



SAN GORGONIO HIGH SCHOOL

2299 Pacific Street • San Bernardino, CA 92404 • 909-388-6524 • Sandra Robbins, Principal

2007-2008 School Accountability Report Card

Published in 2008-2009

San Bernardino City Unified School District

777 North F St. • San Bernardino, CA 92410 • (909) 381-1100 • Dr. Arturo Delgado, Superintendent

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

II. About This School

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its program, and its goals.

San Gorgonio High School is a comprehensive community-related school, which encourages academic challenge, development of individual talents and skills, and positive connections between students and the community.

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

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), School Advisory Committee (SAC), 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), African American Parent Advisory Council (AAPAC), 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:

- **Family Resource Center**
1525 W. Highland Ave.
San Bernardino, California 92411
909-880-4057
Hours: 8:00 AM - 4:30 PM, M-F
- **Marcelino Serna**, *Parent/Family Involvement Officer*
909-880-4057, marcelino.serna@sbcusd.com
- **Emily Valdez**, *Parent Outreach Worker*
909-381-1256, emily.valdez@sbcusd.com
- **Samuel Casey**, *Parent Outreach Worker*
909-880-4057, samuel.casey@sbcusd.com
- **Talice Ostrinski**, *Homeless Facilitator*
909-887-3995, talice.ostrinski@sbcusd.com
- **Vicki Lee**, *Homeless Liaison*
909-887-2240, vicki.lee@sbcusd.com

Categorical Parent Involvement Contacts:

- Elementary: **Dee Tarango**, *Coordinator Elementary Instruction*
909-891-1009, dee.tarango@sbcusd.com
- Secondary: **Allison Adams**, *Program Specialist Accountability Unit*
909-381-1256, allison.adams@sbcusd.com

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Grade 9	1404	Grade 12	482
Grade 10	765	Ungraded Secondary	0
Grade 11	540	Total Enrollment	3191

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	16.05	White (not Hispanic)	14.67
American Indian or Alaska Native	0.94	Multiple or No Response	3.79
Asian	0.72	Economically Disadvantaged	74
Filipino	0.47	English Learners	26
Hispanic or Latino	63.12	Students with Disabilities	14
Pacific Islander	0.25		

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06			2006-07			2007-08					
	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	30.6	21	30	55	30.6	21	32	60	30.5	26	27	58
Mathematics	34.4	5	22	63	32.7	8	26	62	31.3	13	36	56
Science	30.7	11	3441	41	31.3	9	28	39	32.4	6	27	52
Social Science	33.2	10	24	58	33	10	22	59	33.2	7	30	58

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

Date of Last Review/Update: 08/25/2008

Date Last Reviewed with Faculty: 10/01/2008

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 school safety plan. Reviewed annually, a school's safety plan is the result of a systematic planning process in cooperation with local law enforcement 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, response, mitigation and prevention, and recovery.

In close cooperation with Southern California Schools Risk Management (Joint-Powers Authority) and local fire departments, the District's Environmental Safety Office 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 fire or earthquake) to prepare students, staff, and other stakeholders to appropriately respond to those emergencies. The District follows California's mandated Standardized Emergency Management System (SEMS) for emergency management.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Rate of Suspensions	38.0%	47.1%	38.2%	22.5%	23.2%	27.3%
Rate of Expulsions	0.3%	0.4%	0.4%	0.2%	0.2%	0.2%

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

General

The district takes great effort to ensure that all schools are clean, safe, and functional. 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.

Age of School Buildings

San Geronio High School has 109 classrooms, a library, an auditorium, a multipurpose room, and an administration office. The campus was built in 1964, and numerous portable classrooms have been added in recent years to accommodate a growing student population. Five portable classrooms were added in the 2004-05 school year, and five new special education classrooms were built in 2006-07 school year. The facility strongly supports teaching and learning through its ample classroom and athletic space, and a staff resource room.

Safety

To ensure student safety before, during and after the school day, campus security, 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. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order, and as of August 18, 2008, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

Cleaning Process and Schedule

The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2007-08 school year, the district budgeted \$2,386,069 for the deferred maintenance program. This represents 0.4% of the district's general fund budget.

