# SAN BERNARDINO HIGH SCHOOL
## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 School Year)

## General Information about the School Accountability Report Card (SARC)

| SARC Overview | By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.<br><br>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/<br><br>For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/<br><br>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. |
| 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. |

## 2022-23 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** | Anna Sosa |
| **Email Address** | anna.sosa@sbcusd.k12.ca.us |
| **School Website** | https://sanbernardino.sbcusd.com/ |
| **County-District-School (CDS) Code** | 36678763635844 |

## 2022-23 District Contact Information

| | |
|---|---|
| **District Name** | SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT |
| **Phone Number** | (909) 381-1110 |
| **Superintendent** | Ana M. Applegate, Administrator in Charge |
| **Email Address** | SUPT@sbcusd.k12.ca.us |
| **District Website Address** | www.sbcusd.com |

## 2022-23 School Overview

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.

SBHS cultivates a community of lifelong learners by preparing them for college, career, and citizenship through student-centered, research-based programs.

# About this School

## 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Grade 9** | 482 |
| **Grade 10** | 497 |
| **Grade 11** | 366 |
| **Grade 12** | 294 |
| **Total Enrollment** | 1,639 |

## 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 49.1 |
| Male | 50.9 |
| American Indian or Alaska Native | 0.3 |
| Asian | 0.7 |
| Black or African American | 8.1 |
| Filipino | 0.6 |
| Hispanic or Latino | 85.7 |
| Native Hawaiian or Pacific Islander | 0.2 |
| Two or More Races | 0.9 |
| White | 2.7 |
| English Learners | 19.4 |
| Foster Youth | 0.9 |
| Homeless | 9.5 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 90.1 |
| Students with Disabilities | 18.1 |

## 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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 58.50 | 77.58 | 1928.00 | 85.36 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.90 | 1.31 | 37.10 | 1.65 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 3.10 | 4.19 | 64.20 | 2.85 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.90 | 2.54 | 66.10 | 2.93 | 12115.80 | 4.41 |
| Unknown | 10.80 | 14.34 | 163.10 | 7.22 | 18854.30 | 6.86 |
| Total Teaching Positions | 75.50 | 100.00 | 2258.80 | 100.00 | 274759.10 | 100.00 |

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

## 2021-22 Teacher Preparation and Placement

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | 0.00 | |
| Misassignments | 3.10 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 3.10 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | |
| Local Assignment Options | 1.90 | |
| Total Out-of-Field Teachers | 1.90 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 5.00 | |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 5.60 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

| Year and month in which the data were collected | June 2022 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | Houghton Mifflin Harcourt: California Collections © 2017 (2016)<br><br>California State University: Expository Reading and Writing Course (2014) | Yes | 0 |
| Mathematics | Pearson: CA Integrated High School Mathematics Common Core: Mathematics I (2015)<br><br>Pearson: CA Integrated High School Mathematics Common Core: Mathematics II (2015)<br><br>Pearson: CA Integrated High School Mathematics Common Core: Mathematics III (2015)<br><br>Pearson: Elementary Statistics Picturing the World (2015)<br><br>Pearson: FDWKB Calculus, AP Edition (2015)<br><br>California State University: MRWC* (2019)<br><br>Freeman: Practice of Statistics, Fifth Edition (2015)<br><br>Pearson Sullivan: Precalculus: Enhanced with Graphing Utilities (2015) | Yes | 0 |
| Science | Biozone: Biology (Continuation & Special Ed.) (2020)<br><br>Pearson: Campbell Biology (2020)<br><br>Pearson: Experience Biology: The Living Earth (2020)<br><br>McGraw-Hill: Chemistry (2020)<br><br>Pearson: Experience Chemistry in the Earth System (2020)<br><br>Pearson: Human Anatomy & Physiology 11th Edition (2020) | Yes | 0 |

| | Biozone: Physical Science (Continuation & Special Ed.) (2020)

Discovery Education: Physics of the Universe (2020) | | |
|---|---|---|---|
| **History-Social Science** | Pearson: My World Interactive World Geography (2018)

