SAN GORGONIO HIGH SCHOOL

2299 Pacific Street • San Bernardino, CA 92404 • 909-388-6524 • Dion Clark, Principal • dion.clark@sbcusd.com
www.sbcusd.com/sangorgonio • County-District-School (CDS) Code: 36678763636081

2013-2014 School Accountability Report Card

Published in 2014-2015

San Bernardino City Unified School District
Dr. Dale Marsden, Superintendent • (909) 381-1100 • dale.marsden@sbcusd.com • www.sbcusd.com

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

About This School

School Description and Mission Statement

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 2013-14)

Grade Level	Number of Students	Grade Level	Number of Students
Grade 9	597	Grade 12	478
Grade 10	475	Total Enrollment	2,079
Grade 11	529		

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	14.8	White	10.4
American Indian or Alaska Native	0.5	Two or More Races	0.7
Asian	3.7	Socioeconomically Disadvantaged	94.8
Filipino	0.8	English Learners	12.5
Hispanic or Latino	67.9	Students with Disabilities	10.1
Native Hawaiian or Pacific Islander	1.2		

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

Teacher	School 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	108	71	74	1,868
Without Full Credential	0	5	2	34
Teaching Outside Subject Area of Competence	1	2	1	6

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	2
Vacant Teacher Positions	0	0	0

Core Academic Courses Taught by NCLB Compliant Teachers (School Year 2013-14)

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	81.4	18.6
All Schools in District	83.5	16.5
High-Poverty Schools in District	83.5	16.5
Low-Poverty Schools in District	N/A	N/A

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, and Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: *August 2014*

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 an eight year cycle. Since the release of the California approved instructional materials in January of 2014, the SBCUSD has been working through the adoption process and procedures. New mathematics instructional materials should be available for our students and teachers for the 2015-2016 school year. 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 2014 to prepare for the 2014-15 school year.

English
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	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	% of Students Lacking Own Assigned Copy
English/Language Arts	*Timeless Voices, Timeless Themes* Prentice Hall (2002) *Expository Reading and Writing Course* California State University (2008)	No	0.0
English Language Development-1, 2, and 3	*Edge* Hampton Brown (2008)	No	0.0
English Language Development-Early Advanced and Advanced	*Edge* Hampton Brown (2008)	No	0.0

