

PACIFIC HIGH SCHOOL
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	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
Website	pacific.sbcusd.com
County-District-School (CDS) Code	36678763634680

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
Phone Number	(909) 381-1110
Superintendent	Dr. Harold J. Vollkommer
Email Address	harold.vollkommer@sbcusd.k12.ca.us
Website	www.sbcusd.com

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

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 2019-2020)

Grade Level	Number of Students
Grade 9	295
Grade 10	323
Grade 11	231
Grade 12	235
Total Enrollment	1,084

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

Student Group	Percent of Total Enrollment
Black or African American	12.7
American Indian or Alaska Native	0.6
Asian	0.9
Filipino	0.6
Hispanic or Latino	78
Native Hawaiian or Pacific Islander	0.9
White	4.6
Two or More Races	0.7
Socioeconomically Disadvantaged	92.4
English Learners	18.3
Students with Disabilities	14.2
Foster Youth	0.1
Homeless	13.8

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	59	65	59	2229
Without Full Credential	3	1	2	62
Teaching Outside Subject Area of Competence (with full credential)	3	0	2	26

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	1	7	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Year and month in which data were collected: August 2020

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

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

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

Williams Visit Findings

Visit Date: N/A

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. At the time of publishing, a facilities inspection had not been conducted for the 2020-21 school year as this site was not offering in-person instruction due to COVID-19. A visit will be conducted once the site resumes in-person learning.

The following extreme deficiencies were observed:

None.

The following good repair deficiencies were observed:

None.

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 (2016) California State University: Expository Reading and Writing Course (2014)	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	<p>Pearson: CA Integrated High School Mathematics Common Core: Mathematics I (2015)</p> <p>Pearson: CA Integrated High School Mathematics Common Core: Mathematics II (2015)</p> <p>Pearson: CA Integrated High School Mathematics Common Core: Mathematics III (2015)</p> <p>Pearson: Elementary Statistics Picturing the World (2015)</p> <p>Freeman: Practice of Statistics, Fifth Edition (2015)</p> <p>Pearson: FDWKB Calculus, AP Edition (2015)</p> <p>Pearson Sullivan: Precalculus: Enhanced with Graphing Utilities (2015)</p> <p>California State University: MRWC (2019)</p>	Yes	0
Science	<p>Biozone: Biology (Continuation & Special Ed) (2020)</p> <p>Pearson: Campbell Biology (2020)</p> <p>Pearson: Experience Biology: The Living Earth (2020)</p> <p>Pearson: Experience Chemistry in the Earth System (2020)</p> <p>Biozone: Physical Science (Continuation & Special Ed.) (2020)</p> <p>OpenStax: Physics AP (2020)</p> <p>Discovery Education: Physics of the Universe (2020)</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<p>Pearson: My World Interactive World Geography (2018)</p> <p>Pearson: California World History: The Modern World (2018)</p> <p>Cengage: Western Civilization: Since 1300, AP Edition, Updated, 10th Edition-Spielvogel (2018)</p> <p>Bedford, Freeman, & Worth Publishing: America's History, For the AP Course, 9th Edition-Hennretta, Hinderaker, Edwards and Self (2018)</p> <p>Bedford, Freeman, & Worth Publishing: American Government Stories of a Nation (2018)</p> <p>Pearson: California United States History: The Twentieth Century (2018)</p> <p>Pearson: California Economics Principles in Action (2018)</p> <p>Pearson: California Magruder's American Government (2018)</p>	Yes	0
Foreign Language	<p>McDougal Littell: Abriendo Puertas Volume I (2002)</p> <p>Prentice Hall/Pearson Education: Abriendo paso-Lectura & Gramatica (2002)</p> <p>McDougal Littell: En Español! (2002)</p> <p>McDougal Littell: En Español Level II (2002)</p> <p>McDougal Littell: En Español 3 (2002)</p> <p>McDougal Littell: Tu Mundo/Nuestro Mundo (2002)</p> <p>VHL (Author): Temas AP Spanish Language (2019)</p>	Yes	0
Health	Pearson: Pearson Health (2020)	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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

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

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 January, 2020. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with an appropriate learning environment.

Safety

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

Maintenance and Repair

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

Cleaning Process and Schedule

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

School Facility Improvements

Each year the district uses state and local funds to maintain and improve school sites. Planned improvements for this school for the 2020-21 school year are listed below:

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

School Facility Good Repair Status

Williams Visit Findings

Visit Date: N/A

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. At the time of publishing, a facilities inspection had not been conducted for the 2020-21 school year as this site was not offering in-person instruction due to COVID-19. A visit will be conducted once the site resumes in-person learning.

The following extreme deficiencies were observed:

None.

The following good repair deficiencies were observed:

None.

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

Results of this site's most recent survey are included below, and any associated repairs were completed by the end of March 2021.

