PACIFIC HIGH SCHOOL
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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

2021-22 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
Email Address	natalie.raymundo@sbcusd.k12.ca.us
School Website	
County-District-School (CDS) Code	36678763634680

2021-22 District Contact Information

District Name	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
Phone Number	(909) 381-1110
Superintendent	Harry "Doc" Ervin
Email Address	doc.ervin@sbcusd.k12.ca.us
District Website Address	www.sbcusd.com

2021-22 School Overview

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. The school is currently undergoing a massive remodel of all classroom spaces and includes new buildings (administration building, CTE Transportation building, CTE Biomedical labs, and performance center)

Pacific has three 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 academies with multiple pathways—Digital Design & Communication and Project Lead the Way Biomedical.

Vision Statement:
Pacific High School provides meaningful, relevant, and rigorous opportunities to ensure all students graduate with the experience necessary to make a positive contribution in a global society. All students will be prepared to successfully think, act, and communicate in college, career, and life.

Mission Statement:
Pacific High School is an exceptional school, committed to preparing all students to be socially responsible, lifelong learners who will thrive in college and careers.

Schoolwide Learning Outcomes (SLOs): 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 in the school and community
·Respect and encourage the contributions of others in learning and social interactions.
·Value diversity and demonstrate empathy

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	384
Grade 10	285
Grade 11	283
Grade 12	236
Total Enrollment	1,188

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	53.3
American Indian or Alaska Native	0.7
Asian	0.9
Black or African American	12.5
Filipino	0.6
Hispanic or Latino	79
Native Hawaiian or Pacific Islander	0.6
Two or More Races	1.3
White	3.8
English Learners	14.9
Foster Youth	0.5
Homeless	13.7
Socioeconomically Disadvantaged	94.4
Students with Disabilities	18.2

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	

No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

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Williams Visit Findings

Visit Date: 08/18/2021

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair.

The following extreme deficiencies were observed:
None.

Year and month in which the data were collected	June 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt: California Collections © 2017(2016) California State University: Expository Reading and Writing Course (2014)	Yes	0
Mathematics	Pearson: CA Integrated High School Mathematics Common Core: Mathematics I (2015) Pearson: CA Integrated High School Mathematics Common Core: Mathematics II (2015)	Yes	0

	Pearson: CA Integrated High School Mathematics Common Core: Mathematics III (2015)		
	Pearson: Elementary Statistics Picturing the World (2015)		
	California State University: MRWC (2019)		
	Freeman: Practice of Statistics, Fifth Edition (2015)		
	Pearson Sullivan: Precalculus: Enhanced with Graphing Utilities (2015)		
Science	Biozone: Biology (Continuation & Special Ed) (2020)	Yes	0
	Pearson: Campbell Biology (2020)		
	Pearson: Experience Biology: The Living Earth (2020)		
	Pearson: Experience Chemistry in the Earth System (2020)		
	Pearson: Human Anatomy & Physiology 11th Edition (2020)		
	Biozone: Physical Science (Continuation & Special Ed.) (2020)		
	OpenStax: Physics AP (2020)		
	Discovery Education: Physics of the Universe (2020)		
History-Social Science	Pearson: California World History: The Modern World (2018)	Yes	0
	Cengage: Western Civilization: Since 1300, AP Edition, Updated, 10th Edition-Spielvogel (2018)		
	Bedford, Freeman, & Worth Publishing: America's History, For the AP Course, 9th Edition-Hennretta, Hinderaker, Edwards and Self (2018)		
	Pearson: California United States History: The Twentieth Century (2018)		
	Bedford, Freeman, & Worth Publishing: American Government Stories of a Nation (2018)		
	Pearson: California Economics Principles in Action (2018)		
	Pearson: California Magruder's American Government (2018)		
Foreign Language	Vista Higher Learning: Senderos 1 (2021)	Yes	0
	Carnegie Learning: ¡Qué Chévere! 4 2nd Edition (2021)		

