

ARROYO VALLEY HIGH SCHOOL

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	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
School Website	https://arroyovalley.sbcusd.com/
County-District-School (CDS) Code	36678763631082

2022-23 District Contact Information

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

2022-23 School Overview

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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	787
Grade 10	845
Grade 11	675
Grade 12	577
Total Enrollment	2,884

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
American Indian or Alaska Native	0.2
Asian	1.1
Black or African American	4.5
Filipino	0.1
Hispanic or Latino	91.9
Native Hawaiian or Pacific Islander	0.4
Two or More Races	0.3
White	1.3
English Learners	16.6
Foster Youth	0.3
Homeless	11.0
Migrant	0.0
Socioeconomically Disadvantaged	89.5
Students with Disabilities	13.2

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	95.40	86.24	1928.00	85.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	0.45	37.10	1.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.50	3.17	64.20	2.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.00	2.75	66.10	2.93	12115.80	4.41
Unknown	8.10	7.36	163.10	7.22	18854.30	6.86
Total Teaching Positions	110.70	100.00	2258.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

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

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.80	
Misassignments	1.60	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.50	

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	3.00	
Total Out-of-Field Teachers	3.00	

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.10	

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

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

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

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.

Year and month in which the data were collected

June 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt: California Collections © 2017 (2016) California State University: Expository Reading and Writing Course (2014)	Yes	0
Mathematics	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) California State University: MRWC* (2019)	Yes	0
Science	Biozone: Biology (Continuation & Special Ed) (2020) Pearson: Campbell Biology (2020) Oxford University Press: Chemistry International Baccalurate/MYP (2020) Pearson: Experience Biology: The Living Earth (2020) Pearson: Experience Chemistry in the Earth System (2020) Pearson: Human Anatomy & Physiology 11th Edition (2020) Biozone: Physical Science (Continuation & Special Ed.) (2020)	Yes	0

	Discovery Education: Physics of the Universe (2020)		
History-Social Science	<p>Pearson: My World Interactive World Geography (2018)</p> <p>Pearson: The Cultural Landscape: An Introduction to Human Geography, 13th Edition-Rubenstein (2018)</p> <p>Pearson: California World History: The Modern World (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>	Yes	0
Foreign Language	<p>Vista Higher Learning: Senderos 1 (2021)</p> <p>Carnegie Learning: ¡Qué Chévere! 4 (2021)</p> <p>Vista Higher Learning: D'accord! 1 (2021)</p> <p>Vista Higher Learning: D'accord! 2 (2021)</p> <p>Vista Higher Learning: D'accord! 3 (2021)</p> <p>Vista Higher Learning: Face-A-Face Conversation Sans Frontieres (2021)</p> <p>Vista Higher Learning: Galeria de lengua y cultura 1 Español para hispanohablantes (2021)</p> <p>Vista Higher Learning: Galeria de lengua y cultura 2 Español para hispanohablantes (2021)</p> <p>Vista Higher Learning: Imaginez 4th Edition Le Francaise Sans Frontieres (2021)</p> <p>Pearson: Reflexiones Introducción a la literature hispánica (2021)</p> <p>Vista Higher Learning: Senderos 2 (2021)</p>	Yes	0

	Vista Higher Learning: Senderos 3 (2021) Carnegie Learning: T'es branché? 4 (2021) Vista Higher Learning: Temas para Español B Spanish for the IB Diploma (2021)		
Health	Pearson: Pearson Health (2018)	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)	No	0
Science Laboratory Equipment (grades 9-12)	Sufficient appropriate laboratory equipment is available in all science classrooms		0

School Facility Conditions and Planned Improvements

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. 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. The most recent facilities inspection took place January, 2022. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with an appropriate learning environment.

Safety

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

Maintenance and Repair

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

Cleaning Process and Schedule

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

School Facility Improvements

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

Replacement of indoor and outdoor lunch tables as needed.

Gym floors re-finish.

Carpet replacement, as needed.

