



# **BRAWLEY UNION HIGH SCHOOL MID-CYCLE PROGRESS REPORT**

**480 North Imperial Avenue  
Brawley, CA 92227**

**Brawley Union High School District**

**March 27 & 28, 2017**

**Accrediting Commission for Schools  
Western Association of Schools and Colleges**

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## I: Student/Community Profile Data

Include the following:

- **An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.**
  - **An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.**
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Brawley Union High School (BUHS) is the lone comprehensive high school within the Brawley Union High School District (BUHSD), which also includes a continuation high school and a community day school. BUHS is located in the northern portion of the Imperial Valley in the city of Brawley. The Brawley Union High School District serves the cities of Brawley and Westmorland, as well as unincorporated county territory. The school is located 70 miles south of Palm Springs and 121 miles east of San Diego.

The Imperial County community make-up, according to the United States Department of Labor Statistics and the U.S. Census Bureau, indicates that the most prevalent occupations in Imperial County are related to agriculture, social service work (including education), and government agency work (including law enforcement agencies). The community has a relatively high unemployment rate that hovers around 24%, compared to the national average of 4.8%, and the state average of 5.2% as of December, 2016. Average wages in the Imperial County are 14% below the national average (\$20.05/hr. vs. \$23.23/hr.). The annual mean wage of all occupations is \$41,710, or \$17,700 per capita. An estimated 23.7% of Brawley residents live at or below the Census Bureau's poverty threshold.

The school operates on both a School-Based Coordinated Program and a school wide Title I program, and receives state and federal funds to ensure that all students receive additional support to achieve both state and federal mandates.

BUHS has 84 certificated staff, slightly over half of whom are Hispanic, two are African-American, and most of the rest are White, non-Hispanic by ethnicity, along with 76 classified staff. Of the certificated staff, two are administrators and six are qualified as counselors with PPS (pupil personnel services) certification.

Of the total 1591 students at BUHS in 2015-16, 88.7% were Hispanic, 8.1% were non-Hispanic white, 1.5% were African-American, and the remaining 1.7% were of American Indian/Alaskan and Asian Ethnicity. In the 2016-17 school year, there are 1674 students total, 1207 (72.1%) of whom qualify for free and reduced meals, 7 (0.4%) are foster youth, 77 (4.6%) are considered homeless, 262 (15.7%) are migrant students and 362 (21.6%) have English Learner status.

BUHS values parent involvement and understands its role in improving student achievement. A concerted effort has been made to enhance parent and community involvement at the school. Parents may access student grades and communicate with school personnel via the Aeries Parent Portal. Parents and community members are also actively involved with site council, the English Learner Advisor Council (ELAC), and our booster organization. Parents have established a Facebook page to share communication about BUHS events. Brawley boasts several parent and community organizations that help support the school. Local civic groups and businesses sponsor leadership opportunities, college awareness activities, intervention programs, and provide scholarships at the end of the school year.

In the 2016-17 school year, parent education levels were reported as follows: 7.8% had post-graduate degrees, 12.4% had bachelor's degrees, 26.7% had some college, 30.7% were high school graduates, 21.1% did not graduate from high school and 1.4% were unknown.

BUHS is frozen at Year 5 of Program Improvement under the Elementary and Secondary Education Act (ESEA). Brawley Union High School District (BUHSD) utilized outside technical assistance from District Assistance and Intervention Team (DAIT) to conduct a needs assessment to include input from staff, students, parents and community members to determine the greatest needs of the district in the areas of professional development, curriculum, school governance, data systems, and achievement and monitoring.

## **MISSION, VISION AND STUDENT LEARNING OUTCOMES**

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### **Mission Statement:**

The mission of Brawley Union High School is to challenge and empower all students to graduate as self-directed, productive citizens who are effective communicators, critical thinkers, risk-takers and lifelong learners.

### **Vision Statement:**

WE BELIEVE:

- \* All people have worth.
- \* All students can learn and succeed by demonstrating academic integrity and passion for self-directed learning.
- \* All students need encouragement, support, and structure to nurture their potential.
- \* Together, both school and family are responsible for providing a rigorous foundation for student learning and for maximizing academic achievement.
- \* Every student has the individual ability and responsibility to choose the direction of his or her life and accept responsibility for his or her own choice.

### **Schoolwide Learner Outcomes (SLOs):**

#### **College and Career Readiness:**

Students will acquire postsecondary skills through:

- \*Goal setting and organization
- \*Daily attendance and punctuality
- \*Participating in a rigorous academic experience
- \*Prioritizing & monitoring progress towards personal goals and objectives

#### **Literacy and Communication:**

Students will value and demonstrate proficiency in:

- \*Reading
- \*Writing
- \*Listening
- \*Speaking
- \*Technology

#### **Analytical Skills:**

Students will exhibit proficiency in:

- \*Critical thinking
- \*Problem solving
- \*Creativity
- \*Mathematical application

### Standards

Students will master District and Common Core Standards in:

\*English \*Mathematics \*Science \*Social Studies \*Electives \*Career and Technical Education

### Social & Personal Responsibility

Students will expand their personal development in:

\*Social, emotional, and physical well-being \*Community involvement \*Collaboration \*Appreciation for cultural diversity \*Civic readiness

## **SCHOOL PROGRAMS**

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### **English Learners**

Pathways have been established for student success with teachers who have been trained and are familiar with addressing curricular needs of Bilingual students. (Virtually all our English Learner (EL) students speak Spanish as their first language.) All focus is placed on the Common Core State Standards, and success with the SBAC testing at the junior level.

Students are placed in Transitional English I and II according to the student's English knowledge based on the CELDT scoring, not according to grade level. As a result, there are 9th, 10th, and 11th grade students together in Bilingual classes.

Some students arrive in the country with excellent foundational language skills from their native country and can excel quickly; thus, they are placed in Trans English II and English I, both classes support each other. Other students need additional time and practice with English skills to be successful, and these students are placed in Trans English II and English Language Development (ELD) 2.

For mainstream students (who have been in the United States longer than 2 years), Bilingual student placement is in the SEI (Sheltered English Instruction) English classes with ELD 3 to support 9th grade English, and ELD 4 to support 10th grade English. The ELD teacher works with the SEI English teachers on a regular basis.

Furthermore, SEI classes for Bilingual students are also provided in math, science and social studies.

In addition to English instruction, a strong emphasis is placed on the Spanish 3: Spanish Grammar, Spanish 4: Introduction to Spanish Literature, Spanish 5: AP Spanish Literature, and AP Spanish Language classes. These classes academically support English language and structure, provide a means for students to earn a Biliteracy State Seal, and open doors for further education beyond high school.

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### **Migrant Program**

In addition to programs and services available to all students, services offered to migrant students at BUHS include: a migrant counselor (offering academic counseling, needs assessments, parent contact), field trips to higher education conferences at universities, a comprehensive five-week summer school program, university-based summer programs (at San Diego State University-Calexico, Channel Islands University and UCSD Connections), school supplies, parent liaison services (home visits, phone calls), monthly parent meetings, medical, health and vision referrals, emergency services

referrals (for food, clothing and housing), academic support for out-of-school migrant youth up to age 21, and academic preparation for speech contests.

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## College and Career Preparation

BUHS offers opportunities for students to explore various career options in order to make a smooth transition from high school to productive, rewarding employment, and to promote lifelong learners. These classes continuously connect students to business options. Students participate in career exploration, job shadowing, guest speakers, field trips, and other work-based connecting activities. In addition to preparing students for post-secondary educational programs at colleges and universities, BUHS articulates with Imperial Valley College (Upward Bound), California State University at San Diego (SDSU), Imperial Valley Regional Occupational Program (IVROP), Cal-SOAP, and the Talent Search Program.

The Upward Bound, Cal-SOAP, and Talent Search programs work with students from low-income families to help prepare them to be successful in college by providing tutoring, counseling, field trips and other services.

Brawley Union High School partners with The Imperial Valley Regional Occupational Program (IVROP) which is a public education service that provides free, practical hands-on training, career guidance, job placement assistance and other supportive services to youth and adults.

Beginning in the 2015-16 school year, BUHS partnered with our local community college, Imperial Valley College (IVC), to offer dual enrollment in several of our CTE/ROP courses. Students in these courses may earn credit at both BUHS and IVC if they also pass the IVC test (which is evaluated by IVC professors). Participation and supplies in dual enrollment courses is free to BUHS students, who could earn up to a semester of college credit prior to high school graduation. As a result of recent legislative changes, we are hoping to soon pilot additional dual enrollment courses beyond those in the ROP program. It is important to note that the dual enrollment program provides opportunities for more students and does not diminish the rigor or demand for Advance Placement courses.

