INDIAN SPRINGS 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	INDIAN SPRINGS HIGH SCHOOL
Street	650 N. Del Rosa Dr.
City, State, Zip	San Bernardino, CA 92410
Phone Number	(909) 383-1360
Principal	Kristen Bicondova
Email Address	kristen.bicondova@sbcusd.k12.ca.us
School Website	https://indiansprings.sbcusd.com/
County-District-School (CDS) Code	36678760125450

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

Indian Springs High School opened in 2012 and is the newest of nine high schools in the San Bernardino City Unified School District. The school serves students in the southern portion of the city of San Bernardino and the western portion of the city of Highland. It has 102 classrooms, a library, a gymnasium, a multipurpose room, theater and an administration office, providing ample space for instruction. The school provides students with rigorous and relevant coursework that will prepare them to graduate and be ready to enter the career or college of their choice.

Indian Springs is an urban school serving predominantly Hispanic and African-American students with relatively low means of income. The mobility rate of students in this area is relatively high due to many factors such as low employment rates and housing that consists mostly of rentals and apartments.

Vision - We will provide an equitable learning experience and school culture that leads to: All students graduating college and career ready; highly rigorous and intentional instruction; graduate with high levels of self-efficacy; community mided graduates; culturally responsive graduate. Slogan - "I am. We are. Indian Springs Coyotes"

Mission - We will build partnerships and create real world experiences for all Indian Springs High School students, to be invaluably prepared to charge into today's world after graduation. We prepare our students to be resourceful competitors who can achieve their goals and have a positive impact in the local and global community.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	597
Grade 10	598
Grade 11	436
Grade 12	362
Total Enrollment	1,993

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.1
Male	54.9
American Indian or Alaska Native	0.2
Asian	2.1
Black or African American	10.5
Filipino	0.0
Hispanic or Latino	83.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.4
White	1.6
English Learners	16.5
Foster Youth	0.8
Homeless	9.8
Migrant	0.0
Socioeconomically Disadvantaged	89.7
Students with Disabilities	17.2

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)	70.70	83.32	1928.00	85.36	228366.10	83.12
Intern Credential Holders Properly Assigned	3.20	3.88	37.10	1.65	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.40	1.73	64.20	2.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.90	5.85	66.10	2.93	12115.80	4.41
Unknown	4.40	5.19	163.10	7.22	18854.30	6.86
Total Teaching Positions	84.80	100.00	2258.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

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

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

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.40	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.40	

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	0.80	
Local Assignment Options	4.00	
Total Out-of-Field Teachers	4.90	

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.60	
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.

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Williams Visit Findings

Visit Date: 08/22/22

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.

The following extreme deficiencies were observed

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: Collections (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) Freeman: Practice of Statistics (2015) Pearson: FDWKB Calculus, AP Edition (2015) Pearson Sullivan: Precalculus: Enhanced with Graphing Utilities (2015)	Yes	0
Science	Pearson: Experience Biology: The Living Earth (2020) Pearson: Campbell Biology (2020) Pearson: Human Anatomy & Physiology 11th Edition (2020)	Yes	0

	Pearson: Experience Chemistry in the Earth System (2020)		
	Oxford University Press: Chemistry International Baccalurate/MYP (2020)		
	Oxford University Press:IB Sports (2020)		
	OpenStax: Physics AP (2020)		
	Discovery Education: Physics of the Universe (2020)		
History-Social Science	Pearson: My World Interactive World Geography (2018)	Yes	0
	Pearson: Psychology, 4th Edition-Elmhorst, Minter, Ciciccarelli, White (2018)		
	Pearson: The Cultural Landscape: An Introduction to Human Geography, 13th Edition-Rubenstein (2018)		
	Bedford, Freeman, & Worth Publishing: Ways of the World with Sources, for the AP course, 4th edition-Strayer and Nelson (2018)		
	Pearson: California World History: The Modern World (2018)		
	Bedford, Freeman, & Worth Publishing: Psychology for the AP Course, 3rd Edition-Myers (2018)		
	Bedford, Freeman, & Worth Publishing: America's History, For the AP Course, 9th Edition-Hennretta, Hinderaker, Edwards and Self (2018)		
	Pearson: California United States History: The Twentieth Century (2018)		
	Bedford, Freeman, & Worth Publishing: American Government Stories of a Nation (2018)		
	Pearson: California Economics Principles in Action (2018)		
	Pearson: California Magruder's American Government (2018)		
	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 Amercias: 1880-1981 (2018)		
	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 Amercias: 1880-1981 (2018)		
Foreign Language	Vista Higher Learning: Senderos 1 (2021)	Yes	0
	Vista Higher Learning: Senderos 2 (2021)		