School Facility Good Repair Status

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

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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Auditorium Many VCT are loose in the Foyer.(remedied) B-10 Patch and paint old holes for projection screen brackets.(remedied) C-4 Patch and paint old holes for projection screen brackets.(remedied) D-5 Patch and paint old holes for projection screen brackets.(remedied) D-6 Patch and paint old holes for projection screen brackets.(remedied) E-10 Patch and paint old holes for projection screen brackets.(remedied) E-8 Patch and paint old holes for projection screen brackets.(remedied) E-9 Patch and paint old holes for projection screen brackets.(remedied) G-4 Patch and paint old holes for projection screen brackets. Replace rubber cove base, west wall, center.(remedied) G-5 Patch and paint old holes for projection screen brackets. Patch and paint west interior wall.(remedied) G-6 Patch and paint south interior wall.(remedied) H-5 Patch and paint south corner of west interior wall.(remedied) H-9 Carpet tile stains.(remedied) SE-4 Remove brackets from window frame in office.(remedied) Y-6 Reset ceiling tiles. Replace broken ceiling tiles containing speaker and smoke detector.(remedied)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Softball and JV Baseball Fields Gophers in the playing surface.(remedied) Varsity Baseball Field Gophers in playing surface.(remedied)

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Poor	<p>B-1 Repair two lights in Calming Rm., one has a tag.(remedied)</p> <p>B-8 Repair lights. (remedied)</p> <p>B-9 Extension cord and surge protectors daisy chained.(remedied)</p> <p>C-2 Two lights have tags, need repair.(remedied)</p> <p>C-3 Two lights have tags and need repair.(remedied)</p> <p>C-4 Repair lights.(remedied)</p> <p>C-7 Repair lights.(remedied)</p> <p>D-1 VCT broken and lifted by the north door. Repair lights.(remedied)</p> <p>D-2 Repair lights.(remedied)</p> <p>D-6 Repair lights.(remedied)</p> <p>D-9 Repair lights.(remedied)</p> <p>E-10 Repair lights.(remedied)</p> <p>E-5 Repair lights.(remedied)</p> <p>E-6 Repair lights.(remedied)</p> <p>E-7 Repair lights.(remedied)</p> <p>E-9 Repair lights.(remedied)</p> <p>F-3 Repair two lights.(remedied)</p> <p>F-4 Electrical panel blocked by cabinet.(remedied)</p> <p>F-5 Repair lights.(remedied)</p> <p>F-6 Repair lights.(remedied)</p> <p>G-5 Repair lights.(remedied)</p> <p>G-8 Repair lights.(remedied)</p> <p>Gym South Exterior Replace outlet cover next to vending machines, secure J-box covers, repair conduit.(remedied)</p> <p>H-5 Extension cord and surge protector daisy chains.(remedied)</p> <p>H-6 Repair lights.(remedied)</p> <p>H-7 Repair lights.(remedied)</p> <p>H-8 Repair lights.(remedied)</p> <p>M-1 Fix outlet on risers.(remedied)</p> <p>SE-1 Repair lights.(remedied)</p> <p>SE-4 Repair lights.(remedied)</p> <p>SE-5 Repair lights.(remedied)</p> <p>Y-3 Repair lights.(remedied)</p> <p>Y-6 Two lights are missing diffusers, a lamp is broken.(remedied)</p> <p>Y-7 Repair lights(remedied)</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Boys' Locker Rm. Switch cover in RR has an open hole.(remedied) C-Wing RR's Replace Boys' soap and towel dispensers. Graffiti on Boys' partitions.(remedied) D-Wing RR's Girls' RR door won't close. Boys' RR has a broken diffuser. Replace Boys' soap and towel dispensers.(remedied) Front Office Replace one damaged ceiling tile by Staff RR.(remedied) Y-Wing RR's Boys' RR missing a soap dispenser.(remedied)
Safety: Fire Safety, Hazardous Materials	Good	B-7 Install Fire Ext. sign.(remedied) B-8 Install Fire Ext. sign.(remedied) C-7 Relocate fire extinguisher and sign.(remedied) E-1 Install Fire Ext.sign.(remedied) E-10 Install Fire Ext. sign.(remedied) E-2 Install "Fire Ext." sign.(remedied) E-3 Install "Fire Ext."" sign.(remedied) E-4 Install "Fire Ext." sign.(remedied) F-11 Install "Fire Ext." sign.(remedied) F-7 Install "Fire Ext." sign.(remedied) F-9 Install "Fire Ext." sign.(remedied) K-4 Install "Fire Ext." sign.(remedied) M-1 Install "Fire Ext."" sign.(remedied) Y-1 Install "Fire Ext." sign.(remedied) Y-3 Install ""Fire Ext."sign.(remedied) Y-4 "Fix fire ext. bracket.(remedied) Z-4 Install "Fire Ext." sign.(remedied) Z-9 Install fire ext. bracket and sign.(remedied)
Structural: Structural Damage, Roofs	Good	