Mathematics

High school math textbooks were adopted in 2008, and new mathematics instructional materials should be available for our students and teachers in the 2015-2016 school year. 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	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	% of Students Lacking Own Assigned Copy
Algebra 1	*Algebra 1, CA Edition* Holt, Reinhart & Winston (2008)	No	0.0
Algebraic Standards 1 and 2	*Algebra 1, CA Edition* Holt, Reinhart & Winston (2008) *Algebra Connections, CA Edition* College Preparatory Mathematics (2008)	No	0.0
Algebra 2	*Algebra 2: CA Edition* Holt, Reinhart & Winston (2008) *Algebra 2 Connections, Version 3* University of California (2008)	No	0.0
Calculus AP	*Calculus: Graphical, Numerical, Algebraic*, 3rd Ed. Pearson Addison Wesley (2008) *Calculus, Version 3.0* College Preparatory Mathematics (2008)	No	0.0
Geometry, Geometric Standards 1, and Geometric Standards 2	*Geometry, CA Edition* Holt, Reinhart & Winston (2008) *Geometry Connections, Version 3* College Preparatory Mathematics (2008)	No	0.0
Integrated Math	*Mathematics in Action: Algebraic, Graphical & Trigonometric Problem Solving, 3rd Ed.* Consortium for Foundation Mathematics (2008)	No	0.0
Statistics	*The Basic Practice of Statistics, 4th Ed.* W.H. Freeman and Company (2008)	No	0.0
Statistics AP	*Introduction to Statistics & Data Analysis* Thomson/Cengage Learning (2008) *The Practice of Statistics, 3rd Ed.* W.H. Freeman (2008)	No	0.0
Trigonometry/Precalculus	*Advanced Mathematical Concepts: Pre-Calculus with Applications* Glencoe/McGraw Hill (2008) *Precalculus with Trigonometry, Version 5* College Preparatory Mathematics (2008)	No	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	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	% of Students Lacking Own Assigned Copy
Physical Science	*Science Spectrum: Physical Science, CA Edition* Holt, Rinehart, and Winston (2007)	Yes	0.0
Biology 1	*Biology, CA Edition* McDougal Littell (2007)	Yes	0.0
Biology 2AP and IB	*Biology, AP Edition, 7th Ed.* Pearson (2007) *AP Test Prep Workbook* (2007)	Yes	0.0
Chemistry 1	*Chemistry, CA Edition* Pearson-Prentice Hall (2007)	Yes	0.0
Chemistry 2AP	*Chemistry & Chemical Reactivity, 6th Ed.* Thomson Learning/Cengage (2007)	Yes	0.0
Chemistry 2IB	*Chemistry, AP Edition, 7th Ed.* Houghton Mifflin (2007)	Yes	0.0
Environmental Science	*Environmental Science* Holt, Rinehart, & Winston (2007)	Yes	0.0
Environmental Science AP	*Living in the Environment, 15th Ed.* Brooks/Cole (2007)	Yes	0.0
Health Science	*Health, 8th Ed.* Glencoe/McGraw Hill (2004)	Yes	0.0
Physics	*Conceptual Physics, 10th Ed.* Pearson (2007) *Practicing Physics Workbook* Pearson (2007)	Yes	0.0
Physics AP and IB	*Physics: Algebra/Trig* Brooks/Cole (2007)	Yes	0.0
Physiology	*Essentials of Anatomy & Physiology, 4th Ed.* Pearson (2007) *Laboratory Investigations in Anatomy & Physiology* Pearson (2007) *Essentials of Human Anatomy and Physiology Laboratory Manual* Pearson (2007)	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Sufficient appropriate laboratory equipment is available in all science classrooms.	N/A	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	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	% of Students Lacking Own Assigned Copy
9th Grade: World Geography	*World Geography* McDougall Littell (2006)	Yes	0.0
10th Grade: World History	*World History: Modern Times, CA Edition* Glencoe/McGraw-Hill (2006) *A History of Western Society, 8th Edition* Houghton Mifflin (2006)	Yes	0.0
11th Grade United States History	*The American Vision: Modern Times* Glencoe/McGraw-Hill (2006) *The American Pageant, 13th Edition* McDougal Littell/Houghton Mifflin (2006)	Yes	0.0
12th Grade: US Government	*United States Government: Democracy in Action* Glencoe/McGraw-Hill (2006) *American Government, 10th Edition* Houghton Mifflin (2006)	Yes	0.0
12th Grade: Economics	*Economics Today and Tomorrow* Glencoe/McGraw-Hill (2006)	Yes	0.0
Psychology	*Psychology Principles in Practice* Holt Rhinehart Winston (2006)	Yes	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	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	% of Students Lacking Own Assigned Copy
Spanish 1, 1H	*En Español 1* McDougal Littell (2002)	Yes	0.0
Spanish 2, 2H	*En Español 2* McDougal Littell (2002)	Yes	0.0
Spanish 3, 3H	*En Español 3* McDougal Littell (2002)	Yes	0.0
Spanish 4AP	*Abriendo Paso-Lectura & Grammatica* Prentice Hall (2002)	Yes	0.0
Spanish 5AP	*Abriendo Puertas I & II* McDougal Lilttell (2002)	Yes	0.0