Deferred Maintenance Projects

Project Category	Work Scope	Fiscal Year	Cost
Asbestos	A building – remove fireproofing	2009	\$992,200
Asbestos	A wing – remove acoustical ceiling tile	2009	\$169,400
Asbestos	B wing – remove acoustical ceiling tile	2009	\$151,250
Asbestos	C wing – remove acoustical ceiling tile	2009	\$60,500
Asbestos	E wing – remove acoustical ceiling tile	2009	\$103,455
Floors	A22, 24, 32, 38, 41, B11, 12, 14, 15, 16, 18, 20-26, 28, 30, 32, 35, 37, 39, 40-42	2009	\$100,000
Floors	Resurface gym floors and side courts	2009	\$22,500
HVAC	Replace 2 HVAC units – G7, 8	2009	24,000
Roofing	4 ply roof, admin, B, C, D, E, and G wings, MU room, café, gym, PE	2009	\$659,000
Wall Systems	Replace doors and hardware on all exterior gym doors (20 doors)	2009	\$14,000
Wall Systems	Resurface pull-out gym bleachers	2009	\$18,000

New Construction Projects

Work Scope	Construction Start	Construction End	Cost
Spaces for the special education program include five special education classrooms, a room for the resource specialist, specially equipped classrooms where applicable, as well as those in other units such as speech and medical therapists, psychologist, counseling offices and conference area. Spaces include showers, kitchen, washer, dryer, and microwave.	Qtr 4 – 2006	Qtr 3 – 2007	\$3,078,606

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of SBCUSD’s annual inspection on 8/18/08. All repairs were completed August 2008 unless otherwise noted.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			C-wing: cracked ceiling tiles outside C-8 and C-9 (work order #s 61004181 and 61004182); E-5: cracked ceiling tile (work order #61004180)
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin infestation	X			Boys and girls locker rooms: live roaches (work order #s 61004184 and 61004185)
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of SBCUSD’s annual inspection on 8/18/08.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Two minor deficiencies were noted in both interior surfaces and pest/vermin infestation. The school facility was found to be in exemplary condition.			

San Bernardino County Superintendent of Schools (SBCSS) Williams Inspection Results (School Year 2008-09)

On an annual basis, representatives from SBCSS conduct Williams visits to school ranked in deciles 1-3 (currently based on the 2006 Academic Performance Index) in San Bernardino County. Visitation requirements include a facilities inspection that is designed to evaluate the school facility’s “good repair” status as well as a School Accountability Report Card review in order to validate that the visit findings from the previous year, as well as any remedial action taken or planned, are accurately reported in the School Accountability Report Card.

This table displays the results of the SBCSS Williams Team annual inspection on 9/16/08. All repairs were completed 9/16/08 unless otherwise noted.

Item Inspected	Repair Needed and Action Taken or Planned
Gas Leaks	

Item Inspected	Repair Needed and Action Taken or Planned
Mechanical Systems	
Windows/Doors/Gates (interior and exterior)	
Interior Surfaces (walls, floors, and ceilings)	
Hazardous Materials (interior and exterior)	Boys locker room: peeling paint near soda machine and water fountain; gym: peeling paint on wall under basketball hoop
Structural Damage	
Fire Safety	Girls locker room: fire extinguisher tag outdated; kitchen: fire extinguisher not fully charged; library, team room, and weight room: fire extinguishers out of date
Electrical (interior and exterior)	G-7: exposed wire with sharp tip
Pest/Vermin infestation	
Drinking Fountains (inside and outside)	C wing RR: basin not draining; home team RR: fountain has oil residue
Restrooms	A wing RR: standing water in girls RR; Auditorium: hand dryer broken in girls RR; C wing RR: toilet loose and leaking; girls locker room: leaking shower head and standing water; visiting team RR: urinal not flushing
Sewer	
Playground/School Grounds	
Roofs	
Overall Cleanliness	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teacher	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	108	113	123	2,585
Without Full Credential	18	14	12	146
Teaching Outside Subject Area of Competence	13	12	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	44	37	60
Total Teacher Misassignments	44	40	60
Vacant Teacher Positions	0	0	2

