

ARROYO VALLEY HIGH SCHOOL

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	ARROYO VALLEY HIGH SCHOOL
Street	1881 West Baseline St.
City, State, Zip	San Bernardino, CA 92411
Phone Number	(909) 381-4295
Principal	Bernardo Valenzuela
Email Address	bernardo.valenzuelatorres@sbcusd.k12.ca.us
Website	arroyovalley.sbcusd.com
County-District-School (CDS) Code	36678763631082

Entity	Contact Information
District Name	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
Phone Number	(909) 381-1110
Superintendent	Dr. Dale Marsden
Email Address	dale.marsden@sbcusd.k12.ca.us
Website	www.sbcusd.com

School Description and Mission Statement (School Year 2019-20)

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 2018-19)

Grade Level	Number of Students
Grade 9	720
Grade 10	705
Grade 11	631
Grade 12	565
Total Enrollment	2,621

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.4
American Indian or Alaska Native	0.3
Asian	1
Filipino	0.3
Hispanic or Latino	89.9
Native Hawaiian or Pacific Islander	0.7
White	1.4
Two or More Races	0.2
Socioeconomically Disadvantaged	95.1
English Learners	17.2
Students with Disabilities	11.2
Foster Youth	0.5
Homeless	7.7

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	103	105	121	2377
Without Full Credential	1	4	3	32
Teaching Outside Subject Area of Competence (with full credential)	3	3	2	21

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

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.

The district is phasing in the new science, the previously adopted, state framework aligned, textbooks will remain in use until the new adopted books are implemented at district schools. The new Science adoption is beginning in 2019 and will be in use August of 2020.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt: California Collections / 2016 Hampton Brown: Edge / 2008 California State University: Expository Reading and Writing Course (2014)	Yes	0
Mathematics	Pearson: CA Integrated High School Mathematics Common Core: Mathematics I (2015)	Yes	0

	<p>Pearson: CA Integrated High School Mathematics Common Core: Mathematics II (2015)</p> <p>Pearson: CA Integrated High School Mathematics Common Core: Mathematics III (2015)</p> <p>Pearson: FDWKB Calculus, AP Edition (2015)</p> <p>Pearson Sullivan: Precalculus: Enhanced with Graphing Utilities (2015)</p> <p>Freeman: Practice of Statistics, Fifth Edition (2015)</p>		
Science	<p>Holt, Rinehart and Winston: Environmental Science (2007)</p> <p>McDougal Littell: Biology (2007)</p> <p>Pearson Addison Wesley: Conceptual Physics (2007)</p> <p>Pearson Prentice Hall: Biology AP Ed (2007)</p> <p>Pearson Prentice Hall: Essentials of Anatomy and Physiology (2007)</p> <p>Pearson Prentice Hall: Chemistry (2007)</p> <p>Thompson Learning Brooks/Cole: Physics: Algebra/Trig (2007)</p>	Yes	0
History-Social Science	<p>Pearson: My World Interactive World Geography (2018)</p> <p>Pearson: Psychology, 4th Edition-Elmhorst, Minter, Ciccarelli, White (2018)</p> <p>Pearson: The Cultural Landscape: An Introduction to Human Geography, 13th Edition-Rubenstein (2018)</p> <p>Bedford, Freeman, & Worth Publishing: Ways of the World with Sources, for the AP course, 4th edition-Strayer and Nelson (2018)</p> <p>Pearson: California World History: The Modern World (2018)</p>	Yes	0

	<p>Bedford, Freeman, & Worth Publishing: Psychology for the AP Course, 3rd Edition- Myers (2018)</p> <p>Bedford, Freeman, & Worth Publishing: America's History, For the AP Course, 9th Edition-Hennretta, Hinderaker, Edwards and Self (2018)</p> <p>Pearson: California United States History: The Twentieth Century (2018)</p> <p>Bedford, Freeman, & Worth Publishing: American Government Stories of a Nation (2018)</p> <p>Pearson: California Economics Principles in Action (2018)</p> <p>Pearson: California Magruder's American Government (2018)</p> <p>Oxford University Press: Oxford IB Diploma- Rights & Protest, The Move to Global War, Conflict and Intervention, Causes and Effect of 20th Century Wars, The Cold War: Superpower Tensions & Rivalries, Authoritarian States, History Americas: 1880- 1981 (2018)</p> <p>Oxford University Press: Oxford IB Diploma- Rights & Protest, The Move to Global War, Conflict and Intervention, Causes and Effect of 20th Century Wars, The Cold War: Superpower Tensions & Rivalries, Authoritarian States, History Americas: 1880- 1981 (2018)</p>		
Foreign Language	<p>Glencoe/McGraw-Hill: Bon Voyage! Level 1 (2002)</p> <p>Glencoe/McGraw-Hill: Bon Voyage! Level 2 (2002)</p> <p>Glencoe/McGraw-Hill: Bon Voyage! Level 3 (2002)</p> <p>Prentice Hall/Pearson Education: Abriendo paso-Lectura & Gramatica / 2002</p>	Yes	0