Spanish 4IB, 5IB	*Galeria de Arte y Vida* Glencoe (2002) *Abriendo Puertas I* McDougal Littell (2002)	Yes	0.0
Spanish for Native Speakers 1	*Tu Mundo* McDougal Littell (2002) *Encuentros Maravillosos* Prentice Hall (2002)	Yes	0.0
Spanish for Native Speakers 2	*Abriendo Puertas I* McDougal Littell (2002) *Nuestro Mundo* McDougal Littell (2002)	Yes	0.0
French 1, 1H	*Bon Voyage! Level 1* Glencoe (2002)	Yes	0.0
French 2, 2H	*Bon Voyage! Level 2* Glencoe (2002)	Yes	0.0
French 3, 3H	*Bon Voyage! Level 3* Glencoe (2002)	Yes	0.0
German 1	*Komm Mit! Level 1* Holt (2002)	Yes	0.0
German 2	*Komm Mit! Level 2* Holt (2002)	Yes	0.0
German 3	*Komm Mit! Level 3* Holt (2002)	Yes	0.0
German 4AP	*German in Review, 3rd Ed.* Heinle (2002)	Yes	0.0

Visual and Performing Arts

The textbooks available for each course are listed in the table below. These textbooks are used primarily as reference material and are used in conjunction with other course-appropriate instructional supplies. Sufficient instructional materials are available for all students enrolled in visual and performing arts classes at this school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption
Visual Art	*Art Talk* Glencoe/McGraw-Hill (2002)
Theater	*The Stage and the School* Glencoe/McGraw-Hill (2002)
Music	*Music! Its Role and Importance in Our Lives* Glencoe/McGraw-Hill (2002)

School Facility Conditions and Planned Improvements (School Year 2014-15)

General

The district takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses the Facility Inspection Tool (F.I.T.), a survey instrument developed by the State of California Office of Public School Construction (OPSC). Results of this survey are available from the district's Maintenance and Operations Department. 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 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.

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. The District's Quality Control Technicians are proactive and conduct inspections at school sites on a continual basis. Also, the district staff at each site reports safety issues as they arise. Maintenance and Operations make necessary repairs to keep the schools in good repair and working order. A work order process is used to ensure efficient service and emergency repairs are given the highest priority and work orders are completed in a timely manner. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order, and as of August 19, 2014, 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.

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 2013-14 school year, the district budgeted $2,007,171 for the deferred maintenance program. This represents 0.4% of the district's general fund.

Deferred Maintenance Projects

Work Scope	Cost
Replace main switch gear	$100,000
Resurface gym floors and side courts	$7,500
Paint exterior	$125,000
Install new wall, doors and rollers, broken parts	$10,000
Replace RR partitions in C wing staff B/G, cafeteria B/G, gym B/G, locker room B/G, field B/G, football field B/G	$50,000

Modernization Projects
No modernization projects are scheduled for this school in the 2014-15 school year.

New Construction Projects
No new construction projects are scheduled for this school in the 2014-15 school year.

