Focus on Learning

Bonita High School

3102 D Street
La Verne, California 91750

January 30- February 1, 2017

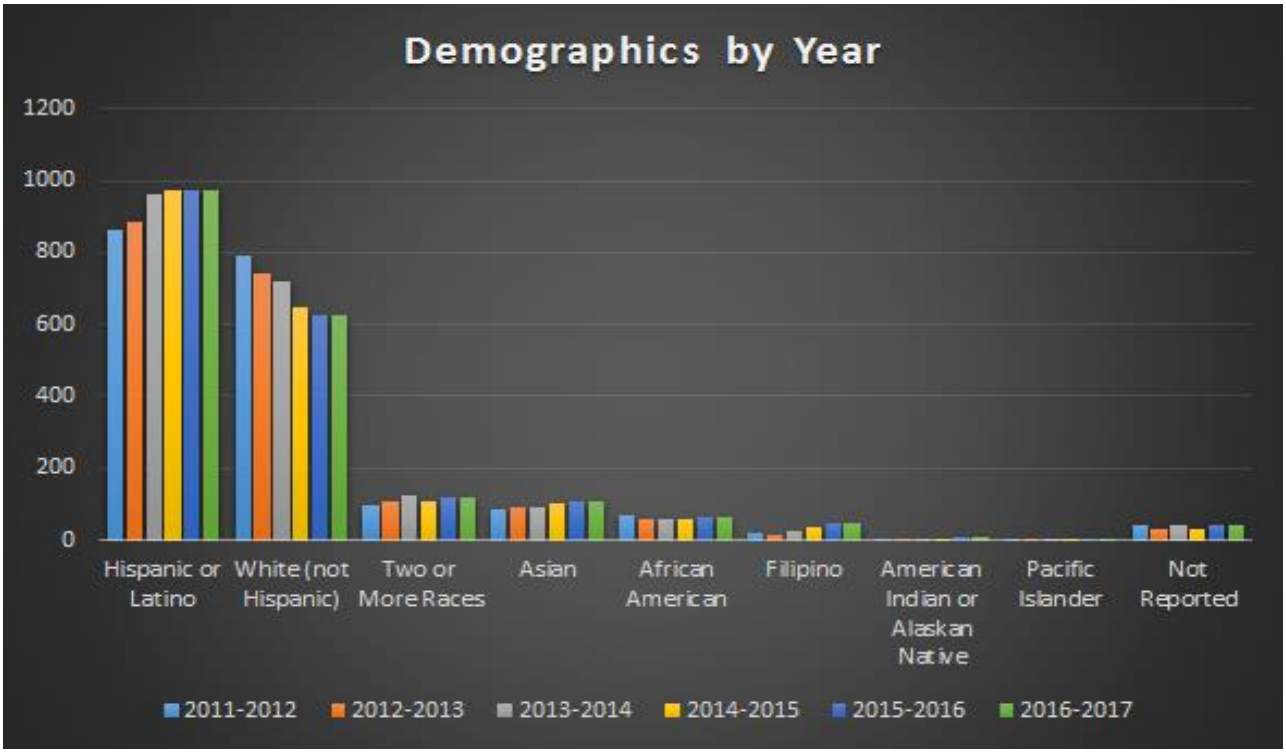
Bonita Unified School District

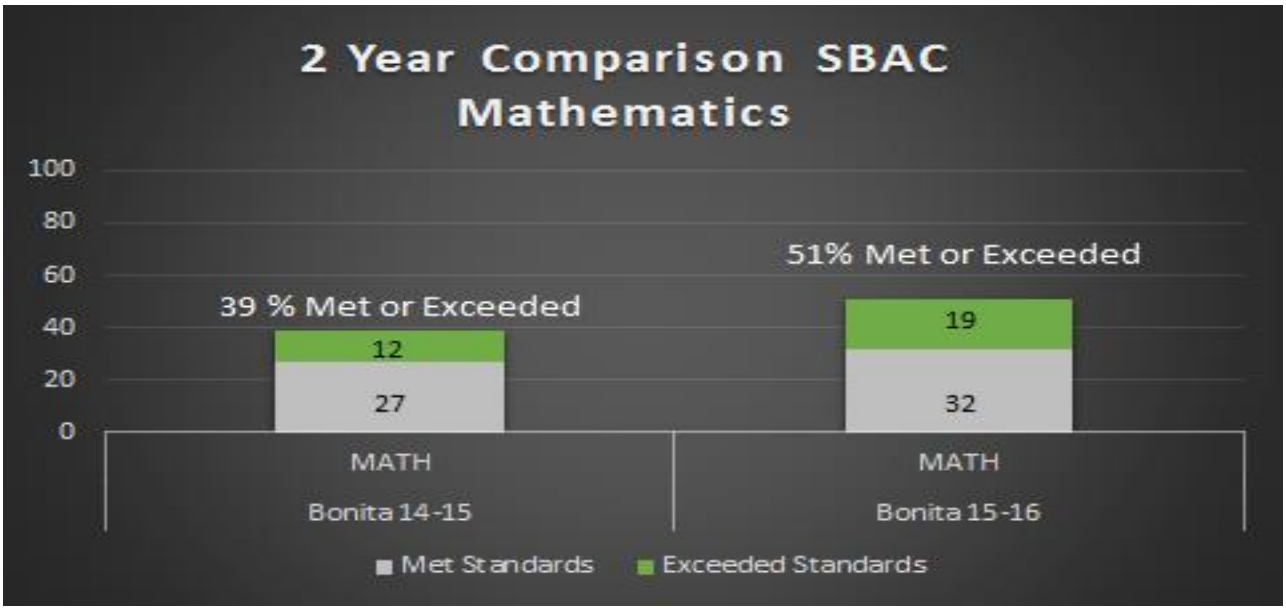
115 West Allen Avenue
San Dimas, California 91773

ACS WASC/CDE Focus on Learning Accreditation Manual, 2016 Edition

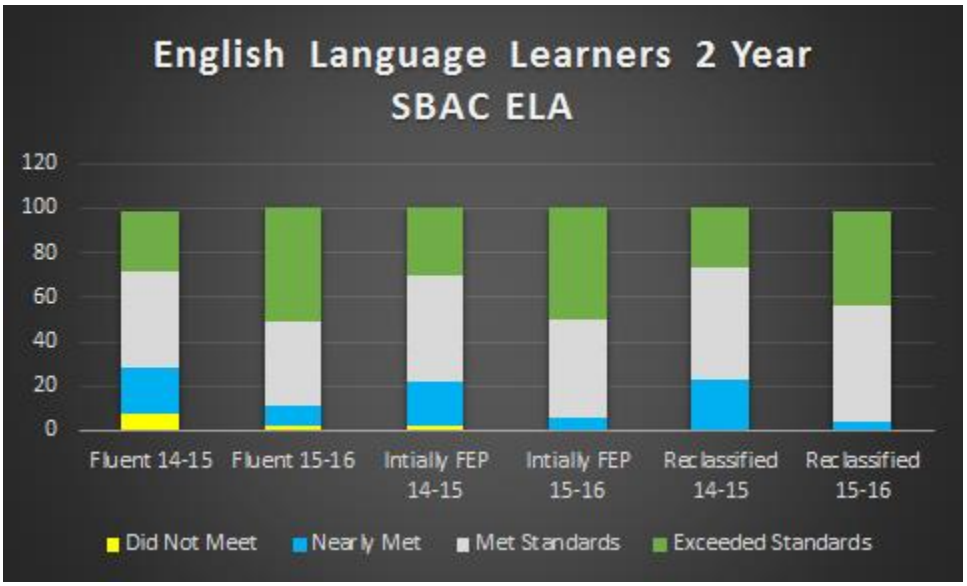
demographic data for La Verne takes into account an older population that no longer have children attending school in the BUSD school system.

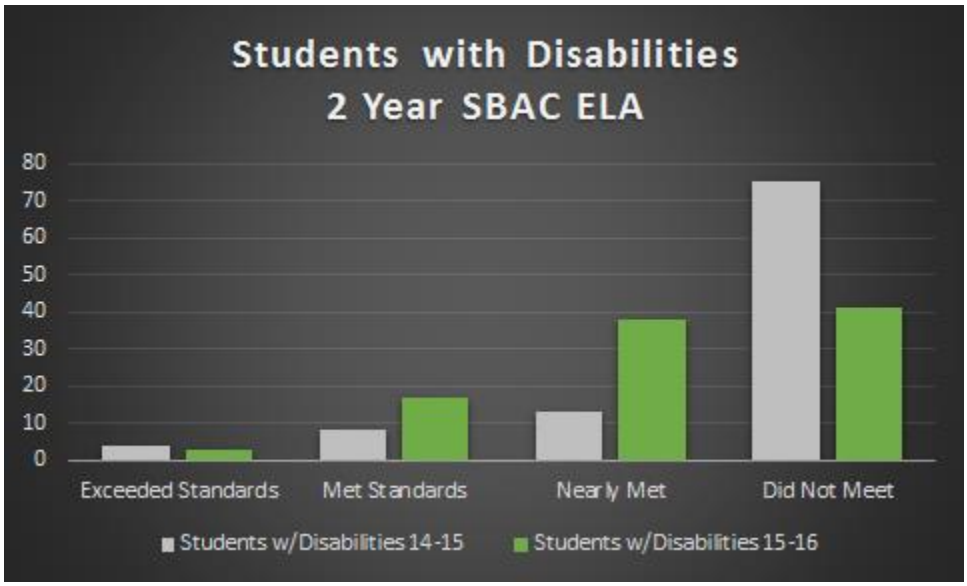
Although there are three well respected private schools within a few miles of Bonita HS (The Webb Schools, Damien High School and Lutheran High School) parents in La Verne, regardless of ethnicity, overwhelmingly choose to send their sons and daughters to Bonita HS. The local community clearly views Bonita HS as a high performing school.



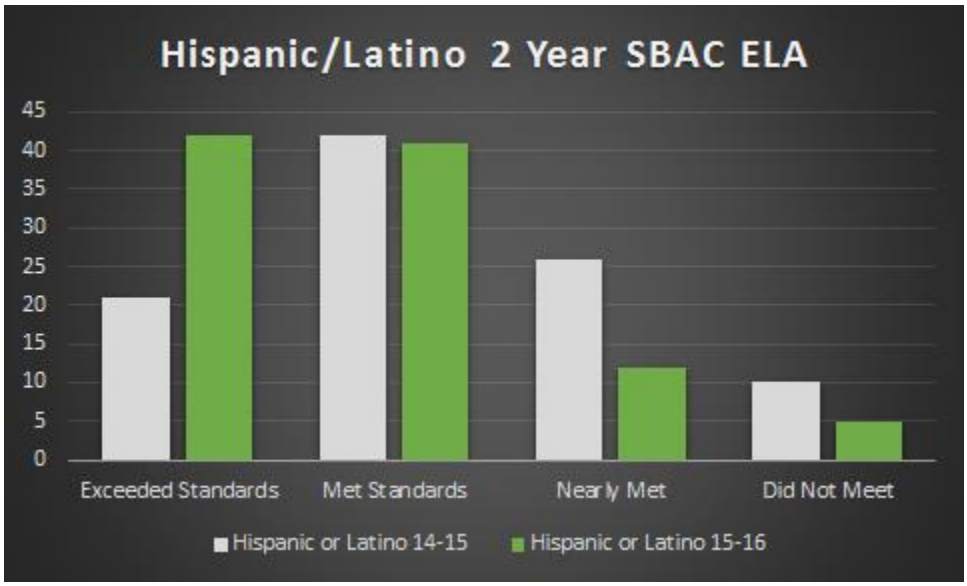


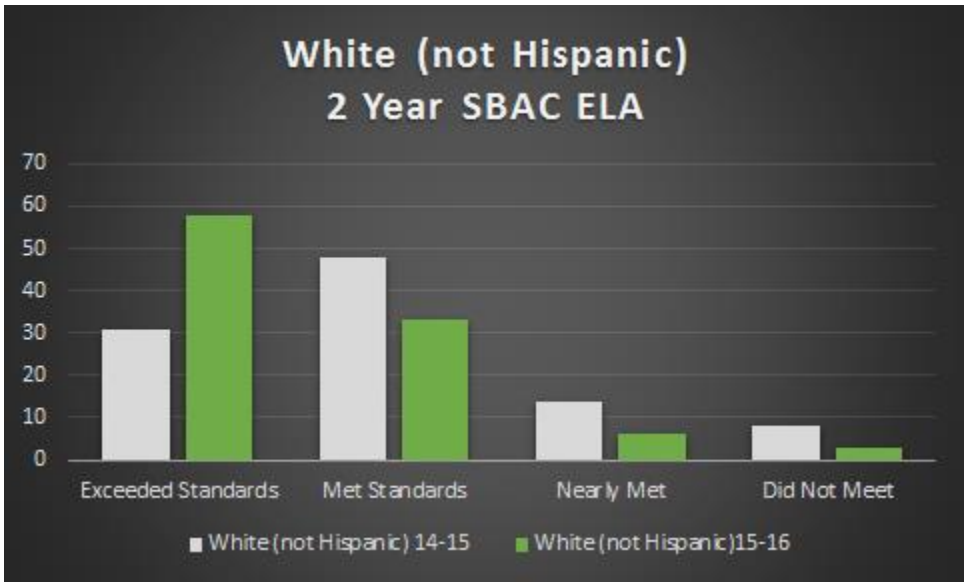
As part of the implementation of the content standards, special attention is given to address the needs of our English Learners. Beginning EL students are exposed to special classes, individualized instruction and technology assistance to help them learn the standards while learning a new language. As proficiency increases, these students are included in mainstream classes and offered advanced courses if appropriate. The positive results of this program can be evidenced by our test scores below which illustrate EL students increased test scores on the SBAC both in math and in English.



