

Colton Joint Unified School District Bloomington High School

Grades 9 through 12
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2020-21 School Accountability Report Card *Published February 2022*

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This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

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

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

Vision

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 2020-21 school year, 2314 students were enrolled, including 13.4% in special education, 16.2% qualifying for English Language Learner support, and 92.8% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	47.60%	Grade 9	595
Male	52.40%	Grade 10	587
Non-Binary	0.00%	Grade 11	554
Amer. Indian or Alaska Native	0.00%	Grade 12	578
Asian	1.00%	Ungraded	0
Black or African-Amer.	2.40%		
Filipino	0.80%		
Hisp. or Latino	92.60%		
Native Hawaiian or Pacific Islander	0.10%		
Two or More Races	0.30%		
White	2.80%		
English Learners	16.20%		
Foster Youth	0.60%		
Homeless	7.00%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	92.80%		
Students with Disabilities	13.40%		
Total Enrollment			2,314

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 2020-21			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Ninth	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported.

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 Meeting or Exceeding State Standards					
	School		District		State	
	19-20	20-21	19-20	20-21	19-20	20-21
English-Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	49.0
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	33.8

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

CAASPP Test Results in ELA by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	532	414	77.82	22.18	52.35
Female	235	191	81.28	18.72	57.22
Male	297	223	75.08	24.92	48.17
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	504	395	78.37	21.63	52.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	75	46	61.33	38.67	4.76
Foster Youth	--	--	--	--	--
Homeless	118	86	72.88	27.12	45.24
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	500	386	77.20	22.80	50.93
Students with Disabilities	75	47	62.67	37.33	16.28

CAASPP Test Results in Mathematics by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	531	390	73.45	26.55	24.29
Female	234	179	76.50	23.50	22.03
Male	297	211	71.04	28.96	26.19
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	503	370	73.56	26.44	22.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	75	41	54.67	45.33	2.50
Foster Youth	--	--	--	--	--
Homeless	118	78	66.10	33.90	12.82
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	499	364	72.95	27.05	21.88
Students with Disabilities	75	44	58.67	41.33	2.38

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

CAASPP Test Results in Science for All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

Any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

CAASPP Test Results in Science by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	1073	NT	NT	NT	NT
Female	502	NT	NT	NT	NT
Male	571	NT	NT	NT	NT
Amer. Indian or Alaska Native	--	NT	NT	NT	NT
Asian	11	NT	NT	NT	NT
Black or African-Amer.	24	NT	NT	NT	NT
Filipino	15	NT	NT	NT	NT
Hisp. or Latino	995	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	24	NT	NT	NT	NT
English Learners	122	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	188	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	991	NT	NT	NT	NT
Students with Disabilities	142	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Local Assessment Test Results

The Colton Joint Unified School District administered i-Ready local assessments for English Language Arts and Mathematics in lieu of administering the CAASPP test for the 2020-21 school year, and the results are shown below in this report.

Local Assessment Test Results in ELA by Student Group (2020-21)					
Assessment Name: i-Ready Assessment					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded*
All Students	524	411	78.44	21.56	40.27
Female	230	189	82.17	17.83	46.09
Male	294	222	75.51	24.49	35.71
Amer. Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African-Amer.	*	*	*	*	*
Filipino	*	*	*	*	*
Hisp. or Latino	497	392	78.87	21.13	40.24
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	0	0	0	0	0
White	507	399	78.7	21.30	0.79
English Learners	72	46	63.89	36.11	2.78
Foster Youth	0	0	0	0	0
Homeless	57	43	75.44	24.56	33.33
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	492	383	77.85	22.15	38.82
Students with Disabilities	70	46	64.71	35.29	8.57

Local Assessment Test Results in Mathematics by Student Group (2020-21) Assessment Name: i-Ready Assessment					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded*
All Students	524	387	73.85	26.15	17.94
Female	230	178	77.39	22.61	16.96
Male	294	209	71.09	28.91	18.71
Amer. Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African-Amer.	*	*	*	*	*
Filipino	*	*	*	*	*
Hisp. or Latino	497	367	73.84	26.16	16.9
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	0	0	0	0	0
White	507	374	73.77	26.23	0.59
English Learners	72	41	56.94	43.06	1.39
Foster Youth	0	0	0	0	0
Homeless	57	39	68.42	31.58	8.77
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	492	361	73.37	26.63	16.06
Students with Disabilities	70	42	60	40.00	1.43

*At or above the grade-level standard in the context of the local assessment administered.