Also, beginning in the 2015-16 school year, a CTE Advisory Committee was established to meet twice yearly to discuss professional areas of need locally. The CTE Advisory Committee discusses college and career readiness needs that can be addressed by BUHS and through articulation with IVC. Every BUHS CTE course has an advisor in the community business sector represented on the Committee, along with CTE teachers, an administrator, a counselor, a student, a parent, a representative from the California Employment Development Department, and one from IVROP.

BUHS offers courses for several career pathways, currently including the following:

- The Agricultural Sciences pathway, including
  - Introduction to Agriculture
  - Plant Science
  - Animal Science
  - Agricultural Communications
- Health Science and Medical Technology pathway, including
  - Medical Terminology
  - Public and Community Health
  - ROP Nursing Assistant
- ROP Community Office Occupations
- Retail Trades/Marketing

- Construction pathway, including
  - Electrical Applications
  - General Contracting
  - ROP Construction and Building Technology
- Culinary Arts pathway, including
  - Foods
  - (ROP Culinary Arts, coming in 2017-18)
- ROP Graphic Arts/Graphic Design
- ROP Landscape Design, Installation and Maintenance
- ROP Auditorium Technology
- Welding pathway, including
  - Introduction to Welding
  - Welding
- ROP Corrections

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### **Special Education, including Gifted and Talented Education (GATE)**

The BUHS Special Education (SPED) program provides students with individualized educational services based on student need. The program offers academic support in both the general education and special education settings. Students' progress is monitored by their assigned case managers and the Special Education Coordinator, who provides teachers with assistance to better serve the needs of students. The program monitors and evaluates students' progress and evaluates the services provided. Individual Education Program (IEP) meetings are conducted according to specific timelines to ensure students continue to grow, advance toward graduation, and prepare for their postsecondary goals. The Special Education program strives to exit students prepared to enter a college setting and/or pursue their career of interest. Confidential information sheets that include present levels of performance, accommodations, and modifications are given to all teachers who teach students with special needs.

In the 2016-17 school year, 142 students had IEPs giving them Special Education status, and 43 had Section 504 status (11.1% of the student body together).

The Brawley Union High School District recognizes that students with special gifts and talents require a more challenging curriculum and instructional program. Previously identified GATE students have the opportunity to enroll in the Honors program, while other mainstreamed students who perform well in core courses and demonstrate the need for further enrichment and rigor may also enroll in honors classes. Honors classes are offered in all core content areas, as well as in foreign language. The curricular program embedded in the honors courses maintains the expectation that students will meet and exceed the California state standards and receive the necessary preparation to transition into Advanced Placement courses. Non-college track courses have been largely phased out and replaced with UC-approved a-g courses. By increasing enrollment in UC a-g courses and honors classes, students are better prepared for college level coursework in the 11th and 12th grades. High achieving students are encouraged to enroll in Advanced Placement (AP) courses.

## **Freshman Seminar**

The Freshman Seminar is a semester course taken by most freshman students. It includes an online component called My 10 Year Plan. At the 10 Year Plan website, there is an interactive set of activities and videos divided into twelve primary areas of focus, including a skills inventory, educational planning, college planning and a portfolio of student career and academic files (such as a resume, cover letter, letters of recommendation).

The purpose of the course is to help students identify the type of lifestyle they realistically hope to have and to match their educational and career goals to determine if they are a fit, and/or whether there is a need to adjust lifestyle expectations or career plans.

The My 10 Year Plan website accounts are designed to remain with students during high school and six years post-high school graduation. During that ten-year period, students can revisit and adjust the information they have on the site. The course is also available via workbook.

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## **Intervention Programs**

There are a couple of school-wide programs available to all students. One is our 42-minute Tutorial period, which is mid-morning between our first and second instructional blocks. All teachers are assigned students (ideally, their own) to work with as needed. Students may attain passes to visit other teachers during this time for assistance, test makeups, lab work, etc. Counselors may assign students to the tutorials of teachers in whose classes the students struggle, to give students an extra opportunity to work directly with these teachers.

Another school-wide intervention is our after-school tutoring, which is available in the library for an hour after school three days a week. This tutoring program provides both student and faculty tutors for students and there is a computer lab available in the library. Math teachers are available for tutoring after school every day as well.

During the Tutorial period for the 2016-17 school year, there is one tutorial class of juniors not enrolled in any math course who are receiving math instruction to help prepare them for the Smarter Balanced exam in the spring.

For EL and SPED students, there are classroom instructional aides in many classes to provide language and/or academic support. There is also an EL language development summer program.

BUHS has a computer-based instructional Credit Recovery Course Program for students (primarily juniors and seniors) who fall behind in graduation credits. Students work independently through the curriculum, and should work at a pace that enables them to finish the necessary courses. BUHS currently uses the Odysseyware program for all students who are enrolled in the Credit Recovery Program. The program has classes during the school day for juniors and seniors to make up credits that they need. Additionally, credit recovery classes are offered after school hours and on Saturdays throughout the school year to help students get back on track for graduation.

Students who are behind in credits may also be sent to our alternative school, Desert Valley High School, from which a number of them graduate, or they may return to the main BUHS campus and successfully complete a course of study for graduation.

**SCHEDULE, ATTENDANCE, DISCIPLINE AND GRADUATION DATA**

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BUHS is on a block schedule with an alternating odd/even schedule and class periods lasting 102 minutes, except for the first block, which is 107 minutes to accommodate the reading of the daily bulletin. Tutorial is after the first block on normally-scheduled days and lasts 42 minutes. Each passing period is 7 minutes in length. Zero period is offered for marching band, and strength and conditioning. BUHS operates on a single lunch, open campus program. School begins at 8:00 am and ends at 3:01 pm. BUHS has a modified collaborative schedule that provides 21 early release Wednesdays during which students leave campus at 1:42 p.m. During this time, staff can meet with departments, to discuss curriculum and assessment, or as a whole staff to receive professional development.

Our graduation rate has increased in recent years, to 98% in 2015. There were 679 truants in 2015-16, however, a truancy rate of 40.2%. Also in 2015-16, 9.6% (162 total) of students were suspended and 0.4% (7 total) expelled.

**STUDENT ACHIEVEMENT DATA**

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In 2016, there were 351 students in the graduating class, 128 (36.5%) met UC/CSU requirements and 4 (1.1%) dropped out. In 2015, there were 361 graduates, 117 (32.4%) met UC/CSU requirements and 3 (0.8%) dropouts. For 2014, 349 students graduated, 110 (31.5%) met UC/CSU requirements and 4 (1.1%) dropped out.

The Academic Performance Index (API) using the California High School Exit Exam (CAHSEE) and California Standards Test (CST) scores was last given in 2013, except for the NCLB Life Science Test, which has been administered to sophomores. The only standardized assessment scores available for 2014 are the NCLB Life Science Test scores. The California Assessment of Student Performance and Progress (CAASPP) program reported scores beginning in 2015 using the Smarter Balanced exam and the NCLB Life Science Test. The Smarter Balanced Exam tests juniors in high school, and currently only English Language Arts and Mathematics are assessed. Our standardized test scores since 2013 are shown below:

<b>BUHS 2013 Academic Performance Index (API), Schoolwide and Significant Subgroups</b>		
<b>Groups</b>	<b>Number of Students</b>	<b>2013 API</b>
Schoolwide	1137	760
Hispanic	960	749
White (Non-Hispanic)	140	838
Socioeconomically Disadvantaged	704	731
English Learners	408	686

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<b>BUHS 2013 California High School Exit Exam (CAHSEE) Results</b>				
<b>Category</b>	<b>Number of Students Tested</b>	<b>Number Passed</b>	<b>Percent Passed</b>	<b>% Proficient and Above</b>
<b>All Students Tested</b>	495	409	83	52
<b>By Gender:</b>				
Male	264	213	81	47
Female	231	196	85	57
<b>By Race/Ethnicity:</b>				
Hispanic	446	367	82	50
White	41	34	83	63
Other	8	Not reported	Not reported	Not reported
<b>By Language Fluency:</b>				
English Only	213	190	89	65
FEP	62	58	94	63
RFEP	114	111	97	61
EL	106	50	47	8
<b>By Economic Status:</b>				
Not Econ Disadvantaged	129	124	96	77
Econ Disadvantaged	385	285	78	43
SPED Participation	27	7	26	11

