

SAN BERNARDINO HIGH SCHOOL

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	SAN BERNARDINO HIGH SCHOOL
Street	1850 North E St.
City, State, Zip	San Bernardino, CA 92405
Phone Number	(909) 881-8217
Principal	Antoinette Gutierrez
E-mail Address	antoinette.fulchergutierrez@sbcusd.k12.ca.us
Web Site	sanbernardino.sbcusd.com
CDS Code	36678763635844

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

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

San Bernardino High School has 97 classrooms, a library, an auditorium, a multipurpose room, a gymnasium, a counseling office, and an administration office. The campus was built in 1929 and modernized in 1993 and 2013. Five new special education classrooms were built in the 2006-07 school year. The facility strongly supports teaching and learning through its ample classroom and athletic space, and a staff resource room.

San Bernardino High School will provide a caring and supportive learning environment based on fair, firm, and consistent policies, practices, and student-centered programs.

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

Grade Level	Number of Students
Grade 9	454
Grade 10	460
Grade 11	363
Grade 12	296
Total Enrollment	1,573

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	10.0
American Indian or Alaska Native	0.3
Asian	0.8
Filipino	0.6
Hispanic or Latino	80.4
Native Hawaiian or Pacific Islander	0.1
White	4.3
Socioeconomically Disadvantaged	93.9
English Learners	17.5
Students with Disabilities	16.0
Foster Youth	1.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	77	74	71	2497
Without Full Credential	4	4	5	79
Teaching Outside Subject Area of Competence (with full credential)	0	4	5	25

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments *	3	1	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 Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2018

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

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt: Collections (2016) Hampton Brown: Edge / 2008 California State University: Expository Reading and Writing Course (2014)	Yes	0
Mathematics	Pearson: CA Integrated High School Mathematics Common Core: Mathematics I (2015) Pearson: CA Integrated High School Mathematics Common Core: Mathematics II (2015)	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Pearson: CA Integrated High School Mathematics Common Core: Mathematics III (2015) Freeman: Practice of Statistics (2015)Pearson: FDWKB Calculus, AP Edition (2015) Pearson Sullivan: Precalculus: Enhanced with Graphing Utilities (2015)		
Science	McDougal Littell: Biology (2007) Benjamin Cummings; Biology, 7th Edition, AP Edition / 2007 Houghton Mifflin; Chemistry Honors/ International Baccalurate/ CSU / 2007 Pearson Addison Wesley: Conceptual Physics (2007) Pearson Prentice Hall: Essentials of Anatomy and Physiology (2007) Pearson Prentice Hall: Chemistry (2007)	Yes	0
History-Social Science	Glencoe/McGraw-Hill: Economics Today and Tomorrow (2006) Glencoe/McGraw-Hill: The American Vision (2006) Glencoe/McGraw-Hill: US Government: Democracy in Action (2006) Glencoe/McGraw-Hill: World History Modern Times (2006) Houghton Mifflin: A History of Western Society (2006) McDougal Littell/Houghton Mifflin: The American Pageant (2006) McDougal Littell: World Geography (2006)	Yes	0
Foreign Language	McDougal Littell: Abriendo Puertas (2002) McDougal Littell: En Español! (2002) McDougal Littell: En Español Level II (2002) McDougal Littell: En Español 3 (2002) McDougal Littell: Tu Mundo/Nuestro Mundo (2002) McDougal Littell: Spanish Advanced Placement 5 / 2002 MCDougal Littell; Dual Immersion, Elective, World History / 2002	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Prentice Hall/Pearson: Abriendo paso-Lectura & Gramatica (2002) Vista Higher Learning: Intrigas. Literature and Film (2012)		
Health	Glencoe/McGraw-Hill; Health: A Guide to Wellness / 2007	Yes	0
Visual and Performing Arts	Glencoe/McGraw-Hill: Art Talk (2002) Glencoe/McGraw-Hill: The Stage and the School (2002) Glencoe/McGraw-Hill: Music! Its Role and Importance in Our Lives (2002)	Yes	0
Science Laboratory Equipment (grades 9-12)	Sufficient appropriate laboratory equipment is available in all science classrooms		0

School Facility Conditions and Planned Improvements (Most Recent Year)

General

San Bernardino High School has 97 classrooms, a library, an auditorium, a multipurpose room, a gymnasium, a counseling office, and an administration office. The campus was built in 1929 and modernized in 1993 and 2013. Five new special education classrooms were built in the 2006-07 school year. The facility strongly supports teaching and learning through its ample classroom and athletic space, and a staff resource room. The district takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district's Mobile Maintenance Teams use the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC). Results of this survey are available from the district's Maintenance and Operations Department. The most recent inspection took place on 2/6/2018. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with an appropriate learning environment.