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.

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 Preparation and Placement*, 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

Note: The above events were planned for the school year and will occur as Department of Public Health allows due to the ongoing COVID-19 pandemic.

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:

2020-21 Campus Improvements:
• Repainting of exterior of auditorium

2021-22 Campus Improvements:
• Extension of the parking lot
• Renovation of the auditorium

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)	2
Staff Lounge/Work Room(s)	2
Gymnasium	1
Library/Media Center	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 Thursday, September 09, 2021 - Tuesday, December 07, 2021. During fiscal year 2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Thursday, September 09, 2021			
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 102 - Ventilation units are obstructed; sewer stoppage exits where it is
(B)	A022 Office, A023 Nurse Office, Room 103, Room 310, Room 312, Room 315, Room 330, Room 403A, Room 584, Room 587, Room 589, Room 604 & Room 606 - Ceiling tiles missing, damaged or loose A040 Lounge, Room 111, Room 402, Room 501, Room 531, Room 588, Room 591, Room 603, Room 607 & Room 609 - Ceiling tiles are stained Closet between Rooms 285-287 & Room 504 Practice Room - Walls have damage from cracks, tears, holes or water damage Room 522 & Room 703 - Ceiling tiles are stained; ceiling tiles missing, damaged or loose Room 601 - Ceiling tiles are stained; walls have damage from cracks, tears, holes or water damage Room 605 - Ceiling tiles are stained; flooring has damage from cracks, tears, holes or water damage
(D)	B/R/R by Room 81 - Lighting fixture or bulbs are not working or missing Gym H20 - Electrical outlet covers or light switch covers are damaged or missing; lighting fixture or bulbs are not working or missing Room 111, Room 311, Room 584, Room 590 & Room 603 - Electrical outlet covers or light switch covers are damaged or missing
(E)	Room 407 - Sink/fountain fixture is loose; sink/fountain is clogged
(G)	Room 605 - Wet ceiling tiles or walls inside the classroom indicating an active roof leak

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 8/19/2021. Results of the inspection and corrective action taken by the district are provided in the table below.

School Facility Inspection Results		
County Inspection Completed: 8/19/2021		
Area Impacted	Deficiency Noted	Corrective Action Taken
Category: Restroom		
127	Fixture/apparatus damaged, broken, missing or unsecured	Work order #61994
300	Fixture/apparatus damaged, broken, missing or unsecured	Work order #61954
404	Fixture/apparatus damaged, broken, missing or unsecured	Work order #61952 & 61953
405	Fixture/apparatus damaged, broken, missing or unsecured	Work order #61981
584	Fixture/apparatus damaged, broken, missing or unsecured	Work order #61996
587	Fixture/apparatus damaged, broken, missing	Work order #61999