<b>BUHS California CST Grade 10 Life Science Test</b>						
<b>Year</b>	<b>Students Tested</b>	<b>% Far Below Basic</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>
2014	398	11	14	27	31	19
2015	449	9	16	37	24	15
2016	426	8	15	41	29	8

The table below shows the overall test results from the first two Smarter Balanced assessments in English Language Arts/Literacy and in Mathematics (this assessment is given to juniors only in high school):

<b>BUHS Smarter Balanced Test Results</b>										
<b>Test &amp; Score Type</b>	<b>Number of Students Scored</b>		<b>Standard Not Met %</b>		<b>Standard Nearly Met %</b>		<b>Standard Met %</b>		<b>Standard Exceeded %</b>	
	<b>2015</b>	<b>2016</b>	<b>2015</b>	<b>2016</b>	<b>2015</b>	<b>2016</b>	<b>2015</b>	<b>2016</b>	<b>2015</b>	<b>2016</b>
ELA Overall	307	378	28	24	38	34	27	29	7	12
Math Overall	296	381	55	52	32	28	11	17	2	3

There are three performance levels in more specific achievement levels of the Smarter Balanced assessment: Below Standard, Near Standard and Above Standard. Smarter Balanced test results for 2016 in ELA were as follows: Reading: 19% above, 57% near, 25% below standard; Writing: 15% above, 55%

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near, 30% below standard; Listening: 13% above, 70% near, 17% below standard; Research/Inquiry: 22% above, 56% near, 22% below standard. 2016 Math results were: Concepts and Procedures, 9% above, 33% near, 58% below standard; in Problem solving and Modeling & Data Analysis, 5% above, 50% near, 45% below standard; and in Communicating Reasoning, 5% above, 65% near, 30% below standard.

The following table shows semester grades for BUHS for the last three school years:

<b>BUHS Overall Grade Analysis</b>												
		<b>A</b>		<b>B</b>		<b>C</b>		<b>D</b>		<b>F</b>		<b>GPA</b>
<b>Year</b>	<b>Term</b>	<b>Total</b>	<b>%</b>									
2013-14	Fall	2713	27.6	2739	27.9	2167	22.1	1208	12.3	988	10.1	2.58
	Spring	2762	29.5	2557	27.3	1959	20.9	1077	11.5	1018	10.9	2.60
2014-15	Fall	3000	31.2	2686	27.9	1972	20.5	1042	10.8	929	9.6	2.68
	Spring	2972	32.5	2471	27.0	1967	21.5	962	10.5	775	8.5	2.73
2015-16	Fall	3130	32.3	2683	27.7	1886	19.5	1116	11.5	870	9.0	2.72
	Spring	3222	35.7	2381	26.4	1675	18.6	921	10.2	822	9.1	2.80

The number of Advanced Placement (AP) exams has increased from 226 exams taken in 2014 to 258 taken in 2015 and 325 exams taken in 2016. Total number of AP exams taken and number of students earning a score of 3 or better for the last three school years is shown below:

<b>BUHS AP Test Scores</b>						
<b>AP Subject</b>	<b>2014</b>		<b>2015</b>		<b>2016</b>	
	<b>Total exams</b>	<b># of scores of 3, 4 or 5</b>	<b>Total exams</b>	<b># of scores of 3, 4 or 5</b>	<b>Total exams</b>	<b># of scores of 3, 4 or 5</b>
English Language & Composition			11	6	14	6
English Literature & Composition	42	22	29	18	49	15
United States History	37	26	45	24	56	27
World History	42	21	53	19	49	24
Calculus AB	13	3	12	7	15	6
Biology	20	9	13	10	33	10
Environmental Science	21	7	21	11	11	2
Chinese Language and Culture			1	1		
Spanish Language & Culture*	36	30	55	52	69	67
Spanish Literature and Culture	15	13	18	18	28	22

\* A number of students taking the Spanish Language & Culture AP test are native Spanish speakers who challenge the test without taking the AP Spanish Language & Culture course.

It should be noted that AP course enrollment may be higher than the number of AP exams taken, often because students have difficulty affording the exam fee, especially if they consider taking multiple exams. Fee waivers are available to many students, but not all eligible students necessarily take advantage of fee waivers.

The SAT and ACT exams are college entrance exams. The most recently-available data for these exams is shown below:

BUHS SAT Scores												
Year	Number tested		Avg Reading Score		Avg Math Score		Avg Writing Score		Number of Scores >=1500		% of Scores >=1500	
	BUHS	CA	BUHS	CA	BUHS	CA	BUHS	CA	BUHS	CA	BUHS	CA
2012-13	139	200,543	449	492	455	508	458	489	39	93,136	28.1	46.4
2013-14	129	204,848	476	492	482	506	469	489	44	93,937	34.1	45.9
2014-15	156	210,706	452	489	451	500	442	484	43	93,334	27.6	44.3

ACT Scores									
Year	Test Area	Number of students testing	Score Averages				Overall Average Score	# Scores >=21	% Scores >=21
			Reading	English	Math	Science			
2012-13	BUHS	127					19	46	36
	Imperial Co.	658					19.4	248	38
	State of CA	90,986					21.9	51,821	57
2013-14	BUHS	95	21	20	21	20		44	46
	Imperial Co.	505	20	19	21	20		206	41
	State of CA	97,607	22	21	23	21		55,211	57
2014-15	BUHS	134	20	18	19	20		47	35
	Imperial Co.	526	20	19	20	20		196	37
	State of CA	104,230	22	22	22	22		59,881	57

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### Summary of the Data and its Implications

1. Our graduation rate is good, but the truancy rate is high. We need to find ways to improve student attendance (including tardies and chronic truants).
2. We would like to see more students meeting UC/CSU graduation requirements or, now, one of the new state College and Career Readiness Indicators.
3. We were making progress on CST/CAHSEE assessments, but are struggling to perform well on the CAASPP/SBAC assessments, although our 2nd year of SBAC assessments are showing small improvements. With only 41% of students meeting or exceeding proficient levels of the 2016 SBAC assessment in ELA and 20% in math, there is considerable room for improvement in student performance on these assessments.

4. The number of students performing at the advanced level in the CST science exam has fallen, while numbers in the basic range have increased; numbers of students testing in the below and far below basic, and proficient score ranges are fairly stable. As with the SBAC, since only 37% of students are at or above the proficient level in science, significant improvement in student performance is indicated.
5. GPAs have increased, and Ds and Fs have decreased. These changes could be due to efforts to increase levels of rigor and align with Common Core requirements. With low test scores, increasing GPAs could also indicate some grade inflation, but the test scores reflect complex situations, including adjustment to new standards and assessments, and student buy-in to the standardized tests.
6. More students are both taking and passing AP exams. This indicates that there are more students willing to challenge themselves academically, and opportunities for them to do so are available.
7. We are seeing an increase in the number of college placement exams (SAT, ACT) being taken. Our students' scores fluctuate from year to year, but are below the state average. Again, students are willing to challenge themselves academically; however, their ability to be successful on these tests has not improved.

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### **Critical Learner Needs**

1. Learners need to better understand the importance of good attendance in every class.
2. Learners need more support to be successful when attempting new academic challenges.
3. Learners need curricula that is aligned with standards (CCSS, California science and history standards).
4. Information from learner assessments and skills-based practices needs to be analyzed and used to modify instruction so that areas leading to student misconceptions, and weaknesses and gaps in curricula and instruction can be discovered and removed.
5. Learners need to learn to take advantage of opportunities available to them (such as free tutoring for classes or test prep, and online resources).

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### **Important Questions for Staff Discussion**

1. How can we encourage more students to attend more classes on time and more often?
2. What strategies work in helping students succeed in new academic challenges?
3. What is each department/course/teacher doing to help student success?
4. How do we analyze student assessments and skills and use this data to modify instruction?
5. What programs, strategies, and incentives do we have that are working to support student success, and how can we use these more broadly, and improve upon them?
6. How do we motivate students to take advantage of opportunities available to them?