Safety

To ensure student safety before, during and after the school day, 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 2018-19 school year are listed below.

- Energy Project-Prop 39
- Resurface Gym Floor
- Paint Exterior

School Facility Good Repair Status (Most Recent Year)

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

Additionally, representatives from the San Bernardino County Superintendent of Schools (SBCSS) conduct annual Williams visits to schools ranked in deciles 1-3 in San Bernardino County to evaluate their good repair status. The Williams inspection for this site occurred on August 31, 2018. Results from this inspection are included below, and any associated repairs were completed by the end of September 2018.

The following good repair deficiencies were observed:

Section 4. Interior Surfaces

- Theater: Permanent furniture broken or damaged (work order #61010552)
- T Wing: Area has unabated graffiti (remedied 8/31/18)
- M Wing: Area has unabated graffiti (remedied 8/31/18)
- L Wing Boys' Restroom: Area has unabated graffiti (remedied 8/31/18)
- Varsity Baseball Field: Area has unabated graffiti (remedied 8/31/18)
- Softball Fields: Area has unabated graffiti (remedied 8/31/18)
- Pool: Area has unabated graffiti (remedied 8/31/18)
- Grounds: Area has unabated graffiti (remedied 8/31/18)
- Girls' Locker Room: Area has unabated graffiti (remedied 8/31/18)
- Band Room: Area has unabated graffiti (remedied 8/31/18)
- Theater: Area has unabated graffiti (remedied 8/31/18)

Section 7. Electrical

- Career Center: Lighting fixtures or bulbs are not functioning properly or missing (remedied 8/31/18)
- Classroom Wings: Lighting fixtures or bulbs are not functioning properly or missing (remedied 8/31/18)
- Classroom Wings: Lighting fixtures or bulbs are not functioning properly or missing (remedied 8/31/18)
- Gym: Lighting fixtures or bulbs are not functioning properly or missing (work order #61010550)

Section 8. Restroom

- Gym: Urinal is damaged, broken, or clogged (work order #61010549)
- Bakery: Sink is not working or functioning properly (remedied 8/31/18)
- T Wing Boys' Restroom: Graffiti etched in to restroom fixtures and/or partitions

(remedied 8/31/18)

- Gym: Graffiti etched in to restroom fixtures and/or partitions (remedied 8/31/18)

Section 9. Sinks/Fountains

- Tennis Courts: Sink/fountain is not working properly (remedied 8/31/18)

Section 10. Fire Safety

- Girls' Locker Room: Fire extinguisher is missing (remedied 8/31/18)
- Theater: Fire extinguisher is missing (remedied 8/31/18)

Section 15. Windows/Doors/Gates/Fences

- Band Room: Doors or door jambs are broken or damaged (remedied 8/31/18)

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2/6/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gym Main Floor: Secure the thermostat to the wall by the southeast door.
Interior: Interior Surfaces	Poor	<p>L-Wing RR's: Graffiti in both RR's.</p> <p>B-128: Touch up the ceiling tile stain.</p> <p>B-113: The carpet has gum spots.</p> <p>B-Wing Downstairs RR's: Patch ceiling tile holes in the hallway.</p> <p>B-Wing Upstairs: The Boys' RR is missing the sign that goes by the door.</p> <p>B-221: Touch up the paint on the wall outside.</p> <p>B-214: Patch the hole in the wall by the door.</p> <p>B-204: Patch the hole in the wall by the door.</p> <p>U-7: Secure plastic laminate to the back splash.</p> <p>There is graffiti on the panic bar.</p> <p>U-4: There is a VCT trip hazard near the projector. (referred to Michele for testing)</p> <p>U-2: Touch up the paint on the wall by the south door.</p> <p>V-1: The carpet is stained.</p> <p>V-2: There is gum on the carpet.</p> <p>V-4: The ceiling tiles have lots of holes. The VCT under the fire extinguisher has a hole. (referred to Michele for testing)</p> <p>V-6: Touch up paint on the wall below the north windows.</p> <p>W-6: Remove brackets from the wall by the exit windows. Patch holes in the wall by the exit windows.</p> <p>W-5: Reset ceiling tiles.</p> <p>W-9: Patch the ceiling tile holes.</p> <p>W-10: Four ceiling tiles have been damaged.</p> <p>D-10: Paint is peeling from the wall below the windows. The carpet is gum spotted.</p> <p>D-7: The carpet is gum spotted. Paint the stained ceiling tile by the window.</p> <p>D-5: Paint the ceiling tile stains.</p> <p>D-3: The carpet is stained.</p> <p>D-1: Touch up the paint on the wall out in the hall.</p> <p>Z-2: Reset ceiling tiles. The carpet is stained.</p> <p>Z-1: The carpet is stained.</p> <p>SE-2: Reset ceiling tiles. The carpet is stained.</p> <p>SE-1: The carpet is stained.</p> <p>Girls Locker Room: Plastic laminate is broken on the ends of the benches.</p> <p>Weight Room: Paint is chipped on the walls by the north door.</p>

