

# ARROYO VALLEY HIGH SCHOOL

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

SARCs for schools in the San Bernardino City Unified School District are available on the district's web site at <http://www.sbcusd.com>. Hard copies are available upon request from each school or from the district's Communications Department.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

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.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	ARROYO VALLEY HIGH SCHOOL
<b>Street</b>	1881 West Baseline St.
<b>City, State, Zip</b>	San Bernardino, CA 92411
<b>Phone Number</b>	(909) 381-4295
<b>Principal</b>	Dr. Lissette Magaña, Ed.D.
<b>E-mail Address</b>	<a href="mailto:lissette.magana@sbcusd.k12.ca.us">lissette.magana@sbcusd.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.sbcusd.com/arroyovalley">www.sbcusd.com/arroyovalley</a>
<b>CDS Code</b>	36678763631082

<b>District Contact Information</b>	
<b>District Name</b>	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
<b>Phone Number</b>	(909) 381-1110
<b>Superintendent</b>	Dr. Dale Marsden
<b>E-mail Address</b>	dale.marsden@sbcusd.k12.ca.us
<b>Web Site</b>	www.sbcusd.com

### School Description and Mission Statement (School Year 2016-17)

Arroyo Valley High School has 126 classrooms, a library, an auditorium, a multipurpose room, and an administration office. The campus was built in 2000, and the facility strongly supports teaching and learning through its ample classroom and athletic space, and a staff resource room.

Mission: Arroyo Valley High School will provide support and inspiration in a challenging and nurturing learning environment to empower each student to become a responsible, productive citizen.

Vision: Arroyo Valley High School believes that all of our students can learn and achieve through innovative, dedicated teaching and develop a work-ethic through individual effort. Our vision is to provide an educational experience that prepares students to be competitive in the global economy of the 21st century.

### Student Enrollment by Grade Level (School Year 2015-16)

<b>Grade Level</b>	<b>Number of Students</b>
Grade 9	747
Grade 10	730
Grade 11	600
Grade 12	540
<b>Total Enrollment</b>	<b>2,617</b>

### Student Enrollment by Group (School Year 2015-16)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	7
American Indian or Alaska Native	0.4
Asian	1
Filipino	0.2
Hispanic or Latino	86.9
Native Hawaiian or Pacific Islander	1
White	2.2
Two or More Races	0.2
Socioeconomically Disadvantaged	92.1
English Learners	18.9
Students with Disabilities	10.3
Foster Youth	0.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	81	106	102	2,162
Without Full Credential	3	6	3	52
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	2	0	1
Vacant Teacher Positions	2	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.3	2.7
All Schools in District	88.7	11.3
High-Poverty Schools in District	88.7	11.3
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2016

High school textbooks adopted by the San Bernardino City Unified School District Board of Education are standards-based and 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.

Each school purchases textbooks for all students to use in class and to take home. Prior to the purchase of materials for the upcoming school year, an inventory is completed so that sufficient materials are available for the new school year. An inventory is completed for each classroom and reported to the principal. This inventory was completed in March/April each year to prepare for the following year.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt: Collections (2016)  California State University: Expository Reading and Writing Course (2014)	Yes	0
<b>Mathematics</b>	Pearson: CA Integrated High School Mathematics Common Core: Mathematics I (2015)  Pearson: CA Integrated High School Mathematics Common Core: Mathematics II (2015)  Pearson: CA Integrated High School Mathematics Common Core: Mathematics III (2015)  Pearson: FDWKB Calculus, AP Edition (2015)  Pearson Sullivan: Precalculus: Enhanced with Graphing Utilities (2015)  Pearson: Mathematics in Action: Algebraic, Graphical & Trigonometric Problem Solving (2008) - not from most recent adoption	Yes	0
<b>Science</b>	Holt, Rinehart and Winston: Environmental Science (2007)  McDougal Littell: Biology (2007)  Pearson Addison Wesley: Conceptual Physics (2007)  Pearson Prentice Hall: Biology AP Ed (2007)  Pearson Prentice Hall: Essentials of Anatomy and Physiology (2007)  Pearson Prentice Hall: Chemistry (2007)  Thompson Learning Brooks/Cole: Physics: Algebra/Trig (2007)	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Glencoe/McGraw-Hill: Economics Today and Tomorrow (2006)  Glencoe/McGraw-Hill: The American Vision (2006)  Glencoe/McGraw-Hill: US Government: Democracy in Action (2006)  Glencoe/McGraw-Hill: World History Modern Times (2006)  Houghton Mifflin: American Government (2006)  McDougal Littell/Houghton Mifflin: The American Pageant (2006)  McDougal Littell: World Geography (2006)  Pearson Longman: Economics: Explore and Apply (2006)	Yes	0
<b>Foreign Language</b>	Glencoe/McGraw-Hill: Bon Voyage! Level 1 (2002)  Glencoe/McGraw-Hill: Bon Voyage! Level 2 (2002)  Glencoe/McGraw-Hill: Bon Voyage! Level 3 (2002)  McDougal Littell: Abriendo Puertas (2002)  McDougal Littell: En Español! (2002)  McDougal Littell: En Español Level II (2002)  McDougal Littell: En Español 3 (2002)  McDougal Littell: Tu Mundo/Nuestro Mundo (2002)  Vista Higher Learning: Imaginez Le Francais Sans Frontieros (2012)	Yes	0
<b>Health</b>	This school does not offer health courses.		
<b>Visual and Performing Arts</b>	Glencoe/McGraw-Hill: Art Talk (2002)  Glencoe/McGraw-Hill: The Stage and the School (2002)  Glencoe/McGraw-Hill: Music! Its Role and Importance in Our Lives (2002)	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Sufficient appropriate laboratory equipment is available in all science classrooms		0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Each year the district uses state and local funds to maintain and improve school sites. Planned improvements for this school for the 2016-17 school are listed below.