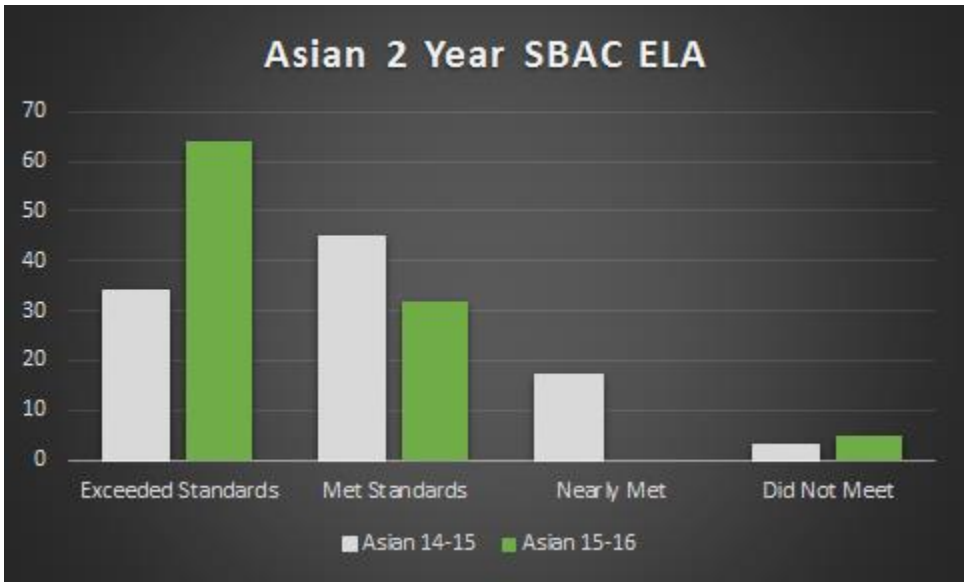

Students with Disabilities
2 Year SBAC ELA
80
70
60
50
40
30
20
10
0
Exceeded Standards
Met Standards
Nearly Met
Did Not Meet
Students w/Disabilities 14-15
Students w/Disabilities 15-16

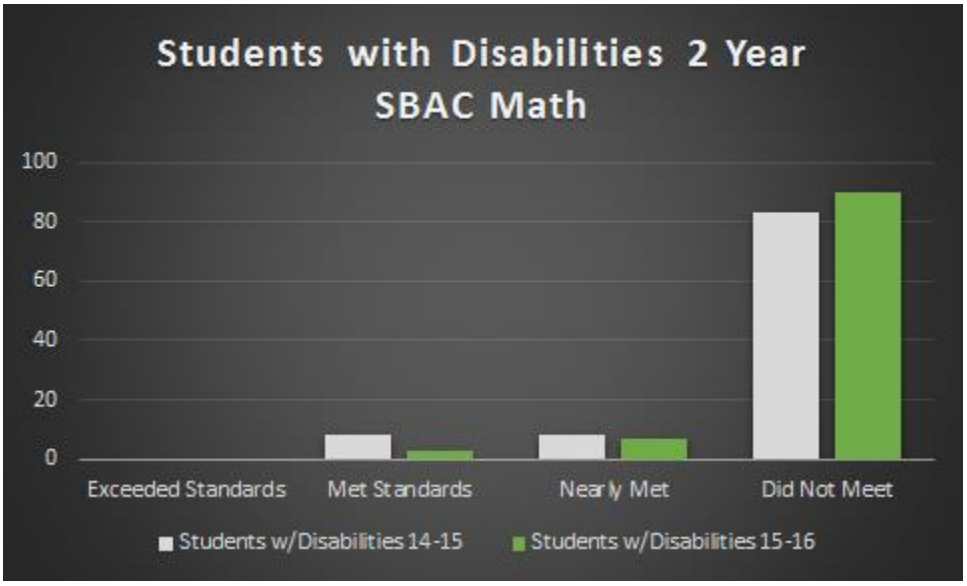
Econimcally Disadvantaged
2 Year SBAC ELA
45
40
35
30
25
20
15
10
5
0
Exceeded Standards
Met Standards
Nearly Met
Did Not Meet
Econimcally Disadvantaged 14-15
Econimcally Disadvantaged 15-16

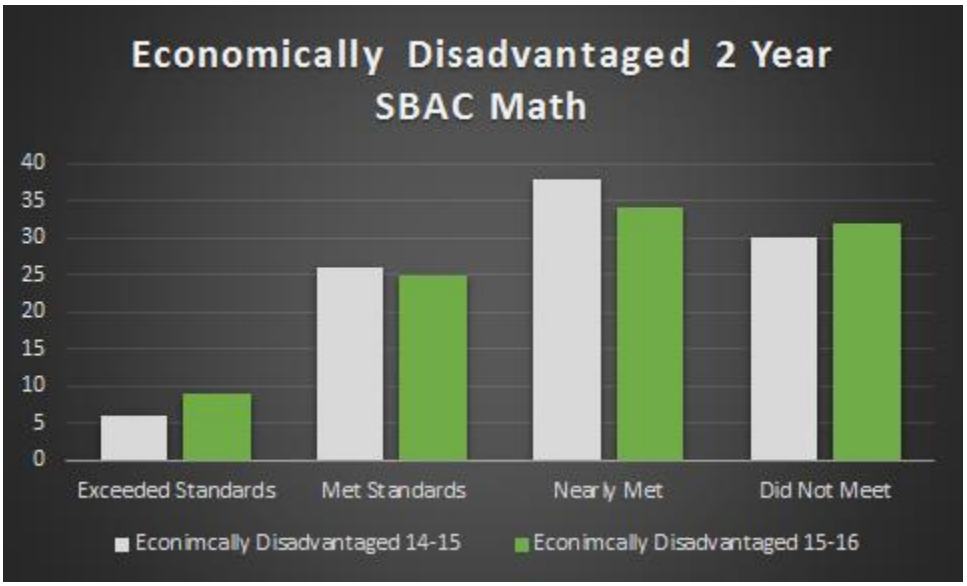

Hispanic/Latino 2 Year SBAC ELA
45
40
35
30
25
20
15
10
5
0
Exceeded Standards
Met Standards
Nearly Met
Did Not Meet
Hispanic or Latino 14-15
Hispanic or Latino 15-16

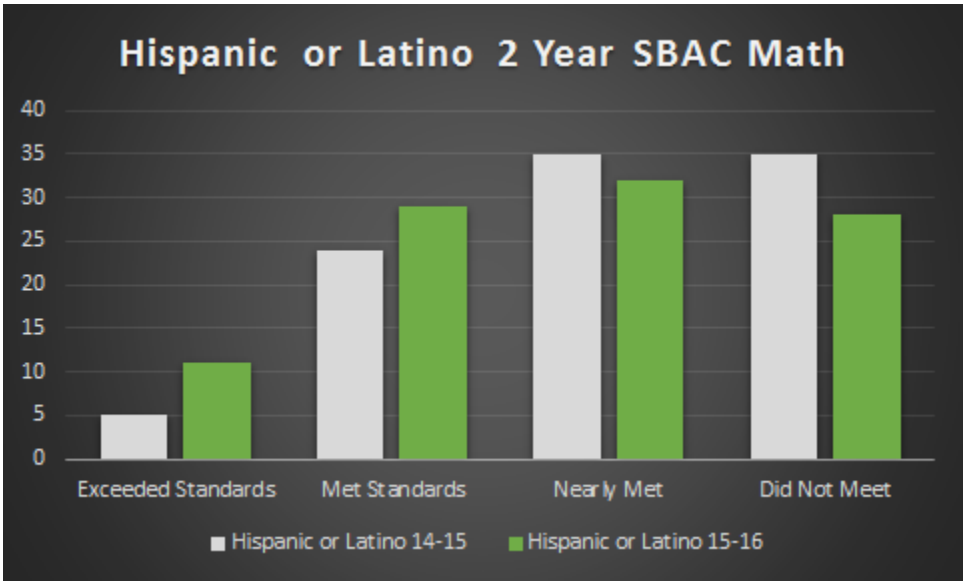

White (not Hispanic)
2 Year SBAC ELA
70
60
50
40
30
20
10
0
Exceeded Standards
Met Standards
Nearly Met
Did Not Meet
White (not Hispanic) 14-15
White (not Hispanic)15-16

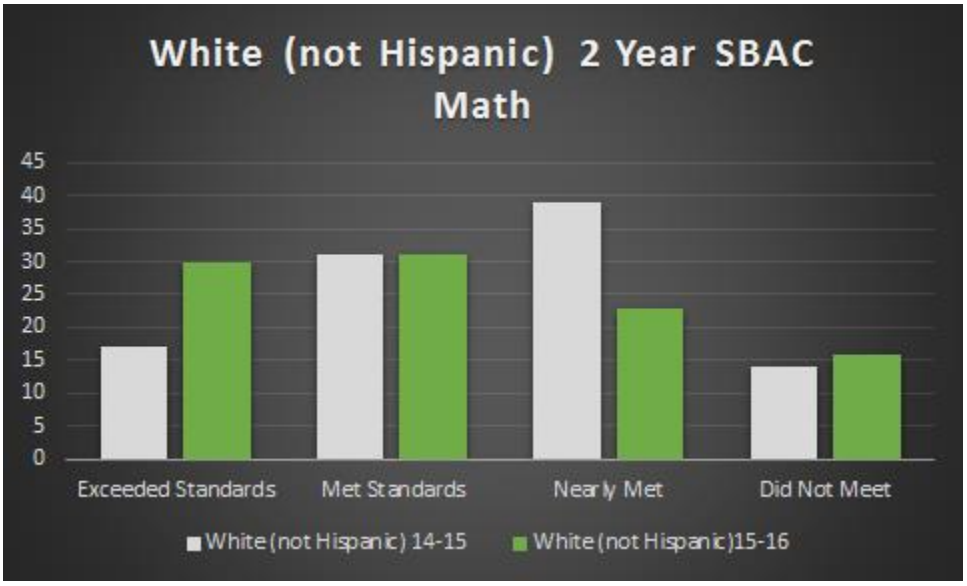
Two or More Races
2 Year SBAC ELA
50
40
30
20
10
0
Exceeded Standards
Met Standards
Nearly Met
Did Not Meet
Two or More Races 14-15
Two or More Races 15-16

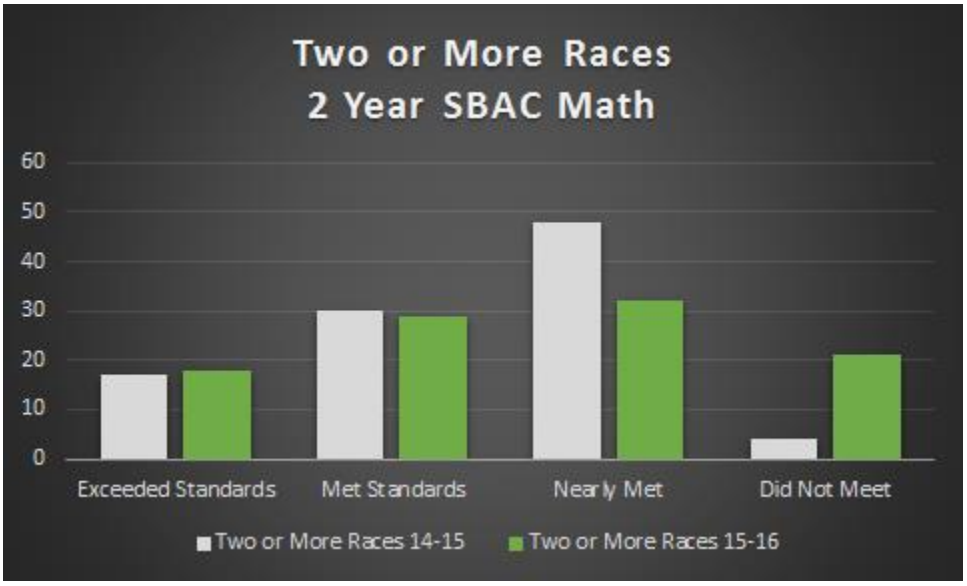

Asian 2 Year SBAC ELA
70
60
50
40
30
20
10
0
Exceeded Standards
Met Standards
Nearly Met
Did Not Meet
Asian 14-15
Asian 15-16

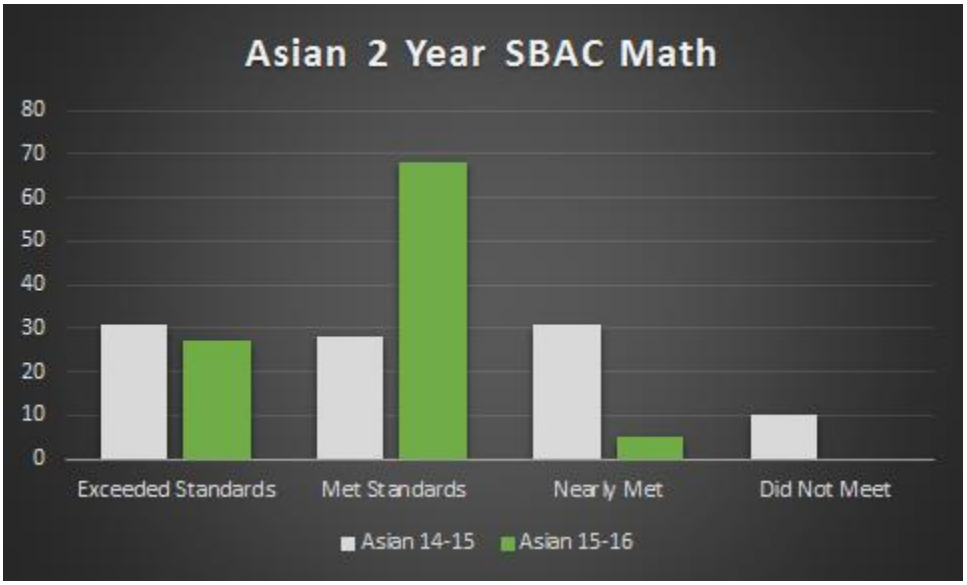

Students with Disabilities 2 Year SBAC Math
100
80
60
40
20
0
Exceeded Standards
Met Standards
Nearly Met
Did Not Meet
Students w/Disabilities 14-15
Students w/Disabilities 15-16

