

HIGHLAND-PACIFIC ELEMENTARY SCHOOL

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	HIGHLAND-PACIFIC ELEMENTARY SCHOOL
Street	3340 Pacific St.
City, State, Zip	Highland, CA 92346
Phone Number	(909) 388-6518
Principal	Courtney Weber
Email Address	courtney.weber@sbcusd.k12.ca.us
School Website	https://highlandpacific.sbcusd.com/
County-District-School (CDS) Code	36678766037063

2022-23 District Contact Information

District Name	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
Phone Number	(909) 381-1110
Superintendent	Ana M. Applegate, Administrator in Charge
Email Address	SUPT@sbcusd.k12.ca.us
District Website Address	www.sbcusd.com

2022-23 School Overview

Highland-Pacific Elementary School has 23 classrooms, a multipurpose room, and an administration office. The campus was built in 1957 and modernized in 2012, providing sufficient space for instruction. The facility strongly supports quality first teaching in the classrooms and language arts support for struggling students through the learning center and/or rotations with other grade level teachers.

Highland-Pacific Elementary School is dedicated to nurturing the academic, social, and cultural potential of each child, making possible the development of socially responsible citizens.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	45
Grade 1	28
Grade 2	52
Grade 3	44
Grade 4	35
Grade 5	43
Grade 6	32
Total Enrollment	279

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9
Male	54.1
American Indian or Alaska Native	0.7
Asian	3.6
Black or African American	14.7
Filipino	1.4
Hispanic or Latino	70.3
Native Hawaiian or Pacific Islander	0.7
Two or More Races	2.5
White	4.7
English Learners	14.7
Foster Youth	1.1
Homeless	6.8
Migrant	0.0
Socioeconomically Disadvantaged	89.6
Students with Disabilities	17.9

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.00	86.67	1928.00	85.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	37.10	1.65	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	64.20	2.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	66.10	2.93	12115.80	4.41
Unknown	2.00	13.33	163.10	7.22	18854.30	6.86
Total Teaching Positions	15.00	100.00	2258.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Core K-6 textbooks adopted by the San Bernardino City Unified School District Board of Education are selected from the State adopted list of materials. Transitional Kindergarten materials are from the district's most recent local adoption. These materials are standards-based and are rigorously reviewed by San Bernardino City Unified School District textbook adoption committees to assure that selections will meet the unique needs of all learners, including English language learners, advanced learners, at-risk students and special needs students. Textbooks are usually adopted for an eight-year cycle.

All core curriculum materials are available in English and Spanish. The Board of Education ensures that standards-aligned textbooks and/or instructional materials are purchased for each student to use in class and at home. Instructional materials include a variation of textbooks and/or consumables, big books and supplemental materials determined by the district to cover required state standards. English Language Development (ELD) materials are standards-aligned and are purchased for each student who is identified as an English learner. An inventory is completed for each classroom at every school site and is reported to the District Office to ensure that sufficient materials are available for the new school year. This inventory is completed in March/April of each year to prepare for the following school year.

In addition to core curriculum materials, the district has purchased supplementary materials for use in the district's elementary music program. District music specialists primarily use these materials. Participation in the district's music program is voluntary and open to students in grades four through six. Sufficient instructional materials are available for all students electing to participate in this music program.

Year and month in which the data were collected

June 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade TK: Savvas (formerly Pearson) : Three Cheers (2022) Grades K-6: McGraw-Hill School Education: Reading Wonders/Lectura Maravillas (2016)	Yes	0
Mathematics	Grade TK: Savvas (formerly Pearson) : Three Cheers (2022) Grades K-6: Pearson Scott Foresman: enVision Math (2015)	Yes	0
Science	Grade TK: Savvas (formerly Pearson) : Three Cheers (2022) Grade(s) K – 5: Pearson Publishing: California elevate Science (2020) Grade(s) 6: Amplify Education, Inc.: 6th Grade Integrated Science (2020)	Yes	0
History-Social Science	Grade TK: Savvas (formerly Pearson) : Three Cheers (2022) Grades K-5: Pearson: CA History Social-Science myWorld (2018) Grade 6: Teachers' Curriculum Institute: History Alive! The Ancient World: (2018)	Yes	0
Foreign Language	N/A		N/A
Health	N/A		N/A

Visual and Performing Arts	McGraw-Hill: Share the Music (1995)	No	0
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements

General

Highland-Pacific Elementary School has 23 classrooms, a multipurpose room, and an administration office, providing ample space for instruction. The campus was built in 1957 and modernized in 2012. The facility strongly supports quality first teaching in the classrooms and language arts support for struggling students through the learning center.