- New security and surveillance system
- Athletic complex upgrade – new track surface
- Replace flooring in various locations
- Resurface gym floor and upstairs dance floor
- Replace HVAC
- Replace roofing – entire site

The district takes great effort to ensure all schools are clean, safe, and functional. Health and safety concerns are a top priority, and the district’s Mobile Maintenance Teams are proactive and conduct inspections to keep school sites in “good repair” on a continual basis. The Mobile Maintenance Teams use the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC), to record inspection results. Results of this site’s most recent survey are included below, and any associated repairs were completed by the end of April 2016.

Additionally, representatives from the San Bernardino County Superintendent of Schools (SBCSS) conduct annual Williams visits to schools ranked in deciles 1-3 in San Bernardino County to evaluate their "good repair" status. The Williams inspection for this site occurred on August 18, 2016. Results from this inspection are included below, and any associated repairs were completed by the end of September 2016.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 3/23/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			I-102: #9 6100 PL ALL SINKS HAVE DRAIN PROBLEMS & LOOSE GOODNECKS (REMEDIED); #3 6100 PL DRAINS BY WASH STATION BACKUP DURING RAINS (REMEDIED) • ----- WILLIAMS INSPECTION C-209: Problems with the HVAC system exist

<p><b>Interior:</b> Interior Surfaces</p>		<p>X</p>	<p>A-081 BOYS COACHES OFFICE: #15 PAINT BOTH DOORWAYS BOTH INT &amp; EXT (REMEDIED); #4 STAINED TILES CEILING (REMEDIED)  A-202: #4 TOUCH UP BANISTER TO ENTRY OF STAFF LOUNGE (REMEDIED)  ATTENDANCE: #4 SEVERAL CEILING TILES STAINED (REMEDIED)  A-WING BOYS LOCKER ROOM: #5 SITE FILTHY WALLS GRAFFITI (REMEDIED); #4 6100 CP FISH EVE MIRROR BROKEN UNDER CONTRACT (REMEDIED)  C-101: #4 PAINT INTERIOR OF DOOR (REMEDIED)  C-105: #4 PAINT INTERIOR OF DOORWAY (REMEDIED)  C-109: #4 PAINT INTERIOR OF DOOR (REMEDIED)  C-201: #4 PATCH/ PAINT N/W CORNER CP 6100 (REMEDIED) ROOF LEAK CAUSING DAMAGE TICKET MADE (REMEDIED)  C-204: #4 CORNER GUARD BY DOOR (REMEDIED); #15 PAINT INERIOR OF DOORWAY (REMEDIED)  C-208: #9 ALL GOOSNECKS ON FAUCET LOOSE 6100 (REMEDIED); #15 PAINT INTERIOR OF MAIN DOOR (REMEDIED); #4 PATCH/PAINT WALL BY MAIN DOOR (REMEDIED)  D-103: #15 REPLACED WALL MOUNTED DOOR STOP (REMEDIED); #4 CARPET SNAG (REMEDIED); #5 CARPET STAINED (REMEDIED)  D-107: #4 STAINED CEILING TILE (REMEDIED); #7 TWO LIGHTS OUT (REMEDIED)  E-020: #4 STAINED CEILING TILES (REMEDIED); #7 BLANK SS 1 GANG PLATED NEEDED SOUTH WALL (REMEDIED)  E-106: #4 CORNER GUARD BY DOOR (REMEDIED)  E-GIRLS R/R: #4 BROKEN SOAP DISPENSER LIQUID (REMEDIED)  F-104: #4 CHAIR RAIL E-WALL (REMEDIED)  F-203: #4 NEED WALL MOUNTED DOOR B-WING (REMEDIED)  F-204: #4 CHAIR RAIL E-WALL (REMEDIED)  F-209: #4 STAINED CEILING TILES (REMEDIED); #4 TOUCH UP ACCENT WALL (REMEDIED)  GIRLS LOCKER ROOM A-WING: #15 PAINT MAIN ENTRY DOOR INT/ EXT (REMEDIED); #5 SITE WALLS FILTHY (REMEDIED); #4 CORNER GUARD MAIN ENTRY 3 IN (REMEDIED)  GIRLS OFFICE COACH: #4 CORNER GUARD NEEDED (REMEDIED); #4 CEILING TILES (REMEDIED); #4 PAINT DOORWAYS BOTH SIDES (REMEDIED) UNDER CONTRACT  HALL OF FAME: #7 RESECURE DIFFUSERS HANGING (REMEDIED); #4 CEILING TILES DISLODGED (REMEDIED)  N-205: #15 PAINT INERIOR DOORWAY (REMEDIED); #4 TORN CEILING TILE ABOVE SCREEN 2X2 (REMEDIED)  N-209: #7 DUPLEX BY DOOR NEW COVER (REMEDIED); #4 FABRIC TORN N/E CORNER (REMEDIED)</p>
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**School Facility Good Repair Status (Most Recent Year)**  
**Year and month of the most recent FIT report: 3/23/2016**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				SNACK BAR A-060: #4 TOUCH UP WALL IN SNACK BAR (REMEDIED) TRAINING ROOM: #4 PAINT HANDRAIL OUTSIDE OF TRAINING ROOM DOOR (REMEDIED) UPPER C WING: #4 PAINT INTERIOR DOORWAY AND WALL (REMEDIED); #14 6100 PT ALL DRAIN COVERS ON WALKWAY MISSING (REMEDIED) UPPER R/R HALLWAY: #4 CEILING TILE DISLODGED (REMEDIED) • ----- WILLIAMS INSPECTION C-201: Carpeting damaged, rippled, or stained Choir Classroom - G 103: Ceiling tiles are missing Choir Classroom - G 103: Carpeting damaged, rippled, or stained E-105: Carpeting damaged, rippled, or stained E-109: Carpeting damaged, rippled, or stained Gym - Loft: Ceiling tiles are damaged, loose, missing or stained Performing Arts Auditorium: Ceiling tiles are damaged, loose, missing or stained (work order #: 11491136) Performing Arts Auditorium: Flooring surface poses trip hazard Team Room East - Boys Locker Room: Ceiling tiles are missing TV/Editing Studio: Carpeting damaged, rippled, or stained



