

SAN GORGONIO HIGH SCHOOL

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

SARCs for schools in the San Bernardino City Unified School District are available on the district's web site at <http://www.sbcusd.com>. Hard copies are available upon request from each school or from the district's Communications Department.

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

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.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	SAN GORGONIO HIGH SCHOOL
Street	2299 East Pacific Ave.
City, State, Zip	San Bernardino, CA 92404
Phone Number	(909) 388-6524
Principal	Dion Clark
E-mail Address	dion.clark@sbcusd.k12.ca.us
Web Site	www.sbcusd.com/sangorgonio
CDS Code	36678763636081

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

School Description and Mission Statement (School Year 2016-17)

San Gorgonio High School campus encompasses 50 acres and has 182 classrooms, a library, an auditorium, a multipurpose room, and an administration office. The campus was built in 1965 and modernized in 2012. 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 rooms.

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

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	632
Grade 10	549
Grade 11	515
Grade 12	348
Total Enrollment	2,044

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	14.7
American Indian or Alaska Native	0.4
Asian	3.4
Filipino	0.7
Hispanic or Latino	70.6
Native Hawaiian or Pacific Islander	0.8
White	7.1
Two or More Races	1.3
Socioeconomically Disadvantaged	87.4
English Learners	10
Students with Disabilities	10.1
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	74	93	84	2,162
Without Full Credential	2	1	1	52
Teaching Outside Subject Area of Competence (with full credential)	1	0	2	9

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	1	2
Total Teacher Misassignments *	2	1	2
Vacant Teacher Positions	0	2	1

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.7	0.3
All Schools in District	88.7	11.3
High-Poverty Schools in District	88.7	11.3
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2016

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

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt: Collections (2016) California State University: Expository Reading and Writing Course (2014) Hampton Brown: Edge (2008)	Yes	0
Mathematics	Pearson: CA Integrated High School Mathematics Common Core: Mathematics I (2015) Pearson: CA Integrated High School Mathematics Common Core: Mathematics II (2015) Pearson: CA Integrated High School Mathematics Common Core: Mathematics III (2015) Freeman: Practice of Statistics (2015) Pearson: FDWKB Calculus, AP Edition (2015) Pearson Sullivan: Precalculus: Enhanced with Graphing Utilities (2015) Pearson: Mathematics in Action: Algebraic, Graphical & Trigonometric Problem Solving (2008) - not from most recent adoption	Yes	0
Science	Holt, Rinehart and Winston: Physical Science (2007) McDougal Littell: Biology (2007) Pearson Addison Wesley: Conceptual Physics (2007) Pearson Prentice Hall: Biology AP Ed (2007) Pearson Prentice Hall: Essentials of Anatomy and Physiology (2007) Pearson Prentice Hall: Chemistry (2007)	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Glencoe/McGraw-Hill: Economics Today and Tomorrow (2006) Glencoe/McGraw-Hill: The American Vision (2006) Glencoe/McGraw-Hill: US Government: Democracy in Action (2006) Glencoe/McGraw-Hill: World History Modern Times (2006) Houghton Mifflin: A History of Western Society (2006) Houghton Mifflin: American Government (2006) McDougal Littell/Houghton Mifflin: The American Pageant (2006)	Yes	0
Foreign Language	McDougal Littell: Abriendo Puertas (2002) McDougal Littell: En Español! (2002) McDougal Littell: En Español Level II (2002) McDougal Littell: En Español 3 (2002) McDougal Littell: Tu Mundo/Nuestro Mundo (2002) Prentice Hall/Pearson: Abriendo paso-Lectura & Gramatica (2002)	Yes	0
Health	Glencoe/McGraw-Hill: Health: A Guide to Wellness (2003)	Yes	0
Visual and Performing Arts	Glencoe/McGraw-Hill: Art Talk (2002) Glencoe/McGraw-Hill: The Stage and the School (2002) Glencoe/McGraw-Hill: Music! Its Role and Importance in Our Lives (2002)	Yes	0
Science Laboratory Equipment (grades 9-12)	Sufficient appropriate laboratory equipment is available in all science classrooms		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Each year the district uses state and local funds to maintain and improve school sites. Planned improvements for this school for the 2016-17 school are listed below.

- New security and surveillance system
- Digital marquee refurbishment/replacement
- Remove fireproofing in C bldg
- Replace lights, flooring in various rooms

- Replace asphalt – service road, 2 parking lots
- Resurface pullout gym bleachers

The district takes great effort to ensure all schools are clean, safe, and functional. Health and safety concerns are a top priority, and the district’s Mobile Maintenance Teams are proactive and conduct inspections to keep school sites in “good repair” on a continual basis. The Mobile Maintenance Teams use the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC), to record inspection results. Results of this site’s most recent survey are included below, and any associated repairs were completed by the end of May 2016.