Core Academic Courses Taught by NCLB Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB-Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	92.4	7.6
All Schools in District	95.8	4.2
High-Poverty Schools in District	96.4	3.6
Low-Poverty Schools in District	N/A	N/A

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	9.0	354.6
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (paraprofessional)	0.9	
Psychologist	1.0	
Social Worker	0.0	
Nurse	0.2	
Speech/Language Hearing Specialist	0.4	
Resource Specialist (non-teaching)	7.0	
Other	1.0	

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This section displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

High school textbooks adopted by our local Board of Education are standards-based and are rigorously reviewed by San Bernardino City Unified School District (SBCUSD) textbook adoption committees to assure that the selection will meet the unique needs of SBCUSD. The textbooks selected are usually adopted for a seven year cycle. The chart below lists the core curriculum area, the title and publisher of the materials, and the year the materials were adopted by the SBCUSD Board of Education.

Textbooks and teacher resource kits that include supplementary materials meet the needs of all learners, with materials and activities appropriate for English language learners, advanced learners, at-risk students and special needs students. It has been the practice of the Board of Education to purchase textbooks for each student in 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 of the 2008 school year to prepare for the 2008-09 school year.

English/Language Arts

The 2002/2003 language arts textbook adoption materials include Prentice Hall's *Timeless Voices, Timeless Themes* for a comprehensive 6-12 English/Language Arts program, and Hampton Brown's *Edge* for English Language Development. Each unit is aligned to the Reading/Language Arts Framework content standards. Units are structured using a pre-teach, teach, assess, and extend model. Supplementary consumable workbooks are replaced annually to meet the needs of each school. The district's reading intervention programs include the use of Scholastic's *READ 180* for students needing

support with vocabulary, comprehension and reading fluency and *SRA Reach* for students with more intensive literacy needs.

The textbooks available for each course are listed in the table below.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
English/Language Arts	<i>Timeless Voices, Timeless Themes</i> Prentice Hall (2003)	0.0%
English Language Development-1, 2, and 3	<i>Edge</i> Hampton Brown (2007)	0.0%
English Language Development-Early Advanced and Advanced	<i>Timeless Voices, Timeless Themes</i> Prentice Hall (2003) and/or <i>High Point</i> Hampton Brown (2003)	0.0%

Mathematics

High school math textbooks were adopted in 2008. The textbooks are aligned to the math content standards. Holt, Reinhart & Winston, College Preparatory Mathematics, Glencoe/ McGraw Hill, Prentice Hall, Consortium for the Foundation of Mathematics and W.H. Freeman and Company textbooks adopted by San Bernardino City Unified School District include ancillary materials, which incorporate a variety of instructional strategies to help build conceptual understanding and address the needs of diverse learners. Consumable math textbooks from Holt are replaced on a yearly basis.

The textbooks available for each course are listed in the table below.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Algebra 1, Algebraic Standards 1, and Algebraic Standards 2	<i>Algebra 1, CA Edition (Burger)</i> Holt, Reinhart & Winston (2008)	0.0%
	<i>Algebra Connections, CA Edition</i> College Preparatory Mathematics (2008)	
Geometry, Geometric Standards 1, and Geometric Standards 2	<i>Geometry, CA Edition (Burger)</i> Holt, Reinhart & Winston (2008)	0.0%
	<i>Geometry Connections, Version 3</i> College Preparatory Mathematics (2006)	
Algebra 2	<i>Algebra 2: CA Edition (Burger)</i> Holt, Reinhart & Winston (2008)	0.0%
	<i>Algebra Connections, Version 3</i> College Preparatory Mathematics (2008)	
Trigonometry/Precalculus	<i>Advanced Mathematical Concepts: Pre-Calculus with Applications</i> Glencoe/McGraw Hill (2006)	0.0%
	<i>Precalculus with Trigonometry, Version 5.0</i> College Preparatory Mathematics (2009)	
Calculus	<i>Calculus, Version 3.0</i> College Preparatory Mathematics (2003)	0.0%
	<i>Calculus: Graphical, Numerical, Algebraic 3rd Ed.</i> Prentice Hall (2007)	
Integrated Math	<i>Mathematics in Action: Algebraic, Graphical & Trigonometric Problem Solving, 3rd Ed.</i> Consortium for Foundation Mathematics (2007)	0.0%