Pearson: California World History: The Modern World (2018)

Cengage: Western Civilization: Since 1300, AP Edition, Updated, 10th Edition-Spielvogel (2018)

Bedford, Freeman, & Worth Publishing: America's History, For the AP Course, 9th Edition-Hennretta, Hinderaker, Edwards and Self (2018)

Pearson: California United States History: The Twentieth Century (2018)

Bedford, Freeman, & Worth Publishing: American Government Stories of a Nation (2018)

Pearson: California Economics Principles in Action (2018)

Pearson: California Magruder's American Government (2018) | Yes | 0 |
| **Foreign Language** | Vista Higher Learning: Senderos 1 (2021)

Carnegie Learning:¡Qué Chévere! 4 2nd Edition (2021)

Vista Higher Learning: Galeria de lengua y cultura 1 Español para hispanohablantes (2021)

Vista Higher Learning: Galeria de lengua y cultura 2 Español para hispanohablantes (2021)

Vista Higher Learning: Intrigas Advanced Spanish through Literature and Film 3rd Edition (2021)

Pearson: Reflexiones Introducción a la literature hispánica (2021)

Vista Higher Learning: Senderos 2 (2021)

Vista Higher Learning: Senderos 3 (2021) | Yes | 0 |
| **Health** | Pearson: Pearson Health (2020) | 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) | No | 0 |
| **Science Laboratory Equipment (grades 9-12)** | Sufficient appropriate laboratory equipment is available in all science classrooms | | 0 |

## School Facility Conditions and Planned Improvements

**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 facilities inspection took place December, 2021. 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 2022-23 school year are listed below:

Replacement of indoor and outdoor lunch tables as needed.
Gym floors re-finish.
Re-paint interior hallways in B-wing.

_____

School Facility Good Repair Status (School Year 2022-23)
Results of this site's most recent survey are included below, and any associated repairs were completed by the end of March 2022.

| Year and month of the most recent FIT report | 12/20/21 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|:---:|:---:|:---:|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** Interior Surfaces | | | X | b-111 - paint touch up north wall by fire extinguisher<br>b-113 - paint touch up on east & west walls<br>b-116 - paint touch up on west wall<br>b-119 - paint touch up on west wall<br>b-126 - evaluate stained carpet. Adjust door closer<br>b-132 - reset 1 ceiling tile |

## School Facility Conditions and Planned Improvements

b-210 - caulk and paint north/east wall corner
b-216 - patch small hole and touch up paint by clock
b-218 - stained ceiling tile
b-wing hallway - reset ceiling tile by b-128
b-wing upstairs boys rr  - 4 broken soap dispensers
b-wing upstairs hallway - reset 1 ceiling tile
concessions mens rr - graffiti on sink. Handicap stall toilet has plugged drain. Door hits door frame at top
concessions womens rr - sink #3 loose faucet. Ceiling access panel door is hanging down
d-11 - reset ceiling tiles (10') ceiling
d-3 - stained ceiling tile by windows. Paint touch up on door frame
d-5 - paint touch up on door frame
d-8 - reset ceiling tiles (10') ceiling
d-wing hallwayy - paint touch up on north entrance doors
field house wr 1  - repair and replace ceiling tiles
field house wr 2 - replace and reset ceiling tiles
gym home rr entrance  - paint touch up by girls rr . Drinking fountain has lock caps
h-5 - replace 1 ceiling tile. Paint touch up on door
l wing boys rr  - graffiti on stainless steal flush valve cover. Graffiti on light fixture. Exterior drinking fountain has high pressure
north b-wing 2nd story entrance - paint touch up on interior of north 2nd story entrance doors
se-2 - reset ceiling tile
t u v  mens rr - toilet dispenser is loose in girls rr
t-2 - graffiti on exterior of south door. Loose rubber base molding by south door
t-3 - reset 1 ceiling tile
t-5 - reset ceiling tiles. Stained & missing vct floor tiles
t-6 - reset ceiling tiles
u-2 - paint touch up of exterior wall by south door. Reset 1 ceiling tile by south door
u-3 - graffiti on exterior of south door. Graffiti on exterior of south wall. Reset ceiling tiles
u-4 - graffiti on exterior of south door & wall. Reset ceiling tiles. Low pressure on faucet
u-6 - graffiti on exterior of south door. Reset ceiling tiles
u-7 - graffiti on exterior of south door . Loose faucet 1st on west side. Handles missing from faucets. Reset ceiling tiles over sinks and by projector
upstairs hallway - fire extinguisher at top of stairs missing pin & low on pressure. Graffiti by boys rr. Fire extinguisher by b-222 is low on pressure. Stained ceiling tile by b-209.  Missing ceiling tile top of west stairs
v-2 - paint touch up on exterior of south door. Replace damaged ceiling tile. Reset ceiling tile that has cat 5 cable sticking out of t-bar
v-5 - reset 1 ceiling tile
v-7 - graffiti on east & south side exterior walls. Missing ceiling tile. Paint touch up by light switches
visitors girls rr  - graffiti by entrance to girls rr
w-10 - reset ceiling tiles
w-11 - reset ceiling tiles
w-3 - touch up paint on interior door

