

BUSD BOARD REPORT

Bishop Union High School

2021 - 2022 SCHOOL YEAR



March 2022

2021-2022 BUSD LCAP Goals

- Goal 1:** Provide high-quality instruction to increase student achievement and close performance gaps for all students.
- Goal 2:** Provide a positive school environment that fosters student engagement and connectedness.
- Goal 3:** Establish a culture of data-driven continuous improvement to assess and ensure positive student outcomes.
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2021-2022 BUHS SPSA Goals

- Goal 1:** By June of 2022, increase by 10% the percentage of graduating seniors who will have completed the A-G requirements or a CTE Pathway that allows for eligibility for military, journeyman employment, or advanced placement in post-secondary institutions.
- Goal 2:** By June 2022, BUHS will reduce the suspension rate by 5% and increase students' feeling of safety and connectedness by 10% through implementation of CharacterStrong, PBIS strategies, focus on Trauma Informed Practices, Homeroom activities, and providing adequate learning environments throughout campus.
- Goal 3:** The staff and administration will:
- Use PLC time and assessment data to form instructional strategies and identify students in need of intervention and support all subject areas.
 - Implement, evaluate, and refine enrichment/intervention programs to support the English Learner (EL), Socio-economic Disadvantaged (SED), and Native American (NA) populations to improve student achievement as measured by CAASPP results, iReady data, and benchmark evaluation.
 - Focus on SEL through Multi Tiered System of Supports and PBIS to reduce student conflict and a develop a sense of connection to school.
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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.

SEL / PBIS / CharacterStrong

The PBIS activities that have been taking place each Monday this semester have wrapped up. Students and their HR teachers finished guiding the process of creating a new BUHS Schoolwide Behavior Matrix (the final doc will be available prior to the board meeting) as well as Classroom Behavior Matrices for each classroom. Beginning Monday March 14th, the CharacterStrong program will resume in Homeroom classes and continue through the end of the year.

iReady / My Path

Beginning on Tuesday March 5th during Homeroom, all students who qualify (including those who are already using it) will begin using the My Path component of iReady to address reading and math weaknesses identified by their fall iReady scores. The My Path tool has already been in use in Ms. Rosen's Math Support classes as well as Ms. Nafeh's Math 1 course. Additionally, Ms. Honrath's English 9 and English 10 classes began using the tool this semester to continue to address reading and as a supplement the REWARDS program that wrapped up first semester.

SBAC and iReady Testing

The 11th Grade Math and ELA SBAC testing will take place in the West Gym on Monday May 16th through Thursday May 19th with a rotating schedule where students will attend four of their classes plus Homeroom each day with a two hour testing window from approximately 10:45 AM through 12:45 PM. The 12th graders will take the Science test (CAST) during this testing window as well but the specifics have not yet been determined. The iReady assessment will be administered to all other grade levels on the first two days (Mon. 5/16 & Tues. 5/17) with their Homeroom teacher during the same testing time window.

Bronco Pride Night

Bronco Pride Night returned to our campus after a two year absence on Wednesday March 2nd to an excited group of incoming 9th grade students. Teachers, coaches, and students manned booths to represent their departments, clubs, and teams where incoming students could get information and sign up for future information if they were interested. The teachers CTE Department brought examples of work their students have completed that included metalwork, sewing projects, art, small engines, and an array of medical devices that are part of the Medical Assisting program.

Science Department



AVID



Medical Assisting



Mathletes



Spirit Squad



Incoming 9th Graders



Semester Grade Comparisons / Individual Student

The following table compares the number of students over the last three years who had at least one D or F at the first semester reporting period. The numbers do not reflect the total number of D's and/or F's that were earned, just the number of students who earned at least one. For example, looking at the first row of numbers (19-20), 38 different students had a D, 25 had an F, and 49 had either a D or an F. Those 49 students represent 31.4% of their class. Clearly the numbers are higher for the 20-21 school year and were not unexpected. Looking at a true comparison where in-seat instruction was taking place (19-20 vs. 21-22), the percentages of students earning a D and/or an F are relatively consistent (with the exception of the 10th grade data for the 19-20 school year) despite the "learning loss" that occurred through the 20-21 school year and hybrid model. This is a clear indication of the importance of in-seat instruction and the support that teachers can provide when they have one-on-one access to students. As noted, the 10th grade class performance at the semester during the 19-20 school year was particularly low with 30 more students receiving a D or F than this year. I looked at their performance as freshmen from the 18-19 school year and found that there were only 63 students who had a D and/or an F which does **not** help explain this data.

