

BUSD BOARD REPORT

Bishop Union High School

2021 - 2022 SCHOOL YEAR



November 2021

2020-2021 LCAP Goals

Goal 1: Prepare students with the skills to excel in college and career.

Goal 2: Increase the quality of instruction for all students by deepening implementation of the Common Core State Standards.

Goal 3: Ensure all student populations achieve annual measurable academic growth.

Goal 4: Implement a plan to increase students' sense of feeling safe and connected at school.

2021-2022 BUHS SPSA Goals (Draft)

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WASC Critical Areas for Improvement

Self-study Findings

- CCI Dashboard data show a need to increase focus on improving student performance on measures that drive College- and Career-Readiness.
- Teachers at Bishop Union High School's need to address the academic performance of student subgroups (Native American, EL, SED, SWD, and Hispanic) in order to close the achievement gap in both Language Arts and Mathematics.
- The Native American population continues to perform far below their peers and other subgroups in all areas noted in the data (CAASPP results, A-G Completion, College and Career Indicators, attendance, and suspension rates).
- BUHS will foster a culture of mutual respect, pride, and connectedness that results in a positive school climate for all students, families, and staff.

Visiting Committee Findings

- To ensure the highest quality educational experience for all students, the VC strongly recommends that school stakeholders collaborate on the development and implementation of a robust measurement system for the SLO indicators that provides schoolwide data that demonstrates the level in which students met each.
- To continue the highest quality educational experience for all students, the VC recommends that school stakeholders continue to support PLCs to meet regularly as curricular, grade level, cross-curricular, vertically within BUHS, and vertically (with middle school and community college) to discuss and plan educational experiences, support, intervention, and enrichment for students.
- To continue to provide the highest quality educational experience for all students, the VC recommends that school stakeholders expand their collaboration to further develop and implement a multi-tiered intervention system that incorporates the current intervention system (Homeroom, yellow card, prescription form) and then offers more intensive tiers for remediation and basic skill reinforcement.

THE BUHS FAMILY MOURNS...



Quinn Murphy



Lucie Elizarraraz



Shaylee Dondero

Update on Tragic Events of 10/29

In the wake of the tragic loss of BUHS sophomore Quinn Murphy, 2020 graduate Lucie Elizarraraz, and former BUHS student Shaylee Dondero, the BUSD Counseling Team, North Star Counseling, and those from Inyo County and Toiyabe have teamed up to provide the much needed support to the students and staff of BUHS. The team worked tirelessly over the weekend after the accident to plan our response and put services in place so that our students would have an outlet for their grief. The BSC and CLBR were used for students to gather where counselors were available and resources like coloring pages and note cards were available for students to share thoughts. BUHS Counselor Janelle Goodman followed Quinn's class schedule to provide whatever support she could for classmates on the Monday after the incident. We were also very fortunate to have two Inyo County behavioral specialists (Chrystina Pope and ???) come to campus on the afternoon of Wednesday November 3rd to provide some guidance to help our staff deal with the grief of our students as well as their own grief. Even before this guidance, our teachers had stepped up to provide a safe place for students to process whenever needed while dealing with their own emotions. This last Wednesday, a remembrance ceremony was held on the front lawn where students gathered and were given ribbons in the three colors that were the students' favorites. In a community of our size, it was important to recognize that the relationships our students and staff had with the victims was not limited to what was obvious on our campus. I am extraordinarily proud of the professionalism of our staff and the efforts of all those who provided any and all levels of support to the students of BUHS. They deserve special recognition! Of note, this is the first loss of a student that BUHS has experienced during the school year in at least twelve years. Losing a current student is a very, very different experience than the loss of a past graduate. The empty seat brings a much deeper sense of loss as their absence is a constant reminder.

Homecoming Week

BUHS wrapped up a fun filled Homecoming Week with an outdoor dance at the fairgrounds on Saturday October 23rd. The week included theme dress-up days, Powder Puff football (tie game), Iron Man volleyball (seniors were victorious), and the Rally and Field Day as well as the football game on Friday. This was the first Homecoming Week in two years and it was the first dance our students have been able to participate in since Homecoming in 2019. The students' pent up "energy" at the dance was evident in both positive and negative ways. While most students seemed to enjoy the event, the behavior of some was not representative of what we would like to see. We have had some informal discussions about how these events can be improved upon moving forward to ensure all students can enjoy them in a safe and appropriate environment.