School Facility Good Repair Status
This table displays the results of SBCUSD's annual inspection on April 1, 2014. All repairs listed were completed by the end of April 2014.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			Check water heater flush valves throughout; check washer p-trap drainage dryer vent screen in preschool, kitchen, locker rooms
Interior: Interior Surfaces			X		Counter molding strip loose in admin; patch/paint wall in health aide office, A29, B18, B28, B26, C4, C6, C8, C16, outside C5B, C18, C24, C34, E2, D1, kitchen; secure bookcase/file cabinet/shelf in A11, A27, A37, A38, B13, B30, SED Rm1, C16, H2, G8, G2, boys' locker room, S1 football field; cabinet drawers broken in A23; broken/loose/missing drawer handle in A23, A26, E5; baseboard loose/ripped outside A wing girls' RR, gym, boys' locker room; touch up paint handrails at fountains in A wing, E6; hole at wall outside B39; recaulk or paint wall in B12; wall paint chipped in B44; touch up interior door in C24; wall paint peeling in C28; TV cart tires flat in C36, J1, E5; mount pencil sharpener in C15; carpet snagged in H4, E9; wall fabric ripped in G8; sink needs cold water handle in E6; cracked floor tile in E9, kitchen staff women's RR; remove pencil sharpener in D5; check lockers for repairs in girls' locker room, boys' locker room; base tile needed in football field visitor women's RR
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			Exposed wires in A17, A28, by C wing exit door, theater; light cover needed in A23; check lights in B wing boys' RR; electrical outlet needs cover plate in C6; emergency exit light damaged at C22; missing light diffusers in C11A; outlet loose in H2; light flickering in G8; panel box unlocked in E9; nightlight hanging loose outside theater; fire alarm box loose in S wing
Restrooms/Fountains: Restrooms, Sinks/Fountains			X		Toilet seat loose/broken in admin women's RR, S3 N RR; toilet loose/leaking in admin women's RR, A wing exterior girls' RR, SED women's RR, gym N/E girls' RR, S1 S RR, S3 S RR; recaulk sinks in A wing girls' interior RR, B wing girls' RR, B wing boys' RR, boys' locker room RR; faucets loose/leaking in A23, A38, A wing exterior girls' RR, SED Rm2; replace etched toilet seat in A wing exterior boys' RR, C wing boys' RR; low water pressure at fountains by A17, A33, B wing by VP office; recaulk wall tiles in SED Rm 1 RR, S wing staff women's RR, E wing staff men's RR; no water at sink in C wing girls' RR; replace broken soap dispenser in girls' locker room RR, boys' locker room RR; replace broken partition door in boys' locker room RR; obstruction in fountain by football field home side snack bar; partition piece loose in football field home side women's RR; check panel box for leak below fountain at football field visitor snack bar
Safety: Fire Safety, Hazardous Materials		X			Recharge fire extinguisher in B14, B21, G2

Item Inspected					Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs		X			Paint chipped on awning poles outside admin; graffiti on post outside A wing, locker rooms; ceiling tile with hole in library, outside B39, D6; stained ceiling tile in library, B22, H6, preschool middle unisex RR, E7, D6; tile has hole outside C wing men's RR, by C wing exit door; picnic table support bar on floor in main quad
External: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences		X			Check signs throughout for damage/graffiti; check gates/fences throughout for damage and alignment issues; check dumpsters; check emergency window screens release handles in H wing; A wing exit door needs bumper; check door closer on A wing exit door; touch up door paint in A wing, C2; rolling cart brake loose in preschool; picnic top plank chipped in main quad; paint chipped on picnic tables in main quad; concrete cracked by pool
Overall Facility Rating		X			N/A

San Bernardino County Superintendent of Schools (SBCSS) Williams Inspection Results

On an annual basis, representatives from SBCSS conduct Williams visits to school ranked in deciles 1-3 (currently based on the 2012 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 August 19, 2014. All repairs listed were completed August 19, 2014.

Item Inspected	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	No deficiencies were noted
Interior: Interior Surfaces	No deficiencies were noted
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	No deficiencies were noted
Electrical: Electrical	No deficiencies were noted
Restrooms/Fountains: Restrooms, Sinks/ Fountains	**Good repair deficiencies**: sink/fountain leaking at visitor snack bar; toilet seat covers dispensers empty in boys' locker room; soap dispensers empty in boys' locker room; TP dispensers empty in boys' locker room, lunch room; paper towel dispensers empty in lunch room
Safety: Fire Safety, Hazardous Materials	**Good repair deficiency**: fire extinguisher missing tag in A29
Structural: Structural Damage, Roofs	No deficiencies were noted
External: Playground/School Grounds, Windows/Doors/Gates/Fences	**Good repair deficiency**: sections of fence damaged or missing in stadium

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding state standards)								
	School			District			State		
Subject	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	46	45	40	44	43	46	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013–14)

Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding state standards)
All Students in the LEA	46
All Students at the School	40
Male	37
Female	43
Black or African American	31
American Indian or Alaska Native	
Asian	85
Filipino	
Hispanic or Latino	38
Native Hawaiian or Pacific Islander	
White	39
Two or More Races	
Socioeconomically Disadvantaged	39
English Learners	9
Students with Disabilities	21