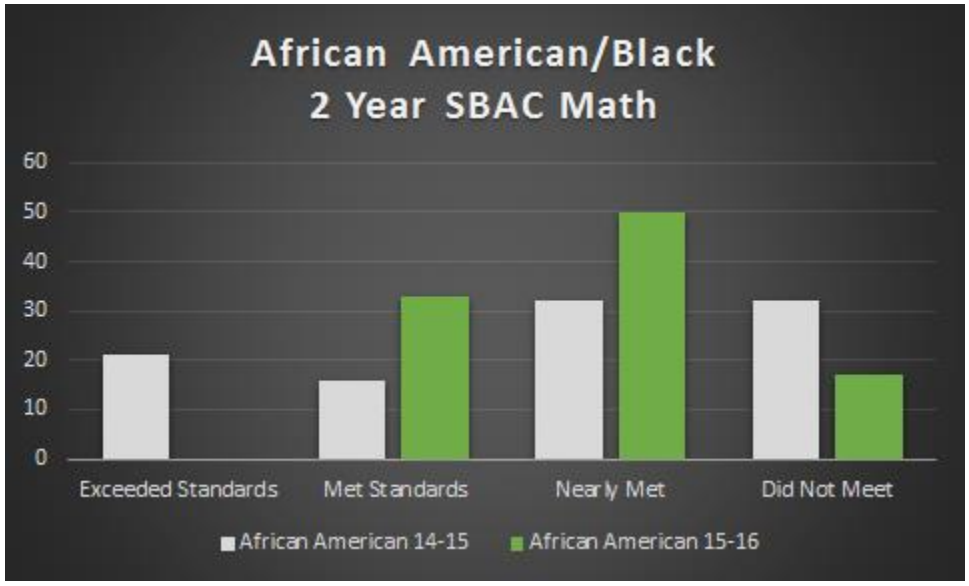

Economically Disadvantaged 2 Year SBAC Math
40
35
30
25
20
15
10
5
0
Exceeded Standards
Met Standards
Nearly Met
Did Not Meet
Econimcally Disadvantaged 14-15
Econimcally Disadvantaged 15-16

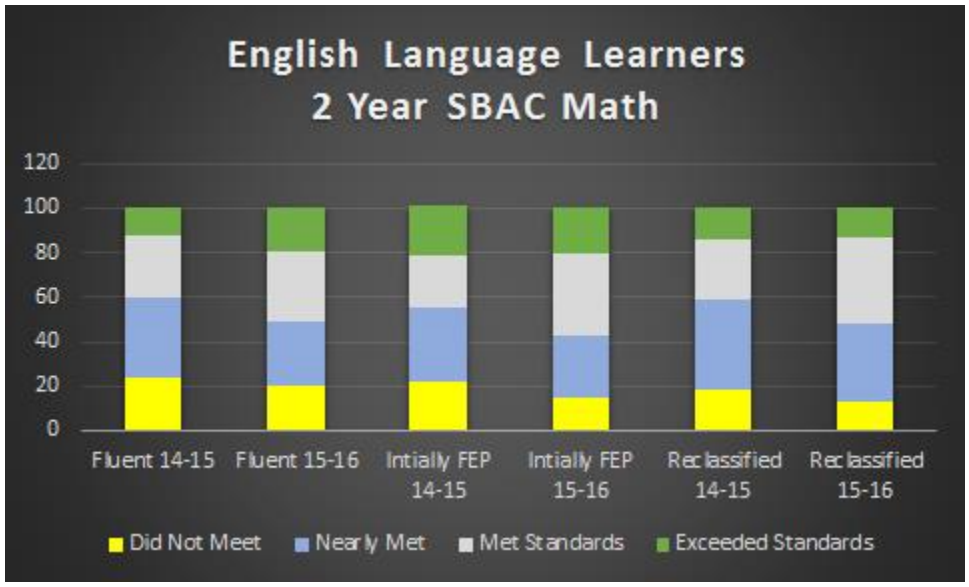

Hispanic or Latino 2 Year SBAC Math
40
35
30
25
20
15
10
5
0
Exceeded Standards
Met Standards
Nearly Met
Did Not Meet
Hispanic or Latino 14-15
Hispanic or Latino 15-16

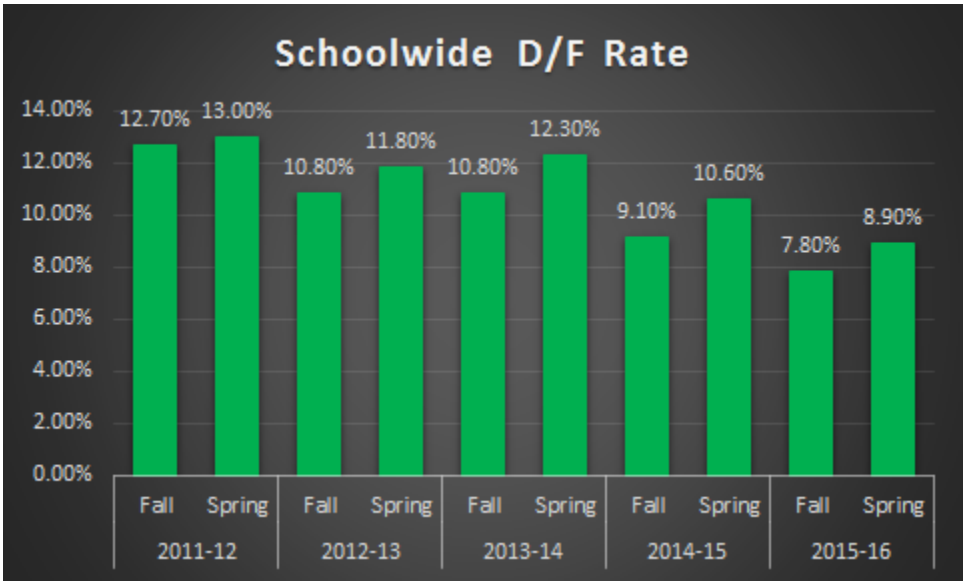

White (not Hispanic) 2 Year SBAC Math
45
40
35
30
25
20
15
10
5
0
Exceeded Standards
Met Standards
Nearly Met
Did Not Meet
White (not Hispanic) 14-15
White (not Hispanic)15-16

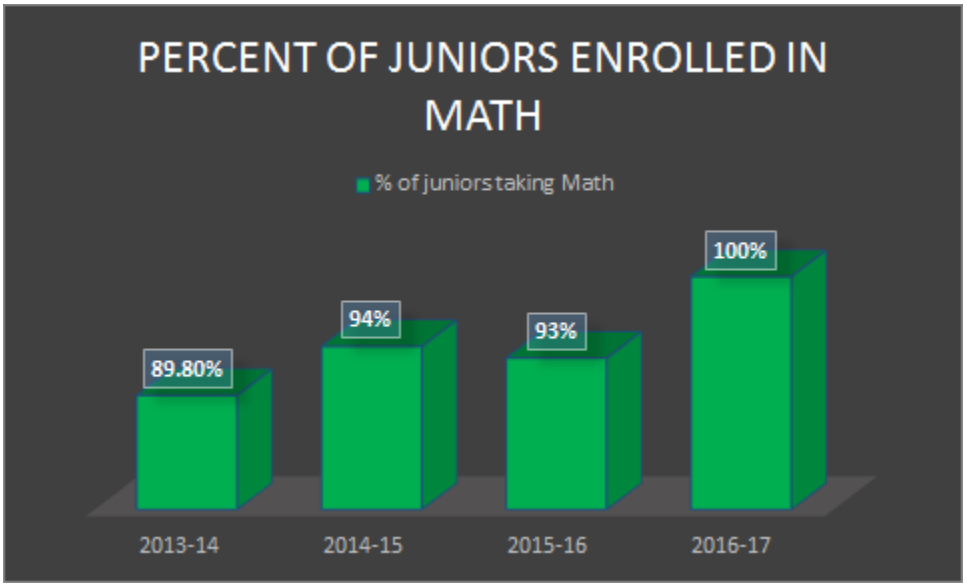

Two or More Races
2 Year SBAC Math
60
50
40
30
20
10
0
Exceeded Standards
Met Standards
Nearly Met
Did Not Meet
Two or More Races 14-15
Two or More Races 15-16


Asian 2 Year SBAC Math
80
70
60
50
40
30
20
10
0
Exceeded Standards
Met Standards
Nearly Met
Did Not Meet
Asian 14-15
Asian 15-16

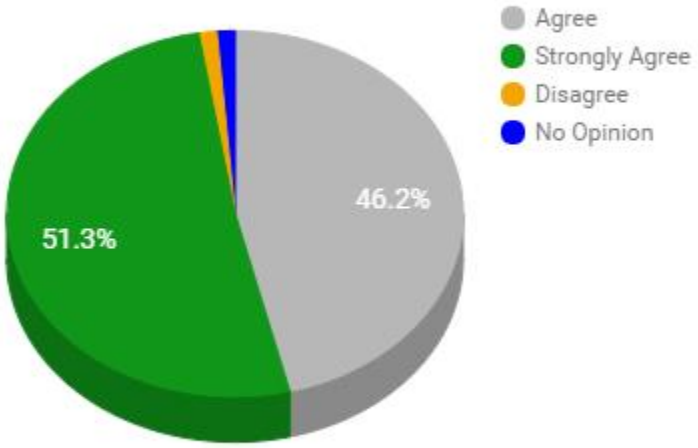

African American/Black
2 Year SBAC Math
60
50
40
30
20
10
0
Exceeded Standards
Met Standards
Nearly Met
Did Not Meet
African American 14-15
African American 15-16


English Language Learners
2 Year SBAC Math
120
100
80
60
40
20
0
Fluent 14-15
Fluent 15-16
Intially FEP 14-15
Intially FEP 15-16
Reclassified 14-15
Reclassified 15-16
Did Not Meet
Nearly Met
Met Standards
Exceeded Standards

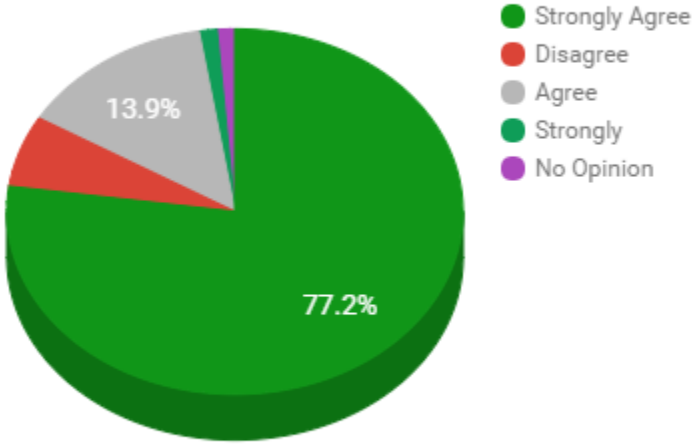

Schoolwide D/F Rate
14.00%
12.00%
10.00%
8.00%
6.00%
4.00%
2.00%
0.00%
12.70%
13.00%
10.80%
11.80%
10.80%
12.30%
9.10%
10.60%
7.80%
8.90%
Fall
Spring
2011-12
2012-13
2013-14
2014-15
2015-16


PERCENT OF JUNIORS ENROLLED IN MATH
% of juniors taking Math
89.80%
94%
93%
100%
2013-14
2014-15
2015-16
2016-17

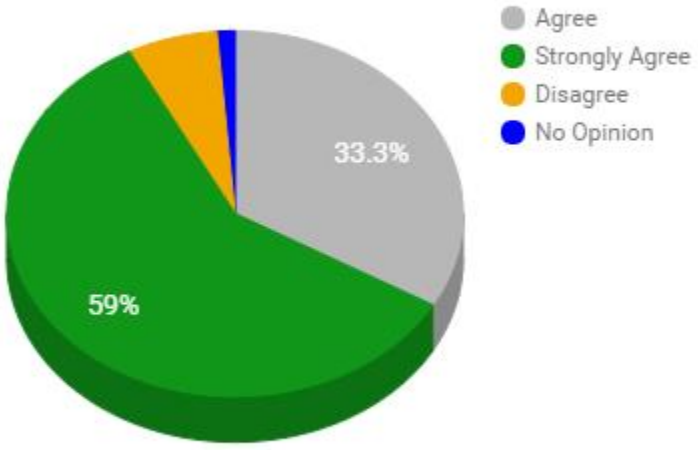
3. Administration supports teachers in how compact time is utilized



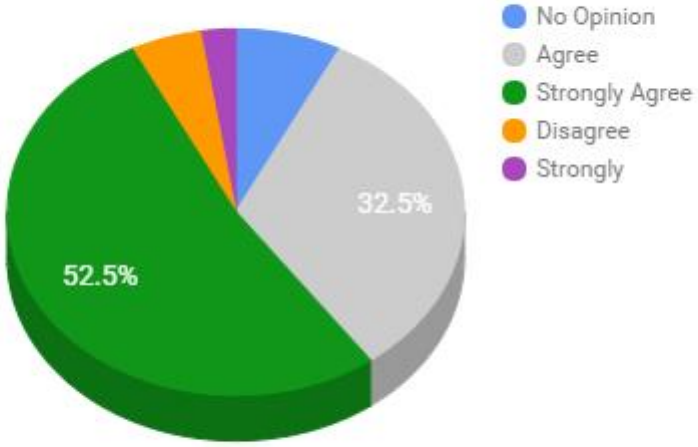
4. My administrative supervisor is fair in his / her dealings with me.



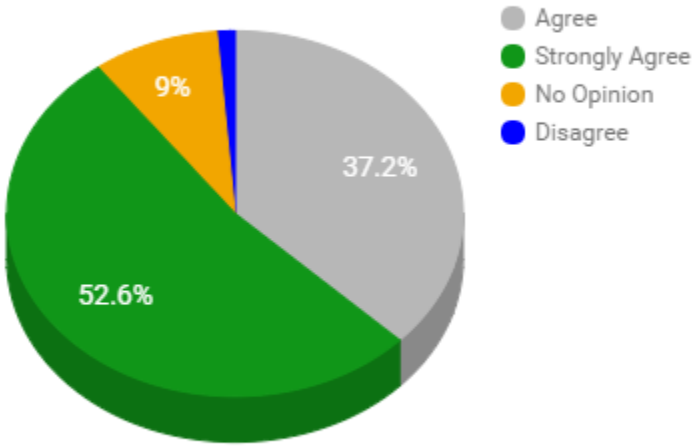
5. I have adequate opportunities to give input into decisions at BHS.