	Vista Higher Learning: Galeria de lengua y cultura 1 Español para hispanohablantes (2021)		
	Vista Higher Learning: Galeria de lengua y cultura 2 Español para hispanohablantes (2021)		
	Pearson: Reflexiones Introducción a la literature hispánica (2021)		
	Vista Higher Learning: Senderos 2 (2021)		
	Vista Higher Learning: Senderos 3 (2021)		
Health	Pearson: Pearson Health (2020)	Yes	0
Visual and Performing Arts	Glencoe/McGraw-Hill: Art Talk (2002)	Yes	0
	Glencoe/McGraw-Hill: The Stage and the School (2002)		
	Glencoe/McGraw-Hill: Music! Its Role and Importance in Our Lives (2002)		
Science Laboratory Equipment (grades 9-12)	Sufficient appropriate laboratory equipment is available in all science classrooms		0

School Facility Conditions and Planned Improvements

General

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 facilities inspection took place September, 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

School Facility Conditions and Planned Improvements

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 2021-22 school year are listed below:

Maintenance of PPE in all classrooms in accordance with state and local health authorities to support in-person learning. Refinish gym floors

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School Facility Good Repair Status

Williams Visit Findings
Visit Date: 08/18/2021

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

The following extreme deficiencies were observed:

None observed.

The following good repair deficiencies were observed:

Section 4. Interior Surfaces
• B-7: Ceilings have damage from cracks, tears, and/or holes (work order #24362)
• I-1: Ceiling tiles are missing (remedied 8/18/21)*
• I-2: Ceiling tiles are damaged, loose, missing or stained (work order #35560)*
• I-6: Ceiling tiles are damaged, loose, missing or stained (remedied 8/18/21)*
• D-8: Ceiling tiles are damaged, loose, missing or stained (work order #24375)
• D-3: Ceiling tiles are damaged, loose, missing or stained (remedied 8/18/21)
• Z-4: Ceiling tiles are damaged, loose, missing or stained (remedied 8/18/21)*
• C-2: Ceiling tiles are damaged, loose, missing or stained (work order #24370)
• D-7: Ceiling tiles are stained (work order #35561)
• I-1: Ceiling tiles are stained (work order #24374 and 24410)*

School Facility Conditions and Planned Improvements

• E-10: Ceiling tiles are stained (work order #35562)
• D-1: Ceiling tiles are stained (work order #35563)
• I-6: Interior fixtures are loose, damaged or broken (work order #35564)*
• Z-5: Interior fixtures are loose, damaged or broken (work order #35565)*

Section 7. Electrical
• I-1: Electrical outlet/junction box covers or light switch covers are damaged or missing (work order #24408)*
• E-9: Lighting covers are missing, damaged or loose (work order #24419)
• I-1: Lighting covers are missing, damaged or loose (work order #24409)*
• I-4: Improper usage of extension cords or extension/electrical cord trip hazard (work order # 35566)*
• C-1: Improper usage of surge protectors or daisy chain of surge protectors (remedied 8/18/21)
• I-1: Computer cords not secured properly (remedied 8/18/21)*
• D-5: Computer cords not secured properly (work order #35567)

Section 9. Sinks/Fountains
• C-2: Sink/fountain is damaged (work order #35568)*
• C-2: Water pressure too low (remedied 8/18/21)*
• D-1: Water pressure too low (work order #24405) (remedied 8/18/21)*

Section 16. UCP Information Posted
• D-8: Required UCP posting was not found, is incorrect, or is missing required section(s) (remedied 8/18/21)

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School Facility Good Repair Status (School Year 2021-22)
Results of this site's most recent survey are included below, and any associated repairs were completed by the end of March 2021.

Year and month of the most recent FIT report	09/18/20

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			E-3 - Air conditioning is not working.
Interior: Interior Surfaces			X	B-5 - The transition strip between VCT and carpet is loose. B-6 - Patch and paint the east wall. B-7 - Ceiling tiles have holes. B-Wing Boys' RR - Graffiti. C-2 - Ceiling tiles are damaged. C-4 - Ceiling tiles have been punctured.