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Boys Locker Room: Patch and paint the wall in the entry.</p> <p>N-2: A piece of molding is broken at the bottom of the acoustical wall tile. Touch up paint where the molding is broken. The carpet is gum spotted.</p> <p>N-3: Fix the sink cabinet doors in the office. The carpet is stained and gum spotted.</p> <p>Kitchen: Patch and paint the wall behind the steam tables.</p> <p>Gym East Floor: The rubber mat and the underlying wood flooring in the corner is damaged. Install a corner guard on the wall at the top of the ramp. Patch and paint the wall near the thermostat. Paint the handrail. Touch up the paint on the walls near the top of the ramp and stairs.</p> <p>Gym West Floor: Install corner guards on the walls at the top of the ramp. The rubber mat and wooden flooring in the corner by the north thermostat is damaged. Paint the walls of the ramp and at the top of the stairs.</p> <p>Gym Northwest Lobby: Paint is peeling from the exterior doors.</p> <p>Theater Backstage North Hall: Patch and paint holes in the wall of the Theater Office.</p> <p>Theater Back Stage South Hall: Paint the handrails.</p> <p>Theater House: Two seats are broken in the front row. Paint the handrails by the Stage access stairs.</p> <p>Theater Lobby: The carpet is stained. Both RR floors need paint.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	D-11: One light diffuser has a water stain.
Electrical: Electrical	Fair	<p>Office Work Room A-2: The security alarm panel beeps and cannot be closed.</p> <p>T-U-V-Wing RR's: In the Girls' RR one toilet is loose and two lights are out.</p> <p>H-6: One light is out.</p> <p>U-2: A junction box cover is missing on the northeast exterior.</p> <p>W-5: The electrical panel is blocked.</p> <p>W-9: Repair one light fixture. The electrical panel is blocked.</p> <p>W-11: Repair one light fixture. One diffuser is missing.</p> <p>Z-2: Two light diffusers coming out of frames. The P.A. speaker has been damaged.</p> <p>Z-1: The electrical panel are blocked.</p> <p>N-2: A lamp is broken in one of the light fixtures.</p> <p>Kitchen: The electrical panels by the laundry are blocked.</p> <p>Gym Main Floor: Secure the thermostat to the wall by the southeast door. One light is out.</p>

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2/6/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Gym West Floor: One light is out and one is hanging open.</p> <p>Theater Backstage North Hall: One light fixture is out.</p> <p>Theater Lobby: The light is out in the Boys RR. The carpet is stained.</p>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Poor	<p>Office Work Room A-2: The hot faucet leaks. The toilet in the Men's RR leaks.</p> <p>Office A-8: Adjust the fountain.</p> <p>B-220: Secure the gas valves.</p> <p>T-U-V-Wing RR's: In the Boys' RR one urinal is plugged and one soap dispenser is missing.</p> <p>U-7: The eye wash is missing parts.</p> <p>U-6: The eye wash is missing parts.</p> <p>D-Wiing RR's: In the Girls' RR two toilets leak and a faucet aerator is plugged.</p> <p>SE-Wing: The fountain by the Boys' RR is peeling. In the Boys' RR one urinal leaks. In the Girls' RR one toilet leaks. The sign is missing from the wall by the Boys' RR.</p> <p>SE-5: The toilet leaks.</p> <p>SE-1: The toilet leaks.</p> <p>Girls Locker Room: The fountain leaks and the paint is peeling.</p> <p>Weight Room: The sink cabinet in the Laundry room is water damaged.</p> <p>Boys Locker Room: A urinal has been removed, the drain is open, and the flush valve is still in place. Replace a soap dispenser.</p> <p>N-3: The faucet does not work.</p> <p>Cafeteria: The seat cover dispenser in the Men's RR is scratched with graffiti.</p> <p>Kitchen: The toilet leaks in the Staff RR.</p> <p>Gym Main Floor: The northwest fountain leaks.</p> <p>Gym Northwest Lobby: Toilet seats are loose and a faucet aerator is plugged in the Girls' RR.</p> <p>Theater Backstage North Hall: Adjust the fountain.</p> <p>Paint walls and patch around the sink in the RR.</p> <p>Theater Back Stage South Hall: Secure the fountain to the wall.</p> <p>Theater Lobby: The fountains by the Boys' and the Girls' RR's both leak.</p>
Safety: Fire Safety, Hazardous Materials	Good	<p>M-1: The fire extinguisher has not been signed off.</p> <p>M-4b: The fire extinguisher has not been signed off.</p> <p>M-9: The fire extinguisher has not been signed off.</p> <p>H-6: The exit windows are blocked.</p> <p>T-2: The fire extinguisher has not been signed off.</p> <p>V-6: Extension cord in use.</p> <p>W-7: The exit windows are blocked.</p> <p>W-6: The exit windows are blocked. An extension cord with multi-plug end is in use.</p> <p>W-4: The exit windows are blocked.</p>