Emergency Response

BUHS postponed the Three-in-One Drill originally scheduled for Thursday October 28th to Thursday November 18th. As noted in the last report, the drill will consist of a "Drop, Duck, and Cover" (earthquake drill) followed by a lockdown, and finally an evacuation drill with search and rescue practice. One difference this year will be that during the evacuation, only one building will be identified as needing to initially evacuate in order to align with the new policy designed to limit student exposure to potential threats and unnecessary interruption of instruction in unaffected buildings. Once that building has been evacuated, the remaining classrooms will be released to their respective areas on the baseball field and the search and rescue practice will begin.

Covid Testing

Department Leaders had reported that the process BUHS was using to test students each morning during first period was impacting student learning due to the time being missed by those students. As a result, there was discussion of moving testing to Homeroom or adjusting the bell schedule to add some time to first period by taking a couple minutes from the other five periods to reduce that impact. Before either of those options was put in place we changed the actual testing process slightly. Rather than making students wait for 15 minutes for test results, we are sending them back to class immediately while monitoring their tests. If a test were to show positive, the student would immediately be pulled from their class before any additional exposure could occur. (The test kits we use show positive results within the first few minutes of testing).

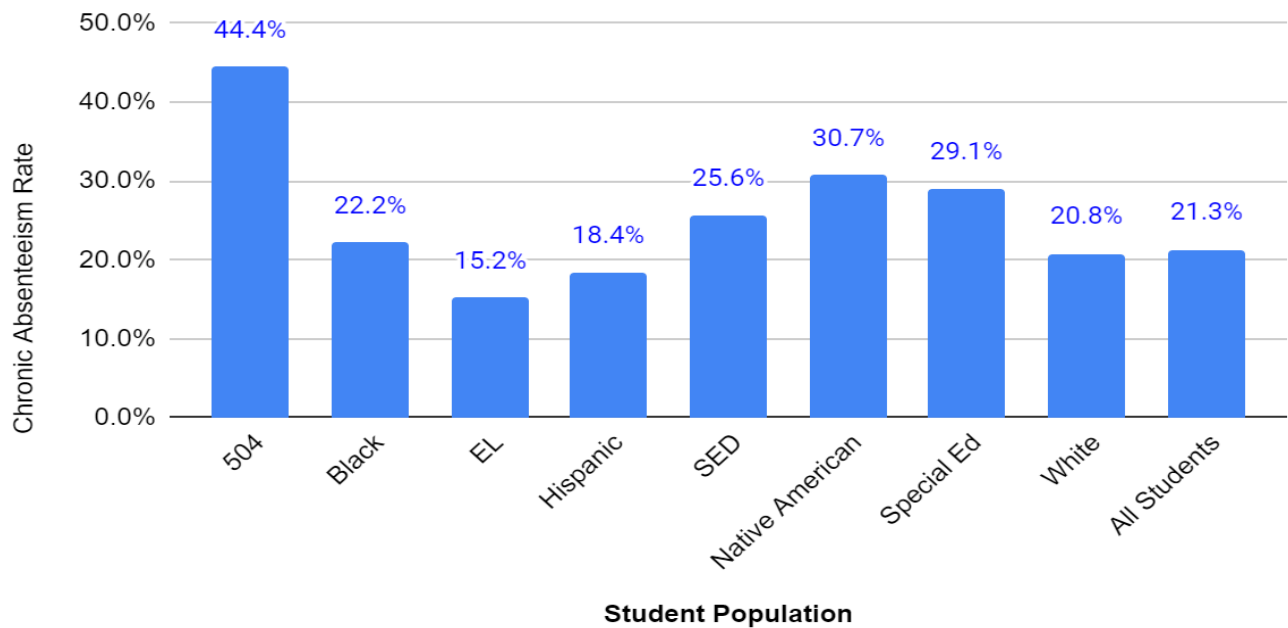
Moreover, the recent trend in cases at BUHS is promising as there were only three exposures during the week of October 25 that resulted in the need to test during the week of November 1. More importantly, no students tested positive during those three days of testing. Further, no exposures were reported during the week of November 1 which - as of 11/8 - have required no additional testing (no testing has been scheduled for this week). An encouraging trend to say the least.