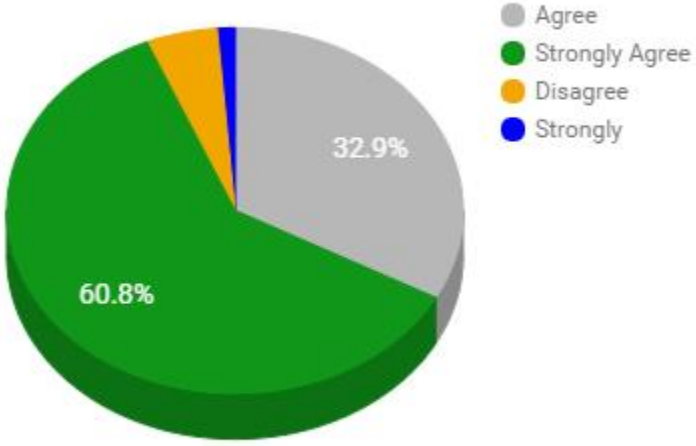
6. There are opportunities for me to grow as a leader on campus.



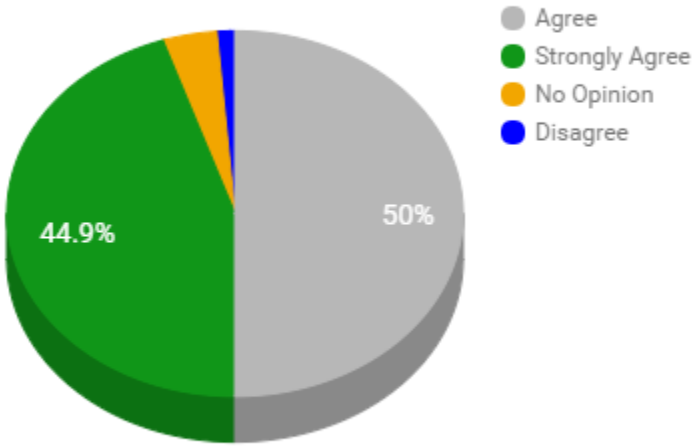
7. I respect / have confidence in the S S C Department.



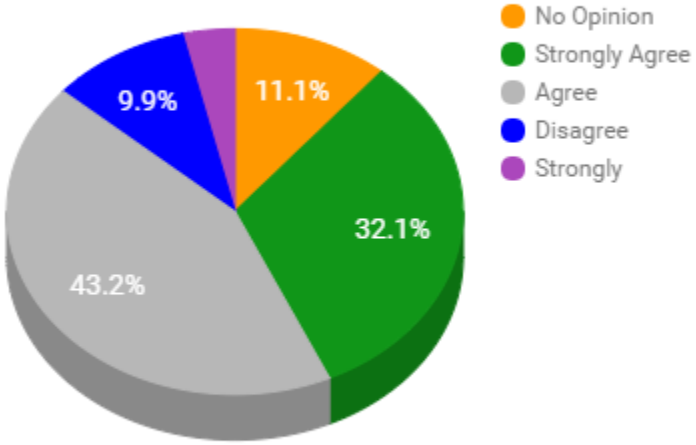
8. I respect / have confidence in the administration.



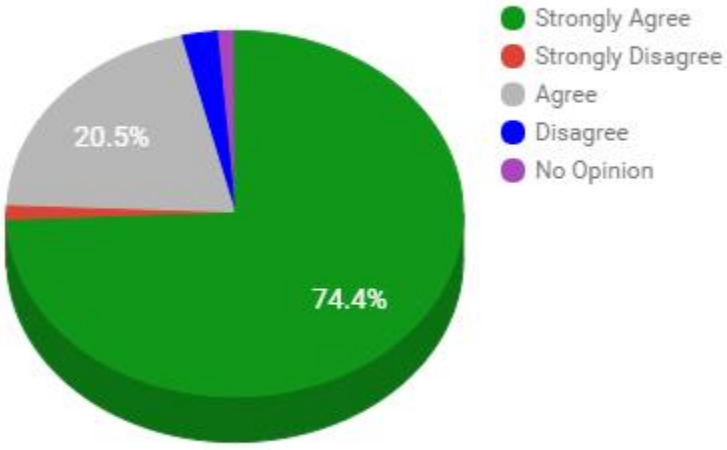
9. I respect / have confidence in my fellow workers.



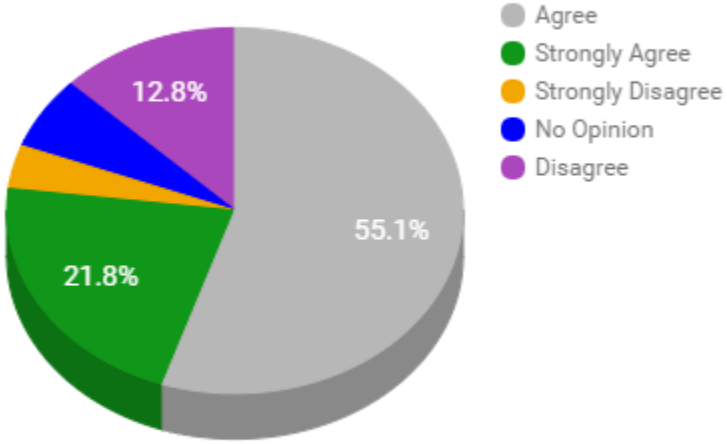
10. The distribution of courses in the master schedule is equitable.



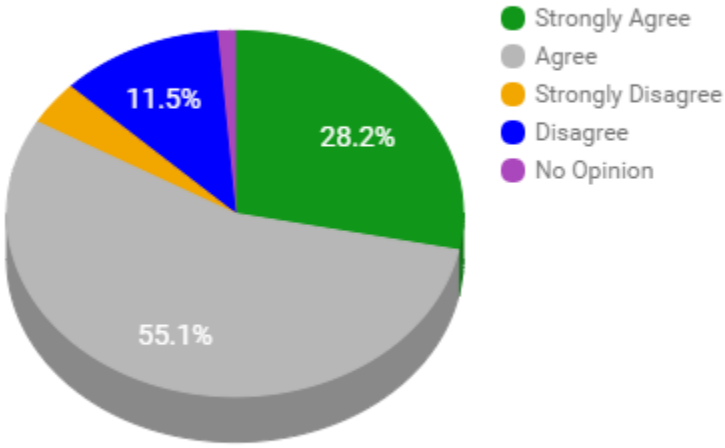
11.There is another staff member that I can go to if I have a problem or a concern.



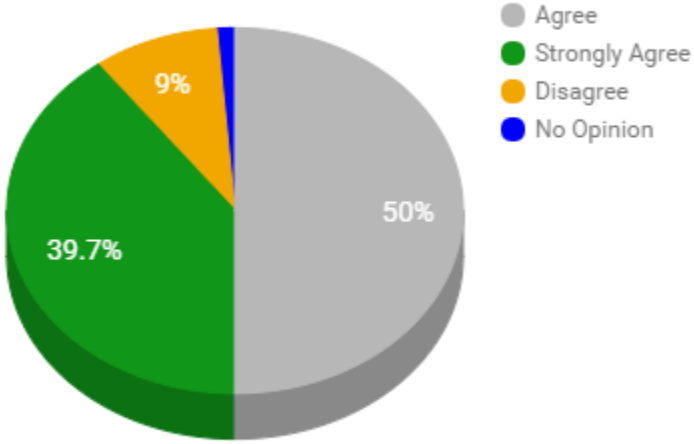
12. Student discipline is administered in an effective and consistent manner



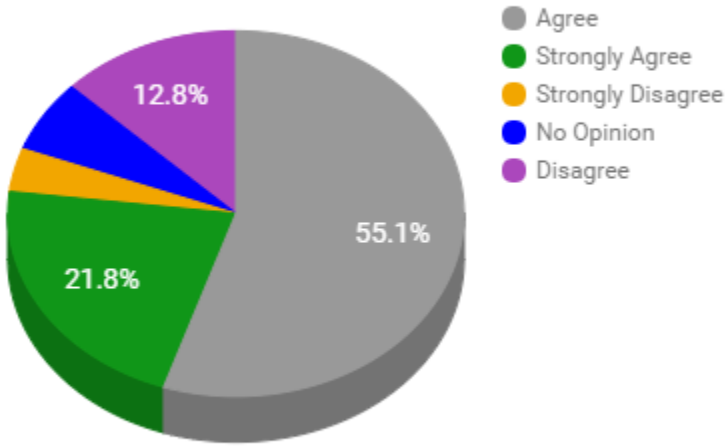
13. The school discipline policies and practices for students are communicated effectively.



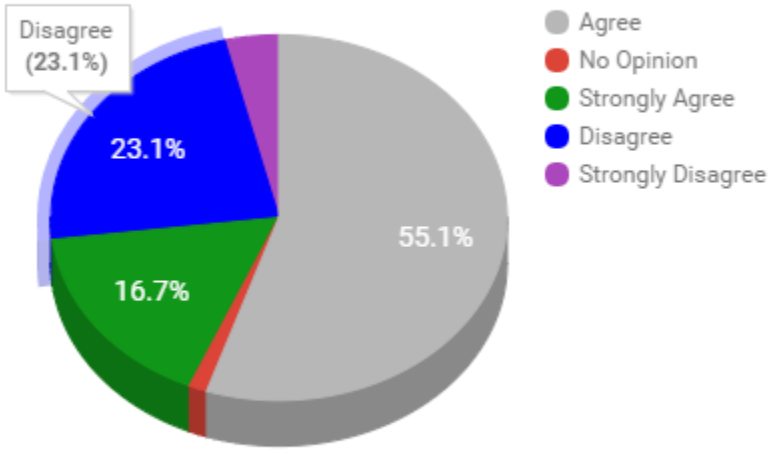
14. There is good communication throughout B H S.



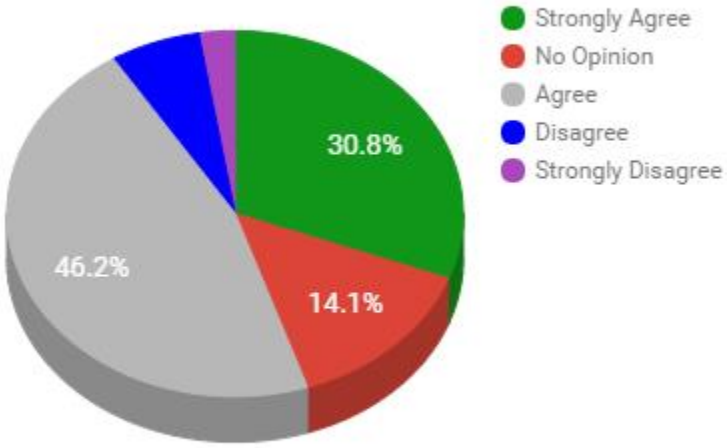
15. Student discipline is administered in an effective and consistent manner



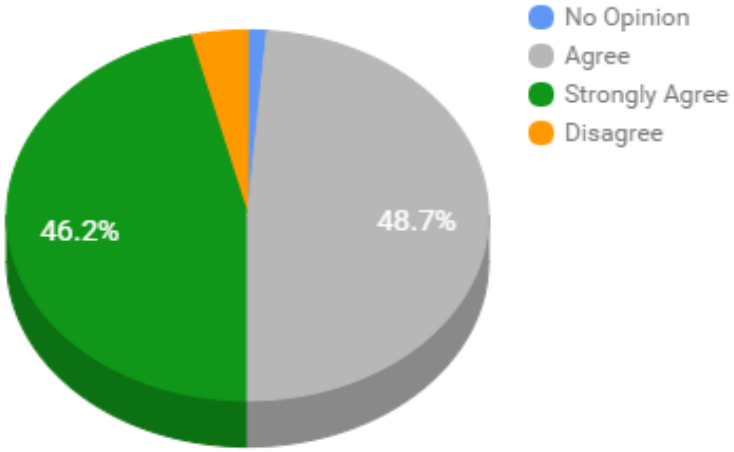
16. I am satisfied with the current level of access to computer technology at B H S.

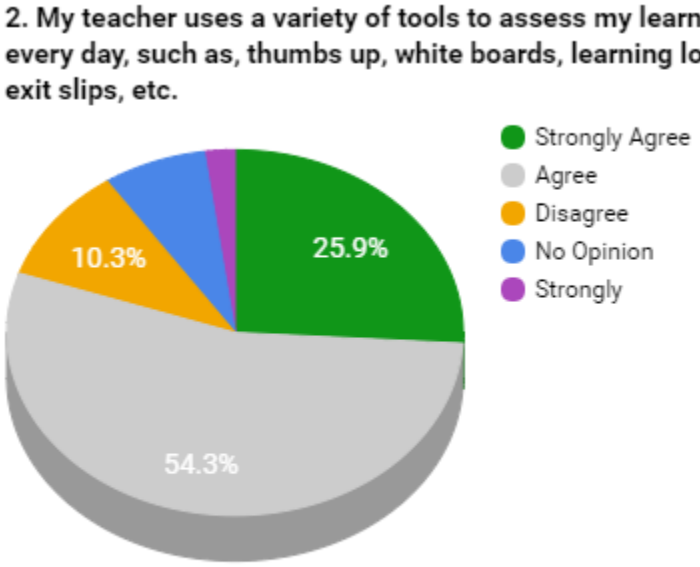


17. I am satisfied with the AIM program.

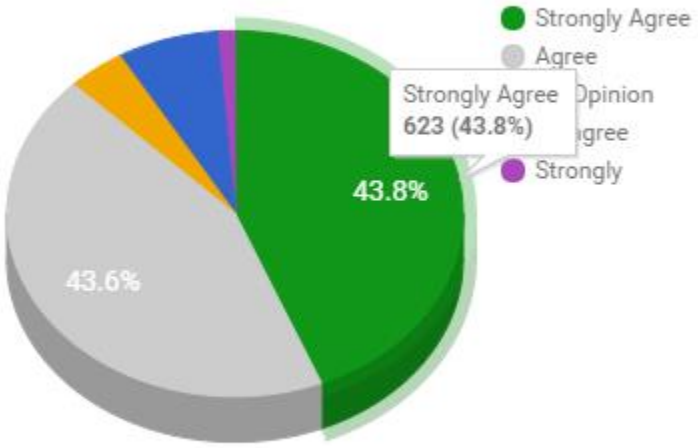


18. I am satisfied with the support services provided at B H S (ie: copy machines, custodial services, substitutes, etc.).