	Vista Higher Learning: Senderos 3 (2021)		
	Vista Higher Learning: Galeria de lengua y cultura 1 Español para hispanohablantes (2021)		
	Vista Higher Learning: Galeria de lengua y cultura 2 Español para hispanohablantes (2021)		
	Vista Higher Learning: Temas Para Español B Spanish for the IB Diploma (2021)		
	Carnegie Learning: ¡Que Chevere! 4 2nd Ed. (2021)		
	Vista Higher Learning: Intrigas Advanced Spanish through Literature and Film 3rd Edition (2021)		
	Pearson: Reflexiones Introducción a la literatura hispánica (2021)		
	Vista Higher Learning: D'Accord! 1 (2021)		
	Vista Higher Learning: D'Accord! 2 (2021)		
	Vista Higher Learning: D'Accord! 3 (2021)		
	Carnegie Learning: T'es branché 4 (2021)		
	Vista Higher Learning: Imaginez 4th Edition Le Francaise Sans Frontieres (2021)		
	Vista Higher Learning: Face-A-Face Conversation Sans Frontieres 3 (2021)		
Health	N/A		N/A
Visual and Performing Arts	Glencoe/McGraw-Hill: Art Talk (2002)	No	0
	Glencoe/McGraw-Hill: The Stage and the School (2002)		
	Glencoe/McGraw-Hill: Music! Its Role and Importance in Our Lives (2002)		
Science Laboratory Equipment (grades 9-12)	Sufficient appropriate laboratory equipment is available in all science classrooms		0

School Facility Conditions and Planned Improvements

General
Indian Springs High School opened in 2012 and is the newest of nine high schools in the San Bernardino City Unified School District. The school serves students in the southern portion of the city of San Bernardino and the western portion of the city of Highland. It has 102 classrooms, a library, a gymnasium, a multipurpose room, and an administration office. The school has a focus on Science, Technology, Engineering, and Mathematics (STEM) and provides students with rigorous and relevant coursework that will prepare them to graduate and be ready to enter the career or college of their choice. Indian Springs is an urban school serving predominantly Hispanic and African-American students with relatively low means of income. The mobility rate of students in this area is relatively high due to many factors such as low employment rates and housing that consists mostly of rentals and apartments.

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

School Facility Conditions and Planned Improvements

Office of Public School Construction (OPSC). Results of this survey are available from the district's Maintenance and Operations Department. The most recent facilities inspection took place December, 2021. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with an appropriate learning environment.

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

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

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

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

Replacement of indoor and outdoor lunch tables as needed.
Gym floors re-finish.

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School Facility Good Repair Status

Williams Visit Findings
Visit Date: 08/22/22

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 observed.

The following good repair deficiencies were observed:

Section 4. Interior Surfaces
J7 (1st Lunch): Ceiling tiles are damaged, loose, missing or stained (work order #69719)
Section 5. Overall Cleanliness
J9: Unsecured items are stored too high and pose a safety hazard (remedied 8/22/22)
K3: Unsecured items are stored too high and pose a safety hazard (remedied 8/22/22)
Q7: Unsecured items are stored too high and pose a safety hazard (remedied 8/22/22)
Q3: Unsecured items are stored too high and pose a safety hazard (remedied 8/22/22)
T3: Unsecured items are stored too high and pose a safety hazard (remedied 8/22/22)

Section 8. Restrooms
Swimming Complex: Shower is not working (work order #69673)

Section 10. Fire Safety
J9: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/22/22)