Chronic Absenteeism

BUHS Chronic Absenteeism by Subgroup

Student Population	504	Black	EL	Hispanic	SED	Native American	Special Ed	White	All Students
Chronic Absenteeism by number	20	2	7	46	74	39	25	50	132
Number of Students in Subgroup	45	9	46	250	289	127	86	240	619
Chronic Absenteeism Rate	44.4%	22.2%	15.2%	18.4%	25.6%	30.7%	29.1%	20.8%	21.3%

Chronic Absenteeism Rate



This report includes all students who have been required to stay home under quarantine orders from Public Health. Students who have completed the required coursework while absent have their attendance code changed to reflect they were “in attendance” under independent study (“Y” - Independent Study/Work Completed). The Guidance Department and teachers are slowly working their way through these students to verify work has been completed prior to changing the code. This has been a time consuming process and it appears that a significant number of students did not complete the necessary work and their attendance code will remain the same (“X” - Independent Study/Work not completed). Students who fall into this category and have not completed their work will continue to have a negative impact on the chronic absenteeism numbers.

CAASPP / iREADY Data Comparison

CAASPP / iReady Data Comparisons				
Performance Level	ELA / Reading		Math	
	SBAC	iReady	SBAC	iReady
Exceeded / Early On or Above	22%	25%	14%	10%
Met / One Grade Below	32%	13%	13%	11%
Nearly Met / Two Grades Below	24%	10%	26%	2%
Did Not Meet / Three or more Below	22%	53%	47%	77%

SBAC

G11

Grade 11 ELA Summative

Overall

Claim

Average Scale Score
for 109 results

2587 ± 12^o

Student Score Distribution

Exceeded Standard

22%

Met Standard

32%

Nearly Met Standard

24%

Did Not Meet Standard

22%

Show Results ▼

G11

Grade 11 Math Summative

Overall

Claim

Average Scale Score
for 118 results

2558 ± 12^o

Student Score Distribution

Exceeded Standard

14%

Met Standard

13%

Nearly Met Standard

26%

Did Not Meet Standard

47%

Show Results ▼

iReady / Reading

Switch Table View

Placement Summary

Show Results By

Grade

Showing 1 of 5

12

Overall Grade-Level Placement

Students Assessed/Total

Grade 12

8%

17%

13%

10%

53%

115/148

iReady / Math

Switch Table View		Show Results By								
Placement Summary		Grade								
Showing 1 of 5										
12		Overall Grade-Level Placement							Students Assessed/Total	
Grade 12				0%	10%	11%	2%	77%	90/148	

The data in this table compares the results from the 2021 SBAC test that was administered to all 11th grade students in the spring with the results of the iReady assessment for the current 12th grade students that was administered at the beginning of this school year. For the ELA/Reading data, the comparison is not exactly “apples to apples” as the SBAC is more comprehensive in scope and the iReady is specifically focused on reading (vocabulary and comprehension). Additionally, since the rubric for SBAC contained four levels (Exceeded, Met, Not Met, Did Not Meet) and the iReady contained five (Mid or Above, Early On, One Below, Two Below, Three or More Below), The data for the top two levels of the iReady were combined. The logic is that at the beginning of 12th grade, students would only be expected to be at the 11th grade level (one below their current grade or meeting 11th grade “standards”). While both sets of data are discouraging, the data from the iReady assessment is significantly more troubling. We would anticipate that the trend in student performance would show a drop from previous years due to the nature of academic instruction and the need to modify what content was covered but it raises questions about the accuracy of the iReady. Giving this test at the end of the year (around the time of SBAC testing) would provide a more accurate picture of how these two assessments compare.

Regardless of the validity of the data, it is an indication that there is significant need to continue to identify students who have fallen behind in both Math and ELA/Reading. We will continue to provide Homeroom interventions both through prescriptions and daily yellow passes as well as through our after school intervention. Reading skills are also being addressed at the lowest levels through the REWARDS program in the 9th and 10th grade ELA classrooms.

Anecdotally, teachers have shared stories of students who are feeling extremely disheartened by the struggles they are experiencing with keeping up with and understanding the material. This is clearly fallout from Distance Learning, the Hybrid Model, and basic disconnection with school that has occurred over the last twenty months. I am hopeful that bringing the normalcy back to their lives will have a positive impact and flip the trend seen in this data. Additionally, I applaud our staff for the time and effort they are putting into helping students who reach out and encouraging them to seek help.

Benchmark Assessments

Due to the recent events, not all benchmark reports have been completed but will follow in the December Board Report. Below are two from the Social Studies Department:

BENCHMARK ANALYSIS FOR WORLD HISTORY, QUARTER 1 2021 / Joann Garbarini

Description of the assessment:

Students took a test of 30 questions which covered 4 chapters up to and including the French Revolution. The assessment consisted of 10 matching questions and 20 multiple choice questions.