Replace tree damaged concrete by child care

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

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

Year and month of the most recent FIT report

01/25/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			e-111 - a/c does not cool on a warm day
Interior: Interior Surfaces			X	admin stairs to lounge - broken ceiling tile -high ceiling athletic office - replace 1 ceiling tile b-101 - hole in drywall, stage left. Secure latch strike, remove screws and plastic fragments from panic bar, west door

School Facility Conditions and Planned Improvements

b-102 - m-u room door won't shut. Patch and paint wall by water cooler. Ceiling tile stains. Secure vinyl flooring-corner by door to cafeteria
 baseball field women's rr - tighten toilet paper dispenser in handicap stall. Missing feminine receptacle
 c-105 - hole in 1 ceiling tile
 c-107 - reset 1 ceiling tile
 c-201 - reset 1 ceiling tile
 c-209 - reset 1 ceiling tile. 2 stained ceiling tiles. Adjust door closer
 cafeteria - install corner guards on either side of the fire extinguisher on the north wall. Patch and paint by the fire extinguisher on the north wall. Replace low voltage cover plate
 cafeteria - repair panic bar end cap on northwest door to lobby. Rubber cove base damaged in southeast corner by serving line
 cafeteria boy's rr - graffiti above urinals. Toilets #1 and 4 leak. Faucet #2 needs repairs
 career center - 1 missing ceiling tile
 conference room - lifting carpet squares by shared office door
 d-012 - glue down 2 carpet squares by floor access panel
 d-110 - replace rubber base molding-4
 d-wing boy's rr - ceramic tile cove behind toilets are loose
 f-101 - patch and paint wall below fire extinguisher and white board
 f-102 - install corner guard by door
 f-103 - secure lock in door. Paint peeled on east wall between steel beams
 f-105 - install a corner guard near the door
 f-202 - reset ceiling tile by door
 f-205 - patch and paint wall around the corner from the door
 f-209 - reset carpet tile by steel column. Touch up paint by fire extinguisher. Fire extinguisher has low pressure
 field men's rr - reattach toilet paper dispenser in handicap stall
 g-104 - touch up hand rails. One of the south doors won't close
 g-107 preschool - door does not close. Cabinet drawer locks, see staff. Make sure fire extinguisher cabinet lock works
 g-201 - touch up paint on either side of caster door
 g-202 - interior door scratched
 g-203 - check panic bar head for blockage. Hole in ceiling tile above opticlean filter
 gym - 1st drinking fountain has high pressure. Patch and paint hole in drywall at floor level south west corner of gym
 hall of fame rr - ceramic cove base tile broken at entrance partition wall-14 pieces
 hall of fame women rr - ceramic cove base tile broken-10 pieces
 i-104 - 6 stained ceiling tiles-high ceiling

School Facility Conditions and Planned Improvements

			<p>i-201 - 1 stained ceiling tile and reset 1 ceiling tile. Missing drain covers tables 4 and 5 library - paint touch up around ceiling register at south west entrance n-102 off master - fix door closer. Ceiling tiles have holes n-104 - paint door interior. Mosquitos (per teacher). Self made power pole, install adhesive conduit on north wall for usb cable n-105 - 1 torn ceiling tile by projection screen n-106 - door hits jamb. Patch or replace ceiling tiles. Paint door interior n-109 - replace ceiling tiles around flags n-110 - patch or replace ceiling tiles n-203 - paint interior of door n-204 - paint interior of door n-205 - door hits jamb. Paint interior of door n-206 - hole in vinyl wall surface by file cabinet on east wall. Secure end bracket of panic bar to door n-207 - reset 1 ceiling tile. Weather strip is damaged n-210 - secure lock in door. Reset ceiling tile n-wing - bottle filler by n-101 leaks. Graffiti on fountain by boy's rr. Adjust upstairs fountain n-wing girl's rr - toilet #2 is loose. Replace soap dispenser n-wing upstairs staff rr - north rr door won't close. Ceramic base tile is broken preforming art center - paint touch up on north wall preforming arts men rr - reattach 1 soap dispenser. Replace toilet paper dispenser in handicap stall preforming arts women's rr - toilet paper dispenser is missing team room boys - reset 1 ceiling tile upstairs lounge - patch hole and touch up paint-south wall. Paint touch up south wall east corner lower portion</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>g-105 - sink in cabinet drains slowly. Mosquitos n-104 - paint door interior. Mosquitos (per teacher). Self made power pole, install adhesive conduit on north wall for usb cable"</p>
<p>Electrical</p>	X		<p>c-203 - 2 gfic outlets on north end of work bench does not work cafeteria - install corner guards on either side of the fire extinguisher on the north wall. Patch and paint by the fire extinguisher on the north wall. Replace low voltage cover plate e-109 - reset light fixture diffuser g-106 - hose bib on north side leaks. Adjust door closer on east door. Bypass occupancy sensor that controls lights in g-012/g-015 together i-102 - gfic does not work on table 3. Tabled 2 and 3 sinks do not drain. Table 8 faucet does not work. Table 4 faucet leaks. Table 5 leaks under cabinet i-202 - gas valve on table 6 is to tight. Evaluate and repair gfic on table 1, 2 and all gfic's on north wall. Evaluate and repair all faucets j-wing exterior - missing exterior outlet cover</p>