School Facility Conditions and Planned Improvements

Q7: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/22/22)
Q3: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/22/22)
T3: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/22/22)
S5 (2nd lunch): Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/22/22)
F5 (1st lunch): Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/22/22)
J7 (1st Lunch): Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/22/22)
J4 (1st lunch): Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/22/22)
J1: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/22/22)
Q2: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/22/22)
Band Room: Elevator/Wheelchair Lift is not functioning (work order #69700)

Section 11. Hazardous Materials
H2: Interior paint is peeling, chipping or cracking (work order #69725)
J7 (1st Lunch): Interior paint is peeling, chipping or cracking (work order #69698)
Q2: Interior paint is peeling, chipping or cracking (work order #69720)
K3: Eye wash stations/safety showers are not accessible or operable (remedied 8/22/22)
T2 (2nd lunch): Eye wash stations/safety showers are not accessible or operable (remedied 8/22/22)
F3 (1st lunch): Eye wash stations/safety showers are not accessible or operable (work order #69716)
F5 (1st lunch): Eye wash stations/safety showers are not accessible or operable (remedied 8/22/22)

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School Facility Good Repair Status

School Facility Good Repair Status (School Year 2022-23)
Results of this site's most recent survey are included below, and any associated repairs were completed by the end of March 2022.

Year and month of the most recent FIT report	12/06/21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			J-5 - Opticlean red light on. Q-2 - Opticlean red light on. Paint peeled from south wall. U-1 - Graffiti on steel posts outside. Door squeaks loudly. Room always seems warm. Two ceiling tiles have square holes.
Interior: Interior Surfaces			X	A-2 - Two lights are out.. Reset a ceiling tile. Patch and paint the corner by the door. B-1 - In the Men's RR the soap dispenser is broken. Graffiti on the exterior of the west facing door and on the adjacent concrete block. B-2 - Hole in drywall by the fire extinguisher. Hole in drywall on the west wall. C-2 - Kids nap from 12:30-3:00. North door panic bar difficult to lock down. East gates stick. Lock release camera is broken. Hot water is too hot. Fix storage room door lock. Touch up interior walls. Cafeteria - The southwest doors need paint on the interior. The southwest doors have one top corner damaged. The fire extinguisher by the Girls' RR has low pressure. Graffiti on the wall by the Boys' RR.

School Facility Conditions and Planned Improvements

In the north service hallway, drywall is broken and rubber cove base is damaged. Paint has been peeled from the wall by the top of the wheelchair lift.

D-1 - Graffiti on the wall by the north door. Exterior RR OK.

D-2 - There is a rectangular hole in the wall by the OptiClean. Carpet is dirty.

D-4 Weight Rm. - Ceiling tiles out of position. Paint the exterior of the north door.

F-1 - Patch ceiling tiles. Gas valves missing from manifolds on counters.

F-4 - Fix ceiling tiles. Faucet by door missing handle.

F-5 - Ceiling tiles out of position and punctured with multiple holes.

F-6 - Graffiti on the exterior of the door. ""Inspector's Test"" sign on cover plate by the door is damaged. Fire extinguisher tag is missing. Ceiling tiles are damaged.

F-7 - Sticker tag on exterior of the door. Touch up paint on interior walls by the Work Rm. door.

F-8 - Paint the exterior of the door. Ceiling tiles are out of position and punctured. Touch up paint on the wall by the eye wash.

F-Wing RR west - Soap dispenser broken.

G-2 - Install corner guard by east door.

G-3 - Toilet seat is loose. There are two holes in the wall by the RR door."

G-4 - Kitchen faucet leaks. Touch up wall below white boards.

Girls' Locker Rm. - Hole in plaster ceiling due to water leak. Paint peeled and graffiti on wall by showers and RR. Fire extinguisher missing from hallway by north door. Paint both north doors.

Graffiti on north equipment room door. Toilet #3 is bagged.

Gym East Exterior RR's - Boys' RR - Graffiti on the partitions.

Boys' RR - Replace one soap dispenser.

Gym East Lobby - Graffiti on a wall.

Gym West Lobby - Fix access doors in the ceiling - cabinet locks. Floor paint damaged by the doors to the Gym.

Gymnasium - Drywall columns are damaged and their paint is peeling. Paint has been peeled and there is graffiti by the northeast doors. Fire extinguisher box latches have been damaged, so you can only open them with a key.