Summary of Results:

Students in period 1 scored an average of 55% overall on this test. There was one student who had a perfect score. He is a history enthusiast. About half of the class has an IEP or 504. I co-teach this class with a special education teacher. Students in period 4 scored an average of 66% overall on this test. 6 students scored 80% or higher on this test.

Analysis:

Students did not do very well on the beginning matching portion of the test. I think that students struggled because they had a hard time with the google form format for matching. I wound up checking on each student during the test to make sure he/she understood how to complete the section. We had a review the day before the exam that the special education teacher created. Students struggled to find the answers on their own, so we wound up doing most of it together. Up to this point we were using the online textbook only.

Plan to address weaknesses/intervention:

I plan to use more informal assessment methods throughout the chapters. For example, I will periodically have a warm-up review to see if they are absorbing the information we are going over. Also, the Benchmark was created by another teacher. We were unable to create a benchmark together and since this is my first one, she made it (or used one from a prior year). I noticed certain things she focused on were not things I focused on (for example "The Mountain"). Next quarter I plan on creating the benchmark for my students so I know they are prepared for the material on the test. This issue only covered about 5 questions on the test, so I do not think it was too impactful. Also, I reviewed those topics with them during the review.

BENCHMARK ANALYSIS FOR US HISTORY, QUARTER 1 2021 / Karyn Helfrich Holland

Description of the assessment:

All four (4) of my classes took an exam on Units 1 and 2, chapters 1-3. This is a benchmark exam using some Illuminate-generated questions from previous years, as well as new and repeat questions (from Chapter 1 and 2 tests). The exam focuses on the founding of the nation (democratic principles, Declaration of Independence, Constitution, causes and effects of the Civil War, late 1800s in the West, industrialization, urbanization, and immigration), including CA State Standards 11.1-11.2:

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

11.2 Students analyze the relationship among the rise of industrialization, large scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

There were thirty (30) multiple choice questions and a short answer question. However, because I no longer have access to the results on Illuminate, I do not know which of the multiple choice questions fall into categories of high, medium, and low (that was a report I could generate using Illuminate).

Short answer question:

Please answer ONE (1) the following questions, using COMPLETE SENTENCES and SPECIFIC, CONCRETE DETAILS.

What was life like for a homesteader on the Plains in the late 1800s? What motivated them to settle and what hardships did they face? Explain using details.

OR

What was life like in American cities at the turn of the century (late 1800s/early 1900s)? What motivated people to move to the city? What hardships did they face? Explain using details.

Summary of Results:

2nd period = 78% average
3rd period = 75% average
4th period = 82% average
7th period = 78% average
All classes = 78.2% average

Analysis:

The top score in one class was 100% (3rd period) and 98% (2nd, 4th, and 7th periods); moreover, the average scores in all four classes were C's to B-, which tells me the test was a fair assessment. I no longer have Illuminate to give me data re: which standards were most challenging, which questions (advanced, medium, or low) were the most challenging, or performance of subgroups.

A study guide was provided, but students were not allowed to use it on the exam. We reviewed in class a day or two prior to the exam using both the study guide and games (Kahoot).

Plan to address weaknesses/intervention:

I will reteach earlier material thoroughly with my students prior to the semester final exam. I will continue to provide both study guides and review lessons for my students. Students who did not do well on the test will benefit from review prior to the Final Exam. Some material is reviewed throughout the semester (or year) because it is a recurring theme in U.S. History; however, the material that doesn't naturally get reviewed will need to be retaught in review lessons prior to the Final Exam.

Students with IEPs and 504s were able to use all accommodations when taking the exam (alternate testing site, open note, and open book).

Students who struggled the most are also the students who are frequently absent and/or missing many assignments. I have several English Language learners who also struggle with daily assignments and exams, requiring extra time and assistance (which is given to them).

I have found this year to be especially challenging in regards to lack of student motivation and, with some, the student-held belief that not meeting high expectations will be acceptable (perhaps the effect of "hold harmless" in 2020). However, most students are grateful for the return to the "normal" schedule of daily classes.

Another serious challenge this year is the sheer number of students who are quarantined or who choose Independent Study. They do not benefit from direct instruction and typically fall behind (they are ill and cannot complete assignments at home and/or choose to ignore assignments on Google Classroom or emailed directly to them).