<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>A-WING BOYS LOCKER ROOM: #5 SITE FILTHY WALLS GRAFFITI (REMEDIED); #4 6100 CP FISH EVE MIRROR BROKEN UNDER CONTRACT (REMEDIED) D-103: #15 REPLACED WALL MOUNTED DOOR STOP (REMEDIED); #4 CARPET SNAG (REMEDIED); #5 CARPET STAINED (REMEDIED)  GIRLS LOCKER ROOM A-WING: #15 PAINT MAIN ENTRY DOOR INT/ EXT (REMEDIED); #5 SITE WALLS FILTHY (REMEDIED); #4 CORNER GUARD MAIN ENTRY 3 IN (REMEDIED)</p> <ul style="list-style-type: none"> <li>• -----</li> </ul> <p>WILLIAMS INSPECTION  Pool: Gopher holes, trip hazards (work order#: 61009159)  Softball Field - South: Gopher holes, trip hazards  Athletic Office: Area has unabated graffiti (remedied)  Band Classroom - GI04: Unsecured items are stored too high (remedied)  Band Classroom - GI04: Area has unabated graffiti (remedied)  Baseball Field - JV: Area has unabated graffiti (remedied)  Baseball Field - Varsity: Area has unabated graffiti (remedied)  Basketball Courts: Area has unabated graffiti (remedied)  Cafeteria: Cluttered classroom, storeroom or area (remedied)  Cafeteria: Area has unabated graffiti (remedied)  Choir Classroom - G 103: Cluttered classroom, storeroom or area  Elevator 3 - G wing: Area has unabated graffiti (remedied)  Elevator 4 - N wing: Area evaluated has accumulated dirt and grime (remedied)  Elevator 5 - I wing: Area has unabated graffiti (remedied)  Football Stadium: Area has unabated graffiti (remedied)  Football Stadium: Areas evaluated have accumulated refuse  Gym: Area has unabated graffiti (remedied)  Gym - Loft: Area has unabated graffiti  Gym - Loft: Flooring is excessively dirty/stained  Gym - Loft: Area evaluated has accumulated dirt and grime  Gym - Loft: Areas evaluated have accumulated refuse  Hall of Fame: Area has unabated graffiti (remedied)  Handball Courts: Area has unabated graffiti  Handball Courts: Areas evaluated have accumulated refuse  K 101: Cluttered classroom, storeroom or area  K 101: Area has unabated graffiti (remedied)  Library: Cluttered classroom, storeroom or area  Locker Room Boys: Area has unabated graffiti</p>
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**School Facility Good Repair Status (Most Recent Year)**  
**Year and month of the most recent FIT report: 3/23/2016**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Performing Arts Auditorium: Area has unabated graffiti Performing Arts Auditorium: Graffiti etched in windows/tiles Performing Arts Auditorium: Cluttered classroom, storeroom or area Pool: Area has unabated graffiti Softball Field - South: Area has unabated graffiti Team Room East - Boys Locker Room: Area evaluated has accumulated dirt and grime Team Room East - Boys Locker Room: Area has unabated graffiti Team Room West- Boys Locker Room: Area evaluated has accumulated dirt and grime Team Room West - Boys Locker Room: Area has unabated graffiti Team Room West - Boys Locker Room: Areas evaluated have accumulated refuse TV /Editing Studio: Cluttered classroom, storeroom or area Weight Room: Area has unabated graffiti (remedied)

<p>Electrical: Electrical</p>	<p>X</p>		<p>A-WING: #7 NORTHSIDE TWO GFI WP COVERS MISSING (REMEDIED)  B-WING: #7 SEVERAL GFI COVERS MISSING AND ON PLANTER (REMEDIED)  C-106: #15 PAINT INTERIOR OF MAIN DOOR (REMEDIED); #7 BALLAST OUT MAIN DOOR (REMEDIED)  D-107: #4 STAINED CEILING TILE (REMEDIED); #7 TWO LIGHTS OUT (REMEDIED)  E-020: #4 STAINED CEILING TILES (REMEDIED); #7 BLANK SS 1 GANG PLATED NEEDED SOUTH WALL (REMEDIED)  F-WING: #7 SOUTH WALKWAY LOWER ML DIFFUSER HANGING DOWN (REMEDIED)  HALL OF FAME: #7 RESECURE DIFFUSERS HANGING (REMEDIED); #4 CEILING TILES DISLODGED (REMEDIED)  I-201: #7 GFI COVER MISSING (REMEDIED); #7 REPLACED 6 BROKEN GFI RECEPES (REMEDIED)  J-WING: #7 WP GFI COVER MISSING (REMEDIED)  L- WING MEN R/R: #7 FIXTURE OUT (REMEDIED)  N-209: #7 DUPLEX BY DOOR NEW COVER (REMEDIED); #4 FABRIC TORN N/E CORNER (REMEDIED)  STAFF DINING: #7 CHANGE STAINED DIFFUSER OVER REGISTER (REMEDIED)</p> <ul style="list-style-type: none"> <li>• -----</li> </ul> <p>WILLIAMS INSPECTION  dmin Office: Lighting fixtures or bulbs are not functioning properly or missing (remedied)  Computer Classroom - H 110: Lighting fixtures or bulbs are not functioning properly or missing (remedied)  Football Stadium: Electrical outlet/junction box covers or light switch covers are damaged or . missing (remedied)  Football Stadium: Lighting covers are missing, damaged or loose  Gym: Lighting fixtures or bulbs are not functioning properly or missing  Gym - Loft: Electrical outlet/junction box covers or light switch covers are damaged or missing  Gym - Loft: Lighting fixtures or bulbs are not functioning properly or missing  Kitchen: Lighting fixtures or bulbs are not functioning properly or missing (work order#: 61009149)  Performing Arts Auditorium: Electrical components are damaged, unsecured or not functioning properly (remedied)  Performing Arts Auditorium: Lighting fixtures or bulbs are not functioning properly or missing  Training Room: Lighting fixtures or bulbs are not functioning properly or missing (remedied)  TV /Editing Studio: Lighting covers are missing, damaged or loose  TV /Editing Studio: Lighting fixtures or bulbs not functioning properly or missing</p>
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**School Facility Good Repair Status (Most Recent Year)**  
**Year and month of the most recent FIT report: 3/23/2016**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			C-202: #9 ALL GOOSENECKS ON FAUCETS LOOSE 6100 PL (REMEDIED) C-206: #9 FAUCET MISSING HANDLE (REMEDIED) C-208: #9 ALL GOOSENECKS ON FAUCET LOOSE 6100 (REMEDIED); #15 PAINT INTERIOR OF MAIN DOOR (REMEDIED); #4 PATCH/PAINT WALL BY MAIN DOOR (REMEDIED) FIELD: #9 6100 PL OUTSIDE FOUNTAIN HAS BROKEN CONCRETE AT BUBBLER (REMEDIED) I-101: #9 6100 PL FAUCET GOOSENECKS ARE LOOSE (12) - (REMEDIED) I-102: #9 6100 PL ALL SINKS HAVE DRAIN PROBLEMS & LOOSE GOODNECKS (REMEDIED); #3 6100 PL DRAINS BY WASH STATION BACKUP DURING RAINS (REMEDIED) K-BLDG: #9 OUTSIDE FOUNTAIN DRAIN CLOGGED 6100 PL (REMEDIED) N-WING BOYS R/R: #8 BROKEN LIQUID SOAP DISPENSER (REMEDIED) SNACK BAR L-WING: #9 6100 PL OUTSIDE FOUNTAIN HAS BROKEN CONCRETE AT BUBBLER (REMEDIED) • ----- WILLIAMS INSPECTION Football Stadium: Water pressure too low Gym: Water pressure too high (remedied) N 106 Outside: Water leak (remedied) Locker Room Boys: Shower fixture is leaking (remedied) Locker Room Girls: Shower is not working Performing Arts Auditorium: Soap dispensers damaged, broken or missing (remedied) Pool: Shower fixture is leaking (work order#: 61009156) Pool: Paper towel dispensers empty Snack Bar A060 - Hall of Fame: Paper towel dispensers empty