2021-2022 Semester Student Grade Comparison							
Grade Level	Reporting Period	Year	# of Students with D and/or F Grades			Class Size	Percent
			D Grades	F Grades	D and/or F Grades		
9	S1	19-20	38	25	49	156	31.4%
		20-21	47	76	83	176	47.2%
		21-22	48	21	52	155	33.5%
10	S1	19-20	67	61	94	169	55.6%
		20-21	49	63	80	151	53.0%
		21-22	57	26	64	163	39.3%
11	S1	19-20	26	30	45	139	32.4%
		20-21	60	57	84	161	52.2%
		21-22	40	20	47	136	34.6%
12	S1	19-20	22	18	33	111	29.7%
		20-21	32	46	58	130	44.6%
		21-22	32	10	38	142	26.8%

Semester Grade Comparisons / Overall Grades

This table is a summary and comparison of the **total** number of D's and F's students earned at the end of the first semester over the last three years. The numbers in each cell are simply the total number of D and/or F grades earned. In many cases, students earned multiple D's or F's and each of those grades is counted in the totals. To get to the percent, the class size was multiplied by six (the number of periods each student earns a letter grade) to get the total number of grades earned (and reported) at each grade level which was then divided into the total number of D's and/or F's. For example, the first row (19-20), there were 58 D's and 38 F's for a total of 96 D/F grades in a class of 156 students ($156 \times 6 = 936$ total grades). Subsequently, of the 936 total grades reported, 10.3% were either a D or an F. Again, while the comparison from the 19-20 to the 20-21 school year shows a significant increase in total D's and F's, the numbers are far more consistent when compared with those of this year (with the percent from 19-20 10th graders being an outlier). As noted above, the 10th grade class performance at the semester during the 19-20 school year was particularly low with 91 more D or F grades than this year. Again, I looked at their performance as freshmen from the 18-19 school year and found that there were only 97 D or F grades - 126 fewer than 19-20. I have always believed that maturity and students' focus on post-secondary education/plans plays a significant role in their improved performance after their 10th grade year.

2021-2022 Semester 1 Summative Grade Comparison								
Grade Level	Reporting Period	Year	Total Number of D and/or F Grades			Class Size	Total Number of Grades Reported	Percent
			D Grades	F Grades	D and/or F Grades			
9	S1	19-20	58	38	96	156	936	10.3%
		20-21	63	214	277	176	1056	26.2%
		21-22	78	29	107	155	930	11.5%
10	S1	19-20	96	127	223	169	1014	22.0%
		20-21	69	178	247	151	906	27.3%
		21-22	92	40	132	163	978	13.5%
11	S1	19-20	32	48	80	139	834	9.6%
		20-21	80	129	209	161	966	21.6%
		21-22	73	27	100	136	816	12.3%
12	S1	19-20	30	22	52	111	666	7.8%
		20-21	36	93	129	130	780	16.5%
		21-22	58	11	69	142	852	8.1%

Chronic Absenteeism

BUHS Chronic Absenteeism by Subgroup										
Student Population	504		Black		EL		Hispanic		All Students	
Date of Report	1/14	3/9	1/14	3/9	1/14	3/9	1/14	3/9	1/14	3/9
Chronic Absenteeism by number	17	11	3	3	7	7	48	40	116	95
Number of Students in Subgroup	44	43	9	9	45	42	248	241	608	596
Chronic Absenteeism Rate	38.6%	25.6%	33.3%	33.3%	15.6%	16.7%	19.4%	16.6%	19.1%	15.9%
Student Population	SED		Native American		Special Ed		White		All Students	
Date of Report	1/14	3/9	1/14	3/9	1/14	3/9	1/14	3/9	1/14	3/9
Chronic Absenteeism by number	80	67	39	27	28	27	37	26	116	95
Number of Students in Subgroup	344	332	127	121	84	91	234	230	608	596
Chronic Absenteeism Rate	23.3%	20.2%	30.7%	22.3%	33.3%	29.7%	15.8%	11.3%	19.1%	15.9%