## II: Significant Changes and Developments

**Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**

**Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

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### Staff

Since our March, 2014, WASC review, BUHS has had major changes and developments in the areas of staffing, technology, facilities and curricula. There has been a complete turnover in administrative staff positions, although most of the same administrators are still within the district. Dr. Hasmik Danielian resigned as Superintendent, effective June 30, 2015. Simon Canalez was approved as Superintendent, after serving as Assistant Superintendent, in the fall of 2015. Mr. Canalez was previously the Principal of BUHS. Jesse Sanchez moved from assistant principal to principal in July, 2014, when Mr. Canalez was appointed Assistant Superintendent. Bonnie Munguia was appointed district Director of Curriculum and Instruction in August 2016; she was formerly Assistant Principal. Greg Smith, formerly a classroom teacher, and Teacher on Special Assignment (TOSA) for 2015-16, was appointed Assistant Principal in June 2016. Although the administrative staff is mostly unchanged, BUHS no longer has the contacts from many years in a variety of settings outside the Imperial Valley that Dr. Danielian brought to the district, and all stakeholders, particularly the administrative team, have had to adjust to the new administrative roles. Administration had assistance from teachers on special assignment (TOSAs) during 2014-15 (2) and 2015-16 (3), but they are not available in 2016-17. These teachers relieved much of the daily disciplinary burden from administrators and facilitated disciplinary processes for students, teachers, and families.

Bette Hardy retired in June, 2015, after many years as lead counselor; that position has not been fully replaced. Jeff Wise left his position as ASB director for Intervention Counselor during the summer of 2016. Mr. Wise has assumed Ms. Hardy's duties for attendance oversight, and is helping other counselors re-establish SSTs (a work in progress; there have been no SSTs since 2014-15), and he manages the credit recovery computer program. Dina Self is now ASB director. She is still teaching several social science classes until another teacher is found to take over her teaching assignment. We also lost another social science teacher in June, 2016, (to an administrative position at another school) who was particularly knowledgeable in the Advanced Placement program. Martha Ocegüera, who formerly taught Spanish exclusively, is now teaching AP World history and Spanish courses. These changes have impacted students, families and staff, because there are no SSTs being processed, and there is no mechanism in place to examine and monitor students who may qualify for SSTs. Furthermore, we have a new AP teacher replacing one who was experienced.

2016-17 is the third year the district has hired five instructional coaches (teachers giving up a prep period to assist other teachers, the district and the school with special projects). The coaches have helped facilitate a writing initiative involving campus-wide brief writes several times a year that are evaluated on a rubric similar to that used in the Smarter Balanced assessment. (The brief writes help ensure that all teachers administer and evaluate student writing using consistent criteria.) Additionally, instructional coaches meet to discuss educational items of concern, responsibilities, for planning, and innovative ideas to assist the district and teachers. Furthermore, instructional coaches conduct regular classroom visits.

The district hired a Human Resources Director during the summer of 2016, to assist with employee recruitment, selection and evaluation, professional development, collective bargaining negotiations, and contract management. Impacts to BUHS are anticipated to include more efficient staffing, training, teacher support, streamlining of personnel-related policies and assisting staff with benefits. In addition, a data entry specialist was hired in the summer of 2016 to assist with accurate and timely reporting. She is also available to school personnel to help produce a variety of reports in which data can be analyzed, including demographic and assessment data.

There is a fair amount of turnover in classified positions, many due to retirees, and the tragic death of our night custodial foreman in spring 2016. Employees with many years of experience and valuable skills are leaving the district, and the new employees replacing them will require training and support to provide the same level of service.

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## **Technology**

There have been major technology upgrades during the past three years. Mobile computer tablet lab (computers on wheels) acquisition began in 2014. English and math classes initially received carts, followed by EL, Special Ed, history and foreign language; science will follow in the fall of 2017 when the Wi-Fi system is expected to be able to manage more users simultaneously. As of fall 2016, we have about 1000 Chromebooks on campus (30 carts). A 1-to-1 student-computer ratio is expected to be attained in the next year or two. Teacher computer/printer stations were all replaced with new systems during summer 2016, and all classrooms have docucams and LCD projectors. Greater access to computers and the internet has enhanced instruction in all content areas and allowed students vastly improved access to information and the ability to improve a variety of computer-based skills. The updating of audio-visual tools has enhanced student achievement through higher quality teacher and student presentations. The hardware and operating system upgrades allow students to have access to the most current technology available for instructional and experiential purposes.

A new firewall and switches were installed beginning in 2014, improving the connectivity and stability of our computer system. We have a new main school server and secondary domain controller (a backup for login accounts). The old server is being used in the graphic design classes, giving them more storage space. From 2014-2017, e-rate funding from the state pays 80-90% of certain technology funds, allowing us to get district wireless. (More access points are coming, including at the football field.) We secured site-licensing for Microsoft and Adobe products in 2015. As a result, instructional time has been increased due to less time spent on technical issues. New software licenses have enhanced CTE relevance and instruction, better preparing students for work and college.

For visually-impaired students, APEX and other devices allow email and a remote access program for improved communication with teachers. Google apps for Education in 2014 were added, providing Google Drive, email, Classroom and other apps to staff and students. Two electronic marquees were installed in 2015, providing messages to the community (including parents and students) and the opportunity to showcase achievements. An air quality monitoring device was installed in 2015; its data goes to the IVAN (Imperial Valley Air Now) website. The phone system was also replaced in summer 2016, and our bells now work through the phones. 28 security cameras were installed during 2014, permitting constant recording with data storage for about 6 weeks. The school's website was redesigned to allow for easier navigation and communication with students, parents and other

stakeholders. The automated email and phone system allows greeting-enhanced communication between school, students and parents. Conversion of student logins to Google allows for a seamless workflow between school and home, and gives more students access to software and instruction-related documents.

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## Facility

Several major facility improvements have been made since spring 2014. Palmer Auditorium repairs following a large August, 2012, earthquake were completed during the summer of 2016. Repairs included removal and replacement of ceiling and interior plaster walls, installation of Americans with Disabilities Act-compliant restrooms, and installation of energy-efficient lighting and thermostats. (State earthquake seismic retrofit matching funds were received for the lights and air conditioning controls.) Students have benefitted from the re-opening of Palmer with theater arts instruction returning there. Presentations for both students and the community are held in Palmer Auditorium.

Solar panels were installed in the center of campus, around the practice field and student parking lot. This project began during the summer of 2015, and was completed in spring 2016; it was made possible by a 0% loan, with payments offset by energy cost savings. The panels on campus provide shade and social space for students and additional opportunities for CTE classes when focusing on renewable energy. The ROP Landscaping class has been beautifying the areas around the panels.

Science building classroom upgrades began summer 2016 with two north side rooms refurbished; general fund monies were used to improve walls, windows, and floors, and to replace chairs and desks. These upgrades will allow for updated, safer and a larger lab space for science classes.

Also during the summer of 2016, the track at Warne Field was resurfaced, after the previous surface outlived its term. Additionally, fitness center improvements have increased student participation, engagement, and enjoyment during PE fitness center units due to new equipment. The fitness center has been equipped with two Move Strong functional training towers, which allow students to perform body weight and assisted practical exercises, along with multiple medicine ball, Bosu ball, rope climb, punching bag, TRX band, and battle rope stations, giving students access to up-to-date exercises and movements that they were not able to perform in the fitness center before.

BUHS also opened a College and Career Center in 2015. The Career Center provides a visible location for students to receive college and career support and instruction.

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## Curricula

BUHS received a CTE incentive grant to improve, enhance and expand CTE programs, beginning fall 2016, to be completed by June 2019. As a result, a culinary arts pathway (beginning with a foods course) and an electrical applications course in the construction pathway were added in the fall of 2016. In addition, we will use the grant funds to improve our current pathways by strengthening the curricula to articulate courses with community colleges and implement additional dual enrollment opportunities for our students. The impact of the CTE grant and improvements in our CTE courses will be more students enrolled in CTE courses and completing CTE pathways, and more dual

enrollment opportunities for students. This will also improve the success for BUHS students on the College & Career Indicators, especially for students who are in various subgroups and who have special needs or language difficulties.

A 3-year Integrated Math (IM) sequence (math instruction through trigonometry) was adopted beginning in the 2014-15 year. Math Frameworks and the state are promoting Integrated Math because it is more comprehensive and covers the standards more efficiently than the traditional model. IM encourages high level thinking skills and application of algebra and geometry every year. New CAASPP assessments are aligned with the IM approach to math. The current Junior class has now gone through the complete IM cycle and our teachers are understanding the flow and depth of these courses. Teachers are currently working with a math consultant to help them map out the standards and bring high-quality tasks to the forefront of their curriculum to assure that they are teaching both the content standards and the mathematical practice standards. Teachers have also dedicated time to using the Smarter Balanced Interim Block Assessments to prepare students for the SBAC in the spring and to use the data to help them in planning.