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month of the most recent FIT report: 3/23/2016**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			<p>GYM: #10 6100 SM FIRE EXTINGUISHER CABINET N/E MISSING DOOR/ SE BENT (REMEDIED)            N-107: #10 6100 SMOKE SENSOR BROKEN (REMEDIED); #15 TOUCH UP INTERIOR OFFICES DOOR JAMBS (REMEDIED)</p> <p>• -----</p> <p>WILLIAMS INSPECTION            Handball Courts: Paint is peeling, chipping, or cracking (work order#: 61009161)            Performing Arts Auditorium: Paint is peeling, chipping, or cracking            Pool: Maintenance products not stored properly            Softball Field - South: Paint is peeling, chipping, or cracking (work order#: 61009152)            Band Classroom - G 104: Elevator/Wheel Chair Lift is not functioning            Ceramics Classroom - G106: Exit door is blocked            Elevator 3 - G wing: Elevator/Wheel Chair Lift is not functioning            Elevator 5 - I wing: Elevator/Wheel Chair Lift is not functioning            Football Stadium: Fire extinguisher is missing            Gym: Fire extinguisher is missing (remedied)            Gym - Loft: Fire extinguisher is missing (remedied)            Gym - Loft: Exit door is blocked            Gym - Loft: Sensor missing, damaged or unsecured            Kitchen: Fire extinguisher is missing (remedied)            Locker Room Boys: Emergency signage damaged or not clearly visible (work order#: 61009155)            Performing Arts Auditorium: Fire extinguisher is missing (remedied)            Performing Arts Auditorium: Elevator/Wheel Chair Lift is not functioning            Performing Arts Auditorium: Exit door is blocked (remedied)            Weight Room: Exit door is blocked (remedied)</p>
<b>Structural:</b> Structural Damage, Roofs	X			