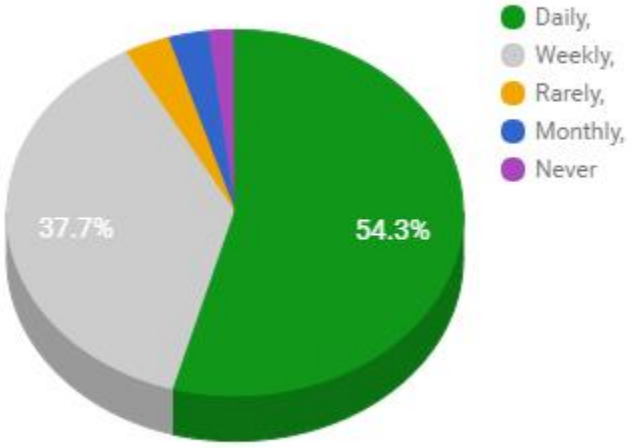



2. My teacher uses a variety of tools to assess my learning every day, such as, thumbs up, white boards, learning logs, exit slips, etc.
Strongly Agree
Agree
Disagree
No Opinion
Strongly
25.9%
10.3%
54.3%

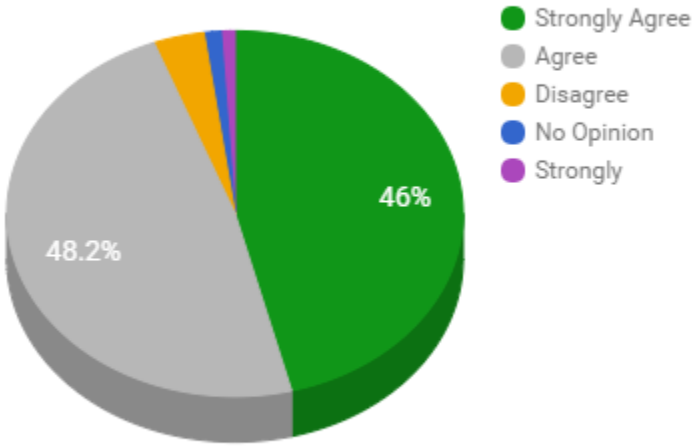
3. I feel comfortable asking my teachers questions during class



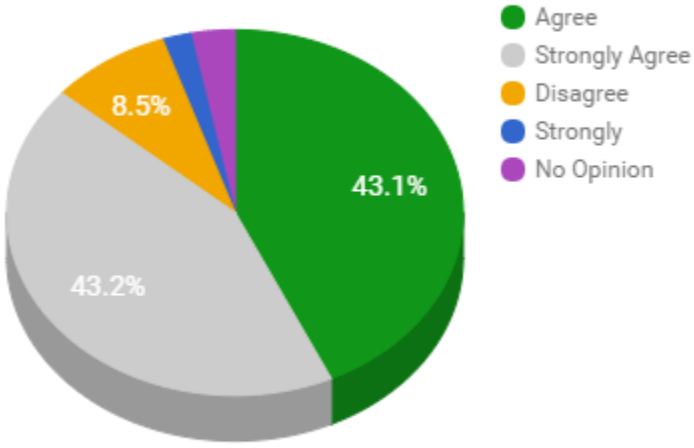
4. I access my grades on-line



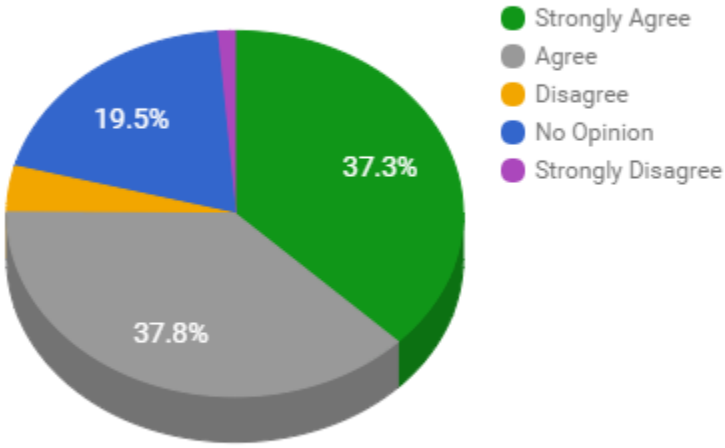
6A. BHS teachers provide students with a challenging, comprehensive and relevant curriculum. Mark one response per subject area. [English]



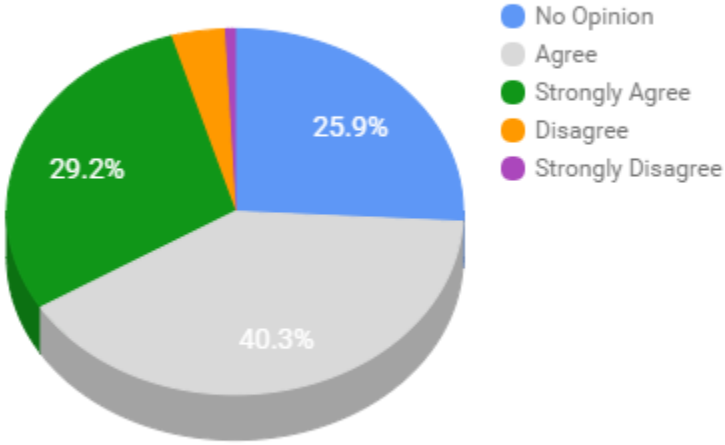
6B. BHS teachers provide students with a challenging, comprehensive and relevant curriculum. Mark one response per subject area. [Math]



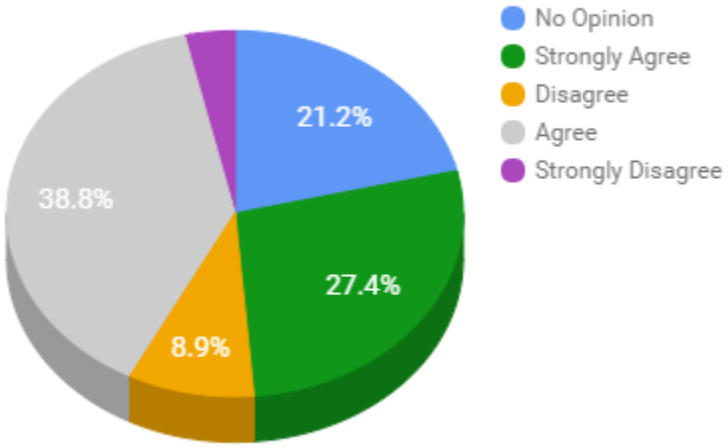
6C. BHS teachers provide students with a challenging, comprehensive and relevant curriculum. Mark one response per subject area. [Art/Music]



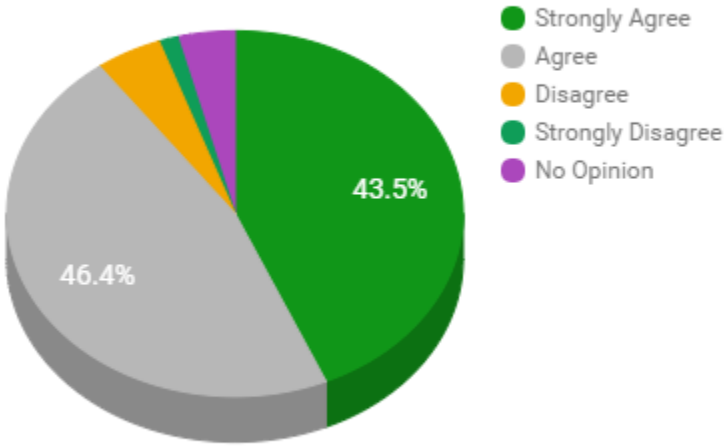
6D. BHS teachers provide students with a challenging, comprehensive and relevant curriculum. Mark one response per subject area. [Electives/World Languages]



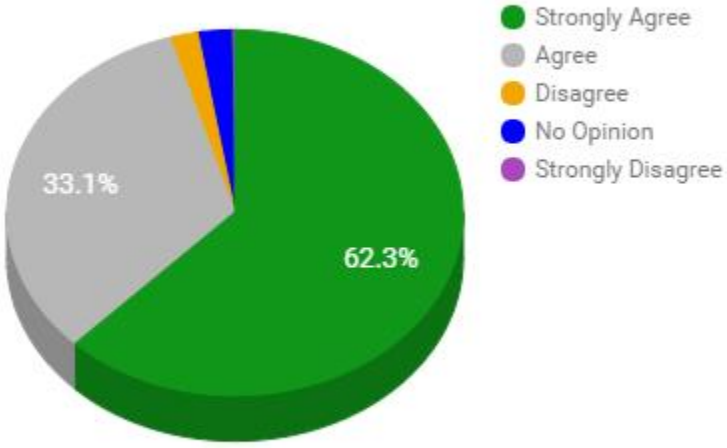
6E. BHS teachers provide students with a challenging, comprehensive and relevant curriculum. Mark one response per subject area. [PE]



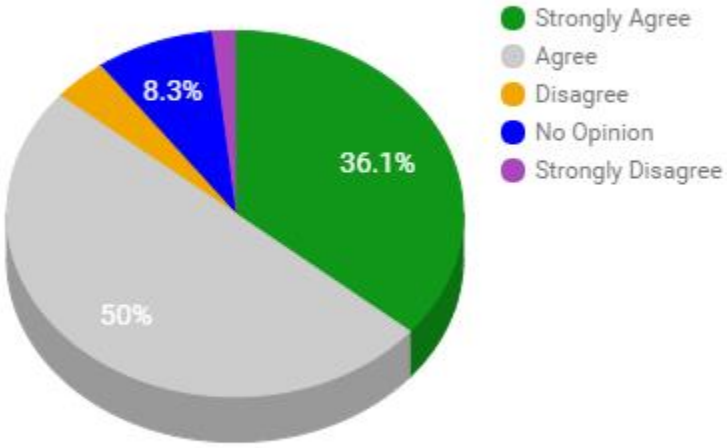
6G. BHS teachers provide students with a challenging, comprehensive and relevant curriculum. Mark one response per subject area. [Science]



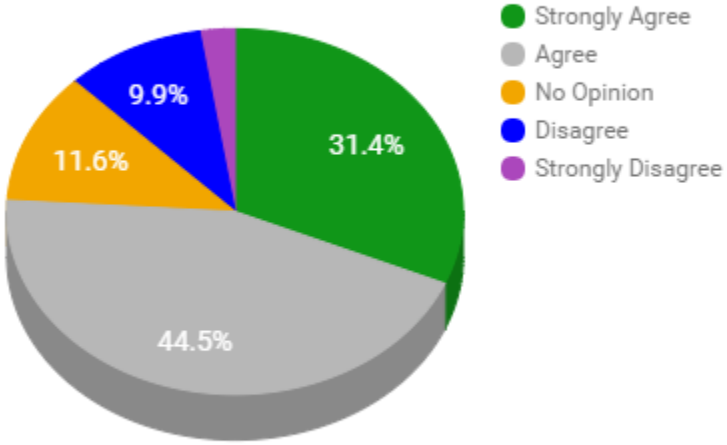
7. Students have access to honors and advanced placement courses.



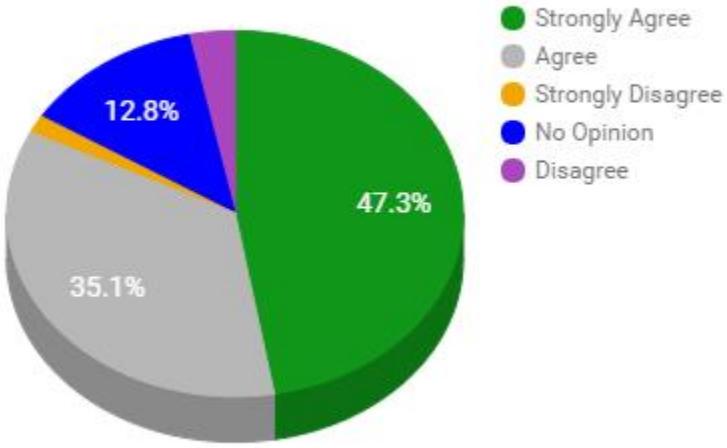
8. The courses offered at BHS adequately prepare me for college.



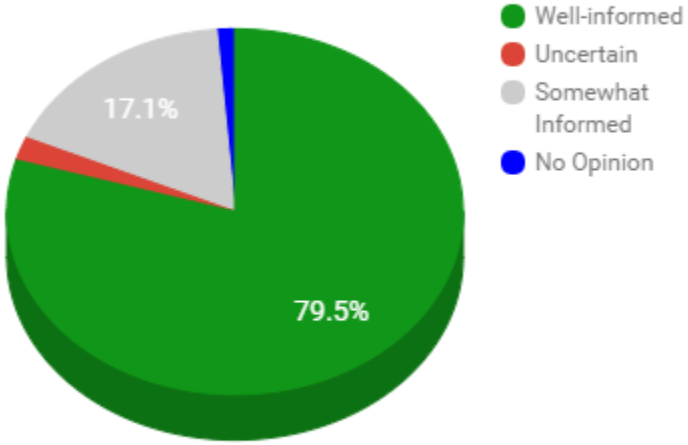
9. The counseling staff at BHS encourages students to take a challenging class schedule.



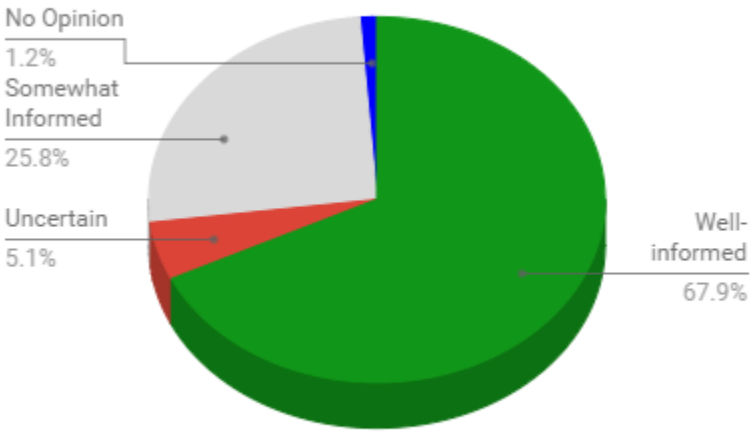
10. My counselor is helpful whenever I approach her.