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding state standards)								
	School			District			State		
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	34	35	40	37	39	39	54	56	55

Mathematics	18	16	14	37	39	39	49	50	50
History-Social Science	33	37	34	29	32	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index (API) Ranks – Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	3	3	3
Similar Schools	8	6	7

Note: for 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

API Growth by Student Group – Three-Year Comparison

	Actual API Change		
Group	2010-11	2011-12	2012-13
All Students at the School	18	4	12
Black or African American	-3	19	27
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	27	3	16
Native Hawaiian or Pacific Islander			
White	-6	-5	-10
Two or More Races			
Socioeconomically Disadvantaged	20	10	11
English Learners	21	-11	6
Students with Disabilities	1	55	1

Career Technical Education Programs (School Year 2013-14)

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 and ROP courses in 13 of the 15 industry sectors identified by the State of California. Each CTE/ROP 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 an internship component offering the benefits of authentic application of knowledge and skills in a real world setting.

	Number of SBCUSD Sections	
California Industry Sectors	CTE	ROP
Arts, Media, and Entertainment	4	0
Building and Construction Trades	6	6
Business and Finance	12	0
Education, Child Development, and Family Services	7	18
Engineering and Architecture	3	5
Health Science and Medical Technology	8	27
Hospitality, Tourism, and Recreation	5	12
Information and Communication Technologies	60	25
Manufacturing and Product Development	11	12
Marketing, Sales, and Service	0	6
Public Services	6	0
Transportation	23	0

Program goals focus on increasing the number of students completing high school, passing the CAHSEE, 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 certification, data analysis and post-secondary surveys to assess student achievement and post-secondary success.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	921
Percent of pupils completing a CTE program and earning a high school diploma	94.9
Percent of the CTE courses sequenced or articulated between the school and institutions of postsecondary education	100.0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	69.3
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	16.8

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 English, mathematics, and physical education.

California High School Exit Examination (CAHSEE) Results by Performance Level for All Grade Ten Students – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	39	43	38	39	42	35	56	57	56
Mathematics	40	44	39	43	47	40	58	60	62

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.

CAHSEE Grade Ten Results by Student Groups (School Year 2013-14)

	English-Language Arts			Mathematics		
Group	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	61%	22%	17%	53%	33%	14%
All Students at the School	62%	23%	15%	61%	29%	10%
Male	69%	21%	10%	65%	26%	10%
Female	54%	25%	21%	56%	32%	11%
Black or African American	76%	14%	10%	82%	13%	5%
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	61%	24%	15%	60%	30%	10%
Native Hawaiian or Pacific Islander						
White	59%	31%	10%	64%	26%	10%
Two or More Races						
Socioeconomically Disadvantaged	62%	23%	15%	61%	29%	10%

| English Learners | 92% | 8% | | 92% | 5% | 3% |
| Student with Disabilities | 91% | 4% | 4% | 92% | 6% | 2% |

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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	26.6	21.8	26.6

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the 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
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), English Learners Advisory Committee (ELAC), Gifted and Talented Education (GATE) Advisory Committee, African American Parent Advisory Council (AAPAC), homework hotlines, auto-callers, parent conferences, family curricular theme nights, parent training and education, classroom and playground volunteers, and leadership opportunities for parents. For more information about these and other opportunities, please contact the school.

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

Parent Outreach Contacts:
- **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*
  909-880-4057, emily.valdez@sbcusd.com
- **Talice Ostrinski**, *Homeless Facilitator*
  909-880-4057, talice.ostrinski@sbcusd.com
- **Vicki Lee**, *Homeless Liaison*
  909-880-4057, vicki.lee@sbcusd.com

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-10	2011-12	2012-13
Dropout Rate	15.6	9.8	5.1	22.0	15.4	12.6	14.7	13.1	11.4
Graduation Rate	79.2	85.3	91.1	66.8	73.5	75.5	77.1	78.9	80.4