The district takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district's Mobile Maintenance Teams use the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC). Results of this survey are available from the district's Maintenance and Operations Department. The most recent facilities inspection took place December, 2021. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with an appropriate learning environment.

Safety

To ensure student safety before, during and after the school day, rec aides, teachers, and administrators supervise the school grounds including the cafeteria, quad area, and athletic fields. Signs are posted throughout the campus to indicate all visitors must report to and register in the administration office. All staff and visitors wear appropriate identifying badges.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. The District's Mobile Maintenance Teams are proactive and conduct inspections to keep school sites in "good repair" on a continual basis. Also, the district staff at each site reports safety issues as they arise. Maintenance and Operations make necessary repairs to ensure that all schools are clean, safe, and functional. A work order process is used to ensure efficient service and emergency repairs are given the highest priority and work orders are completed in a timely manner.

Cleaning Process and Schedule

The district's Maintenance and Operations department works with the site principal or designee to develop cleaning runs for the site custodian(s). The site principal/designee then works with the site custodian(s) to ensure proper implementation of the cleaning runs to maintain a safe and clean school.

School Facility Improvements

Each year the district uses state and local funds to maintain and improve school sites. Planned improvements for this school for the 2022-23 school year are listed below:

Replacement of indoor and outdoor lunch tables as needed.
Re-roof entire site.
Replace carpet entire site.

School Facility Good Repair Status

School Facility Good Repair Status (School Year 2022-23)

Results of this site's most recent survey are included below, and any associated repairs were completed by the end of March 2022.

Year and month of the most recent FIT report

12/17/21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
------------------	-----------	-----------	-----------	---

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	B-1 - Fix ceiling tiles. B-4 - Replace ceiling tile above sink. C-1 - Reset ceiling tiles, patch one. Paint the exterior of the south door. C-3 - Patch ceiling tile containing a sensor. Close diffuser. D-4 - North over hang is peeling paint. Carpet damaged below south windows. D-5 - Replace rubber cove base on east wall. Down spout is peeling, northeast exterior corner. D-7 - Paint the handrail. Paint the door, both sides. The panic bar cap is loose. Paint south interior sheet metal where vinyl is peeling E-2 - Replace three ceiling tiles near east wall. F-2 Library - Fix ceiling tile above clock, and near center of west wall. F-Wing RR's - Lube Boys' door lock. Touch up paint on Boys' interior walls. Replace two sink hole covers, Boys'. Patch and paint Girls' interior walls. Girls' toilets leak. G-1 - Paint the exterior of both doors. The toilet leaks. Patch ceiling tiles. G-3 - Fire extinguisher missing. Ceiling tiles damaged, one contains a speaker. Patch and paint interior walls and corner near door to G-2. Touch up exterior stucco, east. Repair/close emergency light, east exterior. G-4 - Paint both sides of the east door. Patch two ceiling tiles near tent.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			B-3 - Close diffuser. Panic bar loose on south door. C-3 - Patch ceiling tile containing a sensor. Close diffuser. G-2 - North exit light is out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	B-Wing Girls' RR - Toilets #1 & #4 are loose. Adjust fountain. F-Wing RR's - Lube Boys' door lock. Touch up paint on Boys' interior walls. Replace two sink hole covers, Boys'. Patch and paint Girls' interior walls. Girls' toilets leak. G-1 - Paint the exterior of both doors. The toilet leaks. Patch ceiling tiles. G-Wing RR's - Boys' toilet #2 leaks. Four Girls' toilets leak. Right hand Staff RR door won't close. K-2 - Adapt fire extinguisher bracket. Boys' toilet leaks. Staff RR's - Right hand toilet leaks.
Safety: Fire Safety, Hazardous Materials	X			G-3 - Fire extinguisher missing. Ceiling tiles damaged, one contains a speaker. Patch and paint interior walls and corner near door to G-2. Touch up exterior stucco, east. Repair/close emergency light, east exterior. Health Office - Fire extinguisher out dated. K-2 - Adapt fire extinguisher bracket. Boys' toilet leaks.