School Facility Conditions and Planned Improvements

Cafeteria - 12 x 12 ceiling tile is missing by the east door.
C-Wing Boy's RR - Three soap dispensers and the paper towel dispenser are damaged.
D-6 - Ceiling tiles have been punctured.
D-7 - Ceiling tiles are damaged.
D-8 - Ceiling tiles are damaged.
D-9 - Ceiling tiles are damaged.
D-Wing Boys' RR - Soap dispensers are missing.
E-1 - Ceiling tiles are damaged.
E-2 - Ceiling tiles are damaged.
E-4 - Patch and paint the west wall.
E-6 - Ceiling tiles are peeling.
E-9 - Two ceiling tiles are peeling.
F-2 - Weather strip on the north door jamb is damaged.
F-4 - A ceiling tile is damaged.
F-6 - The north door won't close. Ceiling tiles are damaged.
F-Wing Girls' RR - Stall #2 is missing hinge bolts.
G-5 - Paint is peeling from the west interior wall.
G-6 - Ceiling tiles have holes. On the south exterior paint is peeling between the windows.
G-7 - Ceiling tiles have holes.
G-8 - Ceiling tiles are damaged.
H-5 - Patch and paint the east interior wall. The ceiling tiles have holes.
H-6 - Ceiling tiles have holes.
H-7 - Remove the bracket from the north wall below the windows.
Health Office - The rubber cove base is loose on the wall in the RR.
K-3 - Touch up the paint on the RR door.
M-1 - The interior handrails need paint.
SE-1 - Two ceiling tiles are torn.
SE-4 - Touch up paint on the interior wall by the east door.
Y-1 - Ceiling tiles have been punctured.
Y-2 - Paint is peeling from the south exterior. Ceiling tiles have been punctured.
Y-7 - Reset a ceiling tile.
Y-Wing Boys' RR - The soap damaged is damaged. Graffiti has been scratched into the wall tiles, marked on the ceiling, walls, and partitions.
Z-1 - A ceiling tile has holes cut for a projector that has been relocated.
Z-9 - Ceiling tiles are stained.

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Z-5 - Storage blocks access to the electrical panel.
Electrical		X		Auditorium Lobby - Exit light out by west doors. Auditorium, House - Two exit lights are out. Boys' Locker Room - The lights above the north and south doors won't shut off and blink. E-6 - An outlet cover plate is missing on the south wall in the surface mount electrical channel. E-Wing Girls' RR - Lights are out. F-2 - Eight lights are out. F-5 - Two lights are out. F-6 - One light is out. F-9 - One light is out. Football Stadium New Snack Bar - A GFCI outlet cover is missing by the score board. F-Wing Girls' RR - Check the light switch. G-5 - Light diffusers are hanging open. Girls' Locker Rm. - Exit signs are not working. Library - Re-install or replace the lighting diffusers in the soffit by the front counter. M-1 - An electrical outlet is damaged up in the risers. Z-7 - One light is out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Boys' Locker Room - Toilet #2 is loose. B-Wing Boys' RR - A toilet is not flushing. B-Wing Girls' RR - Four toilets leak. C-2 - Three faucets are missing spouts and or handles. C-4 - One lab faucet is not working and the teacher's faucet is missing a spout. D-Wing Boys' RR - Two faucets are loose. Toilet #2 leaks and #3 is loose. E-Wing Girls' RR - Toilets #2 and #4 leak. Football Stadium New Snack Bar - In the Women's RR faucet #2 is not working. There is standing water in the Men's RR handicapped stall. Water is running underneath the Custodian's Rm. Football Stadium Visitor's side - The old RR's are out of service and not maintained. SE-Wing RR's - In the Girls' RR three toilets leak. Southern Staff toilet leaks. In the Boys' RR two toilets and two urinals leak. Y-Wing Boys' RR - The sink is loose on the wall.

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			B-9 - An orange gas cylinder is stored horizontally on a cart. Z-7 - The fire extinguisher is outdated (10-17-16).
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X		Auditorium, Back Stage - The north exterior stage door panic bar is loose. B-10 - The weather strip on the north door jamb has been damaged. B-6 - The south door won't close. B-9 - Weather strip is damaged on the north door jamb. Bailey Bowl - There is graffiti on the concrete and surrounding block walls. Boys' Locker Room - The north door won't close. C-1 - Weather strip on the north door jamb is damaged. C-2 - Weather strip on the north door jamb is damaged. C-3 - Weather strip on the north door jamb is damaged. Cafeteria - The exterior Men's RR door won't close. C-Wing Boy's RR - Bolts are missing from the partition hardware. D-1 - Weather strip on the north door jamb is damaged. D-2 - Weather strip on the north door jamb is damaged. D-3 - Weather strip on the north door jamb is damaged. D-4 - Weather strip on the north door jamb is damaged. D-5 - Weather strip on the north door jamb is damaged. D-6 - The closer is loose on the south door. D-7 - Weather strip on the north door jamb is damaged. D-Wing Boys' RR - The exterior door needs repair. E-10 - Weather strip on the north door jamb is damaged. E-3a - Weather strip on the north door jamb is damaged. E-8 - Weather strip on the north door jamb is damaged.