Additionally, representatives from the San Bernardino County Superintendent of Schools (SBCSS) conduct annual Williams visits to schools ranked in deciles 1-3 in San Bernardino County to evaluate their "good repair" status. The Williams inspection for this site occurred on August 15, 2016. Results from this inspection are included below, and any associated repairs were completed by the end of August 2016.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 3/25/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			GIRLS LOCKER RM: #4 PATCH & PAINT END OF WALL BY R/R 6100 (REMEDIED); #8 SECURE TOILET #2 & 6 6100 (REMEDIED); #2 THERMOSTAT COVER HELD ON W/ DUCT TAPE BY COT RM (REMEDIED); #15 PAINT SOUTH DOOR (REMEDIED)

<p>Interior: Interior Surfaces</p>		<p>X</p>	<p>A-27: #4 FLOOR STAINED AND DIRTY (REMEDIED) A-33: #15 REPLACE LEAKING CLOSER (REMEDIED); #4 REMOVE BRACKET AND SCREW FROM EAST WALL (REMEDIED); #4 REMOVE SCREW AND BRACKET FROM SOUTH WALL (REMEDIED) A-39: #4 CARPET STAINED IN NORTHWEST CORNER (REMEDIED) A-WING HALLWAY: #15 PAINT NORTHEAST HALL DOORS 6100 (REMEDIED); #15 PAINT SOUTHEAST HALL DOORS (REMEDIED); #15 SECURE PANIC BAR TO SOUTHWEST DOOR (REMEDIED); #4 PAINT WALL IN EAST HALL BY FOUNTAINS (REMEDIED); #4 PAINT RAILINGS BY FOUNTAINS IN EAST HALL (REMEDIED) BOYS LOCKER RM: #4 BULLETIN BOARD PEELED APART-GLUED TO THE WALL (REMEDIED); #9 TWO SINKS HAVE NO WATER FLOW IN THE R/R (REMEDIED);#4 PAINT AROUND FOUNTAINS (REMEDIED); #4 PATCH AND PAINT END OF WALL BY R/R (REMEDIED); #8 REPLACE TOILET SEAT IN HANDICAPPED STALL (REMEDIED) C-10: #4 CEILING TILE STAINS ABOVE DOOR (REMEDIED) C-119: #10 REPLACE FIRE EXTINGUISHER SIGN (REMEDIED); #4 FIX TWO CRACKED CEILING TILES ABOVE WHITEBOARD (REMEDIED) C-34: #15 TOUCH UP PAINT ON DOOR (REMEDIED); #4 PAINT EAST WALL BELOW BULLETIN BOARD (REMEDIED) C-38: #15 PAINT DOOR AND JAMB (REMEDIED); #4 PATCH PLASTER BY DOOR PAINT (REMEDIED); #5 CARPET STAINS (REMEDIED) C-8: #4 CARPET STAINS SITE (REMEDIED); #15 PAINT DOOR 6100 (REMEDIED) D-3: #4 SMALL STAIN ON CEILING TILE IN FRONT OF LEARNING WALL (REMEDIED) E-1: #4 ALIGN CABINET DOOR OR DRAWER IN SINK CABINET (REMEDIED) E-4: #4 REPLACE MISSING ROOM # SIGN IN HALLWAY 6100 (REMEDIED) E-6: #4 REPLACE MISSING ROOM # SIGN IN HALLWAY 6100 (REMEDIED); #9 FAUCET HANDLE MISSING (REMEDIED);#7 (26) FIXTURES OUT 6100 (REMEDIED) E-7: #15 PAINT NORTH DOOR & JAMB (REMEDIED); #4 RE-SET CEILING TILES IN SOFFET (REMEDIED) E-8: #9 ADJUST FOUNTAIN (REMEDIED); # 4 REPLACE SOAP DISPENSER (REMEDIED) G-3: #7 SIX LIGHT FIXTURES OUT (REMEDIED); #4 REMOVE BRACKETS FROM WEST WALL (REMEDIED) G-5: #7 ONE LIGHT FIXTURE OUT LAMPS (SITE) (REMEDIED); #4 PATCH OR REPLACE 2 CEILING TILES (REMEDIED) G-8: #7 TWO DIFFUSERS FALLING OUT OF THEIR FRAMES (REMEDIED); #15 PAINT DOORS (REMEDIED); #4 PATCH OR REPLACE 12 CEILING TILES (REMEDIED); #15 SECURE LATCH STRIKE PLATE TO DOOR JAMB (REMEDIED)</p>
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School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 3/25/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>GIRLS LOCKER RM: #4 PATCH & PAINT END OF WALL BY R/R 6100 (REMEDIED); #8 SECURE TOILET #2 & 6 6100 (REMEDIED); #2 THERMOSTAT COVER HELD ON W/ DUCT TAPE BY COT RM (REMEDIED); #15 PAINT SOUTH DOOR (REMEDIED)</p> <p>GYM EAST SIDE: #4 WOMEN'S R/R NEEDS A SOAP DISPENSER (REMEDIED); #4 TWO BROKEN WALL TILES BEHIND HANDICAPPED STALL DOOR (REMEDIED)</p> <p>GYM MAIN FLOOR: #14 SOUTH EXT PAINT HAS BEEN PEELING IN TWO AREAS (REMEDIED); #15 RE-INSTALL CLOSER COVER ON GYM ENTRY #7 N/E (REMEDIED); #4 PATCH AND PAINT WATER DAMAGED AREAS AROUND GYM ENTRY (REMEDIED); #9 FIX FOUNTAIN VALVE NORTH SIDE (REMEDIED)</p> <p>H-2: #10 SECURE FIRE EXTINGUISHER BRACKET (REMEDIED); #15 SECURE PANIC BAR TO DOOR (REMEDIED); #4 PATCH TWO CEILING TILES (REMEDIED)</p> <p>H-4: #7 TWO LIGHT FIXTURES WITH TAGS (REMEDIED); #4 PATH HOLE IN WALLPAPER ON NORTH WALL 6100 (REMEDIED)</p> <p>J-2: #8 MIDDLE R/R TOILET LEAKS ON FLOOR (REMEDIED); #4 STAINED CEILING TILE ABOVE SOUTH WINDOWS (REMEDIED)</p> <p>MU RM: #4 STAINED CEILING TILES, SOUTHSIDE (REMEDIED); #4 STAINED CEILING TILES IN THE NORTHEAST CORNER (REMEDIED)</p> <p>SE-WING GIRLS R/R: #15 DOOR LATCH DAMAGED, REPLACE LOCKSET (REMEDIED); #4 REPLACE DAMAGED TAMPON DISPENSER (REMEDIED); #15 CLOSER ARM HITS DOOR BEFORE IT LATCHES, REPLACE CLOSER ARM (REMEDIED)</p>
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			<p>C-16: #5 CARPET HAS MULTIPLE STAINS (SITE) - (REMEDIED); #15 TOUCH UP DOOR AND JAMB 6100 (REMEDIED)</p> <p>C-38: #15 PAINT DOOR AND JAMB (REMEDIED); #4 PATCH PLASTER BY DOOR PAINT (REMEDIED); #5 CARPET STAINS (REMEDIED)</p> <p>FOOTBALL VISITORS SIDE: #15 PANIC BAR LATCH CATCHES IN COVER ON WEST GATE 6100 (REMEDIED); #15 SECURE THRESHOLD IN MEN'S R/R DOOR WON'T CLOSE 6100 (REMEDIED); #5 DIRTY FLOORS IN R/RS AND URINE IN VESTIBULES OF BOTH R/R'S</p> <p>SE-WING WOMEN'S STAFF R/R: #6 ANT VEST IN DOORWAY 6100 (REMEDIED)</p>