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	<p>B-3 - Close diffuser. Panic bar loose on south door.</p> <p>C-1 - Reset ceiling tiles, patch one. Paint the exterior of the south door.</p> <p>C-2 - Paint the exterior of the south door.</p> <p>C-4 - Paint the exterior of the south door.</p> <p>C-Wing Boys' RR - Touch up paint on west exterior wall.</p> <p>D-1 - Weather strip damaged. North overhang is peeling paint.</p> <p>D-2 - Replace access ramp skirting panel. North overhang is peeling paint.</p> <p>D-3 - North overhang is peeling paint.</p> <p>D-4 - North overhang is peeling paint. Carpet damaged below south windows.</p> <p>D-5 - Replace rubber cove base on east wall. Down spout is peeling, northeast exterior corner.</p> <p>D-6 - North overhang is peeling paint.</p> <p>D-7 - Paint the handrail. Paint the door, both sides. The panic bar cap is loose. Paint south interior sheet metal where vinyl is peeling</p> <p>D-8 - Paint both sides of the door. The panic bar cap is loose. Paint the handrail. Repair vinyl tack wall covering by the door.</p> <p>F-Wing RR's - Lube Boys' door lock. Touch up paint on Boys' interior walls. Replace two sink hole covers, Boys'. Patch and paint Girls' interior walls. Girls' toilets leak.</p> <p>G-1 - Paint the exterior of both doors. The toilet leaks. Patch ceiling tiles.</p> <p>G-3 - Fire extinguisher missing. Ceiling tiles damaged, one contains a speaker. Patch and paint interior walls and corner near door to G-2. Touch up exterior stucco, east. Repair/close emergency light, east exterior.</p> <p>G-4 - Paint both sides of the east door. Patch two ceiling tiles near tent.</p> <p>G-Wing RR's - Boys' toilet #2 leaks. Four Girls' toilets leak. Right hand Staff RR door won't close.</p> <p>Kinder Playground - Graffiti on play structure.</p> <p>Playground - Graffiti on west green fountain and shade structure. Paint poles.</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	20	N/A	33	N/A	47
Mathematics (grades 3-8 and 11)	N/A	13	N/A	18	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	162	158	97.53	2.47	19.62
Female	68	66	97.06	2.94	24.24
Male	94	92	97.87	2.13	16.30
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	25	24	96.00	4.00	12.50
Filipino	--	--	--	--	--
Hispanic or Latino	115	112	97.39	2.61	18.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	33	32	96.97	3.03	9.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	145	143	98.62	1.38	18.18
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	36	35	97.22	2.78	8.57

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	162	159	98.15	1.85	12.58
Female	68	67	98.53	1.47	8.96
Male	94	92	97.87	2.13	15.22
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	25	24	96.00	4.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	115	113	98.26	1.74	13.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	33	33	100.00	0.00	6.06
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	145	143	98.62	1.38	13.29
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	36	35	97.22	2.78	8.57

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	15.56	21.14	17.39	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	47	45	95.74	4.26	15.56
Female	24	23	95.83	4.17	13.04
Male	23	22	95.65	4.35	18.18
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	33	97.06	2.94	12.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	11	11	100	0	9.09
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	41	40	97.56	2.44	15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92.0%	92.0%	92.0%	92.0%	92.0%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

There are several opportunities for parents to be involved at Highland Pacific Elementary School. Each month, the principal hosts a ""Highland Pacific Town Hall Meeting"" in order to provide parents and guardians with updated information about the school and to provide opportunities for parents/guardians to express areas that they would like to focus on. In addition, parents are encouraged to run for School Site Council (SSC), which meets once a month to track Title I spending expenditures and to provide input on important school issues like approving the school safety plan. In addition, parents/guardians are also encouraged to join the ELAC (English Language Advisory Council), which also meets once a month in order to provide important input on how the school supports English language learner students. Highland Pacific Elementary School is also in the process of forming an AAPAC (African American Parent Advisory Council) which we hope to establish in January/February of 2020.