School Facility Conditions and Planned Improvements

E-9 - Weather strip on the north door jamb is damaged.

F-1 - Weather strip on the north door jamb is damaged.

F-6 - The north door won't close.

F-9 - Weather strip on the north door jamb is damaged.

Football Stadium New Snack Bar - The roll up window has been opened forcibly and boarded up.

G-4 - The south door slams.

G-5 - Weather strip on the north door jamb.

G-6 - Weather strip on the north door jamb. On the south exterior paint is peeling between the windows.

G-7 - Weather strip on the north door jamb is damaged. The south door won't close.

Girls' Locker Rm. - The fence has a hole, by the southeast exterior corner.

K-1 - East and north doors won't close.

K-3 - RR door won't close.

M-1 - The east door won't close.

SE-2 - The east door won't close.

SE-4 - The weather strip on the east door jamb is damaged.

SE-Wing RR's - Southern Staff RR door won't close.

Y-2 - Paint is peeling from the south exterior.

Y-4 - The door slams.

Z-4 - Weather strip damaged.

Z-8 - The door won't close.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	261	2	0.77	99.23	--
Female	122	0	0	100	--
Male	139	2	1.44	98.56	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	28	0	0	100	--
Filipino	--	--	--	--	--
Hispanic or Latino	213	2	0.94	99.06	--
Native Hawaiian or Pacific Islander	--	--	--	--	--

Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	35	1	2.86	97.14	--
Foster Youth	--	--	--	--	--
Homeless	80	2	2.5	97.5	--
Military	24	0	0	100	--
Socioeconomically Disadvantaged	250	2	0.8	99.2	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	0	0	100	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	261	2	0.77	99.23	--
Female	122	0	0.00	100.00	--
Male	139	2	1.44	98.56	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	28	0	0.00	100.00	--
Filipino	--	--	--	--	--
Hispanic or Latino	213	2	0.94	99.06	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	35	1	2.86	97.14	--
Foster Youth	--	--	--	--	--
Homeless	80	2	2.50	97.50	--
Military	24	0	0.00	100.00	--
Socioeconomically Disadvantaged	250	2	0.80	99.20	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	0	0.00	100.00	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	279	200	71.68	28.32	21.5
Female	127	97	76.38	23.62	22.68
Male	152	103	67.76	32.24	20.39
Asian	4	3	*	*	*
Black or African American	32	23	71.88	28.12	13.04
Filipino	2	2	*	*	*
Hispanic or Latino	225	162	72	28	23.46
Two or More Races	1	1	*	*	*
White	9	6	*	*	*
English Learners	39	27	69.23	30.77	11.11
Foster Youth	2	2	*	*	*
Homeless	46	25	54.35	45.65	36
Socioeconomically Disadvantaged	270	192	71.11	28.89	21.88
Students with Disabilities	43	26	60.47	39.53	11.54

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	279	200	71.68	28.32	22
Female	127	95	74.8	25.2	25.26
Male	152	105	69.08	30.92	19.05
Asian	4	3	*	*	*
Black or African American	32	22	68.75	31.25	4.55
Filipino	2	2	*	*	*
Hispanic or Latino	225	162	72	28	22.84

Native Hawaiian or Pacific Islander	192	21.88	270	71.11	28.89
Two or More Races	1	1	*	*	*
White	9	7	*	*	*
English Learners	39	27	69.23	30.77	7.41
Foster Youth	2	2	*	*	*
Homeless	46	25	54.35	45.65	20
Socioeconomically Disadvantaged	270	192	71.11	28.89	21.88
Students with Disabilities	43	25	58.14	41.86	0