<p>Electrical: Electrical</p>		<p>X</p>	<p>A-21: #8 EXTENSION CORDS DAISY CHAINED TO CENTRAL WORK STATION (REMEDIED) A-30 SCIENCE STORAGE: #7 TWO DIFFUSERS MISSING WEST END 6100 (REMEDIED) A-37: #7 DIFFUSER MISSING (REMEDIED) A-8 HEALTH AID OFFICE: #15 SECURE LOCK SET IN DOOR 6100 (REMEDIED); #7 EXHAUST FAN WON'T WORK REFER TO APPLIANCE SHOP 6100 (REMEDIED) B-25: #7 PHONE CORD STRUNG ACROSS DOORWAY AND HALFWAY AROUND THE ROOM (REMEDIED) C-5B: #10 INSTALL FIRE EXTINGUISHER SIGN 6100 (REMEDIED); #7 POWER FOR COMPUTERS IS DAISY CHAINED (REMEDIED) C-WING GIRLS R/R: #8 SECURE #2 TOILET 6100 (REMEDIED); #7 GFCI OUTLET COVER MISSING (REMEDIED) E-6: #4 REPLACE MISSING ROOM # SIGN IN HALLWAY 6100 (REMEDIED); #9 FAUCET HANDLE MISSING (REMEDIED);#7 (26) FIXTURES OUT 6100 (REMEDIED) E-7: #15 PAINT NORTH DOOR & JAMB (REMEDIED); #4 RE-SET CEILING TILES IN SOFFET (REMEDIED) E-WING WOMEN'S R/R STAFF: #8 #3 TOILET VALVE LEAKS (REMEDIED); #7 LIGHT SWITCH LOOKS DAMAGED BY ARCING (REMEDIED) G-2: #7 LIGHTS OUT (REMEDIED) G-3: #7 SIX LIGHT FIXTURES OUT (REMEDIED); #4 REMOVE BRACKETS FROM WEST WALL (REMEDIED) G-5: #7 ONE LIGHT FIXTURE OUT LAMPS (SITE) (REMEDIED); #4 PATCH OR REPLACE 2 CEILING TILES (REMEDIED) G-7: #7 FOUR LIGHT FIXTURES OUT (REMEDIED); #15 SECURE PANICE BAR TO DOOR (REMEDIED) G-8: #7 TWO DIFFUSERS FALLING OUT OF THEIR FRAMES (REMEDIED); #15 PAINT DOORS (REMEDIED); #4 PATCH OR REPLACE 12 CEILING TILES (REMEDIED); #15 SECURE LATCH STRIKE PLATE TO DOOR JAMB (REMEDIED) H-4: #7 TWO LIGHT FIXTURES WITH TAGS (REMEDIED); #4 PATH HOLE IN WALLPAPER ON NORTH WALL 6100 (REMEDIED) H-5: #15 DOOR HITS JAMB (REMEDIED); #15 REPLACE WEATHER STRIP (REMEDIED); #15 PAINT DOOR (REMEDIED); #7 REPAIR LOW VOLTAGE OUTAGE BY WHITEBOARD (REMEDIED) KITCHEN: #7 DAMAGED LIGHT SWITCH BY EAST DOOR TO SERVING AREA (REMEDIED) QUAD: #7 REPLACE 9 WEATHER TIGHT ELECTRICAL QUOTLET AND SWITCH COVERS IN THE GAZEBO (REPLACED);#7 REPAIR CONDUIT ON NORTHWEST COLUMN OF GAZEBO 6100 (REMEDIED); #14 REPAIR SHEET METAL UNDER THE COUNTER IN THE GAZEBO (REMEDIED) S-4: #15 ONE EAST DOOR SLAMS, WEST DOOR WON'T CLOSE (REMEDIED); #15 SECURE LATCH STROKE PLATE TO JAMB WEST (REMEDIED); #7</p>
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School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 3/25/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				TWO LIGTH FIXTURES OUT (REMEDIED); #9 ONE FOUNTAIN LEAKS (REMEDIED) VARSITY BASEBALL FIELD: #14 PAINT BLEACHERS 6100 (REMEDIED); #7 REPLACE WEATHER TIGHT COVER ON GFI OUTLET ON BACKSTOP (REMEDIED);

