

# **MIDDLE COLLEGE HIGH SCHOOL**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

| Entity                            | Contact Information  |
|-----------------------------------|--|
| School Name                       | MIDDLE COLLEGE HIGH SCHOOL   |
| Street                            | 1260 W. Esperanza St.  |
| City, State, Zip                  | San Bernardino, CA 92410   |
| Phone Number                      | (909) 888-4041   |
| Principal                         | James Espinoza   |
| Email Address                     | james.espinoza@sbcusd.k12.ca.us  |
| Website                           | <a href="http://middlecollege.sbcusd.com">middlecollege.sbcusd.com</a> |
| County-District-School (CDS) Code | 36678763631090   |

### District Contact Information (School Year 2020-2021)

| Entity         | Contact Information  |
|----------------|--|
| District Name  | SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT  |
| Phone Number   | (909) 381-1110   |
| Superintendent | Dr. Harold J. Vollkommer   |
| Email Address  | <a href="mailto:harold.vollkommer@sbcusd.k12.ca.us">harold.vollkommer@sbcusd.k12.ca.us</a> |
| Website        | <a href="http://www.sbcusd.com">www.sbcusd.com</a>   |

### School Description and Mission Statement (School Year 2020-2021)

In 2001, SBCUSD created Middle College High School in partnership with San Bernardino Valley College to support increased success for high potential students willing to engage early college and high school coursework in a supportive, motivational and challenging learning environment. The Middle College High School campus has 12 regular classrooms with strong technology features, a state-of-the-art science wing with three more classrooms, a library, a computer lab, an administration office, and a multi-purpose room. Students and staff have access to all SBVC services, including the library, theater, campus center, writing center, and tutoring center.

The Mission of Middle College High School, SBCUSD, in partnership with San Bernardino Valley College, San Bernardino, is to develop dually enrolled scholars who possess the knowledge and skills to navigate college, career and life goals. The MCHS Vision is that each scholar will graduate from a 4-year college with preparation for career, leadership, and personal success. Our School-Wide Learning Outcomes (SLO's) are focused to expand College Readiness, Industry Preparedness, Social Emotional Lifelong Learning, and Global Leadership. Eighty percent of new MCHS Wolverines are recruited as mid-range scholars, per test scores and previous academic grades, who have potential to become college graduates. Only 20% of new students enter MCHS with GPA's higher than 3.5. Currently, 90% of students are on a trajectory to become first-generation college graduates. For the last 8 years, 100% of MCHS seniors have graduated from high school on time, met all their A-G requirements, and have qualified for acceptance to 4-year colleges. All have earned significant college credit, averaging 50 units. Many have graduated with full or partial IGETC certification and/or an AA degree.

In 2001, SBCUSD established MCHS in partnership with San Bernardino Valley College to support SBCUSD high school students previously underperforming in relationship to their potential by offering continuous dual enrollment coursework along with high school honors classes in a supportive, motivational and challenging environment. MCHS initially served grades 10-12 on the SBVC campus. In 2013, MCHS moved to its own dedicated new high school campus across from SBVC. Enrollment increased from 185 to 295 students by adding 9th grade and becoming a 9-12 dual enrollment high school. Students are accepted to MCHS through application, meeting program qualifications, and lottery.

On the most recent CAASPP state testing results (2019), MCHS ranked in the top 2% of CA high schools in ELA (90%) and mathematics (70%). In 2017 and 2019, MCHS earned AVID National School of Distinction honors, and RACE TO THE TOP recognized MCHS as a top school in the state for the percentage of students applying for college and financial aid. MCHS has been previously recognized as a National Blue Ribbon Site of Distinction, a California Distinguished School, A Golden Bell Award winner, and a Dual Enrollment Site of Distinguished Practice by the California Coalition of Early and Middle Colleges.

In 2019, MCHS was awarded a 6-Year Clear on WASC with no 3 year mid-WASC visitation required.

In meeting scholar's needs, MCHS has become a model for closing the achievement gap for previously underserved, under-represented, and under challenged populations. MCHS is regularly visited by leaders from across California as a dual enrollment learning model of success. We are currently coaching and supporting new dual enrollment programs.

