

PACIFIC HIGH SCHOOL

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	PACIFIC HIGH SCHOOL
Street	1020 Pacific St.
City, State, Zip	San Bernardino, CA 92404
Phone Number	(909) 388-6419
Principal	Natalie Raymundo
E-mail Address	natalie.raymundo@sbcusd.k12.ca.us
Web Site	pacific.sbcusd.com
CDS Code	36678763634680

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

School Description and Mission Statement (School Year 2018-19)

Pacific High School is one of six traditional comprehensive high schools in the San Bernardino City Unified School District (SBCUSD) in San Bernardino, California. Located south of Perris Hill Park in the northeastern section of the city, the 46 acre campus boasts a spectacular view of Perris Hill and the San Bernardino mountains. The school has 105 classrooms, a library, an auditorium, a multipurpose room, and an administration office. The campus was built in 1952 and modernized in 1987 and 2013. Five new special education classrooms were built in 2007. The facility strongly supports teaching and learning through its ample classroom and athletic space, and a staff resource room.

Pacific has two vice principals, one principal, and 80 teachers and support staff that serve a culturally diverse population of approximately 1,300 students. The school provides an enriching learning environment through a full range of academic and extracurricular activities in college prep, honors, and advanced placement classes; athletics; art; music; drama; and numerous organizations and clubs. Pacific High School has two career pathways—Digital Design & Communications and Biomedical Engineering. All students participate in the pathway of their choice. Each pathway leads to both college and career options, including options for vocational certificate programs. In addition, various intensive instruction classes and after school tutoring are available to assist students struggling with coursework and to prepare students to attend a four-year college or university. Pacific High School is dedicated to providing each student with the opportunity to acquire the knowledge and skills necessary to achieve personal, educational and career goals.

Vision Statement

Our vision is to be an exceptional school, committed to preparing all students to be socially responsible lifelong learners, who are ready for college, and a career in a globally competitive world.

Mission Statement

Pacific High School provides many opportunities to ensure all students graduate with the experience necessary to meet the needs of a global society. Digital Design, Biomedical, and Engineering students will be prepared to successfully think, act, and communicate in college, career, and life.

Expected Schoolwide Learning Results: 5 Cs

Effective Communicators who:

- Develop effective presentation and communication skills
- Convey ideas through coherent and focused writing
- Defend positions with evidence-based statements that are appropriate in personal and professional settings

Complex Thinkers who:

- Apply knowledge, skills and experience to solve problems relevant to academic content and a broad spectrum of careers
- Synthesize information, make connections, and draw conclusions
- Persevere in solving problems

Collaborative Workers who:

- Value the individual contributions made by each team member and understand how to build consensus for decision making
- Use social awareness and interpersonal skills to establish and maintain positive relationships
- Demonstrate integrity, respect and ethical behavior

College and Career ready students who:

- Participate in a Linked Learning academy to develop career readiness skills
- Set and pursue realistic and challenging educational goals for learning, growth, and success
- Exhibit regular attendance, appropriate appearance, and goal-driven behavior

Community Participants who:

- Make a positive contribution with others
- Appreciate the contributions of others
- Respect diversity""""

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	324
Grade 10	327
Grade 11	319
Grade 12	267
Total Enrollment	1,237

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	15.2
American Indian or Alaska Native	0.2
Asian	0.6
Filipino	0.2
Hispanic or Latino	73.5
Native Hawaiian or Pacific Islander	0.9
White	6.0
Socioeconomically Disadvantaged	93.5
English Learners	16.7
Students with Disabilities	17.1
Foster Youth	0.6

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	56	60	59	2497
Without Full Credential	5	1	3	79
Teaching Outside Subject Area of Competence (with full credential)	0	3	3	25

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	1	0	1
Total Teacher Misassignments *	1	1	1
Vacant Teacher Positions	1	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2018

High school textbooks adopted by the San Bernardino City Unified School District Board of Education are standards-based and rigorously reviewed by San Bernardino City Unified School District textbook adoption committees to assure that selections will meet the unique needs of all learners, including English language learners, advanced learners, at-risk students and special needs students. Textbooks are usually adopted for an eight-year cycle.