<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>			<p>X</p>	<p>A-23: #9 SECURE THREE LAB FAUCETS AND ONE SPOUT (REMEDIED) A-25: #9 THREE LAB FAUCETS ARE LOOSE (REMEDIED) A-26: #9 LAB FAUCETS LEAK (REMEDIED) A-34: #9 TWO LAB FAUCETS LEAK (REMEDIED) A-WING BOYS R/R EXT SOUTH: #8 URINAL #1 DRAIN PLUGGED/SLOW (REMEDIED); #8 HANDICAPPED TOILET VALVE LEAKS (REMEDIED) A-WING BOYS R/R INTERIOR: #9 SECURE THREE FAUCETS (REMEDIED); #8 REPLACE SOAP DISPENSER (REMEDIED) A-WING GIRLS R/R EXT SOUTH: #8 SECURE TOILET #2 (REMEDIED); #8 R/R SMELLS OF SEWER GAS (REMEDIED); #9 FAUCET #1 HAS NO WATER FLOW (REMEDIED) BOYS LOCKER RM: #4 BULLETIN BOARD PEELED APART-GLUED TO THE WALL (REMEDIED); #9 TWO SINKS HAVE NO WATER FLOW IN THE R/R (REMEDIED);#4 PAINT AROUND FOUNTAINS (REMEDIED); #4 PATCH AND PAINT END OF WALL BY R/R (REMEDIED); #8 REPLACE TOILET SEAT IN HANDICAPPED STALL (REMEDIED) BOYS R/R: #15 REPLACE KICKDOWN TIP (REMEDIED); #8 (#4) URINAL PLUGGED (REMEDIED) C-WING BOYS R/R: #9 SECURE TWO FAUCETS (REMEDIED) C-WING GIRLS R/R: #8 SECURE #2 TOILET 6100 (REMEDIED); #7 GFCI OUTLET COVER MISSING (REMEDIED) E-6: #4 REPLACE MISSING ROOM # SIGN IN HALLWAY 6100 (REMEDIED); #9 FAUCET HANDLE MISSING (REMEDIED);#7 (26) FIXTURES OUT 6100 (REMEDIED) E-8: #9 ADJUST FOUNTAIN (REMEDIED); # 4 REPLACE SOAP DISPENSER (REMEDIED) E-WING HALLWAY: #9 EASTERN FOUNTAIN MISSING PUSH BUTTON COVER (REMEDIED); #9 WESTERN FOUNTAINS NOT WORKING (REMEDIED) E-WING WOMEN'S R/R STAFF: #8 #3 TOILET VALVE LEAKS (REMEDIED); #7 LIGHT SWITCH LOOKS DAMAGED BY ARCING (REMEDIED) FOOD SERVICE HALLWAY: #8 SECURE TOILET IN MEN'S R/R 6100 (REMEDIED); #15 REPLACE WEATHERSTRIP ON EAST DOOR JAMB (REMEDIED) FRONT OFFICE: #9 ONE FOUNTAIN LEAKS (REMEDIED) GIRLS LOCKER RM: #4 PATCH & PAINT END OF WALL BY R/R 6100 (REMEDIED); #8 SECURE TOILET #2 & 6 6100 (REMEDIED); #2 THERMOSTAT COVER HELD ON W/ DUCT TAPE BY COT RM (REMEDIED); #15 PAINT SOUTH DOOR (REMEDIED) J-2: #8 MIDDLE R/R TOILET LEAKS ON FLOOR (REMEDIED); #4 STAINED CEILING TILE ABOVE SOUTH WINDOWS (REMEDIED) QUAD: #7 REPLACE 9 WEATHER TIGHT ELECTRICAL QUOTLET AND SWITCH COVERS IN THE GAZEBO (REPLACED);#7 REPAIR CONDUIT ON NORTHWEST</p>
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			<p>COLUMN OF GAZEBO 6100 (REMEDIED); #14 REPAIR SHEET METAL UNDER THE COUNTER IN THE GAZEBO (REMEDIED)</p> <p>S-1: #8 SECURE TOILET #2 IN GIRLS R/R (REMEDIED)</p> <p>#8 RE-INSTALL T-MOLD OF STALL DOOR IN BOYS R/R (REMEDIED); #8 SECURE DOOR TO TRAP PRIMER (REMEDIED); #9 HAND HELD SHOWER NOZZLE MISSING (REMEDIED); #8 RE-INSTALL T-MOLD TO BOTTOM OF STALL DOOR IN BOYS R/R (REMEDIED)</p> <p>S-4: #15 ONE EAST DOOR SLAMS, WEST DOOR WON'T CLOSE (REMEDIED); #15 SECURE LATCH STROKE PLATE TO JAMB WEST (REMEDIED); #7 TWO LIGTH FIXTURES OUT (REMEDIED); #9 ONE FOUNTAIN LEAKS (REMEDIED)</p> <p>SE-4: #8 SHOWER DRAIN COVERED POSSIBLY DRY (REMEDIED)</p> <p>SE-5: #9 KITCHEN FAUCET SPOUT LEAKS (REMEDIED)</p> <p>SE-WING BOYS R/R: #8 #2 TOILET VALVE LEAKS (REMEDIED); #15 DOOR WON'T LATCH IN HEAT 6100 (REMEDIED)</p> <ul style="list-style-type: none"> • ----- <p>WILLIAMS INSPECTION</p> <p>Stadium Snack Bar: Sink/fountain is leaking (remedied)</p> <p>Stadium Snack Bar: Classroom soap dispensers broken (remedied)</p> <p>A-Wing Exterior Restrooms: Electric hand dryers are damaged or broken (work order#: 61009142)</p> <p>A-Wing Exterior Restrooms: Sink is not working or functioning properly (remedied)</p> <p>A-Wing Interior Restrooms: Electric hand dryers are damaged or broken (remedied)</p> <p>A-Wing Interior Restrooms: Fixture/apparatus damaged, broken, missing or unsecured (remedied)</p> <p>A-Wing Interior Restrooms: Sink is not working or functioning properly (remedied)</p> <p>Boys' Locker Room: Sink is not working or functioning properly (remedied)</p> <p>C-Wing Restrooms: Soap dispensers damaged, broken or missing (remedied)</p> <p>C-Wing Restrooms: Electric hand dryers are damaged or broken (work order#: 61009140)</p> <p>C-Wing Restrooms: Urinal is damaged, broken, or clogged (remedied)</p> <p>Stadium Restrooms: Soap dispensers damaged, broken or missing (remedied)</p> <p>Stadium Snack Bar: Sink is not working or functioning properly (remedied)</p> <p>Stadium Snack Bar: Soap dispensers damaged, broken or missing (remedied)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>X</p>		<p>A-40: #10 INSTALL FIRE EXT (REMEDIED); #10 ADAPT FIRE EXTINGUISHER BRACKET (REMEDIED)</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 3/25/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				A-40: #10 INSTALL FIRE EXT SIGN (REMEDIED); #10 ADAPT FIRE EXTINGUISHER BRACKET (REMEDIED) B-20: #10 MOVE FIRE EXTINGUISHER SIGN (REMEDIED) C-119: #10 REPLACE FIRE EXTINGUISHER SIGN (REMEDIED); #4 FIX TWO CRACKED CEILING TILES ABOVE WHITEBOARD (REMEDIED) C-19: #10 INSTALL FIRE EXT SIGN (REMEDIED) C-28: #10 INSTALL FIRE EXTINGUISHER SIGN 6100 (REMEDIED) C-4: #10 INSTALL FIRE EXTINGUISHER SIGN (REMEDIED) C-5A: #10 INSTALL FIRE EXTINGUISHER SIGN (REMEDIED) C-5B: #10 INSTALL FIRE EXTINGUISHER SIGN 6100 (REMEDIED); #7 POWER FOR COMPUTERS IS DAISY CHAINED (REMEDIED) H-2: #10 SECURE FIRE EXTINGUISHER BRACKET (REMEDIED); #15 SECURE PANIC BAR TO DOOR (REMEDIED); #4 PATCH TWO CEILING TILES (REMEDIED) • ----- WILLIAMS INSPECTION Team Room: Fire extinguisher/pull alarm is blocked (remedied)
Structural: Structural Damage, Roofs	X			