# School Facility Conditions and Planned Improvements

| | | | |
|---|---|---|---|
| | | | w-4 - reset ceiling tile. Touch up paint on door<br>w-7 - reset ceiling tile<br>w-9 - reattach ramp skirting. Reset ceiling tiles<br>z-1 - exterior of door has graffiti. Paint interior of door<br>z-3 - replace 1 and reset ceiling tiles |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | |
| **Electrical** | X | | a-8 - 1light fixture does not work<br>b-222 - 1light fixture is out<br>n-2 band room - 9 lamps out. Adjust door closer. Exterior door handle is bent<br>n-3 choir room - 3 lamps out. Graffiti exterior door to n-3 & door to back stage<br>se-1 - 1bank of lights fixtures will not switch on<br>work room a-9 - 1 light fixture does not work |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | | X | b-205 - faucet by west entrance is off. Faucet by east entrance is loose<br>b-212 - loose faucet north east side<br>b-220 - loose faucet at base (south/east). Check all faucets for loose risers<br>b-221 - check all faucets loose risers<br>b-227 - check all faucets loose at base, loose risers and missing riser<br>b-wing hallway rr's - drinking fountain between rr's has high pressure<br>b-wing upstairs girls rr  - faucet does not work on 2nd sink<br>concessions mens rr - graffiti on sink. Handicap stall toilet has plugged drain. Door hits door frame at top<br>concessions womens rr - sink #3 loose faucet. Ceiling access panel door is hanging down<br>field house wr 2 - replace and reset ceiling tiles<br>girls locker room - drinking fountain has lock caps on it. Graffiti on west exterior doors"<br>gym - drinking fountains have lock caps<br>gym home rr entrance  - paint touch up by girls rr. Drinking fountain has lock caps<br>gym visitors boys rr - lobby drinking fountain has lock cap base on it<br>l wing boys rr  - graffiti on stainless steal flush valve cover. Graffiti on light fixture. Exterior drinking fountain has high pressure<br>l wing girls rr - missing 2 large roll toilet paper dispensers 3rd & 4th stalls. Graffiti on exterior off girls rr door and entrance to library stairs<br>m-6 - rr faucet hot side is leaking<br>n-wing - drinking fountain disconnected and leaking<br>se-5 - classroom faucet loose spout and hot side is off<br>t u v  mens rr - toilet dispenser is loose in girls rr<br>theater lobby - drinking fountain by womens rr is off<br>u-4 - graffiti on exterior of south door & wall. Reset ceiling tiles. Low pressure on faucet<br>u-5 - graffiti on exterior of south door. Loose faucet above door 5. Faucet is off east side of room<br>u-7 - graffiti on exterior of south door. Loose faucet 1st on west side. Handles missing from faucets<br>reset ceiling tiles over sinks and by projector |