Go Wolver

#### **Student Enrollment by Grade Level (School Year 2019-2020)**

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Grade 9</b>          | 61                        |
| <b>Grade 10</b>         | 76                        |
| <b>Grade 11</b>         | 70                        |
| <b>Grade 12</b>         | 62                        |
| <b>Total Enrollment</b> | 269                       |

#### **Student Enrollment by Student Group (School Year 2019-2020)**

| <b>Student Group</b>                       | <b>Percent of Total Enrollment</b> |
|--|------------------------------------|
| <b>Black or African American</b>           | 7.8                                |
| <b>American Indian or Alaska Native</b>    | 0.4                                |
| <b>Asian</b>                               | 2.2                                |
| <b>Hispanic or Latino</b>                  | 81.8                               |
| <b>Native Hawaiian or Pacific Islander</b> | 0.4                                |
| <b>White</b>                               | 5.6                                |
| <b>Two or More Races</b>                   | 1.1                                |
| <b>Socioeconomically Disadvantaged</b>     | 87                                 |
| <b>Students with Disabilities</b>          | 1.1                                |
| <b>Homeless</b>                            | 0.7                                |

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

| Teachers   | School<br>2018-19 | School<br>2019-20 | School<br>2020-21 | District<br>2020-21 |
|--|-------------------|-------------------|-------------------|---------------------|
| With Full Credential   | 12                | 11                | 11                | 2229                |
| Without Full Credential  | 0                 | 0                 | 0                 | 62                  |
| Teaching Outside Subject Area of Competence (with full credential) | 0                 | 0                 | 0                 | 26                  |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

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

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

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** August 2020

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.

For Distance Learning the district has provided all students with a device to access instructional materials electronically. All core textbooks and accompanying instructional material are available electronically. Additionally, students may pick up physical instructional material from the site.

| Subject                      | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------------|--|----------------------------|--|
| <b>Reading/Language Arts</b> | Houghton Mifflin Harcourt: Collections (2016)<br><br>California State University: Expository Reading and Writing Course (2014)   | Yes                        | 0  |
| <b>Mathematics</b>           | Pearson: CA Integrated High School Mathematics Common Core: Mathematics I (2015)<br><br>Pearson: CA Integrated High School Mathematics Common Core: Mathematics II (2015)<br><br>Pearson: CA Integrated High School Mathematics Common Core: Mathematics III (2015)<br><br>Freeman: Practice of Statistics (2015)<br><br>Pearson: FDWKB Calculus, AP Edition (2015)<br><br>Pearson Sullivan: Precalculus: Enhanced with Graphing Utilities (2015)          | Yes                        | 0  |
| <b>Science</b>               | Pearson: Experience Biology: The Living Earth ( 2020)<br><br>Pearson: Campbell Biology (2020)<br><br>Pearson: Human Anatomy & Physiology 11th Edition (2020)<br><br>Pearson: Experience Chemistry in the Earth System ( 2020)<br><br>Oxford University Press: Chemistry International Baccalurate/MYP (2020)<br><br>Oxford University Press:IB Sports (2020)<br><br>OpenStax: Physics AP (2020)<br><br>Discovery Education: Physics of the Universe (2020) | Yes                        | 0  |

|                               |   |            |          |
|-------------------------------|---|------------|----------|
| <b>History-Social Science</b> | <p>Pearson: My World Interactive World Geography (2018)</p> <p>Pearson: Psychology, 4th Edition-Elmhorst, Minter, Ciccarelli, White (2018)</p> <p>Pearson: The Cultural Landscape: An Introduction to Human Geography, 13th Edition-Rubenstein (2018)</p> <p>Bedford, Freeman, &amp; Worth Publishing: Ways of the World with Sources, for the AP course, 4th edition-Strayer and Nelson (2018)</p> <p>Pearson: California World History: The Modern World (2018)</p> <p>Bedford, Freeman, &amp; Worth Publishing: Psychology for the AP Course, 3rd Edition-Myers (2018)</p> <p>Bedford, Freeman, &amp; 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, &amp; 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 &amp; Protest, The Move to Global War, Conflict and Intervention, Causes and Effect of 20th Century Wars, The Cold War: Superpower Tensions &amp; Rivalries, Authoritarian States, History Americas: 1880-1981 (2018)</p> <p>Oxford University Press: Oxford IB Diploma-Rights &amp; Protest, The Move to Global War, Conflict and Intervention, Causes and Effect of 20th Century Wars, The Cold War: Superpower Tensions &amp; Rivalries,</p> | <p>Yes</p> | <p>0</p> |
|-------------------------------|---|------------|----------|