588	or unsecured Fixture/apparatus damaged, broken, missing or unsecured	Work order #61998
91	Fixture/apparatus damaged, broken, missing or unsecured	Work order #61980
Category: Fire Safety		
133	Fire extinguisher is not properly mounted	Work order #61992
310	Fire extinguisher out of date or missing monthly inspection sign-off	Work order #61991
311	Fire extinguisher out of date or missing monthly inspection sign-off	Work order #61991
314	Fire extinguisher out of date or missing monthly inspection sign-off	Work order #61991
322	Fire extinguisher out of date or missing monthly inspection sign-off	Work order #61991
337	Fire extinguisher out of date or missing monthly inspection sign-off	Work order #61991
Main Office Area	Fire extinguisher is not properly mounted	Work order #61956
Multi-purpose Room	Fire extinguisher is not properly mounted	Work order #61957
Category: Overall Cleanliness		
143	Flooring is excessively dirty/stained	Work order #62000
273	Flooring is excessively dirty/stained	Work order #62004
Auto Shop	Flooring is excessively dirty/stained	Work order #61962
Baseball Field	Horizontal surfaces are excessively dusty/dirty	Work order #61947
Boys' Locker Room	Area has unabated graffiti	Work order #61944
Business Office	Flooring is excessively dirty/stained	Work order #61961
Library	Area improperly used for storage	Work order #61966
Restroom 100 Boys	Area has unabated graffiti	Work order #61971
Restroom 131 Boys	Area has unabated graffiti	Work order #61973
ROTC	Unsecured items are stored too high and pose a safety hazard	.
Stadium Ticket Booth Visitor	Horizontal surfaces are excessively dusty/dirty	Work order #61963
Theater Lobby	Cluttered classroom, storeroom or area	.
Wrestling Room	Cluttered classroom, storeroom or area	.
Category: Interior Surfaces (Walls, Floors, & Ceilings)		
Band Room	Carpeting damaged, rippled or stained	Work order #61976
Band Room	Ceiling tiles are damaged, loose, missing or stained	Work order #61974
Boys' Locker Room	Lockers are damaged or non-functional	.
Counseling Office	Carpeting damaged, ripples, or stained	Work order #61969
Main Office Area	Carpeting damaged, ripples, or stained	Work order #61970
Weight Room	Flooring surface poses trip hazard	Work order #61969
Category: Windows/ Doors/ Gates (Interior and Exterior)		
Band Room	Doors or door jambs are broken or damaged	Work order #61977
Baseball Stadium North	Fence has damaged or missing posts/crossbars/top rail	Work order #61943
Category: Electrical (Interior & Exterior)		

Band Room	Electrical outlet/junction box covers or light switch covers are damaged or missing	Work order #61955
Stadium Locker Room Visitor	Unsecured phone/data outlets	Work order #61964
Category: Playgrounds/ School Grounds		
Baseball Stadium North	Area that poses safety hazard(s) to students unsecured	Work order #61947
Library	Exposed broken glass/glass-like material accessible to pupils and staff	Work order #61967
ROTC	Area that poses safety hazard(s) to students unsecured	.
Softball Field Girls	Play/sports equipment is broken, damaged or deteriorating	Work order #61946
Category: Drinking Fountains (Interior & Exterior)		
Business Office	Sink area soap dispenser missing (removed and not replaced)	Work order #61961
Theater Restroom Girls	Sink area soap dispenser missing (removed and not replaced)	Work order #61968
Category: Hazardous Materials (Interior & Exterior)		
Nurse's Office	Cleansers not stored properly	.
Theater	Maintenance products not stored properly	Remedied 8/19/21

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 October 2021.

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			
	18-19	19-20	20-21
School			
% Students Suspended	5.7	0.0	
% Students Expelled	0.1	0.0	
District			
% Students Suspended	5.0	0.0	
% Students Expelled	0.1	0.0	
State			
% Students Suspended	3.5	2.5	0.2
% Students Expelled	0.8	0.1	0.0

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

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

Suspensions and Expulsions by Student Group (2020-21)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.0	0.0
Female	0.1	0.0
Male	0.0	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	0.0	0.0
Filipino	0.0	0.0
Hisp. or Latino	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	1.1	0.0
English Learners	0.0	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0
Students with Disabilities	0.3	0.0

Class Size

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

Average Class Size and Class Size Distribution				
Subject	2018-19			
	Avg. Class Size	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
Subject	2019-20			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	26.0	30	49	18
Mathematics	24.0	34	47	10
Science	26.0	16	49	9
Social Science	27.0	21	22	24
Subject	2020-21			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	23.0	46	49	19
Mathematics	22.0	41	42	10
Science	24.0	25	32	16
Social Science	24.0	26	28	24

*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.