In addition to these formal opportunities for parent/guardian input, Highland Pacific offers family nights and activities throughout the school year. Parent Volunteers are heavily encouraged whether it is to attend classroom field trips, or to spend time volunteering on campus in the classroom. In addition, the school is seeking to start a parent resource center to open during the 2020-2021 school year.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	339	312	145	46.5
Female	157	144	63	43.8
Male	182	168	82	48.8
American Indian or Alaska Native	2	2	0	0.0
Asian	11	11	3	27.3
Black or African American	56	48	25	52.1
Filipino	4	4	0	0.0
Hispanic or Latino	238	222	106	47.7
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	11	9	5	55.6
White	14	13	6	46.2
English Learners	62	56	20	35.7
Foster Youth	7	4	2	50.0
Homeless	20	20	10	50.0
Socioeconomically Disadvantaged	310	286	136	47.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	60	57	30	52.6

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.53	3.66	2.45
Expulsions	0.00	0.07	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.01	4.68	0.20	3.17
Expulsions	0.00	0.00	0.00	0.18	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Date of Last Review/Update: Dec. 1, 2022
Date Last Reviewed with Faculty: Dec. 5, 2022

Every student and teacher has the right to attend a school free from physical and psychological harm. To help schools achieve these vital goals, the State of California has mandated that each K-12 school develop a comprehensive school safety plan. Reviewed annually, a school's safety plan is the result of a systematic planning process in cooperation with local public safety agencies, community leaders, parents, pupils, teachers, administrators, and other persons interested in the prevention of campus crime and violence. Each school's safety plan addresses the following key areas: preparedness, mitigation and prevention, response and recovery.

In close cooperation with the California Schools Risk Management (Joint-Powers Authority), local police and fire departments, the district's Office of Safety and Emergency Management conducts periodic safety inspections of district sites and provides correction reports to site administrators. A follow-up system is in place to ensure timely compliance and correction of discrepancies.

School sites also conduct scheduled drills for anticipated emergency situations (such as fires, earthquakes and lockdowns) to prepare students, staff, and other stakeholders how to appropriately respond to those emergencies. The district follows California's mandated Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for emergency management. The Office of Safety and Emergency Management is also tasked with coordinating the response and recovery of emergencies or other disasters affecting the SBCUSD.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	
1	23		2	
2	12	3		
3	24		2	
4	33			
6	27		1	
Other	19	2	2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	3		
1	23		1	
2	24		1	
3	24		1	
4	31		1	
6	25		1	
Other	20	3	4	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	23		1	
2	24		2	
3	20	1	1	
4	26		1	
5	17	3	2	
6	28		1	
Other	12	4		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	279

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,061	\$513	\$7,548	\$76,567
District	N/A	N/A	\$7,322	\$82,280
Percent Difference - School Site and District	N/A	N/A	3.0	-7.2
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	13.5	-10.9

2021-22 Types of Services Funded

The common goal of all categorically- funded programs in the San Bernardino City Unified School District (SBCUSD) is to ensure that all students—including English learners, Low-Income, Foster Youth, African American, Students with Disabilities, and other underrepresented and underachieving student groups attain mastery of the State standards

The educational program at each site is based on an improvement planning process that includes members of the school community such as the principal, teachers, support staff, parents, and students (at the secondary level). These Educational Partners form the School Site Council (SSC). The SSC develops and annually monitors, evaluates and revises a plan called the School Plan for Student Achievement (SPSA). The SPSA, based on self-study and collaboration, ensures that all of the resources available to the school are coordinated and focused on providing a high-quality educational program in which all students can achieve success. Sites are encouraged to use evidence-based interventions that are reasonable, necessary, and consistent with Title I, Part A of the ESSA, to improve student achievement for those students not meeting grade level standards within their SPSA.

Some students have difficulty mastering academic state and local content standards. They may be at- risk of not meeting graduation requirements. For these students, categorical program funds are provided. Categorical funds are supplemental educational dollars used for supports that augment the core instructional program and increase the academic success of these students. Categorical funds provide items such as additional personnel time, staff development opportunities, supplemental student materials, and other specialized services, equipment, and supplies.