# School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| | | | | work room a-2 - faucet has low pressure |
| **Safety:**<br>Fire Safety, Hazardous Materials | X | | | b-wing hallway  - missing fire extinguisher by b-118<br>m-5 - fire extinguisher has low pressure<br>upstairs hallway - fire extinguisher at top of stairs missing pin & low on pressure<br>graffiti by boys rr. Fire extinguisher by b-222 is low on pressure. Stained ceiling tile by b-209. Missing ceiling tile top of west stairs<br>v-3 - paint touch up on south & west exterior walls. Missing fire extinguisher<br>w-5 - hang fire extinguisher on bracket |
| **Structural:**<br>Structural Damage, Roofs | X | | | |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | b-125 - adjust door closers both doors<br>b-126 - evaluate stained carpet. Adjust door closer<br>boys locker room - graffiti on exterior door on north side. Graffiti on stair area on south side<br>b-wing - graffiti on entrance doors to b-wing on west side<br>c-10 m-u - replace kick down door stop on north east doors<br>c-14 - graffiti on exterior of c-14 door<br>concession stand - graffiti on drinking fountain behind concessions stand<br>concessions mens rr - graffiti on sink. Handicap stall toilet has plugged drain. Door hits door frame at top<br>c-wing staff womens rr - adjust door closer<br>exterior t-5 - paint touch up south exterior door<br>girls locker room - drinking fountain has lock caps on it. Graffiti on west exterior doors<br>gym and locker room exterior - paint touch up on red brick retaining wall west side of gym. Secure bottom of plywood ramp west side of locker rooms<br>h-6  - ramp needs skirting replaced & painted. Patch & paint siding north side by a/c unit<br>handball courts - graffiti on handball courts<br>l wing girls rr - missing 2 large roll toilet paper dispensers 3rd & 4th stalls. Graffiti on exterior off girls rr door and entrance to library stairs<br>n-2 band room - 9 lamps out. Adjust door closer. Exterior door handle is bent<br>n-3 choir room - 3 lamps out. Graffiti exterior door to n-3 & door to back stage<br>se-4 - replace weather stripping on west door<br>se-wing - graffiti on exterior door and wall of se-4 west side<br>se-wing boys rr - missing triangular boys rr sign<br>t-1 - graffiti on exterior of south door<br>t-2 - graffiti on exterior of south door. Loose rubber base molding by south door<br>t-4 - paint touch up on the exterior of south door<br>u-2 - paint touch up of exterior wall by south door. Reset 1 ceiling tile by south door<br>u-3 - graffiti on exterior of south door. Graffiti on exterior of south wall. Reset ceiling tiles<br>u-4 - graffiti on exterior of south door & wall. Reset ceiling tiles. Low pressure on faucet |

## School Facility Conditions and Planned Improvements

u-5 - graffiti on exterior of south door. Loose faucet above door 5. Faucet is off east side of room

u-6 - graffiti on exterior of south door. Reset ceiling tiles

u-7 - graffiti on exterior of south door. Loose faucet 1st on west side. Handles missing from faucets. Reset ceiling tiles over sinks and by projector

v-2 - paint touch up on exterior of south door. Replace damaged ceiling tile. Reset ceiling tile that has cat 5 cable sticking out of t-bar

v-3 - paint touch up on south & west exterior walls. Missing fire extinguisher

v-6 - paint touch up on south exterior wall

v-7 - graffiti on east & south side exterior walls. Missing ceiling tile. Paint touch up by light switches

w-1 - paint touch up on south exterior wall. Repair ramp skirting & touch up paint

w-9 - reattach ramp skirting. Reset ceiling tiles

w-wing - replace skirting board and paint south side of w-wing facing basketball courts

z-1 - exterior of door has graffiti. Paint interior of door

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
|  | X |  |  |

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

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

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

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

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

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

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

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

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

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

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | 33 | N/A | 33 | N/A | 47 |
| **Mathematics** (grades 3-8 and 11) | N/A | 9 | N/A | 18 | N/A | 33 |

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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.