<p>External: Playground/School Grounds, Windows/Doors/Gates/Fences</p>	<p>Fair</p>	<p>B-6 South door won't close.(remedied) B-Wing Girls' RR Patch and paint exterior wall by the door.(remedied) Bailey Bowl Big hole in ground at base of light pole. Outlets vandalized. Paint on block wall has been peeled.(remedied) C-3 North door hits the jamb.(remedied) C-7 North door hits the jamb.(remedied) E-10 North door won't close.(remedied) E-3a South door won't latch.(remedied) F-10 North door hits the jamb.(remedied) F-11 Replace rubber cove base on west wall.(remedied) F-7 Patch and paint old holes for projection screen brackets.(remedied) F-8 Patch and paint old holes for projection screen brackets.(remedied) Football Stadium Paint peeled from old RR door. Fencing cut between old RR's and old snack bar.(remedied) Gym Main Floor Touch up paint in the northwest corner by the big doors. Replace missing 4s box cover above the northeast doors. Patch and paint next to the northeast doors.(remedied) Gym Southeast Foyer Easternmost exterior door slams. H-8 Patch and paint old holes for projection screen brackets. Patch and paint south wall.(remedied) H-9 North door hits jamb.(remedied) Handball Courts Paint is peeling and rust streaked.(remedied) K-1 East door won't close.(remedied) M-1 Repair carpet and rubber cove base on riser.(remedied) M-2 Outlet missing cover, north exterior. South door won't close.(remedied) SE-1 Replace weather strip on northwest door jamb. Replace 2 x 10 lunch table board in courtyard.(remedied) SE-2 Weather strip.(remedied) SE-4 Patch and paint fascia in courtyard.(remedied) JV Baseball Field netting above home plate is shredded.(remedied) Y-3 Both exterior doors will not close.(remedied) Y-4 Paint exterior of door.(remedied) Y-5 Weather strip. Paint exterior of door.(remedied) Y-6 Weather strip. Paint the door.(remedied)</p>
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System Inspected	Rating	Repair Needed and Action Taken or Planned
		Y-7 Weather strip. Paint the exterior of the door.(remedied) Z-9 Weather strip.(remedied)
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	39	N/A	40	N/A	50	N/A
Mathematics (grades 3-8 and 11)	10	N/A	27	N/A	39	N/A

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

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

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

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

CAASPP Test Results in ELA by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	9	N/A	19	N/A	30	N/A

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

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

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

CAASPP Test Results in Science by Student Group

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

Career Technical Education Programs (School Year 2019-2020)

As a contributing partner in the development of the region’s workforce, the San Bernardino City Unified School District offers a wide variety of high quality CTE courses in 13 of the 15 industry sectors identified by the State of California. Each CTE course addresses the current job market and is part of a sequence of courses that form Programs of Study (Career Pathways) that link high school and post-secondary programs. The course curriculum is rigorous, relevant, and aligned to the California Department of Education Career Technical Education Model Curriculum Standards.

ADOBE

ANIMATION

PERFORMANCE

BUSINESS

PLTW BIOMEDICAL

HEAVY DIESEL

CTE Advisory Board Members:

- Bill Tynan, Garner Holt Productions, Inc
- Kerrie Bryan, East Valley Water District
- Alonso Garcia, Gifted Designs
- Leo Medina, CSU San Bernardino
- Dr. Bill Clarke, Technical Employment Training

Industries Represented:

- Agriculture and Natural Resources
- Arts, Media, Entertainment
- Building and Construction Trades
- Business and Finance
- Education
- Energy, Environment, and Utilities
- Health Science and Medical Technologies
- Information and Communication Technologies
- Manufacturing and Product Development
- Marketing and Sales
- Public Services
- Transportation

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	919
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	25.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	19.4

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	94.64
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	32.07

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

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 African American Parent Advisory Council (AAPAC). Information about these groups including calendars of meetings and virtual meeting links can be found on our school website at <http://pacific.sbcusd.com>.

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.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	8.7	7.9	5.8	10.2	10.9	10.3	9.1	9.6	9
Graduation Rate	87.9	87.2	90.9	82.1	82.2	83.3	82.7	83	84.5

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	9.6	13.2	5.0	5.4	3.5	3.5
Expulsions	0.3	0.1	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

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

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.8	3.5	2.5
Expulsions	0.2	0.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Date of Last Review/Update: Oct. 19, 2020

Date Last Reviewed with Faculty: Oct. 19, 2020

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

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	24	23	18	17	21	29	26	8	23	22	29	9
Mathematics	27	12	15	18	21	33	14	11	19	34	19	4
Science	26	17	11	16	24	16	24	7	24	16	16	8
Social Science	26	12	7	15	22	13	22	3	22	11	24	2

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

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

Title	Ratio
Academic Counselors*	271

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	7.5

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,858	\$1,057	\$8,802	\$71,292
District	N/A	N/A	\$8,190	\$86,401
Percent Difference - School Site and District	N/A	N/A	7.2	-19.2
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	12.7	-15.2

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

Types of Services Funded (Fiscal Year 2019-2020)

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

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

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

Categorical programs commonly found at SBCUSD sites are:

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

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

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

Continuous Improvement

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

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

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

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

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	3	N/A
All courses	8	13.3

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

Professional Development (Most Recent Three Years)

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

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

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

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

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

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

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