H-11 - Paint peeled from west wall.

H-4 - Touch up paint on south and west walls.

H-6 - Patch and paint south wall near fire extinguisher. Touch up paint south wall.

H-7 - Ceiling tiles have multiple punctures.

H-9 - Door won't close. Fire extinguisher pressure low. Ceiling tiles have holes.

J-2 - Touch up paint on west wall.

J-4 - Reset ceiling tile.

K-4 - GFCI outlets on work tables damaged. Patch ceiling tiles.

K-5 - Patch and paint wall by door.

K-6 - Touch up paint on patches on north wall.

School Facility Conditions and Planned Improvements

				Library - Girls' RR toilet #2 leaks. Paint interior of north double doors. Fix door sweep on north double doors. Carpet stain near the counter. Graffiti on carpet by the west door. P-3 - Touch up paint on interior south wall: graffiti, hole, channel below tack board. P-5 - Paint exterior of door. Carpet stains. P-6 - Patch and paint east wall. Q-2 - Opticlean red light on. Paint peeled from south wall. Q-3 - Patch and paint south wall. Q-4 - Transition strip is loose. Q-5 - Door lock loose. Touch up paint on north wall. Q-Wing Boys' RR - Both toilets leak. Graffiti on wall tiles and partitions. Partition door broken. Not cleaned recently. Resource Rm. - Reset ceiling tile. One light is out. S-11 - Patch ceiling tiles. Touch up paint on west wall. S-13 - North and west walls paint peeled. S-6 - Patch ceiling tiles. S-Wing Hallway - Weather strip damaged on north facing western door jamb. Graffiti on closer covers. Patch and paint interior walls. Reset and patch ceiling tiles. One fire extinguisher missing its pin. S-Wing North Offices - Patch and paint around calendar white board by desk. Men's toilet leaks. T-6 - Patch and reset ceiling tiles. U-1 - Graffiti on steel posts outside. Door squeaks loudly. Room always seems warm. Two ceiling tiles have square holes. U-2 - Two ceiling tiles have square holes.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			D-2 - There is a rectangular hole in the wall by the OptiClean. Carpet is dirty. F-2 - Graffiti on work tables. Q-Wing Boys' RR - Both toilets leak. Graffiti on wall tiles and partitions. Partition door broken. Not cleaned recently. R-Wing Staff Rm. - Ant nest in south doorway, and along south exterior wall. West fire extinguisher tag not punched for date.
Electrical	X			A-2 - Two lights are out. Reset a ceiling tile. Patch and paint the corner by the door. G-Wing RR's - Paint peeled from Boys' and Girls' doors. Graffiti remains on Data and EL Rm. doors. Boys' lights will not operate. Green bottle filler leaks. Women's door handle is loose. Women's door won't close. H-10 - One light out. H-8 - Metal stuck in outlet on south wall, behind orange paper and chair. Door won't close. J-6 - One light out. J-7 - One light out. K-11 - Check light switch, thought I heard an arc. K-4 - GFCI outlets on work tables damaged. Patch ceiling tiles."