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt: Collections (2016) Hampton Brown: Edge / 2008 California State University: Expository Reading and Writing Course (2014)	Yes	0
Mathematics	Pearson: CA Integrated High School Mathematics Common Core: Mathematics I (2015) 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	Holt, Rinehart and Winston: Physical Science (2007) McDougal Littell: Biology (2007) Pearson Addison Wesley: Conceptual Physics (2007) Pearson Prentice Hall: Biology AP Ed (2007) Pearson Prentice Hall: Essentials of Anatomy and Physiology (2007)	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Pearson Prentice Hall: Chemistry (2007) Thompson Learning Brooks/Cole: Physics: Algebra/Trig (2007)		
History-Social Science	Glencoe/McGraw-Hill: Economics Today and Tomorrow (2006) Glencoe/McGraw-Hill: The American Vision (2006) Glencoe/McGraw-Hill: US Government: Democracy in Action (2006) Glencoe/McGraw-Hill: World History Modern Times (2006) McDougal Littell/Houghton Mifflin: The American Pageant (2006)	Yes	0
Foreign Language	McDougal Littell: En Español! (2002) McDougal Littell: En Español Level II (2002) McDougal Littell: En Español 3 (2002) McDougal Littell: Tu Mundo/Nuestro Mundo (2002)	Yes	0
Health	Glencoe/McGraw-Hill: Health: A Guide to Wellness (2003)	Yes	0
Visual and Performing Arts	Glencoe/McGraw-Hill: Art Talk (2002) Glencoe/McGraw-Hill: The Stage and the School (2002) Glencoe/McGraw-Hill: Music! Its Role and Importance in Our Lives (2002)	Yes	0
Science Laboratory Equipment (grades 9-12)	Sufficient appropriate laboratory equipment is available in all science classrooms		0

School Facility Conditions and Planned Improvements (Most Recent Year)

General

Pacific High School is one of five traditional comprehensive high schools in the San Bernardino City Unified School District (SBCUSD) in San Bernardino, California. Located south of Perris Hill Park in the northeastern section of the city, the 46 acre campus boasts a spectacular view of Perris Hill and the San Bernardino mountains. Pacific has two vice principals, one principal, and 80 teachers and support staff that serve a culturally diverse population of approximately 1,300 students. The school provides an enriching learning environment through a full range of academic and extracurricular activities in college prep, honors, and advanced placement classes; athletics; art; music; drama; and numerous organizations and clubs. Pacific High School has two career pathways—Digital Design & Communications and Biomedical Engineering. All students participate in the pathway of their choice. Each pathway leads to both college and career options, including options for vocational certificate programs. In addition, various intensive instruction classes and after school tutoring are available to assist students struggling with coursework and to prepare students to attend a four-year college or university. Pacific High School is dedicated to providing each student with the opportunity to acquire the knowledge and skills necessary to achieve personal, educational and career goals.

The district takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district's Mobile Maintenance Teams use the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC). Results of this survey are available from the district's Maintenance and Operations Department. The most recent inspection took place on 2/6/2018. 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, 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 2018-19 school year are listed below.

- Room Additions
- Energy Project-Prop 39
- Energy Project-Smart Solar
- Floor Coverings
- Resurface Gym Floor
- Paint Interior

School Facility Good Repair Status (Most Recent Year)

Results of this site's most recent survey are included below, and any associated repairs were completed by the end of May 2018.

The following good repair deficiencies were observed:

Section 3. Sewer

Theater: Broken sewer pipes (work order #61010483)

Section 8. Restroom

F Wing Restroom: Sink is not working or functioning properly (remedied 8/23/18)

Section 10. Fire Safety

Library: Fire extinguisher is missing (remedied 8/23/18)