	Holt McDougal: Abriendo Puertas Ampliando Perspectives* (2019) 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) VHL (Author): Temas AP Spanish Language* (2019) Vista Higher Learning: Imaginez Le Francais Sans Frontieres (2012)		
Health	Glencoe/McGraw-Hill: Health: A Guide to Wellness / 2007	Yes	0
Visual and Performing Arts	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
Science Laboratory Equipment (grades 9-12)	Sufficient appropriate laboratory equipment is available in all science classrooms		0

School Facility Conditions and Planned Improvements (Most Recent Year)

General

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.

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 inspection took place on 1/16/19. 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 2019-20 school year are listed below.

- E-105, 108, F-103, 202 Carpet replace
- FWing Flooring replace
- Repair Dugouts
- Resurface Gym Floors
- Sportsfield, Pool and Gym lighting

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 1/16/19

Results of this site's most recent survey are included below, and any associated repairs were completed by the end of May 2019.		
System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	<p>Gym - Drywall broken in corner by A-049 Storage (Remedied).</p> <p>A102 - One segment of 6" rubber cove base is missing (Remedied).</p> <p>B102 - One ceiling tile is cracked and four are stained (Remedied).</p> <p>Boys Locker Room - Access panel door damaged by showers (Remedied).</p>

		<p>C101 - One cabinet handle missing (Remedied).</p> <p>C103 - Repair corner of wall by north door (Remedied).</p> <p>C104 - Wooden lab table legs and aprons covered in graffiti (Remedied).</p> <p>C106 - Ceiling tile stain above buzzing exit light (Remedied).</p> <p>C108 - Ceiling tile missing (Remedied).</p> <ul style="list-style-type: none"> • Two stained ceiling tiles. (Remedied). <p>C201 - Paint is peeling from wall in west corner (Remedied).</p> <p>C203 - Touch up paint around north door (Remedied).</p> <ul style="list-style-type: none"> • Ceiling tiles stained (Remedied). <p>C204 - Ceiling tile stained near projection screen. (Remedied).</p> <p>C205 - Ceiling tile stain above teacher's desk (Remedied).</p> <p>C208 - One drawer missing from northwest cabinets (Remedied).</p> <p>C209 - Patch and paint walls in west corner. (Remedied).</p> <p>Cafeteria - Paint and drywall damaged on northern window sill by booths. (Remedied).</p> <ul style="list-style-type: none"> • The stage is missing two rubber pieces of edging (like rubber cove base). (Remedied). • Install chair rail on south wall to cover cart damage. (Remedied). <p>D101 - Carpet stains/gum. (Remedied).</p> <p>D102 - Carpet stains/gum (Remedied).</p> <ul style="list-style-type: none"> • Secure file cabinets. (Remedied). <p>D103 - Ceiling tile stains. (Remedied).</p>
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		<ul style="list-style-type: none"> • Carpet stains/wrinkles/gum/snag by floor hatch.(Remedied). <p>D104 - Carpet wrinkles and stains/gum. (Remedied).</p> <ul style="list-style-type: none"> • Reset ceiling tile near door. (Remedied). <p>D105 - Carpet stains and gum spots.(Remedied).</p> <ul style="list-style-type: none"> • Carpet snag by floor hatch.(Remedied). <p>D108 - Ceiling tiles around post broken and stained.(Remedied).</p> <ul style="list-style-type: none"> • Carpet stains/gum.(Remedied). <p>D109 - Ceiling tile stain.(Remedied).</p> <ul style="list-style-type: none"> • Carpet snag.(Remedied). • Carpet stains/wrinkles/gum (Remedied). <p>D110 - Carpet stains/wrinkles/gum (Remedied).</p> <p>E102 - Carpet stains/gum. (Remedied).</p> <p>E104 - Carpet stains/gum.(Remedied).</p> <p>E105 - Carpet stains/gum. (Remedied).</p> <p>E106 - Carpet stains/gum. (Remedied).</p> <p>E109 - Carpet snags (Remedied).</p> <ul style="list-style-type: none"> • Carpet gum spots. (Remedied). <p>F106 - Patch and paint west wall.(Remedied).</p> <p>F107 - Carpet snags, stains, gum spots (Remedied).</p> <p>F108 - Carpet snags, stains, gum spots (Remedied).</p> <p>F201 - One ceiling tile is stained (Remedied).</p> <p>F205 - Carpet has gum spots.(Remedied).</p>
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F208 - Carpet stains and gum spots.(Remedied).