| Subject   | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|--|----------------------------|--|
|   | Authoritarian States, History Americas: 1880-1981 (2018)   |                            |  |
| <b>Foreign Language</b>                           | Glencoe/McGraw-Hill: Bon Voyage! Level 1 (2002)<br>Glencoe/McGraw-Hill: Bon Voyage! Level 2 (2002)<br>Glencoe/McGraw-Hill: Bon Voyage! Level 3 (2002)<br>McDougal Littell: Abriendo Puertas (2002)<br>McDougal Littell: En Español! (2002)<br>McDougal Littell: En Español Level II (2002)<br>McDougal Littell: En Español 3 (2002)<br>McDougal Littell: Tu Mundo/Nuestro Mundo (2002)<br>Vista Higher Learning: Imaginez Le Francais Sans Frontieres (2012) | Yes                        | 0  |
| <b>Visual and Performing Arts</b>                 | Glencoe/McGraw-Hill: Art Talk (2002)<br>Glencoe/McGraw-Hill: The Stage and the School (2002)<br>Glencoe/McGraw-Hill: Music! Its Role and Importance in Our Lives (2002)  | Yes                        | 0  |
| <b>Science Laboratory Equipment (grades 9-12)</b> | Sufficient appropriate laboratory equipment is available in all science classrooms   |                            | 0  |

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

## School Facility Conditions and Planned Improvements

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The Middle College High School campus has 12 regular classrooms with strong technology features, a state-of-the-art science wing with three more classrooms, a library, a computer lab, an administration office, and a multi-purpose room, providing sufficient space for instruction and physical education. Students and staff have access to all SBVC services, including the library, theater, campus center, writing center, and tutoring center.

The district takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district's Mobile Maintenance Teams use the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC). Results of this survey are available from the district's Maintenance and Operations Department. The most recent facilities inspection took place January, 2020. 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 2020-21 school year are listed below:

Installation of PPE in all classrooms in accordance with state and local health authorities in preparation for in-person learning.

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### School Facility Good Repair Status (School Year 2020-21)

Results of this site's most recent survey are included below, and any associated repairs were completed by the end of March 2020.



### School Facility Good Repair Status

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

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

**Year and month of the most recent FIT report:** 1/16/2020

| System Inspected  | Rating    | Repair Needed and Action Taken or Planned                                       |
|---|-----------|---|
| <b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>                       | Good      |   |
| <b>Interior: Interior Surfaces</b>                                      | Good      |   |
| <b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>       | Good      |   |
| <b>Electrical: Electrical</b>   | Good      |   |
| <b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>                 | Good      |   |
| <b>Safety: Fire Safety, Hazardous Materials</b>                         | Good      |   |
| <b>Structural: Structural Damage, Roofs</b>                             | Good      |   |
| <b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b> | Good      | Playground - Nine aluminum bleacher end caps are missing or damaged. (remedied) |
| <b>Overall Rating</b>   | Exemplary |   |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject   | School<br>2018-19 | School<br>2019-20 | District<br>2018-19 | District<br>2019-20 | State<br>2018-19 | State<br>2019-20 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 90                | N/A               | 40                  | N/A                 | 50               | N/A              |
| Mathematics<br>(grades 3-8 and 11)                    | 70                | N/A               | 27                  | N/A                 | 39               | N/A              |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group                       | Total<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not<br>Tested | Percent<br>Met or<br>Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students                        | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| Male                                | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| Female                              | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| Black or African American           | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| American Indian or Alaska Native    | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| Asian                               | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| Filipino                            | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| Hispanic or Latino                  | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| Native Hawaiian or Pacific Islander | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| White                               | N/A                 | N/A              | N/A               | N/A                      | N/A                           |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject                                      | School<br>2018-19 | School<br>2019-20 | District<br>2018-19 | District<br>2019-20 | State<br>2018-19 | State<br>2019-20 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>Science (grades 5, 8 and high school)</b> | 45                | N/A               | 19                  | N/A                 | 30               | N/A              |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group  | Total<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not<br>Tested | Percent<br>Met or<br>Exceeded |
|--|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| <b>All Students</b>                                  | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| <b>Male</b>  | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| <b>Female</b>  | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| <b>Black or African American</b>                     | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| <b>American Indian or Alaska Native</b>              | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| <b>Asian</b>   | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| <b>Filipino</b>                                      | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| <b>Hispanic or Latino</b>                            | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| <b>Native Hawaiian or Pacific Islander</b>           | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| <b>White</b>   | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| <b>Two or More Races</b>                             | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| <b>Socioeconomically Disadvantaged</b>               | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| <b>English Learners</b>                              | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| <b>Students with Disabilities</b>                    | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| <b>Students Receiving Migrant Education Services</b> | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| <b>Foster Youth</b>                                  | N/A                 | N/A              | N/A               | N/A                      | N/A                           |
| <b>Homeless</b>                                      | N/A                 | N/A              | N/A               | N/A                      | N/A                           |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## Career Technical Education Programs (School Year 2019-2020)