Pupil Engagement

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, 2019-20 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		
	17-18	18-19	19-20
	Dropout Rate	3.7%	3.6%
Graduation Rate	93.1%	94.9%	87.8%
	District		
	17-18	18-19	19-20
	Dropout Rate	7.1%	4.8%
Graduation Rate	86.3%	90.8%	81.3%
	State		
	17-18	18-19	19-20
	Dropout Rate	9.6%	9.0%
Graduation Rate	83.0%	84.5%	83.6%

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 2020-21 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
- QTEL Training
- 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 sessions 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 2019-20, 2020-21, and 2021-22 school years, Bloomington High School's teachers had the opportunity to attend the following events hosted by the Colton Joint Unified School District:

2019-20 Training:

- LETRS Training
- Colton Cohort (Orenda Data Review Sessions)
- Equity Institute
- Instructional Leadership Teams (Focused on Strategies to Support English Learners)
- National Institute for School Leadership
- Next Generation Science Standards (NGSS) and Science Adoptions
- Student Services Summit (Focusing on Supporting Student Social and Emotional Health and Wellness)

2020-21 Training:

- Alludo (Online, Self-Paced PD for All Staff)
- CA Induction Program
- Colton Cohort (Orenda Data Review Sessions)
- Distance Learning Strategies (including Technology Tools)
- Equity
- Instructional Leadership Teams (Focused on Strategies to Support English Learners)
- Quality Teaching for English Learners (QTEL)

2021-22 Training:

- SBSS Standards for Math Practices
- Cognitive Coaching
- HSS Alive
- TEL
- Trauma Resource Institute
- Web Training

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.

Graduation Rate by Student Group (Four-year Cohort Rate) (2020-21)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	565	496	87.8
Female	276	255	92.4
Male	289	241	83.4
Non-Binary	0	0	0.0
Amer. Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African-Amer.	16	16	100.0
Filipino	12	12	100.0
Hisp. or Latino	514	450	87.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	15	11	73.3
English Learners	101	71	70.3
Foster Youth	--	--	--
Homeless	93	73	78.5
Students Receiving Migrant Ed. Services	0	0	0.0
Socioeconomically Disadvantaged	528	462	87.5
Students with Disabilities	79	54	68.4

Note: For more information of the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Bloomington High School for the 2020-21 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2020-21)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2622	2369	484	20.4
Female	1239	1122	206	18.4
Male	1383	1247	278	22.3
Amer. Indian or Alaska Native	1	1	0	0.0
Asian	26	23	2	8.7
Black or African-Amer.	75	58	14	24.1
Filipino	20	18	0	0.0
Hisp. or Latino	2402	2191	449	20.5
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	7	6	2	33.3
White	88	69	16	23.2
English Learners	435	391	131	33.5
Foster Youth	29	19	10	52.6
Homeless	184	175	51	29.1
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	2373	2206	471	21.4
Students with Disabilities	364	323	103	31.9

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2019-20	2020-21	2021-22
3	3	2