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Statistics	<i>The Basic Practice of Statistics, 4th Ed.</i> W.H. Freeman and Company (2007)	0.0%

Science

Science textbooks were adopted in 2007 and are aligned to the science content standards. They include multiple instructional strategies designed to assist teachers in providing rigorous science instruction. These strategies help teachers capture student interest, provide bridges across content areas, and contribute to an understanding of the nature of science and the methods of scientific inquiry.

The textbooks available for each course are listed in the table below.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Physical Science	<i>Science Spectrum: Physical Science</i> Holt, Rinehart, and Winston (2007)	0.0%
Biology	<i>Biology</i> McDougal Littell (2008)	0.0%
Chemistry	<i>Chemistry</i> Pearson-Prentice Hall (2007) and / or <i>Chemistry & Chemical Reactivity, 6th Ed.</i> Thomson Learning/Cengage (2006)	0.0%
Environmental Science	<i>Environmental Science</i> Holt, Rinehart, & Winston (2006) and / or <i>Living in the Environment, 15th Ed.</i> Thomson Learning/Cengage (2007)	0.0%
Health Science	<i>Glencoe Health</i> Glencoe/McGraw Hill (2004)	0.0%
Physiology	<i>Essentials of Anatomy & Physiology, 4th Ed.</i> Pearson (2007)	0.0%
Physics	<i>Conceptual Physics, 10th Ed.</i> Pearson (2006)	0.0%
Science Laboratory Equipment (grades 9-12)	Sufficient appropriate laboratory equipment is available in all science classrooms.	0.0%

History/Social Science

History/Social Science textbooks were adopted in 2006. The texts are aligned to the History/Social Science Framework content standards. The content standards unite excellence with equity and challenge teachers to raise student achievement at all levels of schooling. To that end, San Bernardino City Unified School District has developed instructional resource guides and provides training opportunities for each grade level.

The textbooks available for each course are listed in the table below.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
9 th Grade: World Geography	<i>Glencoe World History</i> Glencoe/McGraw-Hill (2005)	0.0%
10 th Grade: World History	<i>World History: Modern Times, CA Edition</i> Glencoe/McGraw-Hill (2005)	0.0%

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
11 th Grade United States History	<i>The American Vision</i> Glencoe/McGraw-Hill (2005)	0.0%
12 th Grade: US Government	<i>Government: Democracy in Action</i> Glencoe/McGraw-Hill (2005)	0.0%
12 th Grade: Economics	<i>Economics Today and Tomorrow</i> Glencoe/McGraw-Hill (2005)	0.0%

Foreign Language

Foreign Language textbooks were adopted between 2000 and 2003. The textbooks provide the opportunity for students to develop increasing levels of fluency in another language. The textbooks utilize a variety of strategies to encourage learning of the structures, grammar and vocabulary of the language while providing cultural awareness of the native speakers.

The textbooks available for each course are listed in the table below.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Spanish 1	<i>En Español 1</i> McDougal Littell (2000)	0.0%
Spanish 2	<i>En Español 2</i> McDougal Littell (2000)	0.0%
Spanish 3	<i>En Español 3</i> McDougal Littell (2000)	0.0%
AP Spanish	Abriendo Puertas 1 McDougal Littell (2002) <i>Encuentros Maravillosos</i> Kanter (1998)	0.0%
Spanish for Native Speakers 1	<i>Tu Mundo</i> Prentice Hall (2002)	0.0%
Spanish for Native Speakers 2	<i>Nuestro Mundo</i> McDougal Littell (2002)	0.0%
German 1	<i>Komm Mit! Level 1</i> Holt (2003)	0.0%
German 2	<i>Komm Mit! Level 2</i> Holt (2003)	0.0%
German 3	<i>Komm Mit! Level 3</i> Holt (2003)	0.0%