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

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

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

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

## Career Technical Education (CTE) Participation (School Year 2019-2020)

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

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

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission          | 100     |
| 2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission | 100     |

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2019-2020)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5           | N/A  | N/A  | N/A   |
| 7           | N/A  | N/A  | N/A   |
| 9           | N/A  | N/A  | N/A   |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2020-2021)

Parents voice and support opportunities occur through:

- Coffee w/the Principal
- SSC
- LCAP
- Grade Level Meetings
- Team Meetings
- Parent Focus Groups
- Parent Workshops
- PTO.

### State Priority: Pupil Engagement

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

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

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

| Indicator       | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate    | 0              | 0              | 0              | 10.2             | 10.9             | 10.3             | 9.1           | 9.6           | 9             |
| Graduation Rate | 98.8           | 100            | 100            | 82.1             | 82.2             | 83.3             | 82.7          | 83            | 84.5          |

## 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

(data collected between July through June, each full school year respectively)

| Rate        | School<br>2017-18 | School<br>2018-19 | District<br>2017-18 | District<br>2018-19 | State<br>2017-18 | State<br>2018-19 |
|-------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | 0.4               | 0.4               | 5.0                 | 5.4                 | 3.5              | 3.5              |
| Expulsions  | 0.0               | 0.0               | 0.1                 | 0.1                 | 0.1              | 0.1              |

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate        | School<br>2019-20 | District<br>2019-20 | State<br>2019-20 |
|-------------|-------------------|---------------------|------------------|
| Suspensions | 1.5               | 3.5                 | 2.5              |
| Expulsions  | 0                 | 0.1                 | 0.1              |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

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Date of Last Review/Update: Dec. 17, 2020

Date Last Reviewed with Faculty: Jan. 15, 2021

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

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

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

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

| Subject               | 2017-18<br>Average<br>Class<br>Size | 2017-18<br># of<br>Classes*<br>Size<br>1-20 | 2017-18<br># of<br>Classes*<br>Size<br>21-32 | 2017-18<br># of<br>Classes*<br>Size<br>33+ | 2018-19<br>Average<br>Class<br>Size | 2018-19<br># of<br>Classes*<br>Size<br>1-20 | 2018-19<br># of<br>Classes*<br>Size<br>21-32 | 2018-19<br># of<br>Classes*<br>Size<br>33+ | 2019-20<br>Average<br>Class<br>Size | 2019-20<br># of<br>Classes*<br>Size<br>1-20 | 2019-20<br># of<br>Classes*<br>Size<br>21-32 | 2019-20<br># of<br>Classes*<br>Size<br>33+ |
|-----------------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| English Language Arts | 25                                  | 4   | 7  |  | 28                                  | 2   | 5  | 3  | 29                                  | 1   | 7  | 2  |
| Mathematics           | 23                                  | 7   | 6  |  | 25                                  | 3   | 7  | 2  | 25                                  | 3   | 7  | 2  |
| Science               | 26                                  | 2   | 8  |  | 24                                  | 4   | 6  |  | 24                                  | 3   | 7  |  |
| Social Science        | 22                                  | 3   | 2  |  | 21                                  | 2   | 3  |  | 22                                  | 3   | 2  |  |

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

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title                | Ratio |
|----------------------|-------|
| Academic Counselors* | 269   |

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2019-2020)

| Title   | Number of FTE*<br>Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1                                    |
| Library Media Teacher (Librarian)                             |                                      |
| Library Media Services Staff (Paraprofessional)               |                                      |
| Psychologist  |                                      |
| Social Worker   |                                      |
| Nurse   |                                      |
| Speech/Language/Hearing Specialist                            |                                      |
| Resource Specialist (non-teaching)                            |                                      |
| Other   | 1                                    |