- One ceiling tile falls, see Teacher.(Remedied).

Front Office - The edge of the reception counter is broken. (Remedied).

H101 - Carpet stains/gum. (Remedied).

H102 - Carpet stains/gum. (Remedied).

H104 - Three cracked ceiling tiles. (Remedied).

- Carpet stains/gum. (Remedied).

H105 - Carpet stains/wrinkles/gum. (Remedied).

H108 - Carpet stains/wrinkles/gum (Remedied).

- Carpet snag (Remedied).

H109 - Carpet stains/gum. (Remedied).

H110 - Carpet stains/gum. (Remedied).

H111 - Carpet stains/gum. (Remedied).

I101 - One ceiling tile is stained. (Remedied).

I201 - Ceiling tile stains. (Remedied).

J103 - Ceiling tile stains. (Remedied).

Jwing - Plastic laminate missing from edge of ticket counter. (Remedied).

Library - One stained ceiling tile above the check out counter. (Remedied).

- Remove bits of double stick tape and touch up the chipped paint throughout, see Librarian. (Remedied).

N103 - Nine ceiling tiles have holes, south (Remedied).

		<p>N206 - Fix black projector cart (Remedied).</p> <ul style="list-style-type: none"> One ceiling tile is torn. (Remedied). <p>Staff Dining - Six ceiling tiles are stained. (Remedied).</p>
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	<p>J102 - Ant nest by roll-up door, inside. (Remedied).</p>
Electrical: Electrical	Fair	<p>Gym - Two lights out up high (Remedied).</p> <p>A202 - One light is out above the sink (REMEDIED).</p> <p>A208 - Sensor cover missing on wall facing doors that lead to elevator (REMEDIED).</p> <ul style="list-style-type: none"> Two CFL's are out over stairs nearest Athletic Director's office (Remedied). One CFL out in lobby by elevator (Remedied). Six CFL's out over stairs by elevator (Remedied). <p>HallofFame - One round light on the wall is out (Remedied).</p> <ul style="list-style-type: none"> Exit light is out above Snack Bar A-060 door (Remedied). Secure latch strike plate one door at Theatre end (Remedied). <p>Boys locker room - Five lights out above lockers (Remedied).</p> <ul style="list-style-type: none"> Three CFL's out outside Coaches' Office (Remedied). Three lights out in the shower/RR area (Remedied). <p>C101 - One light buzzes (Remedied).</p> <p>C102 - One light has a tag in it (Remedied).</p> <p>C106 - Exit sign and one light buzz (Remedied).</p> <p>C107 - Light in staff RR will not come on (Remedied).</p>