Categorical programs commonly found at SBCUSD sites are:

- * Every Student Succeeds Act (ESSA) Title I, Part A funding
- * Local Control Funding Formula (LCFF) Supplemental and Concentration funding

Additionally, categorical programs have been established at the district-level to provide important services and instructional support that help increase student success. Categorical funds in this category support District efforts in the areas of:

- * Vocational Education Basic Grant Award (Voc Ed) – Carl D. Perkins Career and Technical Education Improvement Act of 2006
- * ESSA Title II, Part A – Supporting Effective Instruction
- * ESSA Title III, Part A – Language Instruction for English Learners (EL) and Language Instruction for Immigrant Students

The California Dashboard is used to identify schools and student groups in need of Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI). At the local level, SBCUSD identifies schools with greatest needs, based on a variety of data, including local and state student progress indicators, to provide additional resources and services to the schools (referred to as Focus Schools)

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,455	\$51,081
Mid-Range Teacher Salary	\$84,896	\$77,514
Highest Teacher Salary	\$113,646	\$105,764
Average Principal Salary (Elementary)	\$130,672	\$133,421
Average Principal Salary (Middle)	\$149,188	\$138,594
Average Principal Salary (High)	\$164,595	\$153,392
Superintendent Salary	\$351,055	\$298,377
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

The San Bernardino City Unified School District is committed to hiring the best staff available and to providing ongoing opportunities to support and increase professional practice for educators. Teacher Induction Program (TIP) mentors, Peer Assistance Review (PAR) consulting teachers, peer mentors, and content specialists work with teachers on a regular basis. Teachers, paraprofessionals, and administrators are all provided opportunities to participate in professional development (PD) programs. An analysis of site academic and behavioral data is used to provide focus to each site's Single Site Plan for Student Achievement and used to guide the creation of the site professional development plan. The site administrators and Professional Development Team (PDT) work together to establish the focus of site professional development that takes place during weekly early release Collaboration Days. Additionally, the district provided district wide staff development which included 3 days in 2019-20, 4 days in 2020-21, 3 days in 2021-22, and 3 days in 2022-23.

SBCUSD offers a variety of professional development opportunities to support the improvement of instructional practice. The goal of all professional development is to increase student proficiency in core subject areas. Targeted support is provided in the areas of culturally relevant instruction, strategies to assist English Learners, essential components of an ELD lesson, implementation of the Common Core State Standards, creating rigorous standards-aligned units of study, building a solid foundation in Algebra, GATE strategies, implementing Positive Behavior Supports, restorative practices, and integrating technology into daily instruction.

School sites support the focus of their identified instructional improvements with site-based professional development, and job-like learning communities work through issues using work-embedded time. District-wide banked-time (Collaboration Days) provides an opportunity for sites to develop their Professional Learning Communities and levels of collaboration focused on student achievement. New teachers and teacher interns participate in the Teacher Induction Program (TIP) which focuses on the California Standards for the Teaching Profession.

The San Bernardino City Unified School District uses individualized, job-embedded coaching focused on the CSTP (teachers) and CPSELs (administrators) and in-person workshops with on the job follow up feedback. Administrators, teachers and community members receive professional development through job-embedded time, after-school workshops, off-track/vacation training times, conference attendance, collaboration/ coordination with local university programs, online delivery of professional development content and individual mentoring. Opportunities are created for development in curriculum writing, assessment of standards and instructional best practices, including teaching to the appropriate depth of knowledge and disciplinary literacy. Additionally, Special Education offers a variety of PD opportunities to support the Individual Education Plans (IEPs) of identified students. Professional development is focused around current district, state, and national trends in the area of Special Education. At present, available topics include successful implementation of strategies for students with Autism, curriculum for different disability groups, behavior management, data analysis, social skills, English Language Development (ELD), Behavior Support Plans (BSPs), and legally defensible documents that best support students and meet state requirements.

This year the emphasis of the districtwide PD was placed on Social Emotional Learning (SEL) resources and techniques to assist staff and students with the return to in-person learning. Training was delivered on the use of a districtwide formative assessment and diagnostic software platform, which provides teachers with data to identify student learning needs and maximize instruction. Additionally, District administrators and educators are receiving continuing PD around Professional Learning Communities and Universal Design for Learning (UDL).

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	3