

# SAN GORGONIO HIGH SCHOOL

## 2021 School Accountability Report Card



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

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	SAN GORGONIO HIGH SCHOOL
<b>Street</b>	2299 East Pacific Ave.
<b>City, State, Zip</b>	San Bernardino, CA 92404
<b>Phone Number</b>	(909) 388-6524
<b>Principal</b>	Jorge De La Torre
<b>Email Address</b>	jorge.delatorre@sbcusd.k12.ca.us
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	36678763636081

## 2021-22 District Contact Information

<b>District Name</b>	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
<b>Phone Number</b>	(909) 381-1110
<b>Superintendent</b>	Harry "Doc" Ervin
<b>Email Address</b>	doc.ervin@sbcusd.k12.ca.us
<b>District Website Address</b>	www.sbcusd.com

## 2021-22 School Overview

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 room.

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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
<b>Grade 9</b>	421
<b>Grade 10</b>	486
<b>Grade 11</b>	400
<b>Grade 12</b>	419
<b>Total Enrollment</b>	1,726

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51
Male	49
American Indian or Alaska Native	0.6
Asian	2.5
Black or African American	10.1
Filipino	0.5
Hispanic or Latino	77.3
Native Hawaiian or Pacific Islander	0.9
Two or More Races	1.9
White	5.7
English Learners	7.2
Foster Youth	0.6
Homeless	10.3
Socioeconomically Disadvantaged	91.1
Students with Disabilities	12.5

### A. Conditions of Learning

#### State Priority: Basic

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

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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

### Williams Visit Findings

Visit Date: 08/30/2021

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair.

The following extreme deficiencies were observed:  
None.

Year and month in which the data were collected

June 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt: Collections © 2017 (2016)	Yes	0
	California State University: Expository Reading and Writing Course (2014)		
<b>Mathematics</b>	Pearson: CA Integrated High School Mathematics Common Core: Mathematics I (2015)	Yes	0
	Pearson: CA Integrated High School Mathematics Common Core: Mathematics II (2015)		
	Pearson: CA Integrated High School Mathematics Common Core: Mathematics III (2015)		
	Pearson: FDWKB Calculus, AP Edition (2015)		
	California State University: MRWC (2019)		
	Pearson Sullivan: Precalculus: Enhanced with Graphing Utilities (2015)		
<b>Science</b>	Pearson: Experience Biology: The Living Earth (2020)	Yes	0
	Pearson: Experience Chemistry in the Earth System (2020)		

	<p>Pearson: Human Anatomy &amp; Physiology 11th Edition (2020)</p> <p>Biozone: Physical Science (Continuation &amp; Special Ed.) (2020)</p> <p>Discovery Education: Physics of the Universe (2020)</p>		
<b>History-Social Science</b>	<p>Pearson: California World History: The Modern World (2018)</p> <p>Bedford, Freeman, &amp; Worth Publishing: America's History, For the AP Course, 9th Edition-Hennretta, Hinderaker, Edwards and Self (2018)</p> <p>Pearson: California United States History: The Twentieth Century (2018)</p> <p>Bedford, Freeman, &amp; Worth Publishing: American Government Stories of a Nation (2018)</p> <p>Pearson: California Economics Principles in Action (2018)</p> <p>Pearson: California Magruder's American Government (2018)</p>	Yes	0
<b>Foreign Language</b>	<p>Vista Higher Learning: Senderos 1 (2021)</p> <p>Carnegie Learning: ¡Qué Chévere! 4 2nd Edition (2021)</p> <p>Vista Higher Learning: D'accord! 1 (2021)</p> <p>Vista Higher Learning: D'accord! 2 (2021)</p> <p>Vista Higher Learning: Galeria de lengua y cultura 1 Español para hispanohablantes (2021)</p> <p>Pearson: Reflexiones Introducción a la literature hispánica (2021)</p> <p>Vista Higher Learning: Senderos 2 (2021)</p> <p>Vista Higher Learning: Senderos 3 (2021)</p>	Yes	0
<b>Health</b>	Pearson: Pearson Health (2020)	Yes	0
<b>Visual and Performing Arts</b>	<p>Glencoe/McGraw-Hill: Art Talk (2002)</p> <p>Glencoe/McGraw-Hill: The Stage and the School (2002)</p> <p>Glencoe/McGraw-Hill: Music! Its Role and Importance in Our Lives (2002)</p>	Yes	0
<b>Science Laboratory Equipment</b> (grades 9-12)	Sufficient appropriate laboratory equipment is available in all science classrooms		0

## School Facility Conditions and Planned Improvements

**General**  
 San Geronio 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

## School Facility Conditions and Planned Improvements

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.

The district takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district's Mobile Maintenance Teams use the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC). Results of this survey are available from the district's Maintenance and Operations Department. The most recent facilities inspection took place September, 2020. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with an appropriate learning environment.