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>W-3: The exit windows are blocked. W-2: The exit windows are blocked. Z-3: The exit windows are blocked. Z-2: Re-install fire extinguisher, bracket missing. Z-1: The exit windows are blocked. Girls Locker Room: The fire extinguisher is missing. N-2: The fire extinguisher is missing. The east exit is blocked. N-3: The fire extinguishers in the office are in need of service. The west exit is blocked by storage in the stairway. Kitchen: In C-11 Storage the west door is blocked. Gym Main Floor: Two fire extinguishers are missing by the southeast doors and the northeast doors. The northwest exit to the lobby is blocked. Gym Northwest Lobby: Score equipment is blocking the doors to the main floor. Theater Back Stage South Hall: The west door is blocked by storage in the south exit stairway.</p>
Structural: Structural Damage, Roofs	Good	Z-2: Fix or replace the gutter down spout.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	<p>Principal's Office: The sign is missing from the wall outside the door. B-Wing Upstairs: Fix the door latch on the double doors across from B-225. Paint the double doors across from B-225. B-218: The door will not close. M-5: Secure the closer arm on the south door. The RR door binds on the threshold. Paint the edge of the south door. Paint the interior of the north door.-3: Paint the edge of the south door. Paint the interior of the north door. V-5: Repair panic bar on the south door. V-6: Paint the interior of both doors. W-7: Replace weather strip on the door jamb. Paint has peeled from the east exterior wall. W-5: Replace the weather strip on the door jamb. W-8: Paint the door jamb. Secure the closer to the door. W-9: Replace the weather strip on the jamb. W-10: The door won't close. The panic bar end cap is missing. D-11: Touch up the paint on the door. D-7: Touch up the paint on the door. D-5: The door won't close. Z-3: Touch up the paint on the handrail. Z-1: Touch up the paint on the handrail. SE-4: The exterior room number sign is broken. Weight Room: Paint the north door. Boys Locker Room: Remove padlocks from handicapped stall door handle and secure a partition latch.</p>

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2/6/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>N-2: The room number sign is missing. The transition strip at the edge of the VCT in the east doorway is missing.</p> <p>N-3: The room number sign is missing.</p> <p>C-1: The new door between C-1 and the counselling offices needs paint.</p> <p>Cafeteria: Paint the inside of the northeast door.</p> <p>Gym Main Floor: The southeast door won't close.</p> <p>Gym Northwest Lobby: Paint is peeling from the exterior doors.</p> <p>Theater Backstage North Hall: The east door slams and a hinge pocket is broken. The sign is missing from the RR door. Secure the closer to the west door jamb.</p> <p>Theater Back Stage South Hall: The Custodial Rm. is missing a sign on the door. Secure the panic bar to the east door.</p> <p>Theater Lobby: The Boys' RR door sign is damaged.</p>

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2/6/2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	53.0	49.0	35.0	39.0	48.0	50.0
Mathematics (grades 3-8 and 11)	16.0	23.0	22.0	25.0	37.0	38.0

