to determine if goals were met and if action steps were appropriate or need to be modified based on site needs. The leadership team will finalize the new SPSA for the coming year and seek feedback and approval from ELAC and SSC. The WASC coordinator and administration team will compile findings and data related to the SPSA and WASC goals. Administration and Leadership teams will review goals and prioritize needs for the coming year to support student learning needs and achievement of the schoolwide learner goals.
Summer	Administrators will meet with the WASC coordinator prior to summer break to analyze data and review the progress on the action plan. The WASC coordinator will offer suggestions to the Leadership Team for revision to the plan and action steps. Goals and timelines will be set for the upcoming year to support staff collaboration and monitoring of the action plan.

Educational Partners Involved in the Ongoing Follow-Up Process	
Faculty	<p>Every department will be responsible for maintaining a record of data analysis that includes disaggregation of data for MEL and SpEd student populations. Every department will submit a Quarterly Interim Report the week immediately preceding the end of the quarter, including an action plan, record of data analysis, and evidence of student work.</p> <p>Individual educators who are part of the TEL process will be responsible for presenting the results of their annual inquiry to their peers, including their inquiry question, the evidence-based strategy implemented in their classroom, analysis of student outcomes from that strategy, and a reflection on next steps to improve their practice.</p> <p>BHS staff will support data analysis discussions and contribute evidence to support the action plan.</p>
Students	<p>Students will complete school climate surveys and other site surveys that will include questions concerning progress towards meeting our site goals. Student forum representatives will meet regularly to discuss site needs, prioritize goals and review actions taken by the site to meet previously discussed concerns.</p> <p>Students will review the WASC recommendations and provide input on the action steps. Feedback provided by students will be shared with the site and leadership team to determine next steps.</p>
Parents/Community Members	<p>Our School Site Council and English Learner Advisory Committee will review student survey results and student forum input and discuss our WASC goals once a semester in detail, including the goals themselves. Administration and staff will discuss actions, steps being taken to address those goals, and data that indicates progress towards those goals. Every school year, all parents/guardians will be informed about our WASC goals, review results, determine needs (parent surveys may be used and reviewed), and answer questions to gather feedback for next steps.</p>

Appendix

- A. [Local Control and Accountability Plan \(LCAP\)](#)
- B. [Schoolwide Action Plan Link](#)
- C. [California School Dashboard Summary performance indicators](#)
- D. [Results of student questionnaire/interviews](#)
- E. Results of parent/community questionnaire/interviews
- F. The most recent California Healthy Kids Survey Summary Results
- G. [Master schedule](#)
- H. [CJUSD High School Course Catalog](#)
- I. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>
- J. UC A–G approved course list: <https://doorways.ucop.edu/list/app/home/>
- K. [Counselor Duties, BHS_CSU Report](#)
- L. [School accountability report card \(SARC\)](#)
- M. [Graduation requirements](#)
- N. Any additional local data.