Visual and Performing Arts

The textbooks available for each course are listed in the table below.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Art	<i>Art Talk</i> Glencoe (1995)	0.0%
	<i>A World of Images</i> Davis (1992)	
Sculpture, Form & Process	<i>Understanding Art, 7th Ed.</i> Thomson Learning (2003)	0.0%
	<i>Art Talk</i> Glencoe (1995)	

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
	<i>A World of Images</i> Davis (1992)	
	<i>Pottery: A Beginners Handbook</i> J. Weston Walch (1984)	
Theater	<i>The Stage and the School, 7th Ed.</i> Glencoe/McGraw-Hill (1997)	0.0%
Music	<i>Music! Its Role and Importance in Our Lives</i> Glencoe McGraw-Hill (2000)	0.0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (School Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,493	\$766	\$4,728	\$70,892
District	N/A	N/A	\$5,885	\$65,058
Percent Difference--School Site and District	N/A	N/A	20%	8%
State	N/A	N/A	\$5,300	\$65,008
Percent Difference--School Site and State	N/A	N/A	11%	8%

Types of Services Funded (School Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

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, 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 such members of the school community as the principal, teachers, support staff, parents, and students (at the secondary level). These stakeholders form an organizational unit called the School Site Council (SSC). The SSC develops and annually revises a plan called the Single 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:

- No Child Left Behind Act (NCLB) Title I, Part A-Low Income
- No Child Left Behind Act (NCLB) Title V-Innovative Programs
- Economic Impact Aid-State Compensatory Education (EIA/SCE)

- Economic Impact Aid-English Learner Program (EIA/LEP)
- School Improvement/Library Block Grant
- Gifted and Talented Education (GATE)

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 are not used directly on academic instructional programs but rather support District efforts in the areas of:

- Tobacco Use Prevention Education (TUPE)
- Vocational Education Programs (Voc Ed)
- Tenth Grade Counseling
- Safe and Drug Free Schools and Communities (SDFSC)
- NCLB Title II, Part A-Improving Teacher Quality
- NCLB Title II, Part D-Technology
- NCLB Title III, Part A-Language Instruction for English Learners

Some District schools are identified as Program Improvement (PI) schools because they have not meet Adequate Yearly Progress (AYP) criteria for two consecutive years. These schools offer parents of eligible students the option of transferring to an available school within the district that has not been identified as a PI school. This option is called Public School Choice. The District covers the cost of transportation.

Schools in their second year of PI identification offer two options to students. In addition to the Public School Choice option described above, these schools offer Supplemental Educational Support Services to students who remain in attendance at the PI school and who qualify based on low socio-economic status as determined by Free and Reduced Lunch eligibility and low achievement as indicated by grades and test scores. Supplemental Educational Support Services are opportunities for students to receive additional tutoring or academic assistance outside the regular school day from a state approved support provider. The District covers the costs of the Supplemental Educational Support Services, and related transportation costs are the responsibility of the parent or guardian.

Teacher and Administrative Salaries (School Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,963	\$40,721
Mid-Range Teacher Salary	\$50,005	\$65,190
Highest Teacher Salary	\$84,234	\$84,151
Average Principal Salary (Elementary)	\$115,153	\$104,476
Average Principal Salary (Middle)	\$118,544	\$108,527
Average Principal Salary (High)	\$126,265	\$119,210
Superintendent Salary	\$209,625	\$210,769
Percent of Budget for Teacher Salaries	39.4%	39.9%
Percent of Budget for Administrative Salaries	5.3%	5.5%

IX. Student Performance

California Standards Tests (CSTs)

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results web page at <http://star.cde.ca.gov>.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	26	29	32	23	25	28	42	43	46
Mathematics	11	10	15	24	24	27	40	40	43
Science	24	21	24	18	21	26	35	38	46
History-Social Science	26	22	23	18	17	17	33	33	36

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	26	11	14	19
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	54	27	55	45
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	27	12	19	20
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	50	24	44	36
Male	26	14	23	25
Female	37	16	25	22
Economically Disadvantaged	28	13	20	N/A
English Learners	7	4	5	5
Students with Disabilities	10	7	N/A	N/A