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.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 331 | 314 | 94.86 | 5.14 | 33.23 |
| Female | 164 | 159 | 96.95 | 3.05 | 43.40 |
| Male | 167 | 155 | 92.81 | 7.19 | 22.73 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 30 | 27 | 90.00 | 10.00 | 22.22 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 275 | 266 | 96.73 | 3.27 | 34.72 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 11 | 10 | 90.91 | 9.09 | -- |
| English Learners | 50 | 43 | 86.00 | 14.00 | 9.30 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 37 | 36 | 97.30 | 2.70 | 17.14 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 301 | 287 | 95.35 | 4.65 | 32.87 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 63 | 60 | 95.24 | 4.76 | 3.39 |

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 329 | 311 | 94.53 | 5.47 | 9.00 |
| Female | 162 | 157 | 96.91 | 3.09 | 10.19 |
| Male | 167 | 154 | 92.22 | 7.78 | 7.79 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 30 | 27 | 90.00 | 10.00 | 7.41 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 273 | 263 | 96.34 | 3.66 | 7.98 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 11 | 10 | 90.91 | 9.09 | -- |
| English Learners | 50 | 43 | 86.00 | 14.00 | 2.33 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 37 | 35 | 94.59 | 5.41 | 5.71 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 301 | 285 | 94.68 | 5.32 | 8.07 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 63 | 59 | 93.65 | 6.35 | 1.69 |

## CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | 33.33 | 11.16 | 21.14 | 17.39 | 28.5 | 29.47 |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 257 | 242 | 94.16 | 5.84 | 11.16 |
| Female | 132 | 126 | 95.45 | 4.55 | 5.56 |
| Male | 123 | 114 | 92.68 | 7.32 | 17.54 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 14 | 12 | 85.71 | 14.29 | 16.67 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 229 | 217 | 94.76 | 5.24 | 11.06 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 51 | 45 | 88.24 | 11.76 | 0 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 28 | 26 | 92.86 | 7.14 | 7.69 |
| Military | 33 | 31 | 93.94 | 6.06 | 6.45 |
| Socioeconomically Disadvantaged | 230 | 217 | 94.35 | 5.65 | 10.6 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 35 | 28 | 80 | 20 | 7.14 |

## 2021-22 Career Technical Education Programs

As a contributing partner in the development of the region's workforce, the San Bernardino City Unified School District offers a wide variety of high quality CTE courses in 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, all CTE courses include a work-based learning component offering the benefits of authentic application of knowledge and skills in a real world setting.

SAN BERNARDINO HIGH SCHOOL (7)
eBUSINESS ACADEMY
COMMERCIAL AND INSTRUMENTAL MUSIC
PUBLIC SAFETY ACADEMY
ENGINEERING PATHWAY (SILVER)
AIR FORCE JRROTC
VOCAL ARTS CONSERVATORY
VISUAL ARTS AND DIGITAL MEDIA PATHWAY

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

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

## 2021-22 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---|
| **Number of Pupils Participating in CTE** | 934 |
| **Percent of Pupils that Complete a CTE Program and Earn a High School Diploma** | 27.9 |
| **Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education** | |

## Course Enrollment/Completion

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

| UC/CSU Course Measure | Percent |
|---|---|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | 96.46 |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 38.93 |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 9 | 82.7% | 84.1% | 82.7% | 82.0% | 83.2% |

## C. Engagement

### State Priority: Parental Involvement

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

## 2022-23 Opportunities for Parental Involvement

There are multiple opportunities for parents to participate in activities and events at San Bernardino High School. Parent advisory meetings, such as the School Site Council (SSC) and English Learner's Advisory Committee (ELAC), are arranged to accommodate the parents to ensure the best opportunity for participation. In addition, other meetings and events are held at various times throughout the day in order to accommodate as many people as possible, sometimes offering both AM and PM sessions of the same event/meeting. SBHS actively solicits parents for feedback and input in the development of parent involvement activities. With the assistance of the parents, the school will prioritize activities, trainings, and events identified to enhance, encourage, and enable all parents to become active participants in their student's academic achievement. SBHS will provide the following training opportunities for parents to assist them in helping their child(ren) improve academic achievement: Opportunities to attend parent-based conferences (CABE, NABSE, etc…)  Encourage parents to attend workshops and trainings at the district and site. Provide educational opportunities for parents through the Family Engagement Center, such as: Community-based English Tutoring classes, Nutrition classes, Computer Literacy etc. so parents can assist their children with mastering the standards. Opportunities for Parent Engagement: Parent Education Classes (PACS), volunteering/chaperoning, attending school activities (sports, plays, musical ensembles, etc.)