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 16, 2021, 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. 22-01 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 2021-22 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: Reading, Writing and Rhetoric</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 %
2008	Houghton Mifflin Harcourt, <i>Read 180 Universal, FLEX Real Book</i>	0 %
2019	Houghton Mifflin Harcourt, <i>Read 180 Universal, Stage C Real Book</i>	0 %
2009	Wadsworth Publishing, <i>Perrine's Literature: Structure, Sound, and Sense</i>	0 %
Foreign Languages		
2017	EMC Paradigm, <i>Deutsch Aktuell, Levels 1, 2 & 3</i>	0 %
2010	Houghton Mifflin Harcourt, <i>Bien dit, Levels 1, 2 & 3</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: A Global History with Sources</i>	0 %
2019	Cengage Learning, <i>U.S. History, 1877 to Present, America Through the Lens</i>	0 %
2006	McDougal Littell/Houghton Mifflin, <i>The American Pageant</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		
2021	California Math Readiness Initiative, <i>MRWC (Mathematical Reasoning with Connections)</i>	0 %
2017	Cengage Learning, <i>Calculus for AP</i>	0 %
2017	Freeman, <i>Statistics & Probability w/Applications</i>	0 %
2010	Holt, Rinehart and Winston, <i>Practical Mathematics: Consumer Applications</i>	0 %
2015	Houghton Mifflin Harcourt, <i>AGA California Algebra I</i>	0 %
2015	Houghton Mifflin Harcourt, <i>AGA California Algebra II</i>	0 %
2015	Houghton Mifflin Harcourt, <i>AGA Geometry, California Edition</i>	0 %
2009	Pearson, <i>Pre-Calculus</i>	0 %
Science		
2020	Activate Learning, <i>Active Physics</i>	0 %
2020	Lab-Aids, <i>EDC Earth Science</i>	0 %
2019	McGraw Hill, <i>Chemistry</i>	0 %
2020	McGraw Hill, <i>CUS Exploring Geology</i>	0 %
2020	McGraw Hill, <i>Zoology</i>	0 %
2020	Pearson, <i>CA Experience Chemistry</i>	0 %
2020	Pearson, <i>Essentials of Human Anatomy and Physiology</i>	0 %
2007	Pearson Prentice Hall, <i>Biology, AP Edition</i>	0 %
2007	Prentice Hall, <i>AP Physics</i>	0 %
2007	Prentice Hall, <i>Biology, California 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](http://www.universityofcalifornia.edu/admissions/general.html) 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	
	%
2020-21 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-20 Graduates who Completed all Courses Required for UC/CSU Admission	

Advanced Placement

In 2020-21, 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 2020-21	
	No. of Courses Offered*
Computer Science	1
English	5
Fine and Performing Arts	2
Foreign Language	6
Mathematics	2
Science	3
Social Science	8
All Courses	27

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

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

Bloomington High School offers the following career technical education programs as elective courses:

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

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

Career Technical Education (CTE) Program Participation 2020-21	
Total number of students participating in CTE programs	995
Percentage of students completing CTE program and earning a high school diploma	81.0 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	21.6 %

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) 2020-21		
	No. of Staff	FTE
Academic Counselor	6	6.0
Counselor	2	1.0
Psychologist	2	1.2
Health Assistant	1	1.0
Librarian	1	0.5
Library Media Technician	1	1.0
Nurse	1	*
Counselor-to-Student Ratio: 1:386		

* 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 Preparation and Placement

The charts below identify the number of teachers at Bloomington High School, Colton Joint Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Bloomington High School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teacher Preparation and Placement Authorization / Assignment (2019-20)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clearn) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An Authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments / Indicator (2019-20)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2019-20		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$51,358	\$50,897
Mid-Range Teacher Salary	\$81,477	\$78,461
Highest Teacher Salary	\$105,187	\$104,322
Superintendent Salary	\$233,203	\$297,037
Average Principal Salaries:		
Elementary School	\$128,744	\$131,863
Middle School	\$139,643	\$137,086
High School	\$153,777	\$151,143
Percentage of Budget:		
Teacher Salaries	32%	32%
Administrative Salaries	5%	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 2019-20 school year, Colton Joint Unified School District spent an average of \$13,689 of total general funds to educate each student (based on 2019-20 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 2019-20 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- After School Kids Code Grant Pilot Program
- California Clean Energy Jobs Act
- Career and Technical Education Programs
- Education Protection Account

- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally defined
- State COVID Relief Funding
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2019-20					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$7,385	N/A	N/A	N/A	N/A
Restricted	\$266	N/A	N/A	N/A	N/A
Unrestricted	\$7,120	\$6,903	103.13	\$8,444	84.32
Average Teacher Salary	\$84,988	\$85,939	98.89	\$84,665	100.38

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

SARC Data

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Bloomington High School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

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 and school facilities sections were acquired in December 2021.