<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>X</p>		<p>A-081 BOYS COACHES OFFICE: #15 PAINT BOTH DOORWAYS BOTH INT &amp; EXT (REMEDIED); #4 STAINED TILES CEILING (REMEDIED)          ATRIUM TO LIBRARY: #15 PAINT INT OF ENTRY DOORS AND MULLION (REMEDIED)          C-106: #15 PAINT INTERIOR OF MAIN DOOR (REMEDIED); #7 BALLAST OUT MAIN DOOR (REMEDIED)          C-204: #4 CORNER GUARD BY DOOR (REMEDIED); #15 PAINT INERIOR OF DOORWAY (REMEDIED)          C-208: #9 ALL GOOSNECKS ON FAUCET LOOSE 6100 (REMEDIED); #15 PAINT INTERIOR OF MAIN DOOR (REMEDIED); #4 PATCH/PAINT WALL BY MAIN DOOR (REMEDIED)          C-209: #15 PAINT INTERIOR OF DOOR (REMEDIED)          D-103: #15 REPLACED WALL MOUNTED DOOR STOP (REMEDIED); #4 CARPET SNAG (REMEDIED); #5 CARPET STAINED (REMEDIED)          E-104: #15 REPLACE DOOR STOP (REMEDIED)          E-105: #15 REPLACE DOOR STOP (REMEDIED)          E-107: #15 6100 CP WINDOW AND FRAME IN DOOR DAMAGED FROM VANDALS (REMEDIED)          F-105: #15 PAINT INTERIOR OF DOOR (REMEDIED); #15 CYLINDER LOOSE IN DOOR (REMEDIED)          F-106: #15 PAINT INTERIOR OF DOOR (REMEDIED); #15 CYLINDER LOOSE IN DOOR (REMEDIED)          GIRLS LOCKER ROOM A-WING: #15 PAINT MAIN ENTY DOOR INT/ EXT (REMEDIED); #5 SITE WALLS FILTHY (REMEDIED); #4 CORNER GUARD MAIN ENTRY 3 IN (REMEDIED)          H-002: #15 PAINT BOTHSIDES OF DOORWAY (REMEDIED)          I-WING: #12 6100 CP STAIR TREADS WEARING OUT (REMEDIED)          N-103: #15 PAINT INTERIOR OF DOORWAY (REMEDIED)          N-105: #15 ADJUST HINGES AND CLOSER (REMEDIED)          N-106: #15 ADJUST CLOSER (REMEDIED)          N-107: #10 6100 SMOKE SENSOR BROKEN (REMEDIED); #15 TOUCH UP INTERIOR OFFICES DOOR JAMBS (REMEDIED)          N-108: #15 TOUCH UP INTERIOR OF DOORWAY (REMEDIED)          N-204: #15 PAINT INTERIOR DOORWAY (REMEDIED)          N-205: #15 PAINT INERIOR DOORWAY (REMEDIED); #4 TORN CEILING TILE ABOVE SCREEN 2X2 (REMEDIED)          N-207: #15 PAINT INTERIOR OF DOORWAY (REMEDIED)          N-208: #15 PAINT INTERIOR OF DOORWAY (REMEDIED)          N-210: #15 PAINT INTERIOR OF DOORWAY (REMEDIED)          N-211: #15 PAINT INTERIOR OF DOORWAY (REMEDIED)</p>
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School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 3/23/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>UPPER C WING: #4 PAINT INTERIOR DOORWAY AND WALL (REMEDIED); #14 6100 PT ALL DRAIN COVERS ON WALKWAY MISSING (REMEDIED)</p> <ul style="list-style-type: none"> <li>-----</li> </ul> <p>WILLIAMS INSPECTION  Admin Office: Locks and other security hardware are not functioning properly (remedied)  Band Classroom - 0104: Locks and other security hardware are not functioning properly (remedied)  Baseball Field - JV: Fencing has holes or is not secured properly (work order#: 61009157)  Dance Classroom: Locks and other security hardware are not functioning properly (remedied)  Handball Courts: Fencing has holes or is not secured properly (work order#: 61009163)  Parking Lots: Fencing has holes or is not secured properly (work order#: 61009151)  Parking Lots: Gates are broken or damaged (work order#: 61009154)  Pool: Fencing has holes or is not secured properly (work order#: 61009158)  Tennis Courts: Fencing has holes or is not secured properly  Baseball Field - JV: Signs of water drainage problems including standing water on hardscape areas  Baseball Field - Varsity: Signs of water drainage problems including standing water on hardscape areas  Baseball Field - Varsity: Sprinklers/covers are missing, broken, and/or damaged  Baseball Field - Varsity: Play/sports equipment is broken, damaged or deteriorating (work order#: 61009160)  Basketball Courts: Play/sports equipment is broken, damaged or deteriorating (remedied)  Parking Lots: Overgrown vegetation poses a trip/safety hazard (work order#: 61009150)  Softball Field- South: Low hanging or broken tree branches pose a safety issue (work order#: 61009153)</p>

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 3/23/2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### 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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	45	45	27	33	44	48
Mathematics	15	15	17	20	34	36

Note: 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.