### Safety

To ensure student safety before, during and after the school day, rec aides, teachers, and administrators supervise the school grounds including the cafeteria, quad area, and athletic fields. Signs are posted throughout the campus to indicate all visitors must report to and register in the administration office. All staff and visitors wear appropriate identifying badges.

### Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. The District's Mobile Maintenance Teams are proactive and conduct inspections to keep school sites in "good repair" on a continual basis. Also, the district staff at each site reports safety issues as they arise. Maintenance and Operations make necessary repairs to ensure that all schools are clean, safe, and functional. A work order process is used to ensure efficient service and emergency repairs are given the highest priority and work orders are completed in a timely manner.

### Cleaning Process and Schedule

The district's Maintenance and Operations department works with the site principal or designee to develop cleaning runs for the site custodian(s). The site principal/designee then works with the site custodian(s) to ensure proper implementation of the cleaning runs to maintain a safe and clean school.

### School Facility Improvements

Each year the district uses state and local funds to maintain and improve school sites. Planned improvements for this school for the 2021-22 school year are listed below:

Maintenance of PPE in all classrooms in accordance with state and local health authorities to support in-person learning.  
Refinish gym floors

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### School Facility Good Repair Status

#### Williams Visit Findings

Visit Date: 08/30/2021

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. Below are the findings from the most recent visit including information regarding any remedial action taken or planned.

The following extreme deficiencies were observed:

#### Section 15. Windows/Doors/Gates/Fences

Stadium Team Rooms: Exposed broken glass accessible to pupils and staff (X) (work order #25933) (remedied 8/30/21)

The following good repair deficiencies were observed:

#### Section 4. Interior Surfaces

Auto Shop: Ceiling tiles are missing (remedied 8/30/21)

C-9: Ceiling tiles are damaged, loose, missing or stained (remedied 8/30/21)

C-16: Ceiling tiles are damaged, loose, missing or stained (remedied 8/30/21)

C-32: Ceiling tiles are damaged, loose, missing or stained (remedied 8/30/21)

Library: Ceiling tiles are damaged, loose, missing or stained (remedied 8/30/21)

C-16: Ceiling tiles are stained (remedied 8/30/21)



## School Facility Conditions and Planned Improvements

D - Wing: Ceiling tiles are stained (remedied 8/30/21)  
Band & Choir Room: Ceiling tiles are stained (work order #25955)  
B-11: Carpeting damaged, rippled, or stained (work order #25929)  
Cafeteria/Kitchen: Wall baseboard/mop strip missing or damaged (work order #25967)

### Section 5. Overall Cleanliness

B-11: Unsecured items are stored too high and pose a safety hazard (remedied 8/30/21)  
C-26: Unsecured items are stored too high and pose a safety hazard  
Softball Field: Area has unabated graffiti (remedied 8/30/21)  
Stadium (Haley) Football Field: Area has unabated graffiti (remedied 8/30/21)  
Swimming Complex: Area has unabated graffiti (remedied 8/30/21)  
Performing Arts Center - Walker Theater: Area has unabated graffiti (remedied 8/30/21)  
Cafeteria/Kitchen: Area has unabated graffiti (remedied 8/30/21)  
A Wing Boy's Restroom: Area has unabated graffiti (remedied 8/30/21)

### Section 7. Electrical

Baseball Field: Electrical outlet/junction box covers or light switch covers are damaged or missing (work order #25917)  
Band & Choir Room: Lighting covers are missing, damaged or loose (work order #25957)  
C-9: Light covers are dirty and/or stained  
Stadium Team Rooms: Lighting fixtures or bulbs are not functioning properly or missing (work order #25932 & 25935)  
Gymnasium: Lighting fixtures or bulbs are not functioning properly or missing (remedied 8/30/21)  
B-30: Improper usage of extension cords or extension/electrical cord trip hazard  
A-29: Improper usage of extension cords or extension/electrical cord trip hazard (remedied 8/30/21)  
C-38: Improper usage of extension cords or extension/electrical cord trip hazard  
C-24: Improper usage of extension cords or extension/electrical cord trip hazard (remedied 8/30/21)

### Section 8. Restrooms

Performing Arts Center - Walker Theater: Electric hand dryers are damaged or broken (work order #25960)  
Cafeteria/Kitchen: Toilet/urinal is leaking (remedied 8/30/21)  
B Wing Boy's Restroom: Toilet seats are loose or damaged (work order #25965)

### Section 9. Sinks/Fountains

Gymnasium: Sink/fountain is not working properly (work order #25966)  
D - Wing: Classroom sink paper towel dispensers empty (remedied 8/30/21)

### Section 10. Fire Safety

B-11: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/30/21)  
B-14: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/30/21)  
B-20: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/30/21)  
B-30: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/30/21)  
B-16: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/30/21)  
B-12: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/30/21)