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	19.08	N/A	21.14	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	412	267	64.81	35.19	19.08
Female	213	148	69.48	30.52	15.86
Male	199	119	59.80	40.20	23.08
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	39	21	53.85	46.15	14.29
Filipino	--	--	--	--	--
Hispanic or Latino	337	225	66.77	33.23	17.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	9	50.00	50.00	--

English Learners	53	33	62.26	37.74	0.00
Foster Youth	--	--	--	--	--
Homeless	100	54	54.00	46.00	7.41
Military	62	43	69.35	30.65	9.76
Socioeconomically Disadvantaged	394	256	64.97	35.03	18.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	22	38.60	61.40	9.09

2020-21 Career Technical Education Programs

2020-21 Career Technical Education Programs

As a contributing partner in the development of the region's workforce, the San Bernardino City Unified School District offers a wide variety of high quality CTE courses in 12 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.

PACIFIC HIGH SCHOOL (4)
DIGITAL DESIGN AND COMMUNICATIONS ACADEMY (GOLD)
- Adobe Pathway
- Business Pathway

PROJECT LEAD THE WAY (PLTW) BIOMEDICAL ACADEMY (GOLD)
- Biomedical Honors Pathway

TRANSPORTATION AND ADVANCED TECHNOLOGY
- Heavy Diesel Technology Pathway (Partnership w/SBVC)

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

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

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	977
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	36.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	14.3

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	95.34
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	27.59

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

We welcome parents as partners in their children's education. There are many opportunities for parents to be involved on campus whether through attending meetings, volunteering, or monitoring their child's progress through the Aeries Parent Portal. Throughout the year we offer parent information events, such as Back to School Night, orientations, student showcases, and other information events (AP, AVID, Pathways). Pacific High School has three parent advisory groups - School Site Council (SSC), English Learners Advisory Council (ELAC), and Pacific African American Advisory Council (PAAAC). Information about these groups including calendars of meetings and virtual meeting links can be found on our school website at http://pacific.sbcusd.com.

2021-22 Opportunities for Parental Involvement

Family members interested in volunteering can contact us at pacific@sbcusd.k12.ca.us to request a Volunteer Handbook, which includes an application and information regarding clearances. All volunteers will need to submit a negative TB test and provide information for a criminal history background check. Family members wishing to volunteer in the athletics program will need to submit an alternate application. If you are interested in volunteering as a coach, please contact Esther Berumen at (909) 381-1234 for the application procedures.

Finally, we recognize that not all parents can commit time to volunteer or be a part of an advisory council. There are many other ways you can be active in your child's school, including monitoring your child's progress in their academics. All parents have access to the Aeries Parent Portal to monitor their child's grades, attendance, and progress towards graduation. If you need to setup a Parent Portal Account, email us at pacific@sbcusd.k12.ca.us or give us a call at (909)388-6419. All of our office support staff have been trained in helping parents access the Parent Portal and can guide you through setup. We also now use a communication tool called Parent Square. Families can use this tool to receive school and district information and flyers and also to message directly with teachers, counselors, and administrators. Visit ParentSquare.com to set up your account today or call us for assistance.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	5.8	7.5	4.3	10.3	10.5	12.9	9.0	8.9	9.4
Graduation Rate	90.9	82.4	90.5	83.3	79.6	78.2	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	210	190	90.5
Female	108	100	92.6
Male	102	90	88.2

American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	20	19	95.0
Filipino	--	--	--
Hispanic or Latino	171	155	90.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	12	9	75.0
English Learners	45	35	77.8
Foster Youth	--	--	--
Homeless	61	55	90.2
Socioeconomically Disadvantaged	203	183	90.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	43	27	62.8

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1289	1237	446	36.1
Female	604	584	186	31.8
Male	685	653	260	39.8
American Indian or Alaska Native	8	8	3	37.5
Asian	11	11	2	18.2
Black or African American	162	156	78	50.0
Filipino	7	7	1	14.3
Hispanic or Latino	1018	977	337	34.5
Native Hawaiian or Pacific Islander	7	7	3	42.9
Two or More Races	18	16	5	31.3
White	50	47	15	31.9
English Learners	208	195	78	40.0
Foster Youth	16	14	6	42.9
Homeless	183	174	81	46.6
Socioeconomically Disadvantaged	1214	1169	437	37.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	247	236	99	41.9

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	13.17	0.00	5.45	0.01	3.47	0.20
Expulsions	0.07	0.00	0.06	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	8.17	3.66	2.45
Expulsions	0.23	0.07	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00

Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Date of Last Review/Update: Oct. 18, 2021
Date Last Reviewed with Faculty: Nov. 17, 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.