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2/6/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Health Office: Touch up the paint on the RR walls. Evaluate the rubber cove base and the RR floor. Auditorium Backstage Classroom"Touch up paint on the walls of the Women's Dressing Room and RR. One piece of 6" rubber cove base is torn. Gym West Floor: Touch up the paint on the handrails. Y-5: The carpet has gum spots. K-3: Four VCT are loose at the north end of the counter. K-4: The carpet is stained and wrinkled. B-3: Patch and touch up paint on the west wall. M-Wing Staff RR's: Paint the walls above the tile in both the Men's and Women's RR's. Library C-5: The flooring transition strip is missing from the doorway. C-Wing Boys' RR: The floor drain grate is missing. C-2: One lab station is missing the rubber cove base. D-Wing RR's: Replace the paper towel dispenser in the Boys' RR. G-4: Re-set a ceiling tile.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Counseling Office: There were spider webs over the north exterior door. Boys Locker Room: The RR is not clean. Y-Wing RR's
Electrical: Electrical	Good	Auditorium: Secure conduit to the north exterior wall by T-1. Gym Southeast Lobby: The Girls' RR has one light out and a broken blank in the switch cover plate. Y-2: Two light fixtures need repair. SE-2: The light above the refrigerator is out. Library C-5: Repair the network outlet on the bookcase by the librarian's desk. D-Wing RR's: One light is out in the Boys' RR. E-6: Three light fixtures need repair. E-5: Two light fixtures need repair. G-3: A light is out in the RR. I-4: The electrical panel is blocked. I-6: Electrical panel is blocked. I-7: One light fixture needs repair.

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/6/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	<p>Cafeteria: Southwest and northwest exterior fountains leak. Adjust the refrigerated fountain inside the cafeteria.</p> <p>Gym East Floor: The fountain is not working.</p> <p>Boys Locker Room: The fountain leaks.</p> <p>Y-Wing RR's: Replace the paper towel dispenser in the Boy's RR.</p> <p>SE-2: The toilet leaks.</p> <p>SE-5: The toilet leaks.</p> <p>B-Wing RR's: One Boys' RR toilet is plugged. One Boys' RR faucet leaks.</p> <p>C-Wing Boys' RR: Replace the soap dispenser. The floor drain grate is missing. The fountain outside is stained.</p> <p>C-4: One lab faucet is loose.</p> <p>D-Wing RR's: One toilet is loose in the Boys' RR. The fountains outside leak.</p> <p>H-4: The toilet in the RR is loose. Fix the panic bar on the north door.</p> <p>H-4: The toilet in the RR is loose.</p> <p>Varsity Baseball: One fountain by the backstop does not work.</p> <p>Football Stadium Visitor's RR's: One faucet in the Women's RR is not working.</p>
Safety: Fire Safety, Hazardous Materials	Fair	<p>Front Office: The fire extinguisher has not been signed off.</p> <p>Health Office: The fire extinguisher has not been signed off.</p> <p>Auditorium: The fire extinguisher has not been signed off in the lighting cage on stage.</p> <p>Girls Locker Room: The fire extinguisher has not been signed off.</p> <p>Gym Main Floor: Four fire extinguishers have not been signed off.</p> <p>Y-1: The fire extinguisher has not been signed off.</p> <p>Y-2: The fire extinguisher has not been signed off.</p> <p>Y-3: The fire extinguisher has not been signed off.</p> <p>Y-4: The fire extinguisher has not been signed off.</p> <p>Y-5: The fire extinguisher is missing. The exit windows are blocked.</p> <p>Y-7: The fire extinguisher has not been signed off.</p> <p>Z-6: The fire extinguisher has not been signed off.</p> <p>Z-5: The fire extinguisher has not been signed off.</p> <p>Z-4: The fire extinguisher has not been signed off.</p> <p>Z-3: The fire extinguisher has not been signed off.</p> <p>Z-2: The fire extinguisher has not been signed off.</p> <p>Z-1: The fire extinguisher has not been signed off.</p> <p>K-1: The fire extinguisher has not been signed off.</p> <p>Z-9: Re-install the fire extinguisher and the fire extinguisher arrow down sign.</p> <p>M-1: The fire extinguisher has not been signed off.</p> <p>GT-2: The exit windows are blocked.</p> <p>GT-1: The exit windows are blocked.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 2/6/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		H-5: Extension cords and daisy chained surge protectors are in use. I-3: The exit window is blocked. The fire extinguisher is missing a tag. I-1: The exit windows are blocked. I-6: The exit windows are blocked. I-8: The exit windows are blocked. H-3: The fire extinguisher has not been signed off.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Cafeteria: The panic bars on the southwest doors cannot be left unlocked. Touch up the paint on the northwest doors and jamb. Repair the panic bar on the east door. Gym Main Floor: Touch up the paint on the southeast doors to the lobby. Gym West Floor: The north doors won't close. Y-Wing RR's: Touch up the paint on the exterior wall by the Boys' RR. Y-4: Touch up the paint on the handrail. Y-5: Touch up the paint on the handrail. Y-6: Touch up the paint on the handrail. Y-7: Touch up the paint on the handrail. Z-6: Touch up the paint on the handrail. Z-5: Touch up the paint on the handrail. Z-4: Touch up the paint on the handrail. B-1: Re-set hinge pin. B-4: Secure the panic bar to the north door. B-5: Replace the damaged weather strip on the north jamb. C-3: The south door won't close. D-7: Paint the exterior of the south door. E-10: Tighten the closer arm pivot on the south door. E-1: The room number sign is missing from the wall outside the south door. F-2: The exterior of the south door needs paint. F-3: Secure the door handle and panic bar to the south door. F-4: The south door won't close. F-6: Secure the panic bar to the north door. G-5: The north door lock is difficult to operate. H-7: Fix the closer on the south door. I-7: Touch up the paint on the handrail. I-9: Touch up the paint on the handrail. H-4: Fix the panic bar on the north door. Football Stadium Visitor's RR's: The Women's RR doors need paint touch up. The Women's RR doors are missing signs.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2/6/2018	
Overall Rating	Good