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	38.6	30.4	39.9	34.2	31.5	37.2	51.1	48.6	52.9
Mathematics	35.0	31.8	36.2	32.3	34.0	34.6	46.8	49.9	51.3

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	60.1	35.4	4.5	63.8	23.6	12.6
African American	67.3	31.0	1.8	77.0	17.7	5.3
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	41.2	52.9	5.9	35.3	32.4	32.4
Filipino	67.3	31.0	1.8	77.0	17.7	5.3
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	67.3	31.0	1.8	77.0	17.7	5.3
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A
Male	65.2	31.8	3.0	65.7	23.5	10.8
Female	54.7	39.3	6.0	61.8	23.6	14.5
Economically Disadvantaged	64.5	32.3	3.2	67.1	22.9	10.0
English Learners	75.6	24.0	0.4	77.4	16.5	6.1
Student with Disabilities	91.5	6.1	2.4	84.0	12.3	3.7

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
9	19.4

X. Accountability

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	3	2	2
Similar Schools	8	8	5

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-16	4	18	641
African American	-18	43	-14	605
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	-14	3	17	619
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	-12	-11	41	731
Socioeconomically Disadvantaged	6	4	21	624
English Learners	-5	-17	22	573
Students with Disabilities	3	-104	88	473

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	No	No
Percent Proficient – Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	50
Percent of Schools Currently in Program Improvement	N/A	71.4%

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the Web page located at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the Web page located at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	3.6	4.3	4.5	5.7	8.0	8.3	3.1	3.5	4.4
Graduation Rate	84.6	78.4	80.5	76.9	69.7	71.5	85.0	83.0	79.5

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students at the School	84.4%	93.5%	N/A
African American	81.8%	88.3%	N/A
American Indian or Alaska Native	125.0%*	90.9%	N/A
Asian	100.0%	97.3%	N/A
Filipino	100.0%	92.9%	N/A
Hispanic or Latino	82.3%	94.9%	N/A
Pacific Islander	33.3%	121.4%*	N/A
White (not Hispanic)	91.3%	93.2%	N/A
Socioeconomically Disadvantaged	96.8%	103.6%*	N/A
English Learners	77.5%	86.8%*	N/A
Students with Disabilities	56.5%	41.9%	N/A

**Reported percentages reflect the total number of graduates for the year divided by the number of grade 12 students enrolled at CBEDS time. Because the number of grade 12 students can increase throughout the year due to*

transfers and students reaching senior credits mid-year, some populations may show completion rates greater than 100 percent.

Career Technical Education Programs (School Year 2007-08)

This section provides information about programs and lists career technical education Career Technical Education (CTE) programs offered at the school.

As a contributing partner in the development of the region’s workforce, the San Bernardino City Unified School District offers a wide variety of CTE and ROP courses within 11 of the 15 industry sectors identified by the state of California. Career technical courses are governed in a partnership between industry/business representatives (through participation in advisory committees) and the LEA, both of whom work to ensure job market viability and student success in meeting rigorous industry, content, and academic standards established for each course. Course offerings include the following:

1. Building Trades and Construction (4 CTE/1 ROP);
1. Education, Child Development, and Family Services (6 CTE/5 ROP);
2. Engineering and Design (4 CTE/1 ROP);
3. Finance and Business (3 CTE);
4. Health Science and Medical Technology (8 ROP);
5. Hospitality, Tourism, and Recreation (2 CTE/2 ROP);
6. Information Technology (14 CTE/2 ROP);
7. Manufacturing and Product Development (2 CTE/6 ROP);
8. Marketing, Sales, and Service (9 CTE/2 ROP);
9. Public Services (3 CTE); and
10. Transportation (3 CTE).

CTE courses are sequenced to form career pathways and/or programs of study and utilize curriculum that is aligned to the rigorous and relevant *California Career Technical Education Model Curriculum Standards*, which includes foundation standards, academic standards and the *Career Technical Education Curriculum Framework for California Public Schools* that prepares all students, including those in special populations, to prepare them for their future. The district has established 42 formal articulation agreements with post secondary institutions which allow students to concurrently enroll and receive dual credit. SBCUSD also offers internships to over 800 students annually. The articulation agreements and internships help to raise the level of achievement and ease at which students can enter post secondary institutions and the workforce.