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	318	314	98.74	49.36
Male	159	156	98.11	46.15
Female	159	158	99.37	52.53
Black or African American	29	28	96.55	28.57
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	255	254	99.61	52.36
White	14	13	92.86	46.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	290	286	98.62	48.60
English Learners	90	88	97.78	20.45
Students with Disabilities	43	42	97.67	7.14
Foster Youth	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	320	315	98.44	22.54
Male	160	157	98.13	20.38
Female	160	158	98.75	24.68
Black or African American	29	28	96.55	7.14
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	257	255	99.22	23.92
White	14	13	92.86	30.77
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	292	287	98.29	21.6
English Learners	91	88	96.7	5.68
Students with Disabilities	43	42	97.67	2.38
Foster Youth	--	--	--	--

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

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

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

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

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

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

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

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

Career Technical Education Programs (School Year 2017-18)

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

California Industry Sectors - Number of SBCUSD CTE Sections

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

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

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	1290
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	9

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

UC/CSU Course Measure	Percent
2017-18 Pupils Enrolled in Courses Required for UC/CSU Admission	97.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	32.7

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	25.1	15.8	12.6

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Each school provides multiple options for parents to participate in the educational process. Opportunities vary from site to site but include parent centers, parent education programs, Parent Teacher Association (PTA), School Site Council (SSC), English Learners Advisory Committee (ELAC), Gifted and Talented Education (GATE) Advisory Committee, African American Parent Advisory Council (AAPAC), homework hotlines, auto-callers, parent conferences, family curricular theme nights, parent training and education, classroom and playground volunteers, and leadership opportunities for parents. For more information about these and other opportunities, please contact the school.

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

Parent Outreach Contacts:

ARROYO VALLEY HIGH SCHOOL

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

CAJON HIGH SCHOOL

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

INDIAN SPRINGS HIGH SCHOOL

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

PACIFIC HIGH SCHOOL

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

(909) 388-6431

SAN BERNARDINO HIGH SCHOOL

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

SAN GORGONIO HIGH SCHOOL

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

ARROYO/SAN BERNARDINO CLUSTER

Raul Marmelejo
Community Relations Worker II
Family Engagement

CAJON/PACIFIC CLUSTER

Esmeralda McWilliams
Community Relations Worker II
Family Engagement

INDIAN SPRINGS/SAN GORGONIO CLUSTER

Marco Spears
Community Relations Worker II
Family Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	8.6	7.6	6.4	10.6	9.1	10.2	10.7	9.7	9.1
Graduation Rate	88.8	90.9	91.7	85.0	86.2	82.1	82.3	83.8	82.7

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

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

Group	Graduating Class of 2017		
	School	District	State
All Students	98.0	93.5	88.7
Black or African American	100.0	93.5	82.2
American Indian or Alaska Native	100.0	95.5	82.8
Asian	100.0	100.0	94.9
Filipino	0.0	83.3	93.5
Hispanic or Latino	96.4	93.8	86.5
Native Hawaiian/Pacific Islander	100.0	91.7	88.6
White	91.7	88.6	92.1
Two or More Races	100.0	85.7	91.2
Socioeconomically Disadvantaged	99.6	96.9	88.6
English Learners	71.9	63.8	56.7
Students with Disabilities	80.9	63.7	67.1
Foster Youth	33.3	100.0	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	11.9	6.5	8.5	5.9	5.6	5.0	3.7	3.7	3.5
Expulsions	0.4	0.4	0.2	0.2	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Date of Last Review/Update: November 27, 2018

Date Last Reviewed with Faculty: August 2, 2018

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

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.0	28	15	26	25.0	25	27	21	26.0	26	9	34
Mathematics	25.0	25	18	24	24.0	27	13	25	28.0	14	14	27
Science	28.0	13	15	27	27.0	14	16	26	27.0	11	24	20
Social Science	26.0	21	16	16	24.0	27	19	15	26.0	16	14	21

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	7	314
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	2	N/A
Social Worker		N/A
Nurse	.3	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	8	N/A
Other	3	N/A

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,195	\$367	\$7,829	\$66,720
District	N/A	N/A	\$7,172	\$83,100
Percent Difference: School Site and District	N/A	N/A	8.8	-21.9
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	9.4	-19.0

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

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

Types of Services Funded (Fiscal Year 2017-18)

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

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

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

Categorical programs commonly found at SBCUSD sites are:

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

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

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

Continuous Improvement

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

Teacher and Administrative Salaries (Fiscal Year 2016-17)

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

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

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	6	N/A
Fine and Performing Arts	2	N/A
Foreign Language	5	N/A
Mathematics	3	N/A
Science	0	N/A
Social Science	6	N/A
All courses	22	24.8

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

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

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

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

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

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