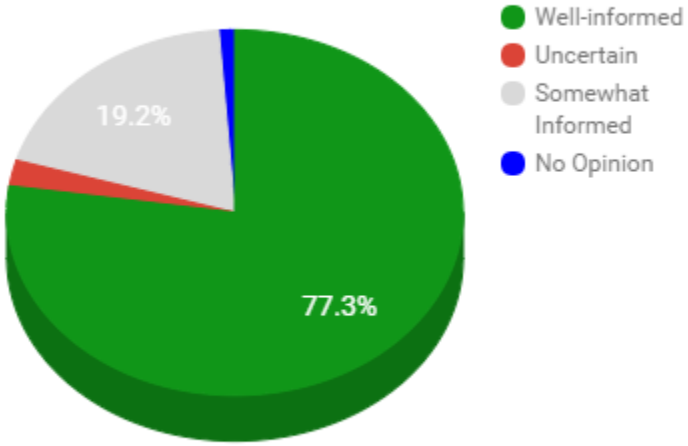
11A. Please evaluate your understanding of each of the following policies or programs. [Behavior Expectations and Consequences]



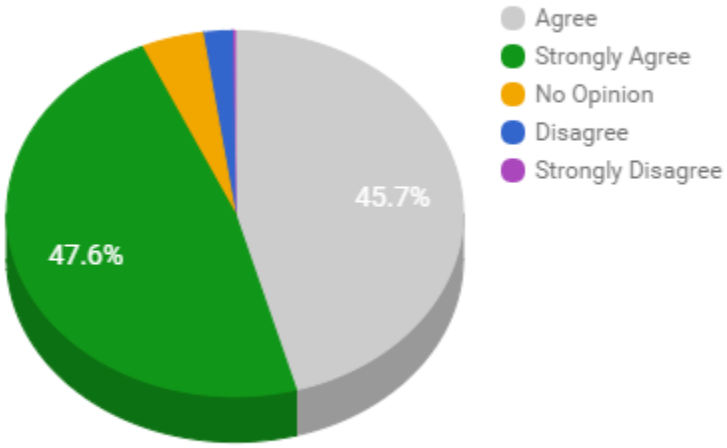
11B. Please evaluate your understanding of each of the following policies or programs. [Attendance Policies]



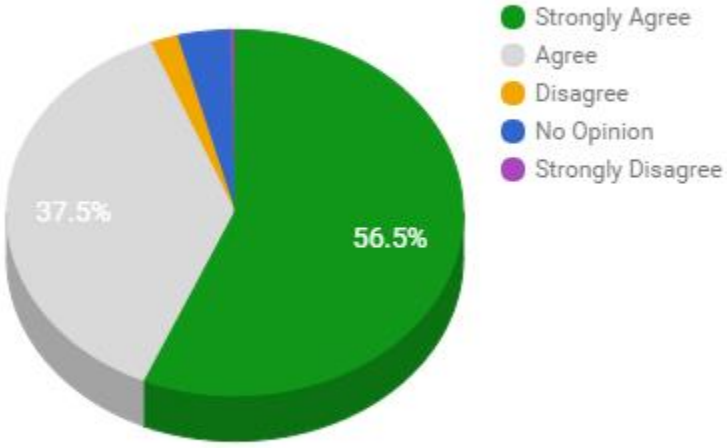
11C. Please evaluate your understanding of each of the following policies or programs. [Requirements for Graduation]



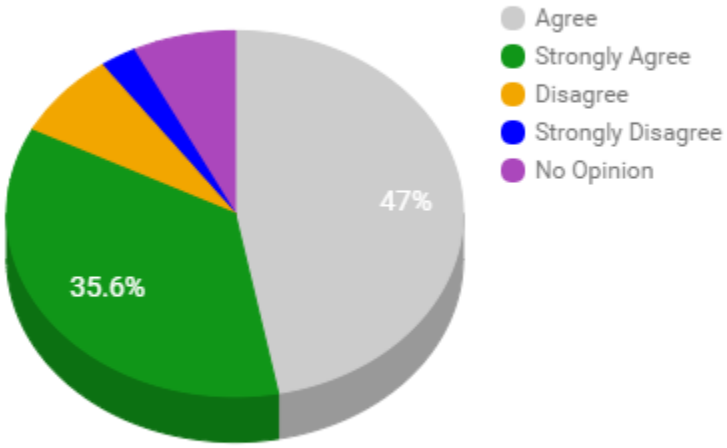
12. If I want tutoring or extra help, it is available.



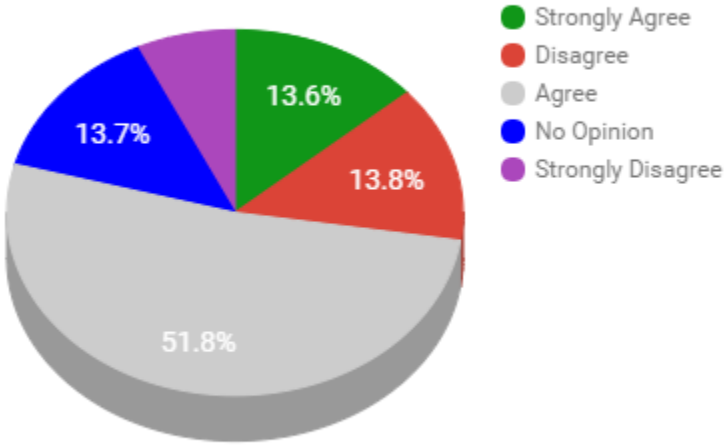
13. The administration at BHS is visible on campus during the school day.



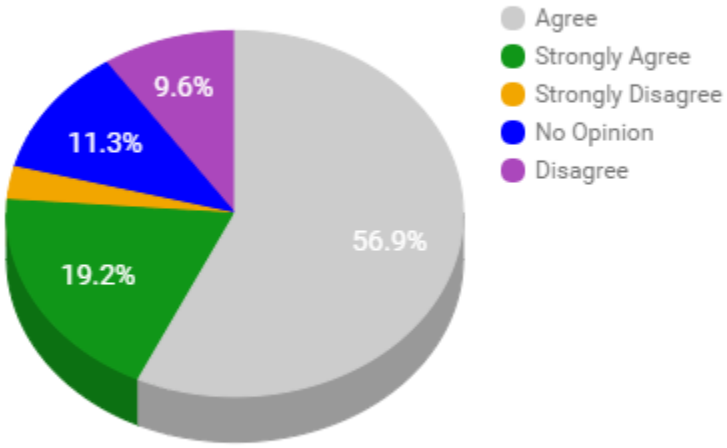
14. The administration at BHS is accessible to students to address comments or concerns about the school.



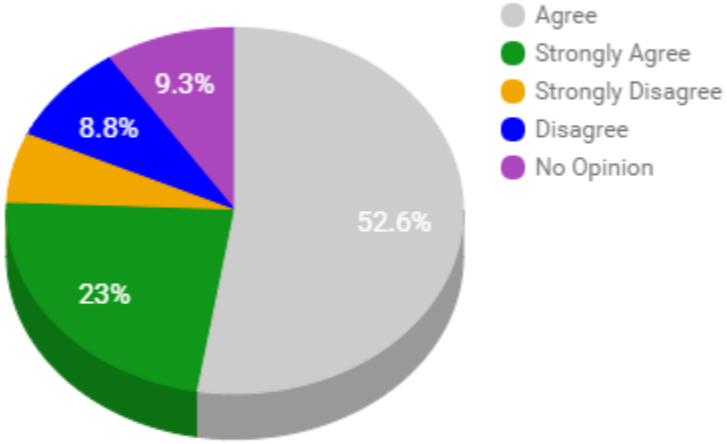
15. Students at BHS treat each other with respect



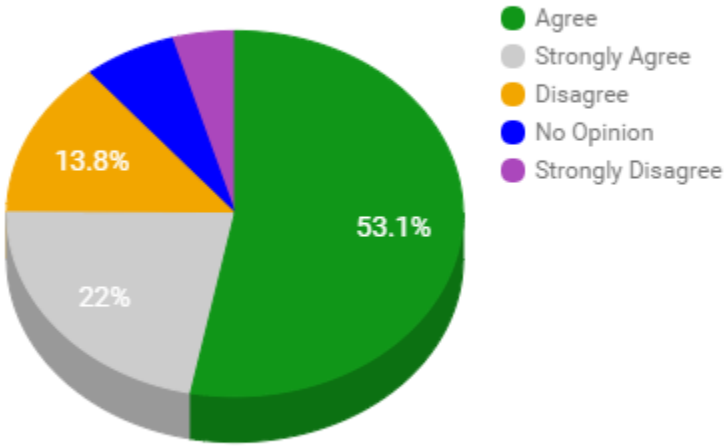
16. Students at BHS treat staff members with respect.



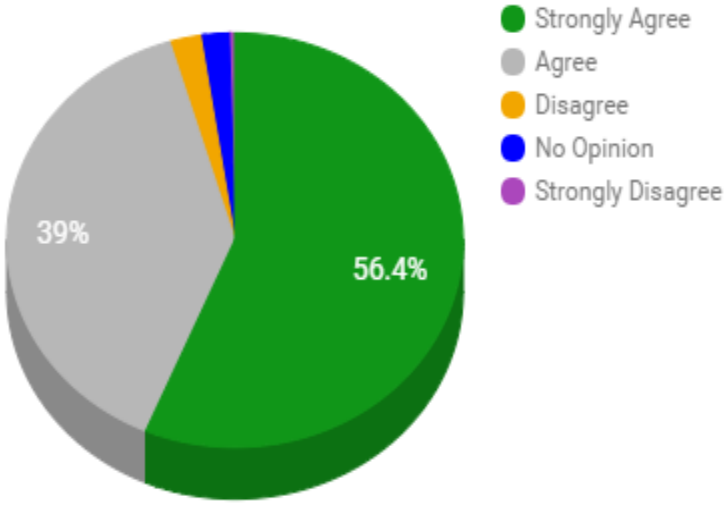
17. Staff members at BHS treat students with respect.



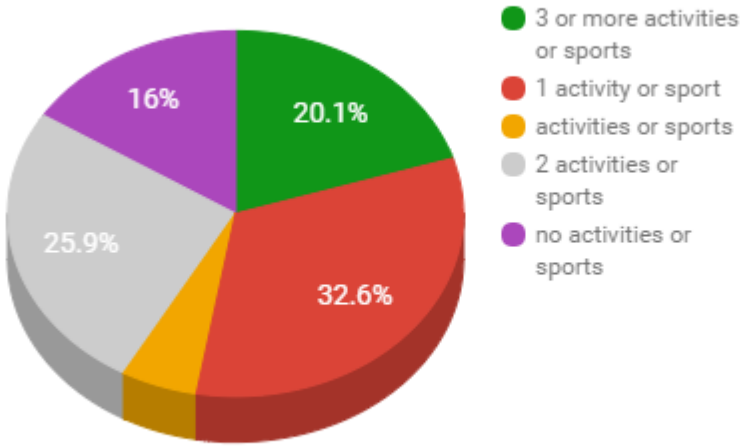
18. The BHS campus is clean every day when I arrive.



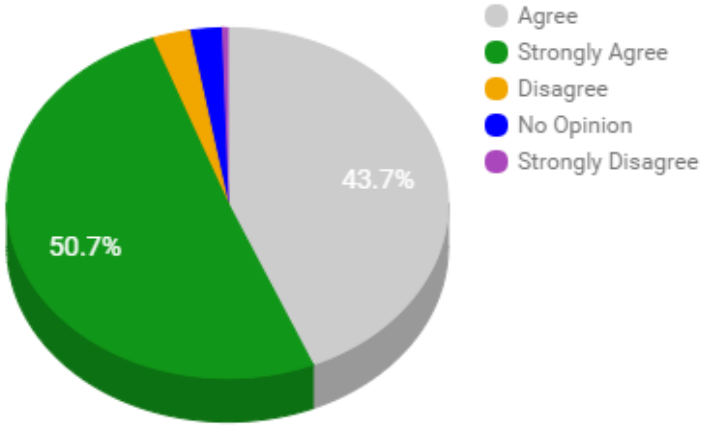
19. BHS offers a large variety of clubs and extracurricular activities for the students.



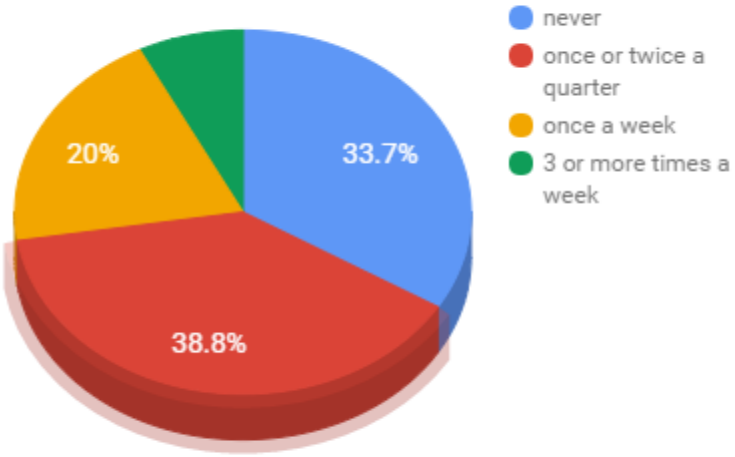
20. In how many school activities or sports are you involved in?