## C. Engagement

## State Priority: Pupil Engagement

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

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

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

| Indicator | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | | 3.9 | 10.2 | | 10.5 | 10.2 | | 8.9 | 7.8 |
| Graduation Rate | | 90.1 | 86.4 | | 79.6 | 83.4 | | 84.2 | 87 |

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| All Students | 295 | 255 | 86.4 |
| Female | 141 | 129 | 91.5 |
| Male | 152 | 124 | 81.6 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | 17 | 13 | 76.5 |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 264 | 230 | 87.1 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0 |
| Two or More Races | -- | -- | -- |
| White | -- | -- | -- |
| English Learners | 83 | 61 | 73.5 |
| Foster Youth | -- | -- | -- |
| Homeless | 71 | 66 | 93.0 |
| Socioeconomically Disadvantaged | 286 | 248 | 86.7 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 50 | 34 | 68.0 |

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 1872 | 1767 | 854 | 48.3 |
| Female | 903 | 855 | 437 | 51.1 |
| Male | 967 | 910 | 415 | 45.6 |
| American Indian or Alaska Native | 6 | 6 | 2 | 33.3 |
| Asian | 10 | 10 | 3 | 30.0 |
| Black or African American | 168 | 157 | 108 | 68.8 |
| Filipino | 10 | 10 | 4 | 40.0 |
| Hispanic or Latino | 1584 | 1501 | 679 | 45.2 |
| Native Hawaiian or Pacific Islander | 5 | 4 | 4 | 100.0 |
| Two or More Races | 20 | 15 | 13 | 86.7 |
| White | 55 | 51 | 35 | 68.6 |
| English Learners | 377 | 356 | 183 | 51.4 |
| Foster Youth | 33 | 28 | 16 | 57.1 |
| Homeless | 192 | 181 | 112 | 61.9 |
| Socioeconomically Disadvantaged | 1729 | 1639 | 793 | 48.4 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 334 | 318 | 182 | 57.2 |

## C. Engagement

## State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | 8.91 | 3.66 | 2.45 |
| Expulsions | 0.17 | 0.07 | 0.05 |

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | 0.00 | 10.68 | 0.01 | 4.68 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.48 | 0.00 | 0.18 | 0.00 | 0.07 |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 10.68 | 0.48 |
| Female | 7.64 | 0.22 |
| Male | 13.55 | 0.72 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 22.62 | 1.19 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 9.03 | 0.44 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 10.00 | 0.00 |
| White | 20.00 | 0.00 |
| English Learners | 9.81 | 0.53 |
| Foster Youth | 27.27 | 0.00 |
| Homeless | 14.06 | 0.00 |
| Socioeconomically Disadvantaged | 10.76 | 0.46 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 14.07 | 0.30 |

## 2022-23 School Safety Plan

Date of Last Review/Update: Nov. 29, 2022
Date Last Reviewed with Faculty: Jan. 23, 2023

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.

## 2019-20 Secondary Average Class Size and Class Size Distribution

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

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 26 | 19 | 22 | 26 |
| Mathematics | 27 | 14 | 18 | 25 |
| Science | 27 | 15 | 17 | 22 |
| Social Science | 24 | 17 | 23 | 10 |

## 2020-21 Secondary Average Class Size and Class Size Distribution

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

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 20 | 62 | 13 | 23 |
| Mathematics | 22 | 35 | 24 | 15 |
| Science | 25 | 21 | 16 | 23 |
| Social Science | 23 | 28 | 19 | 15 |