	<p>C109 - Three faucets are loose.(Remedied).</p> <p>C204 - One light has a tag (Remedied).</p> <p>C206 - Two lights have tags (Remedied).</p> <p>D107 - Two lights out.(Remedied).</p> <p>D110 - Outlet cover plate missing.(Remedied).</p> <p>Football Stadium - On the track an outlet is missing a cover plate.(Remedied).</p> <p>Front Office - At the corner of the hall by Attendance the exit light is out. (Remedied).</p> <ul style="list-style-type: none"> • In the reception area the CFL closest to the J-Wing theatre is out (Remedied). • two lights are out above the counter, as is the emergency light at the bottom of the stairs (Remedied). • Two CFL's are out above the stairs (Remedied). <p>G101 - One work light is out up high. (Remedied).</p> <p>Girls Locker Room - CFL's are out in hall and by Coaches' Office. (Remedied).</p> <ul style="list-style-type: none"> • Three lights are out over lockers. (Remedied). <p>H108 - One light out (Remedied).</p> <p>H109 - Two lights out. (Remedied).</p> <p>H111 - Four lights out (Remedied).</p> <p>I107 - Five high lights out. (Remedied).</p> <p>I201 - Four lights out with tags (Remedied).</p> <p>I201 - Electrical outlet damaged at station #1. (Remedied).</p> <p>I202 - One lab station outlet damaged. (Remedied).</p> <p>Theater - Seventeen house lights out. (Remedied).</p>
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		<p>J103 - One light out. (Remedied).</p> <p>J104 - Mirror lights missing lamps (Remedied).</p> <p>Library One CFL is out behind the checkout counter (Remedied).</p> <ul style="list-style-type: none"> • A round light is out on the post labelled "Fiction" (Remedied). • One "U" shaped lamp is out above the tall round tables. (Remedied). <p>N108 - One light has a tag. (Remedied).</p> <p>N109 - One ceiling tile is missing. (Remedied).</p> <p>N110 - Patch ceiling tile holes. (Remedied).</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	<p>Gym - Adjust fountain (Remedied).</p> <p>A102 - One fountain leaks (Remedied).</p> <p>A202 - The hot faucet leaks (REMEDIED).</p> <p>A208 - Four lights are out (REMEDIED).</p> <p>HallofFame - Girls' toilet seat #8 is loose (Remedied).</p> <ul style="list-style-type: none"> • One fountain leaks (Remedied). • One fountain leaking and bottom panel hanging loose (Remedied). <p>Boys locker room - Four toilets leak, two urinals leak, toilet seat #4 is loose (Remedied).</p> <ul style="list-style-type: none"> • Two shower valves leak (Remedied). <p>C101 - One lab faucet loose (Remedied).</p> <p>C102 - One lab faucet is loose (Remedied).</p> <p>C103 - Six lab faucets are loose (Remedied).</p> <p>C104 - Lab faucet to the left of the learning wall is loose (Remedied).</p> <p>C105 - Two lab faucets are loose (Remedied).</p>