School Facility Conditions and Planned Improvements

			P-2 - Paint exterior of door, EL Rm. door too. Extension cords taped to floor. Surge protector daisy chained. Resource Rm. - Reset ceiling tile. One light is out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	C-1 - Remove red caps from fountains outside. C-2 - Kids nap from 12:30-3:00. North door panic bar difficult to lock down. East gates stick. Lock release camera is broken. Hot water is too hot. Fix storage room door lock. Touch up interior walls. F-1 - Patch ceiling tiles. Gas valves missing from manifolds on counters. F-3 - Gas valves missing from manifolds on counter. F-4 - Fix ceiling tiles. Faucet by door missing handle. Front Office - Men's Staff RR urinal leaks. G-3 - Toilet seat is loose. There are two holes in the wall by the RR door. G-4 - Kitchen faucet leaks. Touch up wall below white boards. Girls' Locker Rm. - Hole in plaster ceiling due to water leak. Paint peeled and graffiti on wall by showers and RR. Fire extinguisher missing from hallway by north door. Paint both north doors. Graffiti on north equipment room door. Toilet #3 is bagged. G-Wing RR's - Paint peeled from Boys' and Girls' doors. Graffiti remains on Data and EL Rm. doors. Boys' lights will not operate. Green bottle filler leaks. Women's door handle is loose. Women's door won't close." H-Wing RR's - Men's toilet leaks. Library - Girls' RR toilet #2 leaks. Paint interior of north double doors. Fix door sweep on north double doors. Carpet stain near the counter. Graffiti on carpet by the west door." Q-Wing Boys' RR - Both toilets leak. Graffiti on wall tiles and partitions. Partition door broken. Not cleaned recently. Q-Wing Girls' RR - Door lock is loose. Toilet #2 leaks." S-Wing North Offices - Patch and paint around calendar white board by desk. Men's toilet leaks.
Safety: Fire Safety, Hazardous Materials	X		Cafeteria - The southwest doors need paint on the interior. The southwest doors have one top corner damaged. The fire extinguisher by the Girls' RR has low pressure. Graffiti on the wall by the Boys' RR. In the north service hallway, drywall is broken and rubber cove base is damaged. Paint has been peeled from the wall by the top of the wheelchair lift." F-6 - Graffiti on the exterior of the door. ""Inspector's Test"" sign on cover plate by the door is damaged. Fire extinguisher tag is missing. Ceiling tiles are damaged. Girls' Locker Rm. - Hole in plaster ceiling due to water leak. Paint peeled and graffiti on wall by showers and RR. Fire extinguisher missing from hallway by north door. Paint both north doors. Graffiti on north equipment room door. Toilet #3 is bagged."

School Facility Conditions and Planned Improvements

			Gymnasium - Drywall columns are damaged and their paint is peeling. Paint has been peeled and there is graffiti by the northeast doors. Fire extinguisher box latches have been damaged, so you can only open them with a key. H-9 - Door won't close. Fire extinguisher pressure low. Ceiling tiles have holes. R-Wing Staff Rm. - Ant nest in south doorway, and along south exterior wall. West fire extinguisher tag not punched for date. S-Wing Hallway - Weather strip damaged on north facing western door jamb. Graffiti on closer covers. Patch and paint interior walls. Reset and patch ceiling tiles. One fire extinguisher missing its pin.
Structural: Structural Damage, Roofs	X		F-9 - Paint the exterior of the door, peeled. Graffiti on door. Leak from center of ceiling by the projector (rainy day). #37299 12-9-21"
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	NULL B-1 - In the Men's RR the soap dispenser is broken. Graffiti on the exterior of the west facing door and on the adjacent concrete block." Boys' Locker Rm. - Graffiti on north locker room and team room and equipment room doors. C-2 - Kids nap from 12:30-3:00. North door panic bar difficult to lock down. East gates stick. Lock release camera is broken. Hot water is too hot. Fix storage room door lock. Touch up interior walls. Cafeteria - The southwest doors need paint on the interior. The southwest doors have one top corner damaged. The fire extinguisher by the Girls' RR has low pressure. Graffiti on the wall by the Boys' RR. In the north service hallway, drywall is broken and rubber cove base is damaged. Paint has been peeled from the wall by the top of the wheelchair lift." D-4 Weight Rm. - Ceiling tiles out of position. Paint the exterior of the north door." F-6 - Graffiti on the exterior of the door. ""Inspector's Test"" sign on cover plate by the door is damaged. Fire extinguisher tag is missing. Ceiling tiles are damaged. F-7 - Sticker tag on exterior of the door. Touch up paint on interior walls by the Work Rm. door. F-8 - Paint the exterior of the door. Ceiling tiles are out of position and punctured. Touch up paint on the wall by the eye wash. F-9 - Paint the exterior of the door, peeled. Graffiti on door. Leak from center of ceiling by the projector (rainy day). #37299 12-9-21 F-Wing RR east - Graffiti on steel posts outside. Girls' Locker Rm. - Hole in plaster ceiling due to water leak. Paint peeled and graffiti on wall by showers and RR. Fire extinguisher missing from hallway by north door. Paint both north doors. Graffiti on north equipment room door. Toilet #3 is bagged. G-Wing RR's - Paint peeled from Boys' and Girls' doors. Graffiti remains on Data and EL Rm. doors.