<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>		<p>X</p>	<p>A-33: #15 REPLACE LEAKING CLOSER (REMEDIED); #4 REMOVE BRACKET AND SCREW FROM EAST WALL (REMEDIED); #4 REMOVE SCREW AND BRACKET FROM SOUTH WALL (REMEDIED) A-35 REGISTER: #15 SECURE LEVER HANDLE ASSEMBLY IN DOOR (REMEDIED) A-8 HEALTH AID OFFICE: #15 SECURE LOCK SET IN DOOR 6100 (REMEDIED); #7 EXHAUST FAN WON'T WORK REFER TO APPLIANCE SHOP 6100 (REMEDIED) A-WING HALLWAY: #15 PAINT NORTHEAST HALL DOORS 6100 (REMEDIED); #15 PAINT SOUTHEAST HALL DOORS (REMEDIED); #15 SECURE PANIC BAR TO SOUTHWEST DOOR (REMEDIED); #4 PAINT WALL IN EAST HALL BY FOUNTAINS (REMEDIED); #4 PAINT RAILINGS BY FOUNTAINS IN EAST HALL (REMEDIED) BOYS R/R: #15 REPLACE KICKDOWN TIP (REMEDIED); #8 (#4) URINAL PLUGGED (REMEDIED) B-WING HALLWAY: #15 PAINT DOOR AND JAMBS BY LIBRARY STORAGE RM (REMEDIED); #15 SECURE END CAPS ON BARS ON DOORS BY B-24 (REMEDIED) C-12: #15 PAINT DOOR 6100 (REMEDIED) C-13: #15 SECURE LATCH STRIKE PLATE (REMEDIED) #15 TOUCH UP PAINT ON DOOR (REMEDIED) C-16: #5 CARPET HAS MULTIPLE STAINS (SITE) - (REMEDIED); #15 TOUCH UP DOOR AND JAMB 6100 (REMEDIED) C-3: #15 RE-SET HINGE PIN (REMEDIED) C-32: #15 PAINT DOOR (REMEDIED) C-34: #15 TOUCH UP PAINT ON DOOR (REMEDIED); #4 PAINT EAST WALL BELOW BULLETIN BOARD (REMEDIED) C-36: #15 TOUCH UP PAINT ON DOOR (REMEDIED) C-38: #15 PAINT DOOR AND JAMB (REMEDIED); #4 PATCH PLASTER BY DOOR PAINT (REMEDIED); #5 CARPET STAINS (REMEDIED) C-40: #15 PAINT DOOR 6100 (REMEDIED) C-8: #4 CARPET STAINS SITE (REMEDIED); #15 PAINT DOOR 6100 (REMEDIED) CAFETERIA: #15 BOYS R/R WON'T CLOSE (REMEDIED); #15 GIRLS R/R WON'T LATCH (REMEDIED) C-WING HALLWAY: #15 PAINT DOORS BY C-2 6100 (REMEDIED); #15 REPLACE LEAKING CLOSER (REMEDIED) C-WING HALLWAY: #15 PAINT DOORS BY C-30 (REMEDIED); #15 PAINT DOORS BY C-10 (REMEDIED); #15 PATCH AND PAINT DRYWALL BETWEEN DOORS BY C-30 (REMEDIED); #15 FIX PANICE BAR ON CENTER DOOR BY C-30 (REMEDIED) E-5: #15 PAINT NORTH DOOR 6100 (REMEDIED) FOOD SERVICE HALLWAY: #8 SECURE TOILET IN MEN'S R/R 6100 (REMEDIED); #15 REPLACE WEATHERSTRIP ON EAST DOOR JAMB (REMEDIED)</p>
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			<p>FOOTBALL VISITORS SIDE: #15 PANIC BAR LATCH CATCHES IN COVER ON WEST GATE 6100 (REMEDIED); #15 SECURE THRESHOLD IN MEN'S R/R DOOR WON'T CLOSE 6100 (REMEDIED); #5 DIRTY FLOORS IN R/RS AND URINE IN VESTIBULES OF BOTH R/R'S</p> <p>G-1: #15 SECURE PANIC BAR TO SOUTHWEST DOOR (REMEDIED)</p> <p>G-7: #7 FOUR LIGHT FIXTURES OUT (REMEDIED); #15 SECURE PANICE BAR TO DOOR (REMEDIED)</p> <p>G-8: #7 TWO DIFFUSERS FALLING OUT OF THEIR FRAMES (REMEDIED); #15 PAINT DOORS (REMEDIED); #4 PATCH OR REPLACE 12 CEILING TILES (REMEDIED); #15 SECURE LATCH STRIKE PLATE TO DOOR JAMB (REMEDIED)</p> <p>GIRLS LOCKER RM: #4 PATCH & PAINT END OF WALL BY R/R 6100 (REMEDIED); #8 SECURE TOILET #2 & 6 6100 (REMEDIED); #2 THERMOSTAT COVER HELD ON W/ DUCT TAPE BY COT RM (REMEDIED); #15 PAINT SOUTH DOOR (REMEDIED)</p> <p>GYM MAIN FLOOR: #14 SOUTH EXT PAINT HAS BEEN PEELING IN TWO AREAS (REMEDIED); #15 RE-INSTALL CLOSER COVER ON GYM ENTRY #7 N/E (REMEDIED); #4 PATCH AND PAINT WATER DAMAGED AREAS AROUND GYM ENTRY (REMEDIED); #9 FIX FOUNTAIN VALVE NORTH SIDE (REMEDIED)</p> <p>GYM WEST SIDE: #15 SOUTH DOORS SLAM (REMEDIED); #15 REPLACE WEATHERSTRIP ON NORTHWEST DOOR (REMEDIED)</p> <p>H-1: #15 SECURE PANIC BAR TO DOOR 6100 (REMEDIED)</p> <p>H-5: #15 DOOR HITS JAMB (REMEDIED); #15 REPLACE WEATHER STRIP (REMEDIED); #15 PAINT DOOR (REMEDIED); #7 REPAIR LOW VOLTAGE OUTAGE BY WHITEBOARD (REMEDIED)</p> <p>J-1: #15 FIX GATE TO J-WING (REMEDIED)</p> <p>QUAD: #7 REPLACE 9 WEATHER TIGHT ELECTRICAL OUTLET AND SWITCH COVERS IN THE GAZEBO (REPLACED);#7 REPAIR CONDUIT ON NORTHWEST COLUMN OF GAZEBO 6100 (REMEDIED); #14 REPAIR SHEET METAL UNDER THE COUNTER IN THE GAZEBO (REMEDIED)</p> <p>S-4: #15 ONE EAST DOOR SLAMS, WEST DOOR WON'T CLOSE (REMEDIED); #15 SECURE LATCH STROKE PLATE TO JAMB WEST (REMEDIED); #7 TWO LIGTH FIXTURES OUT (REMEDIED); #9 ONE FOUNTAIN LEAKS (REMEDIED)</p> <p>SE-2: #15 PAINT DOOR, EAST FACING (REMEDIED)</p> <p>SE-3: #15 SECURE PANIC BAR TOEAST DOOR (REMEDIED)</p> <p>SE-WING BOYS R/R: #8 #2 TOILET VALVE LEAKS (REMEDIED); #15 DOOR WON'T LATCH IN HEAT 6100 (REMEDIED)</p> <p>SE-WING GIRLS R/R: #15 DOOR LATCH DAMAGED,REPLACE LOCKSET (REMEDIED); #4 REPLACE DAMAGED TAMPON DISPENSER</p>
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School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 3/25/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				(REMEDIED); #15 CLOSER ARM HITS DOOR BEFORE IT LATCHES, REPLACE CLOSER ARM (REMEDIED) SOUTHWEST FIELD: #15 REPAIR FENCE NEAR LEFT FIELD POLE OF JV BASEBALL FIELD 6100 (REMEDIED) STAFF RM A-5: #15 PAINT HALL DOOR 6100 (REMEDIED) STUDENT STORE: #14 REPLACE HANDICAPPED ACCESS/ROOM NUMBER SIGN (REMEDIED) VARSITY BASEBALL FIELD: #14 PAINT BLEACHERS 6100 (REMEDIED); #7 REPLACE WEATHER TIGHT COVER ON GFI OUTLET ON BACKSTOP (REMEDIED); WEST PARKING LOT: #14 EROSION HOLE NEAR BACKFLOW DEVICE (REMEDIED) WOMENS STAFF R/R: #15 DOOR CLOSES TOO QUICKLY (REMEDIED) • ----- WILLIAMS INSPECTION Gym: Handrails are damaged, broken, missing or unsecured (remedied) Tennis/Handball Courts: Sections of fence damaged or missing (remedied) Auditorium: Seating and/or tables are broken, damaged or deteriorating (work order#: 61009189)