		<p>C106 - One faucet loose (Remedied).</p> <p>C108 - Two lab faucets loose (Remedied).</p> <p>C202 - One lab faucet loose.(Remedied).</p> <p>C204 - One lab faucet is loose, tighten spouts (Remedied).</p> <p>C206 - Four lab faucet spouts are loose (Remedied).</p> <p>C208 - One lab faucet loose (Remedied).</p> <p>Cafeteria - Both RR's smell of sewer gas.(Remedied).</p> <ul style="list-style-type: none"> Both RR doors won't close.(Remedied). <p>DBoysRR - Replace toilet paper dispenser #4.(Remedied).</p> <p>Ewing - Fountains between E-Wing and F-Wing leak. (Remedied).</p> <p>Football stadium - Fountain drain is plugged.(Remedied).</p> <p>Front office - In the Men's RR two toilets leak and both faucets leak out the top (Remedied).</p> <ul style="list-style-type: none"> In the Women's RR toilet #3 leaks.(Remedied). <p>G106 - The cold faucet on the hand sink in the counter is not working, see Teacher. (Remedied).</p> <p>G107 - The exterior green fountain has a loose valve. (Remedied).</p> <p>Gwing - both faucets leak. (Remedied).</p> <p>Girls Locker room - Coaches' toilet #1 leaks (Remedied).</p> <ul style="list-style-type: none"> Fountains leak by showers. (Remedied). Girls' toilets #1 & #6 leak (Remedied).
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		<ul style="list-style-type: none"> • Three Girls' toilet seats are loose. (Remedied). <p>H104 - Aerator missing from faucet (Remedied).</p> <p>H105 - Faucet missing aerator. (Remedied).</p> <p>I101 - One faucet loose. (Remedied).</p> <p>I101 - One faucet has a loose spout and is missing a handle. (Remedied).</p> <p>I102 - Faucet not working at station #1 (Remedied).</p> <ul style="list-style-type: none"> • Drain plugged at station #2 (Remedied). • Loose and leaking faucet spouts at stations #6 & 7. (Remedied). <p>I201 - Faucet not working at station #1. (Remedied).</p> <p>J103 - Men's toilet and both faucets leak. (Remedied).</p> <ul style="list-style-type: none"> • Classroom faucet missing aerator (Remedied). • Spout on faucet #3 leaks. (Remedied). <p>JWing - Men's toilet #1 leaks (Remedied).</p> <ul style="list-style-type: none"> • Eight toilets leak in Women's RR. (Remedied). <p>JV Softball - Fountain drain plugged (Remedied).</p> <p>Kwing - The Boys' urinal #5 leaks. (Remedied).</p> <ul style="list-style-type: none"> • Boys' faucets are missing three aerators and one push button cap (Remedied). • Five Girls' toilets leak and faucet #2 sticks. (Remedied). <p>N106 - Exterior hose bib leaks (Remedied).</p> <p>N107 - Women's toilet leaks. (Remedied).</p> <p>NWingRR - Boys' toilet #6 is loose. (Remedied).</p>
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		<ul style="list-style-type: none"> • Replace the latch strike on the Boys' handicapped stall. (Remedied). • Secure the hinges on the Boys' door. (Remedied). <p>NWingRR - In the Girls' RR one light has a tag, (Remedied).</p> <ul style="list-style-type: none"> • a switch cover plate is missing (Remedied). • one hand dryer is not working (Remedied). • and toilets #2 & #8 leak. (Remedied). <p>Pool - RR missing door sign. (Remedied).</p> <p>Staff Dining - Men's toilet seat is loose (Remedied).</p> <ul style="list-style-type: none"> • Women's toilet leaks. (Remedied). <p>TennisCourts - Fountain leaks.(Remedied).</p>
Safety: Fire Safety, Hazardous Materials	Good	<p>D104 - Electrical panel covered. (Remedied).</p> <p>F201 - Replace the "Fire Extinguisher Inside" sign. (Remedied).</p> <p>G101 - South exit doors blocked by IT equipment racks and metal side panels (Remedied).</p> <p>H102 - Outlet strips daisy chained (Remedied).</p> <p>J103 - Fire extinguisher needs service. (Remedied).</p> <p>Lwing - Boys' toilet #2 leaks (Remedied).</p> <ul style="list-style-type: none"> • Girls' toilets #1 & #3 leak. (Remedied).
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	<p>Gym - Four doors that lead towards the Theatre won't close (Remedied).</p> <p>A102 - One exterior door won't close (Remedied).</p>

		<p>A202 - The interior stairway door won't latch (Remedied).</p> <p>B101 - The doors to B-101 won't latch.(Remedied).</p> <p>Cafeteria - The Custodian Rm. door hits the jamb (Remedied).</p> <p>F105 - The door lock is loose.(Remedied).</p> <p>F204 - Re-install the exterior flag bracket, see the Teacher. (Remedied).</p> <p>Football Stadium - Front seating: outlet is missing a cover plate. (Remedied).</p> <ul style="list-style-type: none"> ● On the track an outlet is missing a cover plate.(Remedied). ● Bleacher seats are bent in seven spots.(Remedied). ● The Press Box has four stained ceiling tiles.(Remedied). <p>Front Office - The swinging gate in reception hits the jamb. (Remedied).</p> <p>G103 - One southeast door is very difficult to open and close. (Remedied).</p> <p>G104 - Remove broken plastic from panic bars on both sides of the room. (Remedied).</p> <p>Gwing upstairs - The Women's RR door hits the jamb (Remedied).</p> <p>H111 - Panic bar on gate outside not working (Remedied).</p> <p>I101 - Secure lock in door (Remedied).</p> <p>I102 - Secure lock in door. (Remedied).</p> <p>J101 - Re-install 24" drain grate outside at bottom of ramp, west side (Remedied).</p> <ul style="list-style-type: none"> ● Wire mesh panel in hand rail damaged, same location. (Remedied). <p>JV Softball - Top and bottom back rails are missing from the bleachers (Remedied).</p>
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	<p>LWing - The adjacent walking gate has a broken panic bar head and some wire mesh that has been pulled out (Remedied).</p> <p>N101 - Door hits jamb. (Remedied).</p> <p>N102 - Door won't close. (Remedied).</p> <p>N103 - Door won't close (Remedied).</p> <ul style="list-style-type: none"> • Weather strip. (Remedied). <p>N104 - Door won't close (Remedied).</p> <ul style="list-style-type: none"> • Door lock loose. (Remedied). <p>N105 - Door hits jamb. (Remedied).</p> <ul style="list-style-type: none"> • Weather strip. (Remedied). <p>N106 - Door hits jamb (Remedied).</p> <p>N107 - Women's door hits the jamb. (Remedied).</p> <p>N108 - Secure door lock and exterior handle. (Remedied).</p> <p>N109 - The door lock is loose (Remedied).</p> <p>N203 - Door hits jamb. (Remedied).</p> <p>N204 - Replace weather strip (Remedied).</p> <ul style="list-style-type: none"> • Door hits jamb. (Remedied). <p>N210 - Secure the door lock (Remedied).</p> <ul style="list-style-type: none"> • Door hits jamb. (Remedied). • Replace weather strip (Remedied). <p>NWing Custodial - Door hits jamb. (Remedied).</p> <p>PE - Walking gate by locker rooms has a broken panic bar head. (Remedied).</p> <p>Tennis courts - Bleacher frame is bent. (Remedied).</p> <ul style="list-style-type: none"> • Walking gate to I-Wing has a broken panic bar head (Remedied).
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		<ul style="list-style-type: none"> Gate to Basketball Courts needs a lock and chain. (Remedied).
Overall Rating	Good	