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	582	548	94.2	44.9
Male	11	294	278	94.6	40.8
Female	11	288	270	93.8	49.1
Black or African American	11	42	39	92.9	35.9
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	11	492	470	95.5	47.2
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	11	11	100.0	18.2
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	539	510	94.6	44.7
English Learners	11	86	74	86.0	9.5
Students with Disabilities	11	49	46	93.9	8.7
Foster Youth	11	--	--	--	--



Note: 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 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.

Note: 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 Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	581	552	95.0	14.6
Male	11	294	280	95.2	14.0
Female	11	287	272	94.8	15.2
Black or African American	11	42	39	92.9	15.8
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	11	491	471	95.9	15.4
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	11	11	100.0	9.1
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	538	512	95.2	14.7
English Learners	11	85	78	91.8	
Students with Disabilities	11	49	46	93.9	
Foster Youth	11	--	--	--	--

Note: 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 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.

Note: 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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	36	30	30	45	41	38	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	701	643	91.7	29.7
<b>Male</b>	346	315	91.0	30.5
<b>Female</b>	355	328	92.4	29.0
<b>Black or African American</b>	56	48	85.7	25.0
<b>Hispanic or Latino</b>	606	564	93.1	31.4
<b>White</b>	13	11	84.6	9.1
<b>Socioeconomically Disadvantaged</b>	653	603	92.3	30.7
<b>English Learners</b>	144	128	88.9	4.7
<b>Students with Disabilities</b>	75	64	85.3	18.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

### Career Technical Education Programs (School Year 2015-16)

As a contributing partner in the development of the region's workforce, the San Bernardino City Unified School District offers a wide variety of high quality CTE courses in 13 of the 15 industry sectors identified by the State of California. Each CTE course addresses the current job market and is part of a sequence of courses that form Programs of Study (Career Pathways) that link high school and post-secondary programs. The course curriculum is rigorous, relevant, and aligned to the *California Department of Education Career Technical Education Model Curriculum Standards*. In addition, many courses include a work-based learning component offering the benefits of authentic application of knowledge and skills in a real world setting.

#### California Industry Sectors - Number of SBCUSD CTE Sections

- Agriculture and Natural Resources - 5
- Arts, Media, and Entertainment - 21
- Building and Construction Trades - 11
- Business and Finance - 17
- Education, Child Development, and Family Services - 12
- Energy, Environment, and Utilities - 2
- Engineering and Architecture - 7
- Health Science and Medical Technology - 13
- Hospitality, Tourism, and Recreation - 21
- Information and Communication Technologies - 36
- Manufacturing and Product Development - 11
- Public Services - 11

- Transportation - 16

Program goals focus on increasing the number of students completing high school, entering post-secondary, successfully entering the workforce, and thus becoming a viable, contributing member of the community and society at large. Program effectiveness is measured by completion of a program of study, certification, data analysis, and matriculation to post-secondary education and the workforce.

#### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	367
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

#### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	97.57
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	31.0

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	24.7	21.5	27.4

Note: 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.

## C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2016-17)

At the district level, parents can participate in the District Advisory Committee (DAC), District English Learners Advisory Committee (DELAC), District African American Advisory Council (DAAAC), and a variety of short-term, solution-oriented focus groups and advisory committees. Additionally, a Family Resource Center is available from the hours of 8:00 AM -4:30 PM. Goals of the Family Resource Center include increased home/school communication, increased access to district-level parent and family training opportunities, and increased access to family involvement resources for district schools.

#### Parent Outreach Contacts:

- **Family Resource Center**  
1525 W. Highland Ave.  
San Bernardino, California 92411  
909-880-4057

Hours: 8:00 AM - 4:30 PM, M-F

- **Aldo Ramirez**, *Family Engagement Director*  
909-880-4057, [aldo.ramirez@sbcusd.k12.ca.us](mailto:aldo.ramirez@sbcusd.k12.ca.us)
- **Angela Urquides**, *Principal on Assignment – Foster Youth*  
909-880-4057, [angela.urquides@sbcusd.k12.ca.us](mailto:angela.urquides@sbcusd.k12.ca.us)
- **Travon Martin**, *Community Relations Worker II*  
909-891-1018, [travon.martin@sbcusd.k12.ca.us](mailto:travon.martin@sbcusd.k12.ca.us)
- **Emily Valdez**, *Parent Outreach Worker*  
909-880-4057, [emily.valdez@sbcusd.k12.ca.u](mailto:emily.valdez@sbcusd.k12.ca.u)
- **Talice Ostrinski**, *Homeless Facilitator*  
909-880-4057, [talice.ostrinski@sbcusd.k12.ca.us](mailto:talice.ostrinski@sbcusd.k12.ca.us)
- **Vicki Lee**, *Homeless Liaison*  
909-880-4057, [vicki.lee@sbcusd.k12.ca.us](mailto:vicki.lee@sbcusd.k12.ca.us)

