

Colton Joint Unified School District Bloomington High School

Grades 9 through 12
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2018-19 School Accountability Report Card *Published February 2020*

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Principal's Message

I invite you to explore Bloomington High School's Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Bloomington High School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable, expectations for students. Bloomington High School is quite proud of its rigorous academic programs, strong vocational programs, great athletic programs, and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience.

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

Mission Statement

To provide students and teachers a safe learning environment to promote high levels of learning and career readiness, using technology and developing leadership within our given resources in order for students to become productive citizens.

School Vision

Bloomington High School is a place:
- where the school climate is safe for all students and staff
- where students and staff have a positive learning environment
- where students and staff have high learning expectations
- where staff members work collaboratively to help students succeed academically, socially and emotionally
- where all staff members use student achievement data and empirical evidence to meet the learning needs of students

School Description

Bloomington High School is located in the southeastern region of Bloomington and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2018-19 school year, 2361 students were enrolled, including 12.7% in special education, 16.9% qualifying for English Language Learner support, and 83.7% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	2.70%	Grade 9	629
Amer. Indian or Alaska Native	0.30%	Grade 10	680
Asian	0.90%	Grade 11	571
Filipino	1.00%	Grade 12	481
Hisp. or Latino	90.90%	Ungraded	0
Native Hawaiian or Pacific Islander	0.20%		
White	3.90%		
Two or More Races	0.20%		
Students with Disabilities	12.70%		
Socioeconomically Disadvantaged	83.70%		
English Learners	16.90%		
Foster Youth	0.80%		
Homeless	5.20%		
Total Enrollment			2,361

Student Achievement

Physical Fitness

In the spring of each year, Bloomington High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2018-19			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Ninth	19.6	20.0	22.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy (grades 3-8 and 11)	45.0	39.0	40.0	39.0	50.0	50.0
Mathematics (grades 3-8 and 11)	16.0	15.0	25.0	25.0	38.0	39.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	534	520	97.38	2.62	39.42
Male	267	258	96.63	3.37	34.50
Female	267	262	98.13	1.87	44.27
Black or African-Amer.	13	12	92.31	7.69	33.33
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	487	475	97.54	2.46	39.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	22	21	95.45	4.55	38.10
Two or More Races					
English Learners	173	169	97.69	2.31	10.65
Socioeconomically Disadvantaged	467	454	97.22	2.78	36.78
Students with Disabilities	66	61	92.42	7.58	3.28
Students Receiving Migrant Ed. Services					
Foster Youth	--	--	--	--	--
Homeless	27	25	92.59	7.41	32.00

CAASPP Test Results in Mathematics by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	533	516	96.81	3.19	14.53
Male	266	254	95.49	4.51	17.32
Female	267	262	98.13	1.87	11.83
Black or African-Amer.	13	12	92.31	7.69	25.00
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	486	472	97.12	2.88	13.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	22	20	90.91	9.09	15.00
Two or More Races					
English Learners	173	167	96.53	3.47	2.99
Socioeconomically Disadvantaged	466	451	96.78	3.22	12.64
Students with Disabilities	66	60	90.91	9.09	0.00
Students Receiving Migrant Ed. Services					
Foster Youth	--	--	--	--	--
Homeless	27	24	88.89	11.11	12.50

Note: ELA/Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3 – Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages.

The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for including in the 2018-19 SARC posting due February 1, 2020. These data will be included in the SARC 2019-20 posting due February 1, 2021.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement*.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

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

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

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

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

Parent Involvement

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

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

Opportunities to Volunteer

Classroom Helper
School/Cafeteria Monitors
Schoolwide Activities
Tutors

Committees

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

School Activities

Parent Workshops
Sports Events
Student Orientation
Student Performances
Student Recognition Events

School Facilities & Maintenance

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

- Painting projects to the buildings exterior

Every morning before school begins, the custodians inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and an evening crew are assigned to Bloomington High School. The day custodians are responsible for:

- Cafeteria setup/cleanup
- Restroom cleaning
- Emergency classroom cleaning
- Water fountain cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening crew is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Gym & Auditorium cleanup
- Trash removal

The principal and assistant principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1962
Acreage	42.05
Square Footage	226267
Quantity	
Permanent Classrooms	54
Portable Classrooms	52
Restrooms (sets)	10
Computer Lab(s)	6
Staff Lounge/Work Room(s)	2
Library	1
Gymnasium	1
Multipurpose Room	1

Facilities Inspection

The district's maintenance department inspects Bloomington High School on an annual basis in accordance with Education Code §17592.72(c)(1). Bloomington High School uses a school site inspection survey to identify unsafe or hazardous

conditions and facility improvement needs. The most recent school inspection took place on Friday, December 07, 2018. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Friday, December 07, 2018			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(A)	Room 813 - Missing 2 AC vent covers
(B)	Room 152 - Damaged ceiling tiles; Gym 004 & Gym H21 - Dirty floor; Room 314 - Hole in wall; Room 526 Lighting Booth - Walls damaged; Room 526 Ticket Window - Dirty floor; Room 701 - Cracked floor tiles; Room 804 - Cove base separating from wall; Room 814 - Two holes in wall by entrance
(C)	Rooms 270, 274 & RR by Room 700, Boys - Floor dirty; Room 285 - Floor needs sweeping; Room 582 - Room is very dirty due to teacher; Room 588 - Teacher has lots of clutter
(D)	Room 94 - Loose outlet; Gym 18a Custodian Room - Electri panel door doesn't close properly; Gym Custodian Room by Women's RR - Exposed wires, panel door doesn't close properly; Gym H20 - Receptacle hanging off wire mold; Gym H21 - Exposed computer wires; Girls S/L RR - Light cover missing; Closet by Room 280 - Exposed wires; RR Girls by Room 281 & RR Boys by Room 329 - Hand dryer not working; Closet between Rooms 285-287 - Exposed wires; Prep 2 - IT wires hanging from ceiling; Room 322 - Light out; RR by Room 700, Staff Men - Lightswitch face plate missing; Room 705 - Computer jacks face plate off the wall; Room 803 - Computer wires hanging down
(E)	Gym 16 - Drinking fountain not working; Gym Custodian Room by Women's RR - Sink won't shut off all the way; Room 526 Auditorium - Toilet graffiti, sink stained; Room 526 Lighting Booth - RR needs cleaning; RR by Room 700, Girls - Spud leaking; Room 812 - Fire extinguisher has green tag; RR on BB Field, Boys - Leak at vacuum breaker
(F)	Rooms 50, 53, 90, 93, 907 PE & 908 PE - Fire extinguisher not up to date; Room 104 & Room 531 - Fire extinguisher needs mounting
(G)	Room 94 - Holes in wall need patching; Room 271 & RR by Room 700, Staff Women - Roof leak; Room 501 - All walls have holes in them; Room 520 - Holes in wall
(H)	RR by Room 800, Staff Mens' - Key broke off in lock

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

Rating Description

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

County Williams Settlement School Inspection Results

On an annual basis, representatives from the County Office of Education visit Colton Joint Unified School District's schools that are in the API Decile Ranks 1 - 3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on 9/3/2019. Results of the inspection and corrective action taken by the district are provided in the table below.