Program goals focus on increasing the number of students completing high school, passing the CAHSEE, entering post secondary, successfully entering the workforce, and retention and promotion thereafter. Program effectiveness is measured through data analysis to assess student achievement and post secondary surveys to assess post secondary successes.

The district endeavors to contribute to the economic success of its community by offering the highest standard of preparation for its CTE students. By so doing, SBCUSD helps students transition into post secondary and the workforce, and ultimately ensures that students become viable contributing members of our community and society at large.

Career Technical Education Participation (School Year 2007-08)

This table displays questions and answers about participation in the school’s CTE programs.

Question	Answer
How many of the school’s pupils participate in CTE?	1,138
What percent of the school’s pupils complete a CTE program and earn a high school diploma?	85.2%
What percent of the school’s CTE courses are sequenced or articulated between the school and institutions of postsecondary education?	58.3%

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Student Enrollment in Courses Required for UC/CSU Admission	73.6
Graduates Who Completed All Courses Required for UC/CSU Admission	20.4

Advanced Placement Courses (School Year 2007-08)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	3	N/A
Social Science	3	N/A
All courses	12	3.3

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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. Beginning Teacher Support and Assessment (BTSA) Support Providers, Peer Assistance Review (PAR) consulting teachers, buddy teachers, content specialists, and coaches work with teachers on a regular basis. Teachers, paraprofessionals, and administrators all participate in professional development programs. Each site regularly analyzes student achievement data to identify academic strengths and weaknesses. The academic strengths and weaknesses are then incorporated in the site's Single Site Plan for Student Achievement and used to guide professional development for the site's three annual staff development days.

SBCUSD offers a variety of professional development opportunities to support the improvement of instructional practice. Specific district-wide training is designed based on needs identified in our Curriculum Management Audit and DAIT LEA Addendum. The goal of all professional development is increases in student achievement. The Superintendent's Blueprint for Success has identified the outline for professional development emphasis. Targeted training is provided in the areas of culturally relevant instruction, strategies to assist English Learners, building a solid foundation in Algebra (K-12), increasing effectiveness of language arts instruction, building mathematics content knowledge, implementing Response to Intervention (RtI), and implementing the tenants of Professional Learning Communities.

Teachers, classified personnel, and administrators participate in professional development in a variety of venues. School sites support the focus of their identified instructional improvements with site-based professional development; selected topics provide the basis for district-wide buy-back topics, and job alike learning communities work through issues using work-embedded time. District-wide banked-time (MOU) 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 articulated programs of professional development focused on the California Standards for the Teaching

Profession. The district BTSA program serves as a credentialing agent under the 2042 Grant. A variety of coaches help to move the professional development strategies into practice—coaches work with principals, new teachers, struggling teachers (through PAR), site programs of improvement, and specific grant initiatives (i.e., Reading First, QEIA).

All professional development offerings are included in an online registration system that helps administrators and teachers find sessions to meet their individual needs. Our teacher association works together with the district office in the annual presentation of the BRIDGES Conference. This Saturday conference offers a variety of sessions aimed at improving student performance and decreasing achievement gaps.

A variety of methods are employed to deliver professional development in San Bernardino City Unified School District. We make use of job-embedded time, after-school workshops, off-track/vacation training times, conference attendance, collaboration/coordination with local university programs, coaching, and individual mentoring.

Teachers receive support for implementation from a variety of sources. BTSA supports new teachers using coaching and the Formative Assessment for California Teachers (FACT) system. PAR consulting teachers support struggling teachers in becoming more effective. Site coaches support teachers in implementing improvement strategies based on site focus. Reading First coaches support elementary teachers in the effective implementation of their core curriculum at specific sites. Academic vice principals support sites and teachers in implementing effective instructional strategies, and administrative coaches support the leadership at designated sites. Many sites have also implemented peer walkthroughs and lesson study to assist in the transfer of strategies into practice. Administrative walkthroughs of site and district teams are designed to provide feedback on implementation of specific program tenants and teaching strategies.