In 2016-17, BUHS implemented Exploring Computer Science (ECS), a UC a-g curriculum that introduces students to computer science. ECS introduces students to the breadth of the field of computer science through an exploration of engaging and accessible topics. The goal of ECS is to develop in students the computational thinking practices of abstraction, algorithm development, creating artifacts, communicating and collaboration while building skills in specific programming languages and design environments. One of our math teachers was trained in this course and is teaching the basics of reasoning and computer science. This year, he will also explore the opportunity for a second year of study, to allow students to continue their studies in computer science. The option is to offer a second year higher level computer science as an AP course.

AP Statistics was added in 2016-17, a second AP math course, in addition to AP Calculus. Implementing the AP Statistics course has increased the number of students taking higher level math classes and will increase success for BUHS on the College and Career Indicators for the state.

In 2014-15, BUHS implemented the CSU Expository Reading and Writing (ERWC) course for the senior English experience. This course has helped our students who are conditionally ready in English on the Early Assessment Program (EAP). In addition, we adopted Pearson's *My Perspectives* for Grades 9 through 11 that allows teachers to use a digital textbook if they choose. The impact of these programs has meant more professional development to prepare our teachers to deliver lessons that will help students not only achieve on the SBAC assessments, but also on college entrance exams because of the emphasis in rhetorical reading and writing and the use of informational text.

The science department is receiving training and developing curricula and strategies to teach the NGSS and the new California Science Framework (based on the NGSS).

Since 2014, all departments are focused on teaching Common Core standards and/or skills. SBAC testing is now the official academic assessment for ELA and Math. All departments have participated in school-wide brief writes and academic vocabulary assessments, which has helped bring writing and vocabulary as a major focus in our work. All students are exposed to short writing that focuses on informational text and they are also exposed to academic vocabulary weekly. We have seen teachers use common language and strategies, which helps students as they transition from class to class, and reaches students from all areas and subgroups.

As of the 2015-16 year, all students and staff have Google accounts that include the Google Suite (email, drive, classroom, etc.), coinciding with the Chromebook cart purchases (noted above). The ease of sharing documents and giving feedback has been tremendous. Many teachers use Google Classroom with their students and are managing their work in an online format. Not only have teachers decreased the amount of paper coming through their classes, they have also exposed their students to a learning management system which is very typical of institutions of higher education. Students are engaged in their work, they can collaborate with other students and teachers more easily, and they are working with 21st Century Skills that will help them after they graduate.

### III: Ongoing School Improvement

- Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.
  - Describe the process used to prepare the progress report.
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Student achievement data on standardized assessments is reviewed by certificated staff during whole group staff development sessions at the beginning of each school year. Review of additional student achievement data within departments is sporadic.

The Single Plan for Student Achievement (SPSA), which incorporates the schoolwide action plan, is reviewed and approved by the school site council in the spring of each year prior to receiving board of trustees' approval. No additional stakeholder monitoring of the SPSA is done during the interim.

To prepare the progress report, the WASC coordinator collected school and student data from a variety of sources (including CDE data banks, CALPADS, our Aeries data reporting and monitoring program, counselors, administrators, human resources and district personnel, interviews with staff). Data for the report was compiled and presented to our Liaison (leadership) team, which analyzed it for implications, critical learner needs and important questions for staff discussion. In addition, the certificated staff was divided into groups to provide input on significant school changes and developments, along with progress on the critical areas for follow-up. The WASC coordinator, with oversight from the principal, compiled the responses from each of the groups to develop the various progress report sections. While still in draft form, the principal shared the report with the ELAC and SSC committees to solicit comments.

#### IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.
  - If any critical areas for follow-up were not included in the school’s action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.
- ➔ **Note:** *The school’s schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

None of the critical areas for follow-up were explicitly included in the SPSA, although several critical areas for follow-up overlap goals and strategies within the SPSA. Analysis of the SPSA goals and critical areas for follow-up is included below:

**CRITICAL AREA OF FOLLOWUP 1: There is a need to raise the level of understanding and clarity in the delineations of the roles and responsibilities with regards to the implementation, refinement and progress monitoring of the school wide action plan.**

ACCOMPLISHMENT	EVIDENCE
The schoolwide action plan is now embedded in the Single Plan for Student Achievement (SPSA).	<ul style="list-style-type: none"> <li>• California Ed Code (Sec. 64001) requires schools receiving state and certain federal funds to develop and have approved plans in a SPSA (aligned to the LCAP) to document expenditures and strategies to improve academic performance of all students.</li> </ul>
The Principal developed the SPSA in the spring of 2016, which was approved by the School Site Council (SSC), with oversight from the English Learner Advisory Committee (ELAC).	<ul style="list-style-type: none"> <li>• California Ed Code requires the SSC to approve the SPSA and recommend it to the governing board for approval. Signatures on our SPSA verify SSC oversight, as well as input from our ELAC.</li> </ul>
The process for refinement and/or progress monitoring of the SPSA entails the mandated annual updates, with SSC and our Board of Trustees approval.	<ul style="list-style-type: none"> <li>• California Ed Code requires annual updates to the SPSA, including SSC and governing board approval.</li> </ul>

Impact on student achievement: As a result of initiatives added via our SPSA since our prior WASC visit, graduation rates have increased, and numbers of students taking and passing AP tests have increased. Writing and academic vocabulary strategies are being used across the curriculum to improve student language skills. Training for math and English teachers is preparing students to be successful on SBAC tests, which require higher order thinking skills than previous standardized assessments. The

addition of new ROP/CTE courses has opened up career pathways to many students. Our new College and Career Center provides additional information and counseling to students. Technology advances in both hardware and software have improved instruction and technology access for students across the curriculum. Improvements in the school website and the Aeries data reporting system (especially concerning grades and attendance) have enhanced access to information for both parents and students.

**SPSA GOAL 1: BUHS is committed to attaining proficiency on CAASPP by increasing our proficiency rates by 10% each year.**

**CRITICAL AREA OF FOLLOWUP 2: Rigor and relevance need to be embedded in all classroom instruction using research-based instructional practices and continually modified through the analysis of assessment data.**

ACCOMPLISHMENT	EVIDENCE
<p>We have a schoolwide academic vocabulary campaign to improve student comprehension and use of academic vocabulary, which addresses a component of the CCSS.</p>	<ul style="list-style-type: none"> <li>• Four vocabulary terms are provided to teachers weekly so teachers can embed the terms in their instruction.</li> <li>• District-wide vocabulary assessments are given every 6 weeks, with prizes awarded to high- scoring classes.</li> </ul>
<p>Our schoolwide writing campaign enrolls all teachers and students in brief writes several (2-3) times a year, another component of CCSS involving informational text.</p>	<ul style="list-style-type: none"> <li>• Professional development, provided to all teachers in early 2015, on administering and assessing the brief writes.</li> <li>• Achievement data from the student brief writes in 2015, 2016 and 2017, collected by the district.</li> </ul>
<p>Schoolwide benchmark assessments by department are being established in the 2016-2017 year (at least one per semester in each course within departments). Some departments (English, math, foreign language) are using results from the benchmarks to drive and modify instruction. The Illuminate Education program allows rapid scoring and analysis of certain types of assessments.</p>	<ul style="list-style-type: none"> <li>• Benchmark assessment data collected by the district.</li> <li>• Teacher interviews</li> <li>• Department minutes, assessments and curricula</li> </ul>
<p>The English, math, science and social science departments are working with a support provider to add rigor and relevance to their instruction of Common Core/Standards-based instruction. Interim SBAC assessments are being given to juniors in ELA and math courses. Math classes are receiving supplemental resources and materials to accompany their newly-adopted math textbooks.</p>	<ul style="list-style-type: none"> <li>• Common scope and sequence by grade level or course and unit that have been or are being developed.</li> <li>• Common performance tasks (by grade level or course and unit) developed and administered to students (or those under development).</li> <li>• Results of SBAC interim assessments in junior ELA and math courses</li> </ul>

<p>ELA classes have completed textbook adoption. Assessment data is being analyzed in some departments.</p>	<ul style="list-style-type: none"> <li>• Results of assessment data analysis by teachers of specific courses.</li> <li>• Math and English textbooks and supplemental materials</li> </ul>
<p>There is increased use of technology for instruction and student tasks. ELA teachers are using online assessments and reviewing results prior to proceeding to the next literature unit.</p>	<ul style="list-style-type: none"> <li>• Use of Google Classroom, computerized assessments and various assignments, many of which are directed to the CCSS, done by numerous teachers.</li> <li>• Availability of Chromebook carts in many classrooms</li> <li>• Classroom observations, student interviews</li> <li>• Results of ELA online assessments and their analyses</li> </ul>
<p>Tutoring is available after school 3 days a week; math tutoring is available from a math teacher 5 days a week. Juniors not enrolled in a math course have been placed into a tutorial period dedicated to remediation of SBAC math skills.</p>	<ul style="list-style-type: none"> <li>• Tutoring sessions and tutorial classes</li> </ul>
<p>Incentives for student success on the CAASPP have been launched in 2016-17, including tangible rewards.</p>	<ul style="list-style-type: none"> <li>• CAASPP posters and announcements.</li> </ul>

Impact on student achievement: Student language skills should improve with the emphasis on schoolwide writing and academic vocabulary. Consistency in what is taught and assessed in courses is improved with the use of benchmark assessments, and instruction is improved as those assessments are analyzed and used to modify (improve) instruction, all of which should increase student achievement overall. Performance tasks tend to increase student rigor and engagement compared to typical textbook- or worksheet-driven assignments, or direct instruction. Technology also engages students at their own pace and provides a real-life platform that is relevant to college and career settings. Curricula in core courses is being revised to align with CCSS mandates. It is expected that CAASPP scores will improve in 2017 as a result of professional development, curricula alignment, text adoption, and the CAASPP incentive program for students.