School Facility Inspection Results		
County Inspection Completed: 9/3/2019		
Area Impacted	Deficiency Noted	Corrective Action Taken
Category: Playgrounds/ School Grounds		
Auto Shop	Area that poses safety hazard(s) to students unsecured	
Baseball Field	Bleachers missing, damaged and/or broken	
Lunch Area	Seating and/or tables are broken, damaged or deteriorating	Remedied 9/3/19
Category: Sewer		
Baseball Field	Sink/fountain is dirty	
Category: Overall Cleanliness		
Boys' Locker Room	Area has unabated graffiti	
Boys' Restroom 150	Area has unabated graffiti	
Restroom B100	Area has unabated graffiti	
Weight Room	Flooring is excessively dirty/stained	
Category: Pest/ Vermin Infestation		
Boys' Locker Room	Evidence of cockroaches	
Stadium	Evidence of spiders	
Category: Interior Surfaces (Walls, Floors, & Ceilings)		
Boys' Locker Room	Lockers are damaged or non-functional	
Boys' Restroom 120	Plaster or paint is damaged	
Girls' Restroom 120	Plaster or paint is damaged	
ROTC	Carpeting damaged, rippled, or stained	
Category: Restroom		
Boys' Locker Room	Shower fixture is leaking	
Boys' Restroom 800	Soap/sanitizer dispensers empty	
Cafeteria/Kitchen	Stall doors or latches not functioning as designed	
Girls' Restroom 150	Toilet is not working	
Locker Room-Girls'	Restrooms/showers used as storage area	
Locker Room-Girls'	Shower fixture is leaking	
Stadium	Stall doors or latches not functioning as designed	
Category: Fire Safety		
Cafeteria/Kitchen	Fire extinguisher is missing	
Locker Room-Girls'	Fire extinguisher out of date or missing monthly inspection sign-off	
Category: Windows/ Doors/ Gates (Interior and Exterior)		
Stadium	Door access obstructed	

Campus Supervision

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Bloomington High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting

procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in January 2020.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	16-17	17-18	18-19
	School		
% Students Suspended	5.5	5.3	5.7
% Students Expelled	0.2	0.3	0.1
	District		
% Students Suspended	4.6	4.6	5.0
% Students Expelled	0.1	0.1	0.1
	State		
% Students Suspended	3.6	3.5	3.5
% Students Expelled	0.1	0.1	0.1

Class Size

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

Average Class Size and Class Size Distribution				
Subject	Avg. Class Size	2016-17		
		Number of Classes		
		1-22	23-32	33+
English	26.0	28	49	19
Mathematics	24.0	29	43	10
Science	25.0	24	25	16
Social Science	23.0	31	32	8
Subject	Avg. Class Size	2017-18		
		Number of Classes		
		1-22	23-32	33+
English	27.0	24	54	21
Mathematics	25.0	29	39	15
Science	29.0	7	43	15
Social Science	24.0	22	38	11
Subject	Avg. Class Size	2018-19		
		Number of Classes		
		1-22	23-32	33+
English	27.0	29	49	23
Mathematics	24.0	33	49	4
Science	26.0	17	47	10
Social Science	26.0	18	39	12

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Dropout & Graduation Rates

Bloomington High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include counseling, tutoring, Saturday school, credit recovery, academic contracts, concurrent enrollment, summer school, work experience, Read 180 (9th & 10th grade), English Language Development (for English learners), double block math

program for Algebra-I for incoming 9th graders, Link Crew (9th & 10th graders), and two intervention teachers (one for 9th graders and one for 10th, 11th, & 12th graders). Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2017-18 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates (Four-Year Cohort Rate)			
	School		
	15-16	16-17	17-18
Dropout Rate	1.7%	1.9%	3.7%
Graduation Rate	95.3%	94.3%	93.1%
	District		
	15-16	16-17	17-18
Dropout Rate	7.6%	6.2%	7.1%
Graduation Rate	86.5%	87.0%	86.3%
	State		
	15-16	16-17	17-18
Dropout Rate	9.7%	9.1%	9.6%
Graduation Rate	83.8%	82.7%	83.0%

For the formula to calculate the 2017-18 and 2018-19 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Bloomington High School revolve around the California State Content Standards and Frameworks. During the 2018-19 school year, Bloomington High School held staff development training devoted to:

- AVID Strategies
- Data Analysis
- Digital Learning & Google Apps for Education
- Formative Assessments
- Integrated Instruction
- Special Ed 504 Training
- Writing Strategies

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Bloomington High School supports ongoing professional growth throughout the year on late start days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2018-19 school year, Bloomington High School's teachers attended the following events hosted by the Colton Joint Unified School District:

- 2017-18 Trainings:
- EdTech
 - English Language Arts Adoption
 - English Language Development
 - Mathematics
 - Next Generation Science Standards (NGSS)
 - Positive Behavior Interventions and Supports (PBIS)
 - Social Studies Adoption Training
 - Technology Training
 - Writing

- 2018-19 Trainings:
- Educational Technology
 - ELA Adoption
 - Foreign Language
 - Instructional Leadership Teams (Focused on strategies to support English Learners)
 - Kentaro (Math) THSM Core
 - Positive Prevention/Sex Education
 - Next Generation Science Standards (NGSS)
 - Social Studies Adoption

2019-20 Trainings:

- AVID
- Colton Cohort (Orenda Data Review Sessions)
- Equity Institute
- Instructional Leadership Teams (Focused on strategies to support English Learners)
- Next Generation Science Standards (NGSS)
- Pathways
- Student Services Summit (Focusing on support student social and emotional health and wellness)

Bloomington High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2017-18	2018-19	2019-20
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Bloomington High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Thursday, September 05, 2019, the Colton Joint Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 20-03 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, Colton Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2009	Bedford/St. Martin's, <i>The Compact Reader</i>	0 %
2009	Bedford/St. Martin's, <i>The Language of Composition</i>	0 %
2017	College Board, <i>SpringBoard, English Language Arts & English Language Development</i>	0 %
2014	CSU, <i>Expository Reading and Writing Course</i>	0 %
2009	Wadsworth Publishing, <i>Perrine's Literature: Structure, Sound, and Sense</i>	0 %
Foreign Languages		
2017	EMC Paradigm, <i>Deutsch Aktuell, Levels 1, 2 & 3</i>	0 %
2017	Houghton Mifflin Harcourt, <i>Bien dit, Levels 1, 2 & 3</i>	0 %
2017	McGraw Hill Education, <i>Asi Se Dice, Levels 1, 2, 3 & 4</i>	0 %
2017	McGraw Hill Education, <i>El Espanol Para Nosotros, Levels 1 & 2</i>	0 %
2017	Pearson, <i>Abriendo Paso</i>	0 %
2017	Pearson, <i>Reflexiones</i>	0 %
2017	Vista Higher Learning, <i>Denk Mal 2</i>	0 %
2017	Vista Higher Learning, <i>Themes (French)</i>	0 %
History-Social Science		
2019	Bedford, Freeman, Worth, <i>Krugman's Economics for AP</i>	0 %
2016	Bedford/St. Martin's, <i>Ways of the World</i>	0 %
2019	Cengage Learning, <i>Introduction to Comparative Politics</i>	0 %
2019	Cengage Learning, <i>U.S. History, 1877 to Present, America Through the Lens</i>	0 %
2006	Houghton Mifflin, <i>The American Pageant, 13th Edition</i>	0 %
2019	McGraw Hill, <i>World History, Culture and Geography: The Modern World</i>	0 %
2019	Pearson, <i>Magruder's American Government</i>	0 %
2019	Teachers' Curriculum Institute, <i>Econ Alive! The Power to Choose</i>	0 %
Mathematics		
2017	Cengage Learning, <i>Calculus for AP</i>	0 %
2010	Holt, Rinehart and Winston, <i>Practical Mathematics; Consumer Applications</i>	0 %
2015	Houghton Mifflin, <i>Algebra I</i>	0 %
2015	Houghton Mifflin, <i>Algebra II</i>	0 %
2015	Houghton Mifflin, <i>Geometry, California Edition</i>	0 %
2009	Pearson, <i>Pre-Calculus</i>	0 %
2017	Pearson, <i>Stats, Modeling the World</i>	0 %
Science		
2007	Holt, Rinehart and Winston, <i>Holt Chemistry</i>	0 %
2007	Holt, Rinehart and Winston, <i>Physics</i>	0 %
2019	McGraw Hill, <i>Chemistry</i>	0 %
2010	McGraw Hill Education, <i>Integrated Principles of Zoology, 14th Edition</i>	0 %
2007	Pearson Prentice Hall, <i>Earth Science</i>	0 %
2012	Pearson Prentice Hall, <i>Essentials of Geology, 10th Edition</i>	0 %
2007	Prentice Hall, <i>AP Biology</i>	0 %
2007	Prentice Hall, <i>AP Physics</i>	0 %
2007	Prentice Hall, <i>Biology</i>	0 %
2006	Prentice Hall, <i>Essentials of Human Anatomy and Physiology, 10th Edition</i>	0 %
	Science Laboratory Equipment	0 %