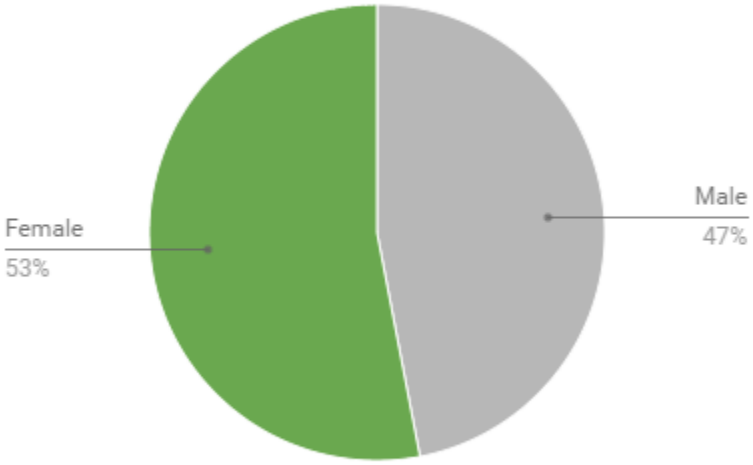
21. I use technology in class (web research, presentations, office tools such as Microsoft Excel and PowerPoint, web based projects).



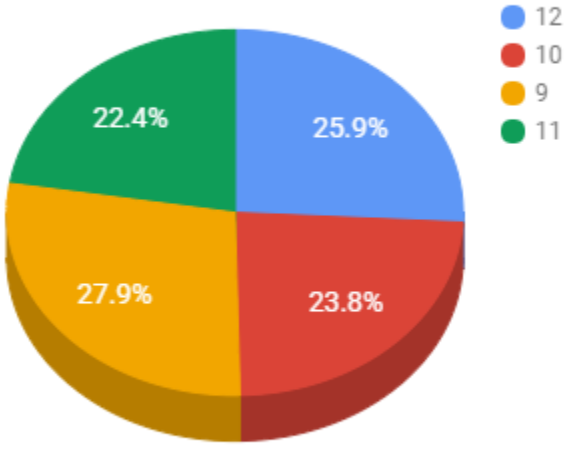
22. I have asked teachers for help during intervention period.



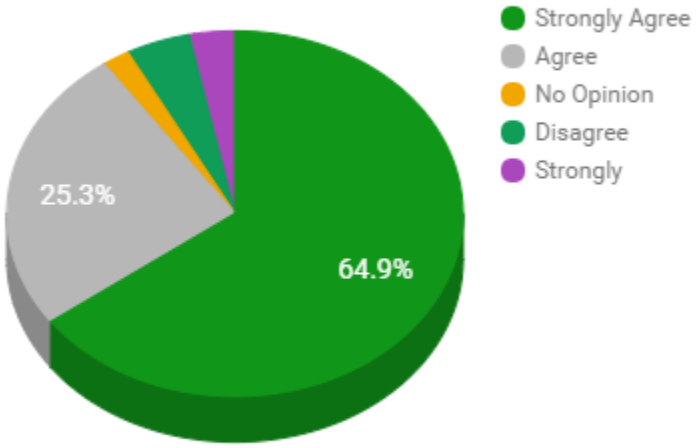
1. Gender of my children



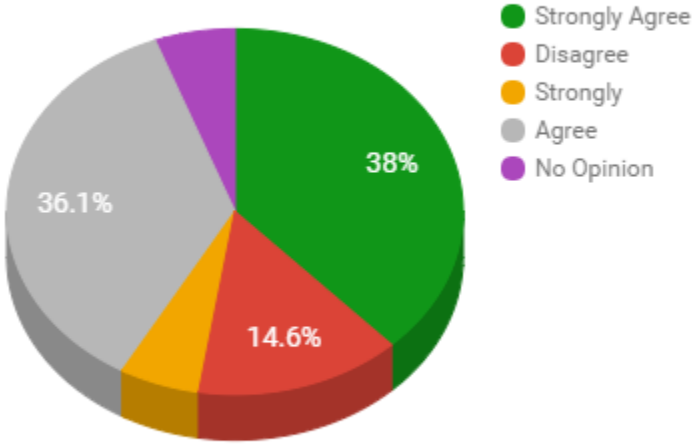
2. Grade level of my child



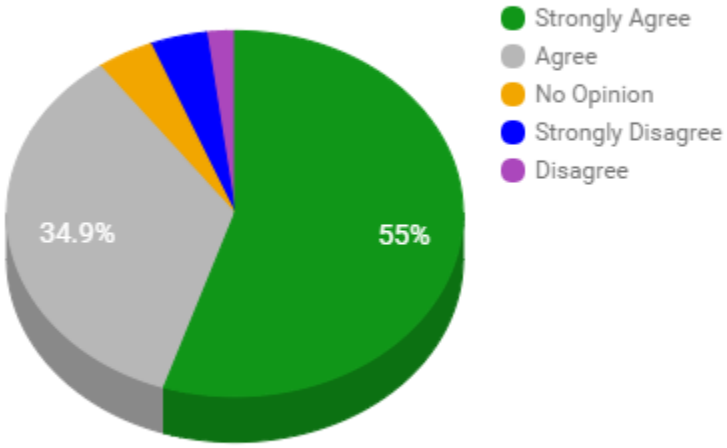
3A. Please rate the extent to which boys and girls have equal opportunities to be successful at BHS [in academics]



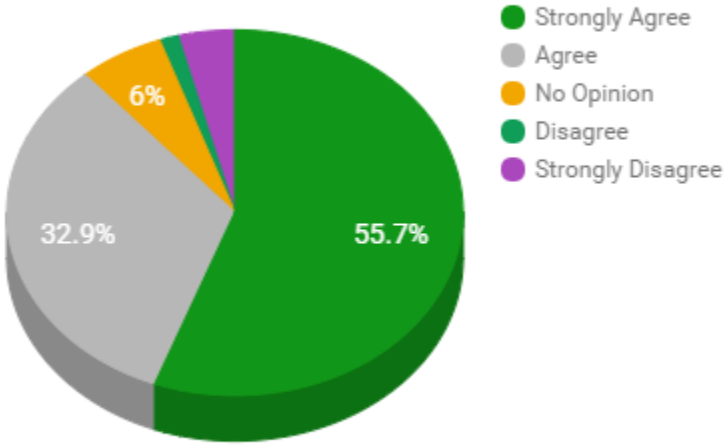
3B. Please rate the extent to which boys and girls have equal opportunities to be successful at BHS [in athletics]



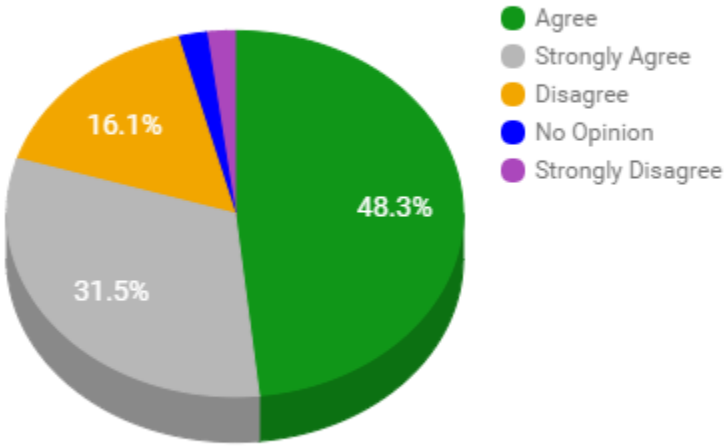
3C. Please rate the extent to which boys and girls have equal opportunities to be successful at BHS [in activities]



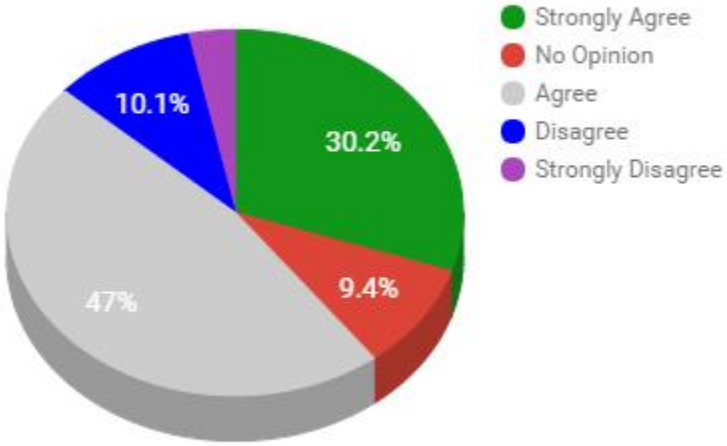
3D. Please rate the extent to which boys and girls have equal opportunities to be successful at BHS [in the arts]



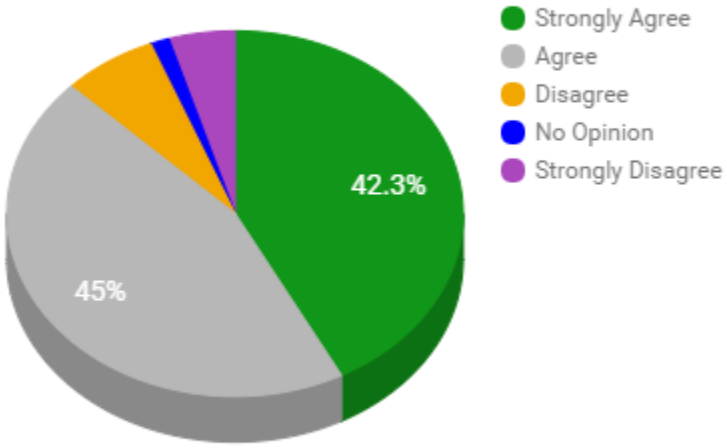
4. BHS makes every effort to involve parents at school.



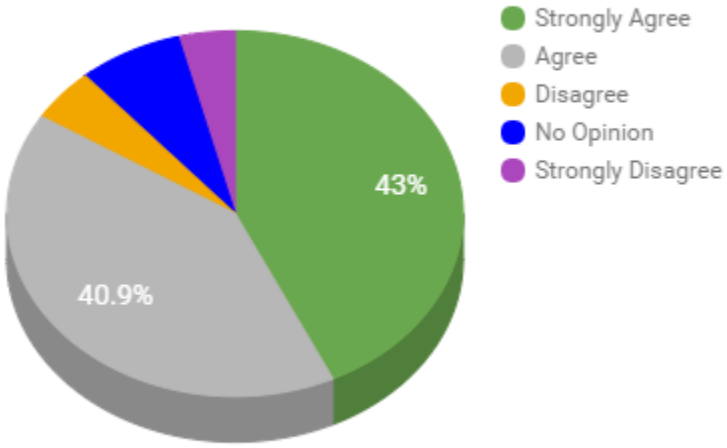
5. I feel that I am a partner in helping BHS educate children.



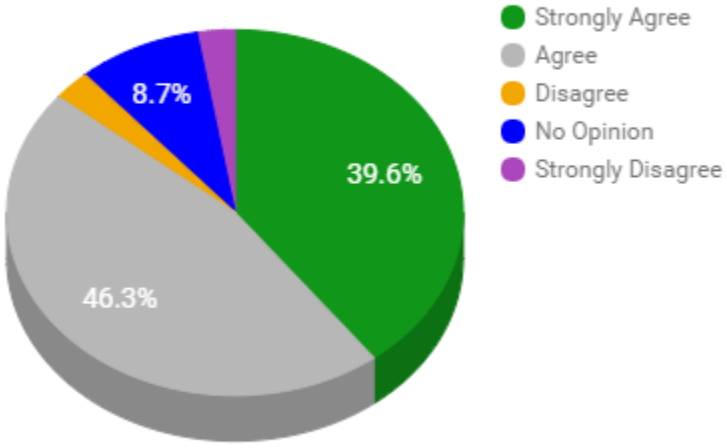
6. When I have been in contact with the BHS staff, the communication has been effective.



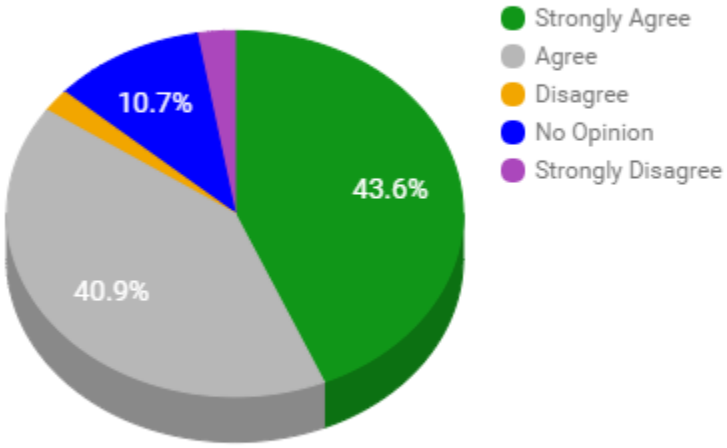
7. The administration at BHS is accessible to parents and students to address comments or concerns about the school.



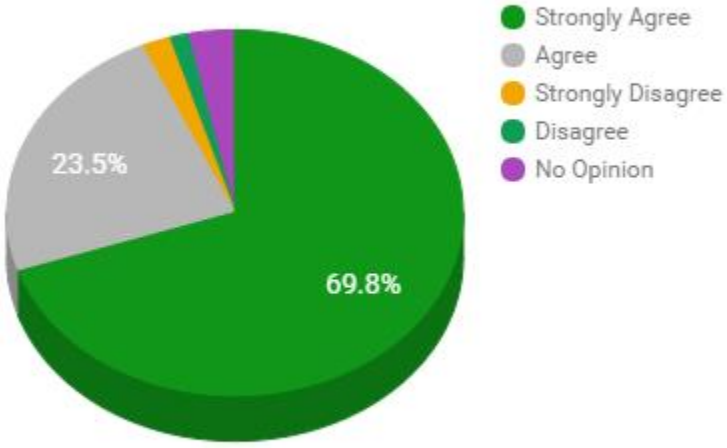
8. Administrators are available at school to answer my questions.



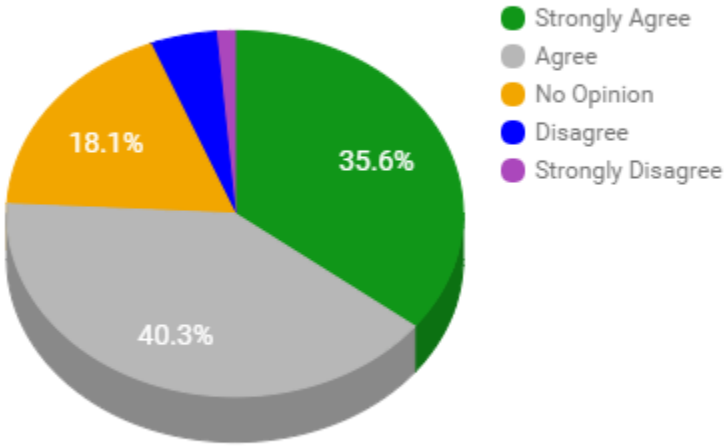
9. The counselors at school are very available to students.