School Facility Conditions and Planned Improvements

			<p>n-104 - paint door interior. Mosquitos (per teacher). Self made power pole, install adhesive conduit on north wall for usb cable</p> <p>pool - standing water outside north fence line. Lube gate locks. Bottle filler leaks. Night lights on at 2pm</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		<p>boys coaches rr - faucet does not work</p> <p>c-017 - loose faucet</p> <p>c-101 - missing fire extinguisher. Sink on east wall does not work</p> <p>c-106 - leaking faucet closest to door</p> <p>c-206 - south east desk gas valve is missing nuts for handle. South west desk gas valve is hard to turn</p> <p>cafeteria boy's rr - graffiti above urinals. Toilets #1 and 4 leak. Faucet #2 needs repairs</p> <p>cafeteria girl's rr - toilets #3, 5 and 6 leak</p> <p>e-107 - sink in rr leaks</p> <p>f-104 - bottle filler between e & f-wing leaks</p> <p>football field - drinking fountain continually running</p> <p>g-105 - sink in cabinet drains slowly. Mosquitos</p> <p>girls locker room - faucet pop up handle is missing</p> <p>gym - 1st drinking fountain has high pressure. Patch and paint hole in drywall at floor level south west corner of gym</p> <p>hall of fame - drinking fountain by rr's does not work</p> <p>i-101 - sink on tables 1 and 4 do not drain</p> <p>i-102 - gfc does not work on table 3. Tabled 2 and 3 sinks do not drain. Table 8 faucet does not work. Table 4 faucet leaks. Table 5 leaks under cabinet</p> <p>i-201 - 1 stained ceiling tile and reset 1 ceiling tile. Missing drain covers tables 4 and 5</p> <p>i-202 - gas valve on table 6 is to tight. Evaluate and repair gfc on table 1, 2 and all gfc's on north wall. Evaluate and repair all faucets</p> <p>n-wing - bottle filler by n-101 leaks. Graffiti on fountain by boy's rr. Adjust upstairs fountain</p> <p>n-wing boy's rr - toilet #6 is loose</p> <p>n-wing girl's rr - toilet #2 is loose. Replace soap dispenser</p> <p>pool - standing water outside north fence line. Lube gate locks. Bottle filler leaks. Night lights on at 2pm</p> <p>performing arts men rr - reattach 1 soap dispenser. Replace toilet paper dispenser in handicap stall</p> <p>staff cafeteria - both rr doors won't close. Panic bar on east door is missing the end cap. Plastic corner guard broken by steam table. Secure toilet seats</p> <p>upstairs g-wing rr's - men's rr toilet leaks</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>c-101 - missing fire extinguisher. Sink on east wall does not work</p> <p>f-209 - reset carpet tile by steel column. Touch up paint by fire extinguisher. Fire extinguisher has low pressure</p> <p>g-107 preschool - door does not close. Cabinet drawer locks, see staff. Make sure fire extinguisher cabinet lock works</p>
<p>Structural: Structural Damage, Roofs</p>	X		