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a

four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Courses for UC/CSU Admission	
	%
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.3
2017-18 Graduates who Completed all Courses Required for UC/CSU Admission	30.6

Advanced Placement

In 2018-19, Bloomington High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Number of Advanced Placement Courses Offered 2018-19		
	No. of Courses Offered*	% of Students in AP Courses
Computer Science	1	N/A
English	4	N/A
Fine and Performing Arts	1	N/A
Foreign Language	5	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	9	N/A
All Courses	23	13.2

Note: Cells with N/A values do not require data.

* Where there are student course enrollments of at least one student.

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Bloomington High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Bloomington High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

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

Individual student assessment of work readiness skills takes place through:

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

Work experience students are partnered with local community organizations that

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

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. The Safe School Ambassador program is designed to empower a diverse group of socially influential students to shift the social and cultural norms on campus by encouraging positive behaviors and coaching their friends to follow suite. The program is designed to prevent bullying, promote positive behaviors and develop leadership skills.

During the 2018-19 school year, Bloomington High School offered the following career technical education programs as elective courses:

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

Professional Staff

Counseling & Support Staff

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

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2018-19		
	No. of Staff	FTE
Academic Counselor	6	6.0
Counselors	2	1.0
Psychologists	2	1.2
Health Assistant	1	1.0
Librarian	1	0.5
Library Media Technician	1	1.0
Nurse	1	*
Counselor-to-Student Ratio: 1:394		

* as needed

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2018-19 school year, Bloomington High School had 112 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	School			District
	17-18	18-19	19-20	19-20
Total Teachers	112	112	99	920
Teachers With Full Credentials	111	112	99	920
Teachers Without Full Credentials	1	0	0	0
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	2	1	2	4
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	2	1	0	0
Vacant Teacher Positions	0	1	2	3

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2017-18		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$48,646	\$48,612
Mid-Range Teacher Salary	\$77,175	\$74,676
Highest Teacher Salary	\$99,632	\$99,791
Superintendent Salary	\$231,260	\$275,796
Average Principal Salaries:		
Elementary School	\$123,962	\$125,830
Middle School	\$125,262	\$131,167
High School	\$147,280	\$144,822
Percentage of Budget:		
Teacher Salaries	36%	34%
Administrative Salaries	6%	5%

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

Expenditures Per Student

For the 2017-18 school year, Colton Joint Unified School District spent an average of \$11,812 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Colton Joint Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- California Clean Energy Jobs Act
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined

- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I
- Title II
- Title III

Expenditures Per Pupil and School Site Teacher Salaries 2017-18					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$7,160	N/A	N/A	N/A	N/A
Restricted	\$362	N/A	N/A	N/A	N/A
Unrestricted	\$6,797	\$6,490	104.74	\$7,507	90.55
Average Teacher Salary	\$80,864	\$82,085	98.51	\$82,403	98.13

Note: Cells with N/A values do not require data.

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Bloomington High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access Bloomington High School's SARC and access the internet at any of the county's public libraries. The closest public library to Bloomington High School is Bloomington Branch Library, a branch of San Bernardino County Library.

Address: 10145 Orchard St., Bloomington
 Phone Number: (909) 877-1453
 WebSite: <http://www.sbcounty.gov/library/home/>
 Number of Computers Available: 12

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Colton Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in December 2019. Data to prepare the school facilities section were acquired in November 2019.