**SPSA GOAL 2: BUHS will increase proficiency in the category of English learners in the US less than 5 years in order to meet AMAO targets.**

ACCOMPLISHMENT	EVIDENCE
<p>Core department bilingual teachers hosted a bilingual fair in January 2016 for BUHS administration, board members, parents, students and teachers to showcase bilingual student presentations, including through technology. The</p>	<ul style="list-style-type: none"> <li>• Bilingual teacher interview</li> <li>• Student projects</li> <li>• Bilingual fair invitations</li> </ul>

<p>fair was attended by approximately 400 stakeholders.</p> <p>In April, 2017, a presentation of bilingual students' civic environmental literacy projects is planned for a similar group.</p>	
<p>A summer program for new-comer EL students has been implemented, including an enrichment English course for students with GPAs of 3.0 or better.</p> <p>Our 2015 Summer Enrichment Program focused on English language acquisition for college bound students in grades 9 to 11.</p> <p>Our 2016 Summer Enrichment Program focused on Health curriculum for college bound students in grades 9-11.</p> <p>Our 2017 Summer Enrichment Program will be focused on Civic Environmental Literacy.</p>	<ul style="list-style-type: none"> <li>• Summer of 2015 had approximately 50 students enrolled in a language enrichment summer school. It was taught by two English teachers and students completed the CELDT at the end of summer school. Students were able to receive English, Transitional English, ELD or elective credit upon completion of the program.</li> <li>• In summer of 2016, the summer enrichment program had approximately 45 students. Students were exposed to language acquisition through a summer health program. Students were able to earn, science, English, ELD, Transitional English or elective credit. They were provided real world experiences and field trips relative to health occupations.</li> </ul>
<p>Teachers and paraprofessionals have received professional development in the use of the English 3D program.</p> <p>(English 3D is a research-based curriculum developed by Dr. Kate Kinsella to ensure English learners are provided explicit instruction in acquiring academic English and are able to express themselves both verbally as well as through writing.)</p>	<ul style="list-style-type: none"> <li>• Three teachers have been trained: two SPED and one English. This curriculum is currently used in the ELD courses to support language acquisition.</li> </ul>
<p>BUHS collaborates with feeder schools to ensure appropriate course placement for EL students.</p>	<ul style="list-style-type: none"> <li>• BUHS receives CELDT scores, number of years in U.S. Schools as well as English grades, placement, and teacher recommendations from its feeder schools. If there is a need, the Title III Coordinator will meet with the feeder schools to gain greater insight on certain students.</li> </ul>
<p>Reclassification is periodically reviewed.</p>	<ul style="list-style-type: none"> <li>• In the 2015-16 year, we had 369 EL students, 49 regular and 8 SPED students were reclassified;</li> <li>• In 2014-15, we had 371 EL students, 77 regular and 21 SPED were reclassified; and</li> <li>• In 2013-14, we had 325 EL students, 29 total were reclassified</li> </ul>
<p>AP Spanish Literature and AP Spanish Language</p>	<ul style="list-style-type: none"> <li>• Enrollment in AP Spanish Literature</li> </ul>

classes are promoted to EL students.	<p>increased from 3 students in 2014-15 to 10 in 2015-16 to 11 in 2016-17.</p> <ul style="list-style-type: none"> <li>• There was 1 student in AP Spanish Language in both 2015-16 and 2016-17</li> </ul>
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Impact on student achievement: Our EL students at all academic levels have had opportunities to advance their English language skills, as well as in their Spanish language and other academic skills through our summer programs and AP courses. Our efforts at collaboration with our feeder schools, testing and reclassification help ensure EL students are appropriately placed in their classes.

**CRITICAL AREA OF FOLLOWUP 3: BUHS needs a school-wide system to assess, disaggregate, and determine student achievement on state, district, and teacher-created assessments, facilitated with training in accessing this data and a standard protocol to analyze student progress toward standards.**

ACCOMPLISHMENT	EVIDENCE
<p>There is no schoolwide system in place to assess and analyze student achievement. However, benchmark assessments are being established in each course, to be given at least once per semester.</p> <p>Results are turned in to the district Director of Curriculum and Instruction.</p> <p>State assessment results are shared with the faculty as a group during in-service days and collaborative days, but results are not disaggregated or significantly analyzed.</p>	<ul style="list-style-type: none"> <li>• Benchmark assessments that have been established in some departments (ELA, Math, Social Science, Foreign Language); Science is developing theirs.</li> <li>• In-service and collaborative day meeting agendas/minutes</li> </ul>
<p>There is no standard protocol to analyze student progress toward standards other than SBAC interim assessments for ELA and math.</p>	<ul style="list-style-type: none"> <li>• ELA and math SBAC interim assessment results</li> </ul>
<p>As of the 2016-17 school year, ELA and math teachers, instructional coaches, and adult aides have been trained to administer and interpret SBAC interim assessments, which have been given to juniors in their math and ELA classes since 2015.</p>	<ul style="list-style-type: none"> <li>• Professional development notebook, attendance, agendas</li> <li>• SBAC interim assessment results.</li> </ul>
<p>The Illuminate Education program and the new (as of August 2016) district data entry clerk are available to assist with disaggregation and analysis of assessment data.</p>	<ul style="list-style-type: none"> <li>• Illuminate assessment reports</li> <li>• Various reports provided by the data entry clerk from state assessment records and our Aeries data system. Administrators and teachers have access to this information.</li> </ul>

Impact on student achievement: Until assessment results are analyzed and used to modify instruction, it is difficult to determine the impact of program changes on student achievement. The establishment of benchmark assessments and availability of data from Illuminate and the state afford opportunities for consistency and collaborative conversations among staff to examine curricula and instructional practices, and make modifications for improvement. Likewise, training staff to administer and evaluate SBAC interim tests should help students be better prepared for the full tests when they are given.

**SPSA GOAL 3: BUHS will increase in A-G completion data as well as improve AP participation and assessment results as well as increase alignment with CTE course pathways.**

ACCOMPLISHMENT	EVIDENCE
BUHS has created and maintained a college and career center to assist students in gaining admittance to college and preparing for a career of their choice.	<ul style="list-style-type: none"> <li>• Room 52: BUHS College and Career Center</li> </ul>
ROP/CTE course offerings have been expanded and dual enrollment is now being offered in cooperation with our local junior college.	<ul style="list-style-type: none"> <li>• New culinary arts pathway (beginning with Foods course in fall 2016), and electrical applications added in fall 2016</li> </ul>
ACT and SAT Test preparation courses, along with fee waivers have been offered. For 2-17, the Albert iO test prep program will be available to AP teachers and students. The PSAT is offered free of charge to all sophomores and is available to juniors. 2017 AP test incentive program to students (\$5 fee if students document 10 hours of outside prep, maintain a C average in the AP course)	<ul style="list-style-type: none"> <li>• Albert iO accounts online and records of student use</li> <li>• PSAT report forms</li> <li>• AP incentive program applications</li> </ul>
More students are taking AP courses and tests and passing AP tests since 2014. Teachers and counselors promote AP courses during the year.	<ul style="list-style-type: none"> <li>• AP reports indicate there were 226 AP tests taken in 2014, 258 in 2015, and 324 in 2016, and increase of 43% over the three years.</li> <li>• AP reports indicate 131 students had passing scores in 2014, 166 passed in 2015, and 179 passed in 2016, an increase in passing of 37% over the three years.</li> <li>• An “AP Night” is scheduled for March 9, during which teachers will explain AP courses to prospective students and their families.</li> </ul>
AP Statistics was added as a course offering as of the 2016-17 school year.	<ul style="list-style-type: none"> <li>• Two sections of AP Statistics are being taught in 2016-17.</li> </ul>
BUHS AP teachers participate in AP summer professional development (usually week-long sessions in San Diego)	<ul style="list-style-type: none"> <li>• Summer session paid registration forms</li> <li>• Session materials/notebooks received by teachers with individual notes</li> </ul>
We collaborate with our feeder schools to promote student success in CTE courses, STEM classes, AP courses with incoming students	<ul style="list-style-type: none"> <li>• Minutes from joint administrative meeting in January 2017</li> <li>• Joint board of trustee minutes for the past two years documenting this collaboration</li> </ul>