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Dropout Rate</b>	12.00	6.60	2.90	12.60	10.40	10.60	11.40	11.50	10.70
<b>Graduation Rate</b>	81.50	88.01	96.02	75.54	79.92	84.98	80.44	80.95	82.27

#### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
<b>All Students</b>	98	86	86
<b>Black or African American</b>	92	85	78
<b>American Indian or Alaska Native</b>	100	78	78
<b>Asian</b>	86	92	93
<b>Filipino</b>	0	95	93
<b>Hispanic or Latino</b>	100	85	83
<b>Native Hawaiian/Pacific Islander</b>	75	90	85
<b>White</b>	81	87	91
<b>Two or More Races</b>	100	100	89
<b>Socioeconomically Disadvantaged</b>	84	63	66
<b>English Learners</b>	62	54	54
<b>Students with Disabilities</b>	100	87	78

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	11.8	8.3	9.4	7.9	6.3	5.9	4.4	3.8	3.7
<b>Expulsions</b>	0.7	0.4	0.1	0.3	0.3	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

**Date of Last Review/Update:** October 13, 2016

**Date Last Reviewed with Faculty:** November 17, 2016

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

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2006-2007	2004-2005
<b>Year in Program Improvement*</b>	Year 5	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	61
<b>Percent of Schools Currently in Program Improvement</b>	N/A	76.3

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	36	27	45	27	25	36	38	28	23	30	41
Mathematics	31	15	25	47	27	26	44	26	29	21	25	41
Science	29	19	19	51	28	17	26	38	29	17	28	38
Social Science	30	15	26	37	28	18	34	33	29	18	38	40

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	9.0	291
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1.3	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist	5.3	N/A
Other	10.0	N/A

Note: Cells with N/A values do not require data.

\*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.

Note: All counselors employed by SBCUSD provide services relating to academics, social/behavioral, and career development issues.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,954	\$397	\$5,557	\$69,594
District	N/A	N/A	\$8,805	\$76,890
Percent Difference: School Site and District	N/A	N/A	-36.9	-9.5
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-2.1	-8.2

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2015-16)

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, educationally disadvantaged pupils, African American, Hispanic English only, gifted and talented pupils, and pupils with exceptional needs--attain mastery of state and local standards.

The educational program at each site is based on an improvement planning process that includes such members of the school community as the principal, teachers, support staff, parents, and students (at the secondary level). These stakeholders form an organizational unit called the School Site Council (SSC). The SSC develops and annually revises a plan called the Single 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.

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:

- No Child Left Behind Act (NCLB) Title I, Part A

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
- NCLB Title II, Part A-Improving Teacher Quality
- NCLB Title III, Part A-Language Instruction for English Learners

Some District schools are identified as Program Improvement (PI) schools because they have not met Adequate Yearly Progress (AYP) criteria for two consecutive years. These schools offer parents the option of transferring their eligible students to an available school within the district that has not been identified as a PI school. This option is called Public School Choice. The District covers the cost of transportation.

Schools in their second year of PI identification offer two options to students. In addition to the Public School Choice option described above, these schools offer Supplemental Educational Support Services to students who remain in attendance at the PI school and who qualify based on low socio-economic status as determined by Free and Reduced Lunch eligibility and low achievement as indicated by grades and test scores. Supplemental Educational Support Services provide opportunities for students to receive additional tutoring or academic assistance outside the regular school day from a state approved support provider. The District covers the costs of the Supplemental Educational Support Services, and related transportation costs are the responsibility of the parent or guardian.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$48,186	\$45,092
<b>Mid-Range Teacher Salary</b>	\$74,675	\$71,627
<b>Highest Teacher Salary</b>	\$92,326	\$93,288
<b>Average Principal Salary (Elementary)</b>	\$118,527	\$115,631
<b>Average Principal Salary (Middle)</b>	\$128,065	\$120,915
<b>Average Principal Salary (High)</b>	\$142,014	\$132,029
<b>Superintendent Salary</b>	\$247,202	\$249,537
<b>Percent of Budget for Teacher Salaries</b>	35%	37%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2015-16)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	0	N/A
Foreign Language	7	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	4	N/A
All courses	19	1.0

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

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, buddy teachers 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.

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 and integrating technology into daily instruction.

School sites support the focus of their identified instructional improvements with site-based professional development, and job alike 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 employs a trainer-of-trainers model to build capacity in a variety of areas. 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.