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 3/25/2016				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	45	48	27	33	44	48
Mathematics	18	17	17	20	34	36

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	518	503	97.1	47.6
Male	11	234	227	97.0	45.8
Female	11	284	276	97.2	49.1
Black or African American	11	71	67	94.4	38.8
American Indian or Alaska Native	11	--	--	--	--
Asian	11	20	20	100.0	80.0
Filipino	11	--	--	--	--
Hispanic or Latino	11	369	363	98.4	46.1
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	37	34	91.9	67.7
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	445	436	98.0	45.1
English Learners	11	48	45	93.8	4.4
Students with Disabilities	11	53	51	96.2	3.9
Foster Youth	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	515	501	97.3	17.2
Male	11	234	228	97.4	18.0
Female	11	281	273	97.2	16.5
Black or African American	11	71	68	95.8	4.4
American Indian or Alaska Native	11	--	--	--	--
Asian	11	20	20	100.0	45.0
Filipino	11	--	--	--	--
Hispanic or Latino	11	366	359	98.1	17.0
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	37	35	94.6	31.4
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	443	433	97.7	16.4
English Learners	11	46	43	93.5	
Students with Disabilities	11	53	51	96.2	2.0
Foster Youth	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	40	36	26	45	41	38	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	547	520	95.1	25.8
Male	289	275	95.2	30.2
Female	258	245	95.0	20.8
Black or African American	83	75	90.4	17.3
Asian	17	17	100.0	52.9
Hispanic or Latino	387	370	95.6	24.1
White	32	30	93.8	53.3
Socioeconomically Disadvantaged	477	457	95.8	25.2
English Learners	63	60	95.2	5.0
Students with Disabilities	53	51	96.2	17.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2015-16)