We provide information to students in our feeder schools via orientation by counselors and a parent night for incoming freshmen	<ul style="list-style-type: none"> <li>• Documents and flyers from counselors used during their meetings</li> </ul>
We collaborate with ROP representatives, military recruiters, and college recruiters to promote post-secondary college and career opportunities	<ul style="list-style-type: none"> <li>• Seniors are released from a class period in the fall, juniors in the spring, to meet with recruiters.</li> <li>• College presentations are offered throughout the year</li> </ul>
We work with our county office of education in their annual Informational College and Career Awareness Night (iCAN) event	<ul style="list-style-type: none"> <li>• BUHS participation on the iCAN committee with ICOE</li> <li>• Scheduling of 2017 iCAN event for April 5 (for families and students grades 8-12)</li> <li>• iCAN flyers and announcements</li> </ul>
Every other year, a Career Fair is held in the spring, bringing numerous people in from the community to present information about a wide variety of careers to students. All students meet with several presenters and have an opportunity to visit a variety of informational booths.	<ul style="list-style-type: none"> <li>• The 2017 Career Fair is scheduled for March 24, emphasizing BUHS graduates in the community</li> </ul>

Impact on student achievement: Additional course offerings in ROP/CTE pathways provide preparation in an expanded field of careers. The college and career center, various recruiters, and the career fair help students understand and prepare for college and career choices following high school, which also helps them make appropriate course choices while in high school. Having concrete post-secondary goals provides incentive for students to improve or maintain strong academic achievement. Expanded AP course offerings and student involvement in AP classes support student success in an advanced course of study, and better prepare them for college and careers after high school. Our students' passing rates on AP exams has shown steady improvement in the last three years. (Data on changes in the rate of student completion of UC a-g courses is not available, so we are unable to adequately assess our efforts in this area.)

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**CRITICAL AREA OF FOLLOWUP 4: From 9th grade to 12th grade, there is a need to implement a systematic process to include staff-student-parent collaboration in the development and monitoring of students' personal learning plans.**

ACCOMPLISHMENT	EVIDENCE
There is no systematic process including staff/student/parent collaboration for the development/monitoring of student personal learning plans from 9th to 12th grades.	<ul style="list-style-type: none"> <li>• Administrator and counselor interviews</li> </ul>
Beginning in the 2015-16 year, most freshmen are enrolled in a semester-long "freshman seminar" course in which they take a skills inventory, do education (including college) planning, compare their lifestyle goals to their education and career	<ul style="list-style-type: none"> <li>• Freshman seminar classes</li> <li>• Administrator and counselor interviews</li> </ul>

<p>goals, and begin a portfolio of career and academic files.                  (Students unable to take the course may be given an account and access to the program, but would currently be on their own to take advantage of the program's offerings.)                  This work can be done online or via workbook. The program is designed to be continued for ten years (freshman in high school through six years post-graduation).                  Currently, our participating students are involved in their freshman year only, without systematic follow-up in subsequent years.</p>	
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Impact on student achievement: The skills inventory shows students what their current interests and aptitudes are and how those match to various careers. Students compare their desired lifestyle with educational and career goals to show that the kind of lifestyle many students desire may take more education and a more demanding career than students initially realize as high school freshmen, but they need to start planning for their futures now. Students also begin preparing to be competitive with resumes, letters of recommendation, etc. Setting goals and making choices toward achieving those goals should help motivate students to perform well academically, but we do not have any evidence to support whether this program has assisted students in their planning or academics.

**SPSA GOAL 4: BUHS will increase attendance and graduation rates and decrease dropout, suspension and expulsion rates, including by investing in various multimedia resources in order to effectively communicate school events to all parents.**

**CRITICAL AREA OF FOLLOWUP 5: There is a need to strengthen the lines of communication between district admin to site administration, site administration to staff/parents, and staff to students/parents with regards to policy and regulations.**

ACCOMPLISHMENT	EVIDENCE
Our graduation rate has increased over the past several years.	<ul style="list-style-type: none"> <li>• 97.8% of seniors graduated in 2015, up from 96.7% in 2014 and 96.5% in 2013</li> </ul>
Dropout rates have remained low over the past several years.	<ul style="list-style-type: none"> <li>• Student dropouts in recent graduating classes are as follows:                             <ul style="list-style-type: none"> <li>○ 2016: 1.1% (4 students)</li> <li>○ 2015: 0.8% (3 students)</li> <li>○ 2014: 1.1% (4 students)</li> </ul> </li> </ul>
Numbers of students expelled has dropped over the past several years.	<ul style="list-style-type: none"> <li>• 7 students were expelled in 2015-16, down from 10 in 2014-15 and 17 in 2013-14</li> </ul>

<p>Numbers of students suspended has declined since 2013-14 and leveled off.</p>	<ul style="list-style-type: none"> <li>• 162 students were suspended in 2015-16, 261 in 2014-15, down from 202 in 2013-14</li> </ul>
<p>Attendance rates are good, nearing 96% for the 2015-16 year, a slight increase from prior years.</p>	<ul style="list-style-type: none"> <li>• Our cumulative attendance in 2013-14 was 94.6%, in 2014-15 it was 95.3%, and in 2015-16, it was 95.8%.</li> </ul>
<p>Truancy rates have fluctuated, but remain high, largely due to student absences during tutorial. (Note that some staff changes and procedural issues have contributed to some of the high truancy numbers. These items are being addressed.)</p>	<ul style="list-style-type: none"> <li>• The truancy rate in 2013-14 was 31.6%, it dropped to 10.1% in 2014-15, and rose to 40.2% in 2015.16</li> <li>• Aeries computer data</li> <li>• Interview with intervention counselor</li> </ul>
<p>The school website was updated in 2016 and a wide array of information regarding the district, staff and activities, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Staff and Parent Aeries portals for grade and attendance information</li> <li>• Board of Trustees contact information, meeting agendas, minutes, and policies</li> <li>• Staff contact information</li> <li>• Calendars and announcements</li> <li>• Graduation requirements</li> <li>• College info, including testing and scholarships</li> </ul>	<ul style="list-style-type: none"> <li>• See BUHS website at <a href="http://www.brawleyhigh.org">www.brawleyhigh.org</a></li> </ul>
<p>Counselors attend various classes during the year to discuss grades, classes, graduation issues with students</p>	<ul style="list-style-type: none"> <li>• Counselor interviews and calendars</li> <li>• Student interviews</li> </ul>
<p>Student and Faculty handbooks (detailing numerous policies) are updated and distributed annually to all students and faculty</p>	<ul style="list-style-type: none"> <li>• Student handbook</li> <li>• Faculty handbook</li> </ul>
<p>Parents and students can access an (online) Aeries portal that provides access to information about student grades and attendance.</p>	<ul style="list-style-type: none"> <li>• Aeries parent portal</li> <li>• Aeries student portal</li> </ul>
<p>ASB solicits input weekly from staff for a weekly bulletin video, in addition to the daily bulletin that is published online. Both the video and bulletin are expected to be shared with students in the first block of class daily.</p>	<ul style="list-style-type: none"> <li>• ASB weekly updates videos (and transcripts)</li> <li>• Bulletin postings on the BUHS website</li> </ul>
<p>Electronic marquees have been installed along the two streets running past the school, providing information on major school events.</p>	<ul style="list-style-type: none"> <li>• Marquees on Imperial Avenue and “A” Street</li> </ul>

<p>District and site administrators meet weekly to discuss various issues, including policies and calendars. Administrators have a directive to reach out to staff via email regarding state and local policy changes.</p>	<ul style="list-style-type: none"> <li>• Minutes of weekly administrative meetings</li> </ul>
<p>Students receive emails from staff (admin, counselors, and teachers) as needed to update them on policy or informational issues.</p>	<ul style="list-style-type: none"> <li>• Student interviews and BUHS email accounts</li> </ul>
<p>The ParentLink notification system has been upgraded, facilitating the delivery of messages by phone to stakeholders. (ParentLink is used for announcements and reminders of events by counselors and administrators. Messages are sent to students, families, and staff via phone and/or email.)</p>	<ul style="list-style-type: none"> <li>• ParentLink documentation/reports</li> </ul>

Impact on student achievement: Students obviously need to be in class consistently in order to do well academically, supporting our efforts at increasing graduation rates and decreasing dropouts, suspensions and expulsions. Truancy is an issue that needs to be addressed to support student achievement and the overall climate of student success.