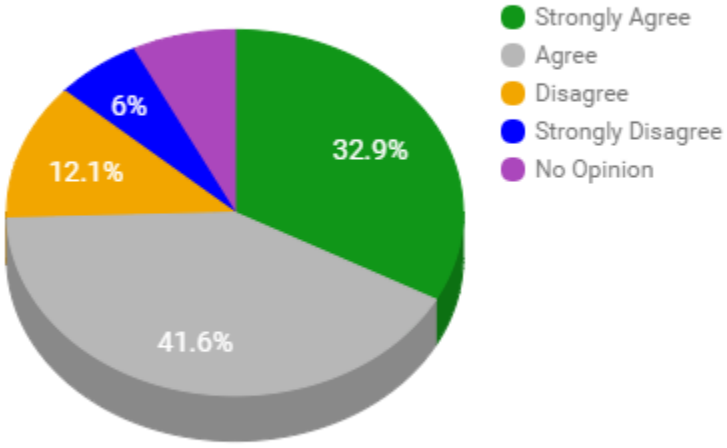
10. I understand how my child is performing by regularly accessing the parent portal for grades.



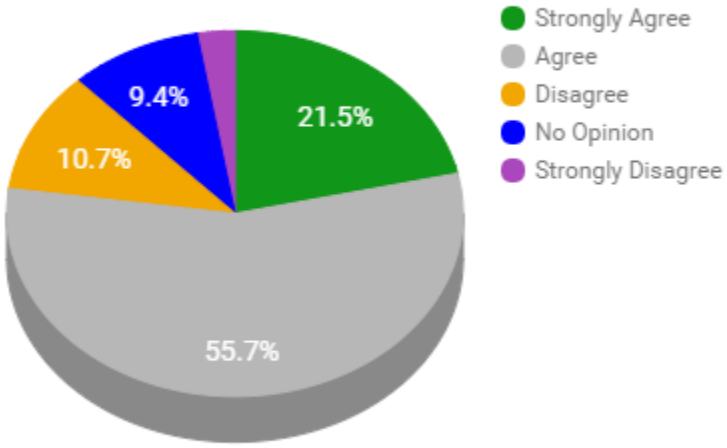
11. BHS provides extra help/tutoring if my son/daughter falls behind in class.



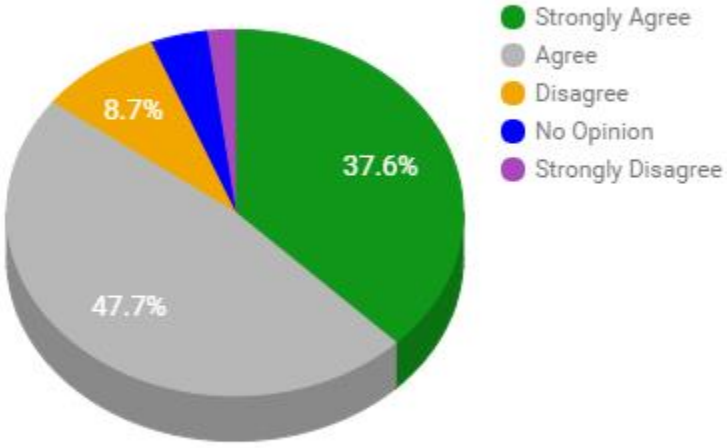
12. I am satisfied that teachers make themselves available to work with my child to better understand the material.



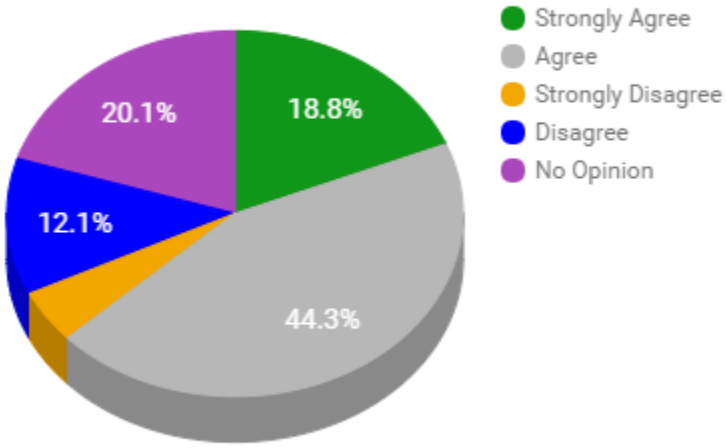
13. Teachers provide timely notification of upcoming assessments and assignments.



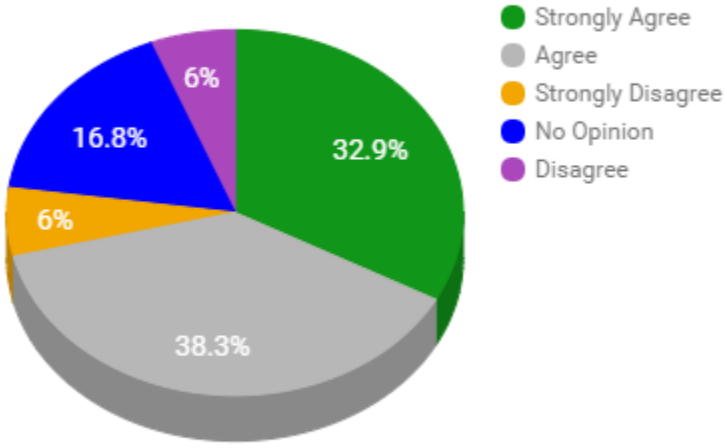
14. I understand the sequencing of courses and graduation requirements.



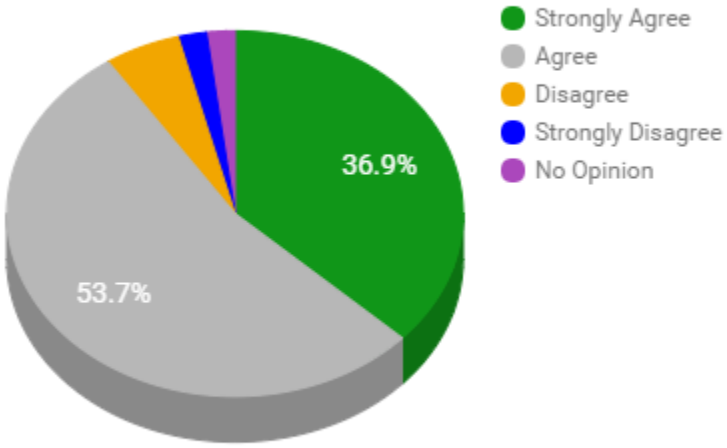
15. BHS provides effective school to career guidance.



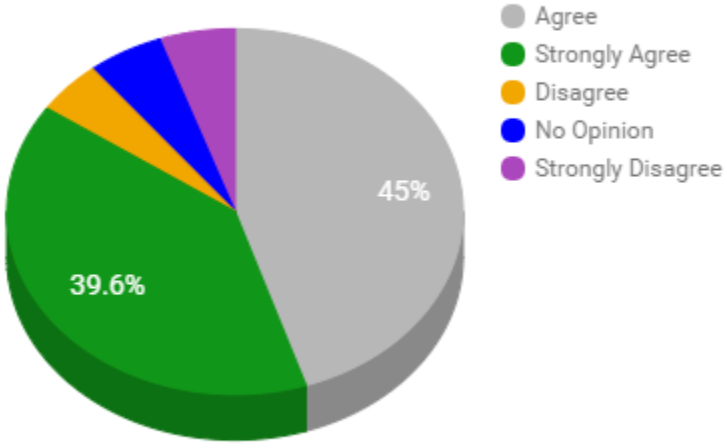
16. Students have equitable access and receive encouragement to take honors and advanced placement courses.



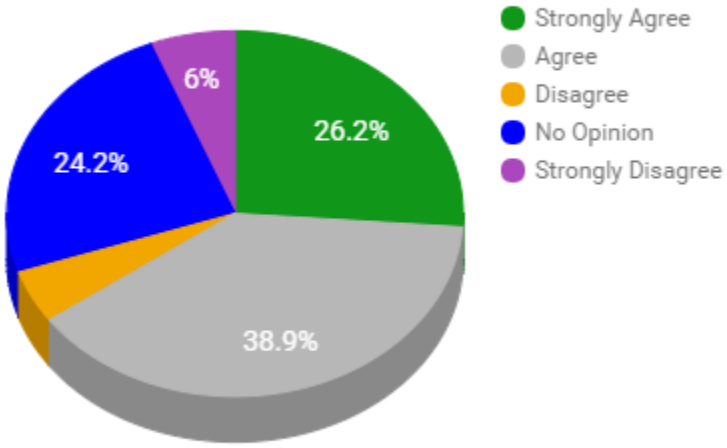
17. I am confident that my son/daughter is developing academic skills necessary to be successful after high school.



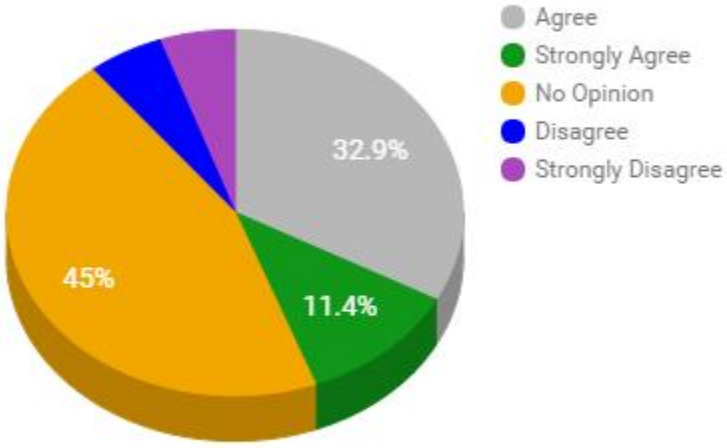
18. BHS provides extracurricular opportunities to every student



19. I am satisfied with how discipline is handled at BHS.



20. Bullying is an issue on campus that has been dealt with appropriately by the administration.



ROP Law Enforcement

Training is provided for those students who are interested in a career in law enforcement. Students have the opportunity to learn the role and responsibilities of each segment of the criminal justice system.

ROP Home Interior Design

The coursework will address the aesthetic, social, technological and economic aspects of home arts and design. Students will learn to analyze interiors for furnishing and décor needs, taking into account aspects of functionality, aesthetics and durability. Students may design a home and party environments using drawings, scale models or collage. Students would craft new materials (sewing focused) for the home. Additionally, there will be units on repurposing (upcycling) furniture, holiday and special occasion décor, planning and budgeting for parties and special events. Student will gain a foundation on how to use technology to budget, photograph, price, market and sale home arts items. The class will center around teaching students how to use their gained skills to create items of quality and how to market and sale those items.

Video Media Productions

ROP Video I

This course provides the student with basic elements of video production. The focus will be on camera work, storyboarding, scripting, and editing. The student will participate in the production of BHS shows for cable TV, as well as in the production of his/her own videos

ROP Video II

In this course, the student will study more advanced camera techniques, as well as work in scripting, storyboarding, editing, and basic special effects. The student will also assist in the planning and editing of the yearbook. The student will complete the year with a resume of his/her completed work. This course may be repeated for credit. Students who repeat this course will be encouraged to seek internships with professionals working in the video business

Graphic Design

Graphic Design is a yearlong course in computer graphics where students will learn how to apply the principles of graphic design to digital art and animation. Graphic Design is a course designed for students who are interested in the art, language, and career concepts of 2-D and 3-D design utilizing digital cameras and the computer.

Students will demonstrate an understanding of the elements of design through graphical compositions using digital cameras, Adobe Photoshop, Sketch-Up and Flash software. Students will explore the connections between different design elements and the practical considerations of a project. Class participants will be instructed in the process of how to complete numerous computer-based projects, starting from preliminary story boarding of ideas, to design, and completing projects by a production deadline. Students will develop basic skills to create designs that demonstrate their ability to effectively communicate the design process through three main mediums digital

photography, 3D design, and digital animation.

Students will process, respond to and judge design works using their knowledge of the elements of art and principles of design. In addition, students will develop an understanding of the role and development of design through cultural and historical context, and then relate those design concepts to their own life experiences.

The faculty at BHS can reserve technology for students use in two ways:

The permanent computer lab (room 301) and the Media Center computer labs have both been modernized with 40 student centers and new printers. There are also ceiling mounted projectors and screens in both lab areas. Of course with the use of this technology both labs are in need on another update. Faculty members are able to reserve either lab by checking the availability (computer lab access in on the school website, to reserve the media center faculty members have to call or email the library specialist).

There are also three mobile Chromebooks carts available for classroom use. Again the availability of the Chromebook carts is accessible through the website under the teacher button. Because the labs and Chromebook carts are shared by the entire faculty, there is a limit as to how long any one teacher can use them. Every effort is made to accommodate all teachers, and sometimes teachers will move the cart from one class back to another class as needed throughout the day. In order to accommodate the four Senior English teachers who are without permanent technology during the P.A.C.E. research paper requirement, one Chromebook cart is reserved for them during December and January. These teachers work to create a schedule that best suits their needs.

Several classrooms have access to technology on a daily basis:

Four English teachers have a permanent laptop cart in their classroom. These computers are connected to the classroom printer.

There are two sections of Bring Your Own Device (BYOD) offered for English IVP

Two math teachers have a class set of iPads

Two science teachers have Chromebook carts

The ELD class has access to Chromebooks

Special Ed math students have iPads

Special Ed English students have access to Chromebooks

An additional permanent lab top station has been ordered for the English department to be used in English III classes

Teacher work stations have been upgraded

There is a need for replacing some student works stations. Not every classroom has an up to date student work station. Many student work stations have been eliminated as the technology became obsolete.

A dozen teachers have access and utilize Apple TV

The technology in both the Gym and the Student Union have been upgraded. The Student Union