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 13 | 119 | 24 | 6 |
| Mathematics | 19 | 47 | 30 | 10 |
| Science | 17 | 57 | 16 | 17 |
| Social Science | 17 | 55 | 22 | 12 |

## 2021-22 Ratio of Pupils to Academic Counselor

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

| Title | Ratio |
|---|---|
| Pupils to Academic Counselor | 327.8 |

## 2021-22 Student Support Services Staff

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

| Title | Number of FTE Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | 5.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 6.0 |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $8,898 | $704 | $8,194 | $79,208 |
| District | N/A | N/A | $7,322 | $82,280 |
| Percent Difference - School Site and District | N/A | N/A | 11.2 | -3.8 |
| State | N/A | N/A | $6,594 | $85,368 |
| Percent Difference - School Site and State | N/A | N/A | 21.6 | -7.5 |

## 2021-22 Types of Services Funded

The common goal of all categorically- funded programs in the San Bernardino City Unified School District (SBCUSD) is to ensure that all students--including English learners, Low-Income, Foster Youth, African American, Students with Disabilities, and other underrepresented and underachieving student groups attain mastery of the State 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 Educational Partners 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. Sites 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 within their SPSA.

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 funding
* Local Control Funding Formula (LCFF) Supplemental and Concentration funding

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

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). 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 Focus Schools)

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| Beginning Teacher Salary | $56,455 | $51,081 |
| Mid-Range Teacher Salary | $84,896 | $77,514 |
| Highest Teacher Salary | $113,646 | $105,764 |
| Average Principal Salary (Elementary) | $130,672 | $133,421 |
| Average Principal Salary (Middle) | $149,188 | $138,594 |
| Average Principal Salary (High) | $164,595 | $153,392 |
| Superintendent Salary | $351,055 | $298,377 |
| Percent of Budget for Teacher Salaries | 31% | 32% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

## 2021-22 Advanced Placement (AP) Courses

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

| Percent of Students in AP Courses | 14.5 |
|---|---|

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

| Subject | Number of AP Courses Offered |
|---|---|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 4 |
| Foreign Language | 6 |
| Mathematics | 2 |
| Science | 1 |
| Social Science | 4 |
| **Total AP Courses Offered**<br>Where there are student course enrollments of at least one student. | 17 |

## Professional Development

The San Bernardino City Unified School District is committed to hiring the best staff available and to providing ongoing opportunities to support and increase professional practice for educators.  Teacher Induction Program (TIP) mentors, Peer Assistance Review (PAR) consulting teachers, peer mentors, and content specialists work with teachers on a regular basis. Teachers, paraprofessionals, and administrators are all provided opportunities to participate in professional development (PD) programs.  An analysis of site academic and behavioral data is used to provide focus to each site's Single Site Plan for Student Achievement and used to guide the creation of the site professional development plan.  The site administrators and Professional Development Team (PDT) work together to establish the focus of site professional development that takes place during weekly early release Collaboration Days. Additionally, the district provided district wide staff development which included 3 days in 2019-20, 4 days in 2020-21, 3 days in 2021-22, and 3 days in 2022-23.

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, restorative practices,  and integrating technology into daily instruction.

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

The San Bernardino City Unified School District uses individualized, job-embedded coaching focused on the CSTP (teachers) and CPSELs (administrators) and in-person workshops with on the job follow up feedback.  Administrators, teachers and community members receive professional development through job-embedded time, after-school workshops, off-track/vacation training times, conference attendance, collaboration/ coordination with local university programs, online delivery of professional development content and individual mentoring.  Opportunities are created for development in curriculum writing, assessment of standards and instructional best practices, including teaching to the appropriate depth of knowledge and disciplinary literacy. Additionally, Special Education offers a variety of PD opportunities to support the Individual Education Plans (IEPs) of identified students. Professional development is focused around current district, state, and national trends in the area of Special Education. At present, available topics include successful implementation of strategies for students with Autism, curriculum for different disability groups, behavior management, data analysis, social skills, English Language Development (ELD), Behavior Support Plans (BSPs), and legally defensible documents that best support students and meet state requirements.

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

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 4 | 3 | 3 |