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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	26.0	27.0	35.0	39.0	48.0	50.0
Mathematics (grades 3-8 and 11)	8.0	7.0	22.0	25.0	37.0	38.0

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	272	266	97.79	27.07
Male	147	143	97.28	25.87
Female	125	123	98.40	28.46
Black or African American	35	34	97.14	14.71
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	218	213	97.71	29.58
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	252	246	97.62	26.02
English Learners	50	48	96.00	12.50
Students with Disabilities	36	35	97.22	2.86

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	272	265	97.43	6.82
Male	147	143	97.28	6.29
Female	125	122	97.6	7.44
Black or African American	35	34	97.14	2.94
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	218	212	97.25	7.58
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	252	245	97.22	5.74
Students with Disabilities	36	36	100	0
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

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 - 05Arts, Media, and Entertainment - 38Building and Construction Trades - 30Business and Finance - 35Education, Child Development, and Family Services - 26Energy, Environment, and Utilities - 16Engineering and Architecture - 15Health Science and Medical Technology - 62Hospitality, Tourism, and Recreation - 23Information and Communication Technologies - 74Manufacturing and Product Development - 38Public Services - 30Transportation - 32Program goals focus on increasing the number of students completing high school, entering post-secondary, successfully entering the workforce, and thus becoming a viable, contributing member of the community and society at large. Program effectiveness is measured by completion of a program of study, certification, data analysis, and matriculation to post-secondary education and the workforce.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	815
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	96.9
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	26.4

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	45.9	24.1	

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the 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 2018-19)

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.

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

Parent Outreach Contacts:

ARROYO VALLEY HIGH SCHOOL

Sandra Valdez
Bilingual Community Relations Worker II
Family Engagement
1881 W. Baseline St.
San Bernardino, CA 92411
Classroom: B-102
(909) 383-2669

CAJON HIGH SCHOOL

Mitzi Brazfield
Bilingual Community Relations Worker II
Family Engagement
1200 W. Hill Dr.
San Bernardino, CA 92407
Classroom: C-24
(909) 881-8121

INDIAN SPRINGS HIGH SCHOOL

Cathleen Vega
Bilingual Community Relations Worker II
Family Engagement
650 N. Del Rosa Ave.
San Bernardino, CA 92410
Classroom: P-4
(909) 383-1716