School Facility Conditions and Planned Improvements

<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>		X	<p>b-101 - hole in drywall, stage left. Secure latch strike, remove screws and plastic fragments from panic bar, west door</p> <p>b-102 - m-u room door won't shut. Patch and paint wall by water cooler. Ceiling tile stains. Secure vinyl flooring-corner by door to cafeteria</p> <p>baseball field lower - gopher and dirt on concrete at dugout through chain link</p> <p>b-wing cafeteria exterior - cover graffiti on stucco columns by serving windows. 2 lunch table seats damaged outside northeast corner of staff cafeteria</p> <p>c-209 - reset 1 ceiling tile. 2 stained ceiling tiles. Adjust door closer</p> <p>cafeteria - repair panic bar end cap on northwest door to lobby. Rubber cove base damaged in southeast corner by serving line</p> <p>d-108 - lock is loose on entry door</p> <p>f-103 - secure lock in door. Paint peeled on east wall between steel beams</p> <p>g-101 - secure door lock</p> <p>g-103 - north and south doors won't close</p> <p>g-104 - touch up hand rails. One of the south doors won't close</p> <p>g-106 - hose bib on north side leaks. Adjust door closer on east door. Bypass occupancy sensor that controls lights in g-012/g-015 together</p> <p>g-107 preschool - door does not close. Cabinet drawer locks, see staff. Make sure fire extinguisher cabinet lock works</p> <p>g-203 - check panic bar head for blockage. Hole in ceiling tile above opticlean filter</p> <p>gates by tennis courts - paint touch up on gate columns-orange by tennis courts and i wing</p> <p>h-018 - door won't shut. Panic bar on gate outside is broken</p> <p>h-103 - door won't close</p> <p>h-104 - door won't close</p> <p>h-105 - door by room # sign won't close</p> <p>h-107 - secure door lock</p> <p>h-110 - door won't shut</p> <p>h-111 - southeast door won't shut</p> <p>handball courts - plastic crates stacked in one court. Hole in gate to softball field</p> <p>i-105 and i-106 - patch and paint where projector have been removed</p> <p>i-wing - paint panic bar gate at south corner, exterior</p> <p>n102 off master - fix door closer. Ceiling tiles have holes</p> <p>n-106 - door hits jamb. Patch or replace ceiling tiles. Paint door interior</p> <p>n-108 - secure the lock in the door</p> <p>n-205 - door hits jamb. Paint interior of door</p> <p>n-206 - hole in vinyl wall surface by file cabinet on east wall. Secure end bracket of panic bar to door</p> <p>n-207 - reset 1 ceiling tile. Weather strip is damaged</p> <p>n-209 - weather strip is damaged</p> <p>n-210 - secure lock in door. Reset ceiling tile</p> <p>n-wing upstairs staff rr - north rr door won't close. Ceramic base tile is broken</p>
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School Facility Conditions and Planned Improvements

			<p>pool - standing water outside north fence line. Lube gate locks. Bottle filler leaks. Night lights on at 2pm</p> <p>softball field - gophers behind handball courts. Fence damaged on both sides of walking gate</p> <p>south driveway - stand water by fire hydrant and irrigation boxes outside preschool. Tree roots lifting concrete outside preschool</p> <p>staff cafeteria - both rr doors won't close. Panic bar on east door is missing the end cap. Plastic corner guard broken by steam table. Secure toilet seats</p> <p>tennis courts - tension rod in gate by south basketball court came loose</p> <p>varsity baseball field - broken irrigation cover behind backstop</p>
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	37	N/A	33	N/A	47
Mathematics (grades 3-8 and 11)	N/A	12	N/A	18	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	619	606	97.90	2.10	36.63
Female	355	348	98.03	1.97	40.23
Male	264	258	97.73	2.27	31.78
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	18	18	100.00	0.00	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	585	573	97.95	2.05	36.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	87	83	95.40	4.60	1.20
Foster Youth	--	--	--	--	--
Homeless	78	76	97.44	2.56	32.89
Military	--	--	--	--	--
Socioeconomically Disadvantaged	550	539	98.00	2.00	35.62
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	71	69	97.18	2.82	7.25

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	617	604	97.89	2.11	11.75
Female	355	348	98.03	1.97	10.34
Male	262	256	97.71	2.29	13.67
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	18	18	100.00	0.00	11.11
Filipino	--	--	--	--	--
Hispanic or Latino	583	571	97.94	2.06	11.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	86	82	95.35	4.65	0.00
Foster Youth	--	--	--	--	--
Homeless	78	76	97.44	2.56	9.21
Military	--	--	--	--	--
Socioeconomically Disadvantaged	549	538	98.00	2.00	10.41
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	70	68	97.14	2.86	2.94

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	14.73	21.14	17.39	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	752	741	98.54	1.46	14.73
Female	386	384	99.48	0.52	12.24
Male	366	357	97.54	2.46	17.42
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100	0	27.27
Black or African American	31	30	96.77	3.23	10
Filipino	--	--	--	--	--
Hispanic or Latino	689	679	98.55	1.45	14.6
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	91	89	97.8	2.2	1.12
Foster Youth	--	--	--	--	--
Homeless	97	97	100	0	6.25
Military	82	80	97.56	2.44	17.5
Socioeconomically Disadvantaged	678	669	98.67	1.33	13.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	70	97.22	2.78	2.86

2021-22 Career Technical Education Programs

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, all CTE courses include a work-based learning component offering the benefits of authentic application of knowledge and skills in a real world setting.