Williams Visit Findings

Visit Date: August 28, 2019

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. Below are the findings from the most recent visit including information regarding any remedial action taken or planned.

The following extreme deficiencies were observed:

None.

The following good repair deficiencies were observed:

Section 2. Mech/HVAC

E106: Problems with the HVAC system exist (work order #61011071)

Section 4. Interior Surfaces

N103: Ceiling tiles are damaged, loose, missing or stained (remedied 8/28/19)
E110: Ceiling tiles are damaged, loose, missing or stained (remedied 8/28/19)
E106: Ceiling tiles are damaged, loose, missing or stained (remedied 8/28/19)
D106: Ceiling tiles are damaged, loose, missing or stained (remedied 8/28/19)
F208: Ceiling tiles are damaged, loose, missing or stained (remedied 8/28/19)
C202: Ceiling tiles are damaged, loose, missing or stained (remedied 8/28/19)
C106: Ceiling tiles are damaged, loose, missing or stained (remedied 8/28/19)
I201: Ceiling tiles are damaged, loose, missing or stained (remedied 8/28/19)
H106: Ceiling tiles are damaged, loose, missing or stained (remedied 8/28/19)
F206: Ceiling tiles are stained (remedied 8/28/19)
F202: Flooring surface poses trip hazard (remedied 8/28/19)
F202: Carpeting damaged, rippled, or stained (work order #61011067)
F108: Carpeting damaged, rippled, or stained
F103: Carpeting damaged, rippled, or stained (work order #61011060)
E105: Carpeting damaged, rippled, or stained (work order #61011061)
E106: Carpeting damaged, rippled, or stained
E108: Carpeting damaged, rippled, or stained (work order #61011070)
E105: Unsecured computer wires (work order #61011061) (remedied 8/28/19)

Section 5. Overall Cleanliness

N106: Flooring is excessively dirty/stained
N209: Horizontal surfaces are excessively dusty/dirty
Tennis Courts: Area has unabated graffiti (remedied 8/28/19)
Handball Courts - Front: Area has unabated graffiti (remedied 8/28/19)
Varsity Baseball Field: Area has unabated graffiti (remedied 8/28/19)
JV Baseball Field: Area has unabated graffiti (remedied 8/28/19)
G- Wing: Area has unabated graffiti (remedied 8/28/19)