2018-19 Secondary Average Class Size and Class Size Distribution

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	29	26	8
Mathematics	21	33	14	11
Science	24	16	24	7
Social Science	22	13	22	3

2019-20 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	22	29	9
Mathematics	19	34	19	4
Science	24	16	16	8
Social Science	22	11	24	2

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	34	18	19
Mathematics	22	20	21	10
Science	27	10	14	16
Social Science	25	10	13	10

2020-21 Ratio of Pupils to Academic Counselor

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	297

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,406	$861	$9,546	$73,178
District	N/A	N/A	$7,388	$89,464
Percent Difference - School Site and District	N/A	N/A	25.5	-20.0
State			$8,444	$84,665
Percent Difference - School Site and State	N/A	N/A	12.3	-14.6

2020-21 Types of Services Funded

2020-21 Types of Services Funded

The common goal of all categorically funded programs in the San Bernardino City Unified School District (SBCUSD) is to ensure that all students--including English learners, 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

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).

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$55,050	$50,897
Mid-Range Teacher Salary	$85,311	$78,461
Highest Teacher Salary	$110,817	$104,322
Average Principal Salary (Elementary)	$128,110	$131,863
Average Principal Salary (Middle)	$145,527	$137,086
Average Principal Salary (High)	$161,367	$151,143
Superintendent Salary	$345,616	$297,037
Percent of Budget for Teacher Salaries	30%	32%
Percent of Budget for Administrative Salaries	4%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	24.0

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

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	2
Mathematics	1
Science	2
Social Science	4
Total AP Courses Offered	12

Professional Development

Professional Development

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

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

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	4	3

SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
Phone Number	(909) 381-1110
Superintendent	Harry "Doc" Ervin
Email Address	doc.ervin@sbcusd.k12.ca.us
District Website Address	www.sbcusd.com

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	25525	97	0.38	99.62	49.48
Female	12372	39	0.32	99.68	69.23
Male	13153	58	0.44	99.56	36.21
American Indian or Alaska Native	66	0	--	100.00	--
Asian	354	1	0.28	99.72	--
Black or African American	2493	15	0.60	99.40	13.33
Filipino	94	1	1.06	98.94	--
Hispanic or Latino	20642	74	0.36	99.64	59.46
Native Hawaiian or Pacific Islander	85	1	1.18	98.82	--
Two or More Races	618	1	0.16	99.84	--
White	1173	4	0.34	99.66	--
English Learners	5197	2	0.04	99.96	--
Foster Youth	271	1	0.37	99.63	--
Homeless	4222	6	0.14	99.86	--
Military	369	9	2.44	97.56	--
Socioeconomically Disadvantaged	23267	93	0.40	99.60	48.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	3474	45	1.30	98.70	0.00

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	25526	81	0.32	99.68	17.28
Female	12373	28	0.23	99.77	21.43
Male	13153	53	0.40	99.60	15.09

American Indian or Alaska Native	66	0	--	100.00	--
Asian	354	1	0.28	99.72	--
Black or African American	2494	12	0.48	99.52	0.00
Filipino	94	1	1.06	98.94	--
Hispanic or Latino	20642	60	0.29	99.71	21.67
Native Hawaiian or Pacific Islander	85	2	2.35	97.65	--
Two or More Races	618	1	0.16	99.84	--
White	1173	4	0.34		--
English Learners	5197	2	0.04	99.96	--
Foster Youth	272	1	0.37	99.63	--
Homeless	4222	6	0.14	99.86	--
Military	369	6	1.63	98.37	--
Socioeconomically Disadvantaged	23268	76	0.33	99.67	15.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	3474	44	1.27	98.73	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.