Completion of High School Graduation Requirements – Graduating Class of 2013

Group	School	District	State
All Students	94%	72%	84%
Black or African American	95%	68%	75%
American Indian or Alaska Native	100%	70%	77%
Asian	88%	75%	92%
Filipino	100%	90%	92%
Hispanic or Latino	93%	72%	80%
Native Hawaiian or Pacific Islander	100%	93%	84%
White	104%	79%	90%
Two or More Races	100%	80%	89%
Socioeconomically Disadvantaged	94%	73%	82%
English Learners	59%	45%	53%
Students with Disabilities	89%	55%	60%

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	11.2	10.1	11.8	7.3	8.1	7.8	5.7	5.1	4.4
Expulsions	0.0	0.2	0.6	0.0	0.3	0.3	0.1	0.1	0.1

School Safety Plan

Date of Last Review/Update: *October 9, 2014*
Date Last Reviewed with Faculty: *November 4, 2014*

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 Southern 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	N0	N/A*
Met Participation Rate - English-Language Arts	Yes	N/A*
Met Participation Rate - Mathematics	Yes	N/A*
Met Percent Proficient - English-Language Arts	No	N/A*
Met Percent Proficient - Mathematics	No	N/A*
Met Graduation Rate	Yes	N/A*

For 2014, only high schools and high school local educational agencies (LEAs) received an AYP Report. Because students in grades 3-8 participated in the Smarter Balanced Field Test during the 2013-14 academic year, the US Department of Education approved a determination waiver for California which exempts elementary schools, middle schools, elementary school districts, and unified school districts from receiving a 2014 AYP Report.

Federal Intervention Program (School Year 2014-15)

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		63
Percent of Schools Currently in Program Improvement		82.9

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	29	51	29	24	36	19	39	26	24	16	41
Mathematics	31	11	39	44	27	23	31	31	29	13	19	39
Science	28	15	47	26	27	20	20	32	31	11	12	40
Social Science	31	6	30	25	25	25	22	25	29	15	4	36

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Counselor (Academic, Social/Behavioral, and Career Development)**	8.0	259.9
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (Paraprofessional)	0.0	
Psychologist	1.0	
Social Worker	1.6	
Nurse	0.2	
Speech/Language/Hearing Specialist	0.3	
Resource Specialist (non-teaching)	6.0	
Other	1.0	

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 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$5,860	$1,552	$4,308	$76,381
District			$5,071	$65,791
Percent Difference–School Site and District			-15.1	16.1
State			$4,690	$70,720
Percent Difference–School Site and State			-49.0	8.0

Types of Services Funded (Fiscal Year 2013-14)

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 Programs (Voc Ed)
- Safe and Drug Free Schools and Communities (SDFSC)
- 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 2012-13)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$42,509	$41,761
Mid-Range Teacher Salary	$65,874	$66,895
Highest Teacher Salary	$81,447	$86,565
Average Principal Salary (Elementary)	$113,867	$108,011
Average Principal Salary (Middle)	$110,150	$113,058
Average Principal Salary (High)	$122,666	$123,217
Superintendent Salary	$240,000	$227,183
Percent of Budget for Teacher Salaries	37.0	38.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	0	
English	4	
Fine and Performing Arts	0	
Foreign Language	4	
Mathematics	2	
Science	4	
Social Science	5	
All courses	19	0.6%

Where there are student course enrollments.

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. Beginning Teacher Support and Assessment (BTSA) support providers, 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. Mandatory professional development has been identified through School Board Policy and the English Learner Master Plan. Teachers are required to complete 5 days of English Learner Professional Development and 3 days of Equity and Diversity Training. 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 units of study through Rigorous Curriculum Design, 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 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.

As schools are implementing the new Common Core State Standards, the San Bernardino City Unified School District has embarked on an ambitious plan to build capacity at the schools by employing a trainer-of-trainers model. Administrators, teachers and community members receive professional development through a variety of methods. We make use of 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.