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

| Level   | Total<br>Expenditures<br>Per Pupil | Expenditures<br>Per Pupil<br>(Restricted) | Expenditures<br>Per Pupil<br>(Unrestricted) | Average<br>Teacher<br>Salary |
|---|------------------------------------|---|---|------------------------------|
| School Site                                   | \$9,072                            | \$353                                     | \$8,718                                     | \$101,147                    |
| District                                      | N/A                                | N/A                                       | \$8,190                                     | \$86,401                     |
| Percent Difference - School Site and District | N/A                                | N/A                                       | 6.2   | 15.7                         |
| State   | N/A                                | N/A                                       | \$7,750                                     | \$83,052                     |
| Percent Difference - School Site and State    | N/A                                | N/A                                       | 11.8  | 19.6                         |

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



## Types of Services Funded (Fiscal Year 2019-2020)

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The common goal of all categorically funded programs in the San Bernardino City Unified School District (SBCUSD) is to ensure that all students—including English learners, educationally disadvantaged pupils, African American, Hispanic English only, gifted and talented pupils, and pupils with exceptional needs--attain mastery of state and local standards.

The educational program at each site is based on an improvement planning process that includes members of the school community such as the principal, teachers, support staff, parents, and students (at the secondary level). These stakeholders form the School Site Council (SSC). The SSC develops and annually monitors, evaluates and revises a plan called the School Plan for Student Achievement (SPSA). The SPSA, based on self-study and collaboration, ensures that all of the resources available to the school are coordinated and focused on providing a high-quality educational program in which all students can achieve success.

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

Categorical programs commonly found at SBCUSD sites are:

- Every Student Succeeds Act (ESSA) Title I, Part A
- Local Control Funding Formula (LCFF)

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

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

### Continuous Improvement

LEAs are encouraged to use evidence-based interventions that are reasonable, necessary, and consistent with Title I, Part A of the ESSA, to improve student achievement for those students not meeting grade level standards. At the local level, SBCUSD identifies schools with greatest needs, based on a variety of data, including local and state student progress indicators, to provide additional resources and services to the schools (referred to as Targeted Support for School Progress or TSSP). Additionally, the California Dashboard is used to identify schools and student groups in need of Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI).

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$53,417        | \$50,029                                     |
| Mid-Range Teacher Salary                      | \$82,780        | \$77,680                                     |
| Highest Teacher Salary                        | \$107,530       | \$102,143                                    |
| Average Principal Salary (Elementary)         | \$131,399       | \$128,526                                    |
| Average Principal Salary (Middle)             | \$141,977       | \$133,574                                    |
| Average Principal Salary (High)               | \$157,429       | \$147,006                                    |
| Superintendent Salary                         | \$345,616       | \$284,736                                    |
| Percent of Budget for Teacher Salaries        | 30.0            | 33.0   |
| Percent of Budget for Administrative Salaries | 4.0             | 5.0  |

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

### Advanced Placement (AP) Courses (School Year 2019-2020)

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         |                               | N/A                               |
| English                  |                               | N/A                               |
| Fine and Performing Arts |                               | N/A                               |
| Foreign Language         |                               | N/A                               |
| Mathematics              |                               | N/A                               |
| Science                  |                               | N/A                               |
| Social Science           |                               | N/A                               |
| All courses              |                               |                                   |

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

### Professional Development (Most Recent Three Years)

| Measure   | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2       | 2       | 4       |

The San Bernardino City Unified School District is committed to hiring the best staff available and to providing ongoing opportunities to support and increase professional practice for educators. Teacher Induction Program (TIP) mentors, Peer Assistance Review (PAR) consulting teachers, peer mentors, and content specialists work with teachers on a regular basis. Teachers, paraprofessionals, and administrators are all provided opportunities to participate in professional development (PD) programs. An analysis of site academic and behavioral data is used to provide focus to each site's Single Site Plan for Student Achievement and used to guide the creation of the site professional development plan. The site administrators and Professional Development Team (PDT) work together to establish the focus of site professional development that takes place during weekly early release Collaboration Days. Additionally, the district provided 3 days of staff development in 2018-19 , 2019-20 and 4 days of districtwide staff development in 2020-21.

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

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

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

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

This year the emphasis of the districtwide PD was placed on distance learning strategies and techniques to maximize instruction in the current situation.