School Facility Conditions and Planned Improvements

Boys' lights will not operate. Green bottle filler leaks. Women's door handle is loose.

Women's door won't close.

H-1 - Northeast door will not close.

H-5 - Door will not shut.

H-8 - Metal stuck in outlet on south wall, behind orange paper and chair. Door won't close.

H-9 - Door won't close. Fire extinguisher pressure low. Ceiling tiles have holes.

K-7 - Graffiti on roof drain by door.

Library - Girls' RR toilet #2 leaks. Paint interior of north double doors. Fix door sweep on north double doors. Carpet stain near the counter. Graffiti on carpet by the west door."

P-1 - Paint exterior of door.

P-2 - Paint exterior of door, EL Rm. door too. Extension cords taped to floor. Surge protector daisy chained.

P-4 - Paint exterior of door.

P-5 - Paint exterior of door. Carpet stains.

P-7 - West door will not close.

Q-5 - Door lock loose. Touch up paint on north wall.

Q-Wing - West exterior brick planter wall paint peeling.

Q-Wing Boys' RR - Both toilets leak. Graffiti on wall tiles and partitions. Partition door broken. Not cleaned recently.

Q-Wing Girls' RR - Door lock is loose. Toilet #2 leaks.

S-12 - Paint edge of door.

S-4 - Paint door.

S-9 - Paint edge of door and jamb.

S-Wing Hallway - Weather strip damaged on north facing western door jamb. Graffiti on closer covers. Patch and paint interior walls. Reset and patch ceiling tiles. One fire extinguisher missing its pin.

S-Wing West VP Office - Paint north door.

T-4 - Outside of T-4 there is graffiti on the Storage Rm. door and sign. Outside of T-4 paint has peeled from the Data Rm. door.

U-1 - Graffiti on steel posts outside. Door squeaks loudly. Room always seems warm. Two ceiling tiles have square holes."

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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	49	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	392	376	95.92	4.08	49.47
Female	186	179	96.24	3.76	54.75
Male	206	197	95.63	4.37	44.67
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	37	34	91.89	8.11	26.47
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	331	320	96.68	3.32	51.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	52	49	94.23	5.77	8.16
Foster Youth	0	0	0.00	0.00	0.00
Homeless	35	33	94.29	5.71	39.39
Military	11	11	100.00	0.00	54.55
Socioeconomically Disadvantaged	355	341	96.06	3.94	50.15
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	75	68	90.67	9.33	8.82

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	389	373	95.89	4.11	12.06
Female	185	178	96.22	3.78	10.11
Male	204	195	95.59	4.41	13.85
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	37	34	91.89	8.11	2.94
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	329	318	96.66	3.34	12.26
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	51	48	94.12	5.88	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	35	33	94.29	5.71	0.00
Military	11	11	100.00	0.00	0.00
Socioeconomically Disadvantaged	353	339	96.03	3.97	11.50
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	75	68	90.67	9.33	1.47

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)	--	19.76	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	697	673	96.56	3.44	19.76
Female	314	303	96.5	3.5	18.48
Male	383	370	96.61	3.39	20.81
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100	0	53.33
Black or African American	68	63	92.65	7.35	17.46
Filipino	0	0	0	0	0
Hispanic or Latino	589	571	96.94	3.06	19.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	12	12	100	0	41.67
English Learners	95	92	96.84	3.16	2.17
Foster Youth	0	0	0	0	0
Homeless	70	69	98.57	1.43	10.14
Military	48	47	97.92	2.08	12.77
Socioeconomically Disadvantaged	626	604	96.49	3.51	19.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	109	103	94.5	5.5	2.91

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.

INDIAN SPRINGS HIGH SCHOOL (7)
ACADEMY OF HEALTH SCIENCE & MEDICAL TECHNOLOGY
- Sports Medicine Pathway
- Patient Care Pathway

ACADEMY OF MANUFACTURING & PRODUCT DEVELOPMENT DESIGN
- Machining and Forming Technologies Pathway (SILVER)
- Marketing and Advertising Pathway

ACADEMY OF ARTS, MEDIA, AND ENTERTAINMENT
- Technical Theater Pathway
- Digital Design Pathway

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	733
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	16.1
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	98.34
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	38.99

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	87.1%	86.2%	86.9%	86.2%	87.1%

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

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, 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.