PACIFIC HIGH SCHOOL

Martha Lopez de Salcedo
Bilingual Community Relations Worker II
Family Engagement
1020 Pacific St.
San Bernardino, CA 92405
Classroom: Z-9
(909) 388-6431

SAN BERNARDINO HIGH SCHOOL

Mariam Alvarez
Bilingual Community Relations Worker II
Family Engagement
1850 N. E St.
San Bernardino, CA 92404
Classroom: Z-3
(909) 886-7997

SAN GORGONIO HIGH SCHOOL

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

ARROYO/SAN BERNARDINO CLUSTER

Raul Marmelejo
Community Relations Worker II
Family Engagement

CAJON/PACIFIC CLUSTER

Esmeralda McWilliams
Community Relations Worker II
Family Engagement

INDIAN SPRINGS/SAN GORGONIO CLUSTER

Marco Spears
Community Relations Worker II
Family Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	12.3	10.0	8.7	10.6	9.1	10.2	10.7	9.7	9.1
Graduation Rate	85.2	87.2	87.9	85.0	86.2	82.1	82.3	83.8	82.7

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

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	90.2	93.5	88.7
Black or African American	87.2	93.5	82.2
American Indian or Alaska Native	100.0	95.5	82.8
Asian	100.0	100.0	94.9
Filipino	100.0	83.3	93.5
Hispanic or Latino	89.9	93.8	86.5
Native Hawaiian/Pacific Islander	100.0	91.7	88.6
White	94.7	88.6	92.1
Two or More Races	100.0	85.7	91.2
Socioeconomically Disadvantaged	93.0	96.9	88.6
English Learners	60.0	63.8	56.7
Students with Disabilities	61.3	63.7	67.1
Foster Youth	0.0	100.0	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	12.7	13.1	9.6	5.9	5.6	5.0	3.7	3.7	3.5
Expulsions	0.8	0.4	0.3	0.2	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Date of Last Review/Update: October 18, 2018

Date Last Reviewed with Faculty: August 2, 2018

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	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.0	15	19	19	25.0	19	25	13	24.0	23	18	17
Mathematics	28.0	12	8	24	26.0	13	16	18	27.0	12	15	18
Science	29.0	12	4	23	24.0	18	15	12	26.0	17	11	16
Social Science	31.0	8	2	21	28.0	9	7	18	26.0	12	7	15

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

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	329
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1.3	N/A
Social Worker		N/A
Nurse	.3	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	4	N/A
Other	4	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,551	\$333	\$7,218	\$63,351
District	N/A	N/A	\$7,172	\$83,100
Percent Difference: School Site and District	N/A	N/A	0.6	-27.0
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	1.3	-24.2

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

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

Types of Services Funded (Fiscal Year 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,361	\$47,903
Mid-Range Teacher Salary	\$79,596	\$74,481
Highest Teacher Salary	\$103,393	\$98,269
Average Principal Salary (Elementary)	\$126,345	\$123,495
Average Principal Salary (Middle)	\$136,516	\$129,482
Average Principal Salary (High)	\$151,373	\$142,414
Superintendent Salary	\$324,378	\$271,429
Percent of Budget for Teacher Salaries	34.0	35.0
Percent of Budget for Administrative Salaries	4.0	5.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	6	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	3	N/A
All courses	15	18.7

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

The San Bernardino City Unified School District is committed to hiring the best staff available and to providing ongoing opportunities to support and increase professional practice for educators. Teacher Induction Program (TIP) mentors, Peer Assistance Review (PAR) consulting teachers, peer mentors, and content specialists work with teachers on a regular basis. Teachers, paraprofessionals, and administrators are all provided opportunities to participate in professional development (PD) programs. An analysis of site academic and behavioral data is used to provide focus to each site's Single Site Plan for Student Achievement and used to guide the creation of the site professional development plan. The site administrators and Professional Development Team (PDT) work together to establish the focus of site professional development that takes place during weekly early release Collaboration Days. Additionally, the district provided 3 days of staff development in 2016-17 and 2017-18 and 2 days of staff development in 2018-19.

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

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

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

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