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

California Industry Sectors - Number of SBCUSD CTE Sections

- Agriculture and Natural Resources - 5
- Arts, Media, and Entertainment - 21
- Building and Construction Trades - 11
- Business and Finance - 17
- Education, Child Development, and Family Services - 12
- Energy, Environment, and Utilities - 2
- Engineering and Architecture - 7
- Health Science and Medical Technology - 13
- Hospitality, Tourism, and Recreation - 21
- Information and Communication Technologies - 36
- Manufacturing and Product Development - 11

- Public Services - 11
- Transportation - 16

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

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	378
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.12
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	26.0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	27.6	20.5	33.1

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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

Parent Outreach Contacts:

- **Family Resource Center**
1525 W. Highland Ave.
San Bernardino, California 92411

909-880-4057

Hours: 8:00 AM - 4:30 PM, M-F

- **Aldo Ramirez**, *Family Engagement Director*
909-880-4057, aldo.ramirez@sbcusd.k12.ca.us
- **Angela Urquides**, *Principal on Assignment – Foster Youth*
909-880-4057, angela.urquides@sbcusd.k12.ca.us
- **Travon Martin**, *Community Relations Worker II*
909-891-1018, travon.martin@sbcusd.k12.ca.us
- **Emily Valdez**, *Parent Outreach Worker*
909-880-4057, emily.valdez@sbcusd.k12.ca.u
- **Talice Ostrinski**, *Homeless Facilitator*
909-880-4057, talice.ostrinski@sbcusd.k12.ca.us
- **Vicki Lee**, *Homeless Liaison*
909-880-4057, vicki.lee@sbcusd.k12.ca.us

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	5.10	4.90	3.40	12.60	10.40	10.60	11.40	11.50	10.70
Graduation Rate	91.09	91.30	95.75	75.54	79.92	84.98	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	100	86	86
Black or African American	100	85	78
American Indian or Alaska Native	50	78	78
Asian	100	92	93
Filipino	100	95	93
Hispanic or Latino	100	85	83
Native Hawaiian/Pacific Islander	100	90	85
White	100	87	91
Two or More Races	0	100	89
Socioeconomically Disadvantaged	100	63	66
English Learners	92	54	54
Students with Disabilities	100	87	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	11.9	8.7	10.6	7.9	6.3	5.9	4.4	3.8	3.7
Expulsions	0.6	0.7	0.4	0.3	0.3	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Date of Last Review/Update: November 14, 2016

Date Last Reviewed with Faculty: December 6, 2016

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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	61
Percent of Schools Currently in Program Improvement	N/A	76.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	26	24	16	41	24	29	18	38	28	22	11	43
Mathematics	29	13	19	39	30	15	11	41	28	20	13	40
Science	31	11	12	40	30	13	15	35	29	18	13	36
Social Science	29	15	4	36	27	13	21	24	32	9	17	36

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	7.0	292
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1.3	N/A
Social Worker	1.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist	6.8	N/A
Other	6.0	N/A

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

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

Note: All counselors employed by SBCUSD provide services relating to academics, social/behavioral, and career development issues.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6,243	\$327	\$5,917	\$69,972
District	N/A	N/A	\$8,805	\$76,890
Percent Difference: School Site and District	N/A	N/A	-32.8	-9.0
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	4.2	-7.7

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

Types of Services Funded (Fiscal Year 2015-16)

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

The educational program at each site is based on an improvement planning process that includes 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

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
- NCLB Title II, Part A-Improving Teacher Quality
- NCLB Title III, Part A-Language Instruction for English Learners

Some District schools are identified as Program Improvement (PI) schools because they have not met Adequate Yearly Progress (AYP) criteria for two consecutive years. These schools offer parents the option of transferring their eligible students 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 provide 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 (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,186	\$45,092
Mid-Range Teacher Salary	\$74,675	\$71,627
Highest Teacher Salary	\$92,326	\$93,288
Average Principal Salary (Elementary)	\$118,527	\$115,631
Average Principal Salary (Middle)	\$128,065	\$120,915
Average Principal Salary (High)	\$142,014	\$132,029
Superintendent Salary	\$247,202	\$249,537
Percent of Budget for Teacher Salaries	35%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	5	N/A
Fine and Performing Arts	3	N/A
Foreign Language	6	N/A
Mathematics	5	N/A
Science	3	N/A
Social Science	6	N/A
All courses	28	1.0

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

The San Bernardino City Unified School District is committed to hiring the best staff available and to providing ongoing opportunities to support and increase professional practice for educators. Teacher Induction Program (TIP) mentors, Peer Assistance Review (PAR) consulting teachers, buddy teachers 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.

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

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

The San Bernardino City Unified School District employs a trainer-of-trainers model to build capacity in a variety of areas. 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.