E Wing Restrooms: Area has unabated graffiti (remedied 8/28/19)
Auditorium: Area has unabated graffiti (remedied 8/28/19)
Gym: Area has unabated graffiti (remedied 8/28/19)
Handball Courts - Back: Area has unabated graffiti (remedied 8/28/19)
N Wing Restrooms: Area has unabated graffiti (remedied 8/28/19)
N102 (External): Area has unabated graffiti (remedied 8/28/19)
F202: Graffiti etched in windows/tiles (work order #61011067)
F213: Graffiti etched in windows/tiles (remedied 8/28/19)
N207: Graffiti etched in windows/tiles (work order #61011059)
F206: Graffiti etched in windows/tiles (remedied 8/28/19)
F208: Graffiti etched in windows/tiles (remedied 8/28/19)
C104: Graffiti etched in windows/tiles (work order #61011069)
Ceramics Classroom: Graffiti etched in windows/tiles (work order #61011044)
Gym: Graffiti etched in windows/tiles (work order #61011058)
Softball Fields: Areas evaluated have accumulated refuse (remedied 8/28/19)
Shot Put Cages: Areas evaluated have accumulated refuse (remedied 8/28/19)
Parking Lot: Areas evaluated have accumulated refuse (remedied 8/28/19)

Section 7. Electrical

N208: Lighting fixtures or bulbs are not functioning properly or missing (remedied 8/28/19)
N106: Computer cords not secured properly
F108: Computer cords not secured properly
C104: Computer cords not secured properly (remedied 8/28/19)
Band Room: Computer cords not secured properly (remedied 8/28/19)

Section 8. Restrooms

E Wing Restrooms: Toilet paper dispensers empty (remedied 8/28/19)
Girls' Locker Room: Stall doors or latches not functioning as designed (remedied 8/28/19)

Section 10. Fire Safety

Theater: Fire extinguisher is discharged (remedied 8/28/19)
F206: Fire extinguisher is overcharged (remedied 8/28/19)
F107: Fire extinguisher is overcharged (remedied 8/28/19)
Girls' Locker Room: Fire extinguisher is missing (remedied 8/28/19)
F103: Excessive materials hanging on or around lights
D106: Excessive materials hanging on or around lights
Band Room: Elevator/Wheel Chair Lift is not functioning (work order #61011057)
N Wing: Elevator/Wheel Chair Lift is not functioning

Section 11. Hazardous Materials

F107: Interior paint is peeling, chipping or cracking (remedied 8/28/19)

Section 15. Windows/Doors/Gates/Fences

Football Field/Stadium: Handrails are damaged, broken, missing or unsecured (remedied 8/28/19)

SBCUSD School Facility Good Repair Status (School Year 2019-20)

Results of this site's most recent survey are included below, and any associated repairs were completed by the end of May 2019.

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. 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); 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	51	45	39	40	50	50
Mathematics (grades 3-8 and 11)	22	20	25	27	38	39

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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	600	584	97.33	2.67	44.58
Male	291	284	97.59	2.41	39.86
Female	309	300	97.09	2.91	49.00
Black or African American	41	41	100.00	0.00	41.46
American Indian or Alaska Native	--	--	--	--	--

Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	536	521	97.20	2.80	44.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	567	552	97.35	2.65	44.26
English Learners	168	153	91.07	8.93	10.67
Students with Disabilities	52	50	96.15	3.85	8.16
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	41	35	85.37	14.63	41.18

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	599	590	98.50	1.50	20.41
Male	290	285	98.28	1.72	18.37
Female	309	305	98.71	1.29	22.30
Black or African American	41	41	100.00	0.00	12.20
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	535	527	98.50	1.50	20.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	566	557	98.41	1.59	19.46

English Learners	167	162	97.01	2.99	2.50
Students with Disabilities	52	50	96.15	3.85	2.04
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	40	39	97.50	2.50	13.16

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

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 - 05
- Arts, Media, and Entertainment - 38
- Building and Construction Trades - 30
- Business and Finance - 35
- Education, Child Development, and Family Services - 26
- Energy, Environment, and Utilities - 16
- Engineering and Architecture - 15
- Health Science and Medical Technology - 62
- Hospitality, Tourism, and Recreation - 23
- Information and Communication Technologies - 74
- Manufacturing and Product Development - 38
- Public Services - 30
- Transportation - 32

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 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1635
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	34.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	5.6

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.21
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	39.09

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	33.8	22.8	28.3

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Each school provides multiple options for parents to participate in the educational process. Opportunities vary from site to site but include parent centers, parent education programs, Parent Teacher Association (PTA), School Site Council (SSC), English Learners Advisory Committee (ELAC), Gifted and Talented Education (GATE) Advisory Committee, African American Parent Advisory Council (AAPAC), homework hotlines, auto-callers, parent conferences, family curricular theme nights, Community Outreach, Parent volunteer, Field Study Chaperone, CAFE and EI Conferences, Parent Engagement Center, parent training and education, classroom and playground volunteers, and leadership opportunities for parents. For more information about these and other opportunities, please contact the school.