The Aeries portal, in particular, has assisted students and parents in monitoring student grades and attendance. Teachers (as well as administrators and counselors) can also monitor student grades and attendance, which provides a more holistic (rather than focused) perspective of a student. Students have been more responsive in making up missed assignments and maintaining their grades since this information has been online. Attendance information is automatically called home daily, assisting in keeping students in class.

Notifications remind parents and students of important events and deadlines, which could be related to significant exams (such as finals or SAT exams), and promote parent involvement and encouragement.

**SPSA GOAL 4: BUHS will increase attendance and graduation rates and decrease dropout, suspension and expulsion rates, including by establishing and maintaining an intervention team to ensure student success in discipline, attendance and academics.**

**CRITICAL AREA OF FOLLOWUP 6: There is a need to revisit the Response to Intervention (RtI) site programs to ensure that an in-house suspension option is explored, a close look is taken at the collaboration days and their effectiveness for CCSS preparation, along with ensuring the tutorials are systematically and effectively targeting students' critical learning needs.**

ACCOMPLISHMENT	EVIDENCE
<p>Components of an RtI model were in place during the 2013-14 and 2014-15 school years, but have since been abandoned. As a result of the RtI trial,</p>	<ul style="list-style-type: none"> <li>• Intervention counselor interview</li> <li>• January 2017 Liaison meeting minutes</li> </ul>

<p>Student Study Teams (SSTs) were discontinued and have not been reinstated. An intervention counselor was hired in July, 2016, who is working with our director of special education to reinstate the SSTs, which will most likely be accessible via an online format. An intervention team is not in place.</p>	
<p>During the 2014-15 year, in-house suspension was attempted in which students were sent to the credit recovery class where computers were available for the suspended students to use. The teachers' union objected to this practice for several reasons and suggested a certificated teacher be hired for in-house suspension, or teachers be hired during their prep periods. Since the 2014-15 year, students on in-house suspension are held in the Administration office while they are suspended.</p>	<ul style="list-style-type: none"> <li>• Teacher and administrator interviews</li> </ul>
<p>Use of collaboration days is unchanged. These Wednesday afternoons are primarily used for staff development and department business.</p>	<ul style="list-style-type: none"> <li>• Collaboration day calendar</li> <li>• Meeting agendas and minutes (including those from departments)</li> </ul>
<p>There has been no study to determine whether or how well the tutorial period is systematically and/or effectively targeting students' critical needs.</p>	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Administrator, teacher and students interviews</li> </ul>
<p>A Club and Activities Fair is provided during a tutorial period in the spring to inform students of available clubs and motivate their participation.</p>	<ul style="list-style-type: none"> <li>• School calendar, bulletin announcements, email notifications concerning the Club and Activities Fair</li> </ul>
<p>Upper class students participate as members of LinkCrew to support incoming freshmen.</p>	<ul style="list-style-type: none"> <li>• LinkCrew applications, forms, email messages</li> <li>• Students wearing LinkCrew shirts</li> </ul>
<p>We partner with the county office of education and other districts in the county on a county-wide attendance campaign.</p>	<ul style="list-style-type: none"> <li>• Billboard and television ads placed locally</li> </ul>
<p>In 2016, we began an incentive program for students having good attendance, conduct and GPAs.</p>	<ul style="list-style-type: none"> <li>• Classroom presentations, posters, bulletin announcements</li> </ul>

Impact on student achievement: Without the SST process in place, some students' achievement may have been negatively affected, since there is no longer a mechanism for teachers, counselors, parents and administrators to convene to discuss student needs and actions that might assist these students. For students on in-house suspension, their instructional time is lost and has not been replaced with a productive alternative, so their achievement suffers (assuming they would have been productive had they

remained in class). Many students on in-house suspension are there as a result of excessive tardies, rather than other disciplinary issues.

The goal of most collaborative sessions often involves work aimed at improving student achievement. For example, curricula and common assessments are developed in departments, standardized test scores are analyzed by the whole staff, professional development is offered on a variety of topics (formative assessments, CCSS strategies, Smarter Balanced training), and WASC or SPSA issues may be discussed. However, student work or assessments are not generally analyzed, nor has the effectiveness of collaboration days in preparation for CCSS been evaluated.

Use of the tutorial period varies by teacher and student. Some teachers and students use the time to assist students with homework, make-up work, or in concept development, while others use the period as a break from academics.

The Club and Activities Fair, along with the LinkCrew support, are intended to help students find a place they belong and others with whom they share common interests at BUHS. These activities should make students feel comfortable at school and promote a positive culture that is good for academic achievement. The incentives for attendance, behavior and academic achievement should inspire students who are doing well to continue to do well, and encourage others to improve in these areas. We have seen increasing numbers of students earn rewards every semester we offer these incentives.

## V: Schoolwide Action Plan Refinements

- Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.
- Include a copy of the school’s latest updated schoolwide action plan.

In the summer of 2014, immediately following BUHS’s last full WASC visit, the State of California began mandating that districts prepare a Local Control and Accountability Plan (LCAP) to include the district’s annual goals for all pupils regarding eight state priorities, as well as the plans for implementing actions to achieve those goals. In alignment with the LCAP, the BUHS Single Plan for Student Achievement (SPSA) details how the school will spend its state, as well as its federal, monies. To comply with the eight state priorities, the LCAP and SPSA, the BUHS schoolwide action plan was revised into the SPSA. The table below compares the goals in the 2014 schoolwide action plan included in the March 2014 WASC Focus on Learning with the goals in the current 2016 SPSA:

2014 BUHS Schoolwide Action Plan	2016 BUHS Single Plan for Student Achievement (SPSA)	Comments
<p><u>Goal 1:</u> Foster success and improve academic achievement for all students.</p>	<p><u>Goal:</u> attain CAASPP proficiency by increasing proficiency rates by 10% each year.</p> <p><u>Goal:</u> increase proficiency in English learners in the U.S. less than 5 years to meet AMAO (annual measurable achievement objective) targets.</p> <p><u>Goal:</u> increase UC a-g completion data as well as improve AP participation and assessment result, and increase alignment with CTE course pathways.</p>	<p>2014 emphasis was on increasing CAHSEE scores and the number of students who are college and career ready.</p> <p>2016 emphasis is also to improve assessment scores, now with CAASPP and EL assessments. 2016 goals also seek to improve college and career readiness.</p>
<p><u>Goal 2:</u> Foster instructional practices that support 21st Century teaching and learning.</p>		<p>2014 emphasis was to implement CCSS instructional practices and benchmark assessments to improve academic achievement.</p> <p>In Goal 1 of 2016 above, one strategy involves use of district-provided professional development in best practices for 21st teaching and learning.</p>

<p><b>2014 BUHS Schoolwide Action Plan</b></p>	<p><b>2016 BUHS Single Plan for Student Achievement (SPSA)</b></p>	<p><b>Comments</b></p>
<p><u>Goal 3:</u> Facilitate social and academic support for students.</p>	<p><u>Goal:</u> increase attendance and graduation rates, and decrease dropout, suspension and expulsion rates.</p>	<p>2014 emphasis was to decrease suspensions, and increase attendance, GPA, and participation in co/extra-curricular activities.</p> <p>2016 emphasis includes establishing and maintaining an intervention team to ensure student success in discipline, attendance and academics.</p>
<p><u>Goal 4:</u> Foster enhanced stakeholder involvement, input, and data driven collaboration.</p>	<p><u>Goal:</u> increase attendance and graduation rates, and decrease dropout, suspension and expulsion rates. (same as above)</p>	<p>2014 emphasis was to increase stakeholder involvement in school activities and satisfaction ratings on surveys, and increase stakeholder usage of Aeries portal.</p> <p>2016 emphasis includes investing in multimedia resources to communicate school events to parents.</p>