ARROYO VALLEY HIGH SCHOOL (10)
 BUSINESS & LOGISTICS ACADEMY (GOLD)
 CONSTRUCTING OPPORT. IN RENEWABLE ENERGY (CORE) ACADEMY (GOLD)
 DIGITAL MEDIA ARTS ACADEMY (GOLD)

- Film and Broadcast Technology Pathway
- Graphic Design & Digital Imaging Pathway
- Digital Photography Pathway

GLOBAL LEADERSHIP ACADEMY (SILVER)
 LOCAL & NATIONAL SECURITY PATHWAY
 ANIMATION ACADEMY
 EDUCATORS FOR TOMORROW ACADEMY (SILVER)
 VISUAL & PERFORMING ARTS ACADEMY

CTE Advisory Board Members:
 Bill Tynan, Garner Holt Productions, Inc
 Sherryl Anderson, Night Owl Bay
 Karen Suarez, Uplift San Bernardino
 Dr. Bill Clarke, Technical Employment Training

Industries Represented:
 Agriculture and Natural Resources
 Arts, Media, Entertainment
 Building and Construction Trades
 Business and Finance
 Education, Child Development, and Family Services
 Energy, Environment, and Utilities
 Health Science and Medical Technologies
 Information and Communication Technologies
 Manufacturing and Product Development
 Marketing, Sales and Service
 Transportation

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1807
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	22.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.30
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	42.72

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95.0%	95.0%	94.8%	95.0%	95.0%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

EPAC, SSC, AAPAC, Academy Parent Nights, Back to School Night and Coffee with the Principal.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		3.4	3.3		10.5	10.2		8.9	7.8
Graduation Rate		95.1	93.8		79.6	83.4		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	600	563	93.8
Female	292	278	95.2
Male	308	285	92.5
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	31	31	100.0
Filipino	--	--	--
Hispanic or Latino	541	507	93.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	129	105	81.4
Foster Youth	--	--	--
Homeless	146	133	91.1
Socioeconomically Disadvantaged	585	553	94.5
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	86	69	80.2

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3194	3091	1174	38.0
Female	1620	1569	642	40.9
Male	1574	1522	532	35.0
American Indian or Alaska Native	5	5	2	40.0
Asian	31	31	11	35.5
Black or African American	150	140	66	47.1
Filipino	5	4	1	25.0
Hispanic or Latino	2925	2838	1053	37.1
Native Hawaiian or Pacific Islander	13	13	8	61.5
Two or More Races	11	10	5	50.0
White	43	41	22	53.7
English Learners	580	558	223	40.0
Foster Youth	18	17	11	64.7
Homeless	360	345	145	42.0
Socioeconomically Disadvantaged	2922	2838	1102	38.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	442	416	198	47.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.81	3.66	2.45
Expulsions	0.13	0.07	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.03	8.05	0.01	4.68	0.20	3.17
Expulsions	0.00	0.19	0.00	0.18	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.05	0.19
Female	5.74	0.06
Male	10.42	0.32
American Indian or Alaska Native	0.00	0.00
Asian	6.45	0.00
Black or African American	20.00	0.67
Filipino	0.00	0.00
Hispanic or Latino	7.38	0.17
Native Hawaiian or Pacific Islander	15.38	0.00
Two or More Races	0.00	0.00
White	13.95	0.00
English Learners	9.83	0.17
Foster Youth	11.11	0.00
Homeless	7.22	0.28
Socioeconomically Disadvantaged	8.04	0.14
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.90	0.00

2022-23 School Safety Plan

Date of Last Review/Update: Aug. 8, 2022

Date Last Reviewed with Faculty: Oct. 18, 2022

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

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

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

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	33	31	47
Mathematics	29	21	27	44
Science	29	12	27	40
Social Science	28	21	31	38

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	128	57	12
Mathematics	28	20	32	42
Science	27	21	33	38
Social Science	26	28	34	34

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	141	60	18
Mathematics	24	37	32	43
Science	22	44	29	39
Social Science	22	57	35	38

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	360.5

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	8.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	11.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,406	\$559	\$6,847	\$78,1958
District	N/A	N/A	\$7,322	\$82,280
Percent Difference - School Site and District	N/A	N/A	-6.7	161.9
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	3.8	160.6

2021-22 Types of Services Funded

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

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

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

Categorical programs commonly found at SBCUSD sites are:

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

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

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

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

2020-21 Teacher and Administrative Salaries

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

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

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	16.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	8
Mathematics	2
Science	2
Social Science	8
Total AP Courses Offered Where there are student course enrollments of at least one student.	20

Professional Development

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

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

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

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

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

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

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