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:

ARROYO VALLEY HIGH SCHOOL

Sandra Valdez

Bilingual Community Relations Worker II

Family Engagement

1881 W. Baseline St.

San Bernardino, CA 92411

Classroom: B-102

(909) 383-2669

CAJON HIGH SCHOOL

Mitzi Brazfield

Bilingual Community Relations Worker II

Family Engagement

1200 W. Hill Dr.

San Bernardino, CA 92407

Classroom: C-24

(909) 881-8121

INDIAN SPRINGS HIGH SCHOOL

Cathleen Vega

Bilingual Community Relations Worker II

Family Engagement

650 N. Del Rosa Ave.

San Bernardino, CA 92410

Classroom: P-4

(909) 383-1716

PACIFIC HIGH SCHOOL

Martha Lopez de Salcedo

Bilingual Community Relations Worker II

Family Engagement

1020 Pacific St.

San Bernardino, CA 92405

Classroom: Z-9

(909) 388-6431

SAN BERNARDINO HIGH SCHOOL

Mariam Alvarez

Bilingual Community Relations Worker II

Family Engagement

1850 N. E St.

San Bernardino, CA 92404

Classroom: Z-3

(909) 886-7997

SAN GORGONIO HIGH SCHOOL

Olivia Nunez
 Bilingual Community Relations Worker II
 Family Engagement
 2299 Pacific St.
 San Bernardino, CA 92404
 Classroom: H-1
 (909) 388-6526

ARROYO/SAN BERNARDINO CLUSTER

Raul Marmelejo
 Community Relations Worker II
 Family Engagement

CAJON/PACIFIC CLUSTER

Esmeralda McWilliams
 Community Relations Worker II
 Family Engagement

INDIAN SPRINGS/SAN GORGONIO CLUSTER

Marco Spears
 Community Relations Worker II
 Family Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	4.1	1.6	3.3	9.1	10.2	10.9	9.7	9.1	9.6
Graduation Rate	93.9	96	95.8	86.2	82.1	82.2	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	6.7	6.8	5.9	5.6	5.0	5.4	3.6	3.5	3.5
Expulsions	0.2	0.2	0.2	0.2	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Date of Last Review/Update: Dec. 13, 2019

Date Last Reviewed with Faculty: Oct. 17, 2019

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	27	28	32	42	27	28	37	41	26	32	42	34
Mathematics	28	26	29	35	29	18	31	41	29	18	23	48
Science	28	19	24	41	28	22	23	46	28	18	29	39
Social Science	30	15	22	43	30	17	27	43	28	23	31	35

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	327.6

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	8.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,754	\$409	\$6,345	\$72,651
District	N/A	N/A	\$7,246	\$85,252.00
Percent Difference - School Site and District	N/A	N/A	-13.3	-16.0
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-16.8	-12.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 members of the school community such as the principal, teachers, support staff, parents, and students (at the secondary level). These stakeholders 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.

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
- Local Control Funding Formula (LCFF)

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

Continuous Improvement

LEAs 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. 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 Targeted Support for School Progress or TSSP). Additionally, 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).

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,417	\$48,612
Mid-Range Teacher Salary	\$82,780	\$74,676
Highest Teacher Salary	\$107,530	\$99,791
Average Principal Salary (Elementary)	\$131,399	\$125,830
Average Principal Salary (Middle)	\$141,977	\$131,167
Average Principal Salary (High)	\$161,365	\$144,822
Superintendent Salary	\$337,203	\$275,796
Percent of Budget for Teacher Salaries	33%	34%

Percent of Budget for Administrative Salaries	4%	5%
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For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts		N/A
Foreign Language	9	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	7	N/A
All courses	24	18.7

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	2

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 3 days of staff development in 2016-17 and 2017-18 and 2 days of staff development in 2018-19.

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 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.