- Back the Pack Night
- School Site Council
- ELAC
- Coffee with the Principal

(Organized by ISHS Program Facilitator)

2022-23 Opportunities for Parental Involvement

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		6.1	5.9		10.5	10.2		8.9	7.8
Graduation Rate		92.2	91.8		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	355	326	91.8
Female	153	146	95.4
Male	202	180	89.1
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	37	35	94.6
Filipino	0	0	0.0
Hispanic or Latino	298	274	91.9
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	--	--	--
English Learners	66	53	80.3
Foster Youth	--	--	--
Homeless	83	76	91.6
Socioeconomically Disadvantaged	346	320	92.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	62	53	85.5

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2310	2192	969	44.2
Female	1043	996	473	47.5
Male	1267	1196	496	41.5
American Indian or Alaska Native	4	4	3	75.0
Asian	42	42	15	35.7
Black or African American	251	233	132	56.7
Filipino	1	0	0	0.0
Hispanic or Latino	1916	1826	773	42.3
Native Hawaiian or Pacific Islander	4	4	2	50.0
Two or More Races	36	33	20	60.6
White	43	38	18	47.4
English Learners	419	398	182	45.7
Foster Youth	32	25	13	52.0
Homeless	235	220	100	45.5
Socioeconomically Disadvantaged	2139	2036	905	44.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	411	390	208	53.3

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	8.41	3.66	2.45
Expulsions	0.33	0.07	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	7.32	0.01	4.68	0.20	3.17
Expulsions	0.00	1.04	0.00	0.18	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.32	1.04
Female	6.52	0.48
Male	7.97	1.50
American Indian or Alaska Native	0.00	0.00
Asian	2.38	0.00
Black or African American	18.73	2.39
Filipino	0.00	0.00
Hispanic or Latino	5.74	0.89
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	19.44	2.78
White	4.65	0.00
English Learners	8.35	1.43
Foster Youth	9.38	0.00
Homeless	6.38	1.28
Socioeconomically Disadvantaged	7.39	1.03
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.44	1.46

2022-23 School Safety Plan

Date of Last Review/Update: Nov. 17, 2022
Date Last Reviewed with Faculty: Oct. 17, 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	29	13	14	41
Mathematics	29	15	9	36
Science	28	12	26	20
Social Science	30	13	10	43

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	16	77	48	5
Mathematics	22	34	27	22
Science	23	28	19	30
Social Science	23	33	26	32

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	14	106	41	9
Mathematics	19	50	34	16
Science	18	49	27	22
Social Science	19	56	36	22

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	332.17

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)	6.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6.0

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	$7,636	$523	$7,113	$73,286
District	N/A	N/A	$7,322	$82,280
Percent Difference - School Site and District	N/A	N/A	-2.9	-11.6
State	N/A	N/A	$6,594	$85,368
Percent Difference - School Site and State	N/A	N/A	7.6	-15.2

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	4.1

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	1
Mathematics	1
Science	1
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	5

Professional Development

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

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

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

The San Bernardino City Unified School District uses individualized, job-embedded coaching focused on the CSTP (teachers) and CPSELs (administrators) and in-person workshops with on the job follow up feedback. Administrators, teachers and community members receive professional development through job-embedded time, after-school workshops, off-track/vacation training times, conference attendance, collaboration/ coordination with local university programs, online delivery of professional development content and individual mentoring. Opportunities are created for development in curriculum writing, assessment of standards and instructional best practices, including teaching to the appropriate depth of knowledge and disciplinary literacy.

Additionally, Special Education offers a variety of PD opportunities to support the Individual Education Plans (IEPs) of identified students. Professional development is focused around current district, state, and national trends in the area of Special Education. At present, available topics include successful implementation of strategies for students with Autism, curriculum for different disability groups, behavior management, data analysis, social skills, English Language Development (ELD), Behavior Support Plans (BSPs), and legally defensible documents that best support students and meet state requirements.

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

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

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