### Section 14. Playground/School Grounds

Cafeteria/Kitchen: Seating and/or tables are broken, damaged or deteriorating (work order #25964)  
Softball Field: Play/sports equipment is broken, damaged or deteriorating (work order #25922)  
Handball Courts: Overgrown vegetation poses a trip/safety hazard (work order #25954)

### Section 15. Windows/Doors/Gates/Fences

Handball Courts: Sections of fence damaged or missing (remedied 8/30/21)

### Section 16. UCP Information Posted

B-16: Required UCP posting was not found, is incorrect, or is missing required section(s) (remedied 8/30/21)

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### School Facility Good Repair Status (School Year 2021-22)

Results of this site's most recent survey are included below, and any associated repairs were completed by the end of March 2021.



## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				09/18/20
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			H 4 - Replace damaged ceiling tiles(remedied).
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			C 11 a&b - C11b Lights will not come on(remedied). SE 2 - Light switch is broken(remedied).
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			C 20 - Paint INT of door(remedied). Theater - Replace weather strip north doors& women restroom(remedied).

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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

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

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	381	NT	NT	NT	NT
Female	202	NT	NT	NT	NT
Male	179	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	13	NT	NT	NT	NT
Black or African American	30	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	299	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	22	NT	NT	NT	NT
English Learners	40	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	76	NT	NT	NT	NT
Military	35	NT	NT	NT	NT
Socioeconomically Disadvantaged	348	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	381	NT	NT	NT	NT
Female	202	NT	NT	NT	NT
Male	179	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	13	NT	NT	NT	NT
Black or African American	30	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	299	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	22	NT	NT	NT	NT
English Learners	40	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	76	NT	NT	NT	NT
Military	35	NT	NT	NT	NT
Socioeconomically Disadvantaged	348	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	400	330	82.5	17.5	21.82
Female	210	183	87.14	12.86	21.86
Male	190	147	77.37	22.63	21.77
American Indian or Alaska Native	2	1	*	*	*
Asian	13	12	92.31	7.69	16.67

<b>Black or African American</b>	31	27	87.1	12.9	18.52
<b>Filipino</b>	2	2	*	*	*
<b>Hispanic or Latino</b>	314	256	81.53	18.47	23.44
<b>Native Hawaiian or Pacific Islander</b>	6	5	*	*	*
<b>Two or More Races</b>	7	7	*	*	*
<b>White</b>	23	18	78.26	21.74	16.67
<b>English Learners</b>	42	28	66.67	33.33	17.86
<b>Foster Youth</b>	5	2	*	*	*
<b>Homeless</b>	42	35	83.33	16.67	20
<b>Socioeconomically Disadvantaged</b>	370	302	81.62	18.38	21.19
<b>Students with Disabilities</b>	50	38	76	24	7.89

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>STAR Student Groups</b>	<b>STAR Total Enrollment</b>	<b>STAR Number Tested</b>	<b>STAR Percent Tested</b>	<b>STAR Percent Not Tested</b>	<b>STAR Percent At or Above Grade Level</b>
<b>All Students</b>	400	312	78	22	22.76
<b>Female</b>	210	172	81.9	18.1	26.16
<b>Male</b>	190	140	73.68	26.32	18.57
<b>American Indian or Alaska Native</b>	2	1	*	*	*
<b>Asian</b>	13	11	84.62	15.38	54.55
<b>Black or African American</b>	31	27	87.1	12.9	18.52
<b>Hispanic or Latino</b>	314	243	77.39	22.61	21.81
<b>Native Hawaiian or Pacific Islander</b>	6	6	*	*	*
<b>Two or More Races</b>	7	6	*	*	*
<b>White</b>	23	16	69.57	30.43	18.75
<b>English Learners</b>	42	25	59.52	40.48	8
<b>Foster Youth</b>	5	2	*	*	*
<b>Homeless</b>	42	31	73.81	26.19	9.68
<b>Military</b>	6	*	6	*	*
<b>Socioeconomically Disadvantaged</b>	370	287	77.57	22.43	23
<b>Students with Disabilities</b>	50	39	78	22	0

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	21.14	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	385	NT	NT	NT	NT
<b>Female</b>	195	NT	NT	NT	NT
<b>Male</b>	190	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	44	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	296	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	20	NT	NT	NT	NT
<b>English Learners</b>	21	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	82	NT	NT	NT	NT
<b>Military</b>	110	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	344	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	48	NT	NT	NT	NT



## 2020-21 Career Technical Education Programs

As a contributing partner in the development of the region's workforce, the San Bernardino City Unified School District offers a wide variety of high quality CTE courses in 12 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.

SAN GORGONIO HIGH SCHOOL (6)  
 AUTOMOTIVE TECHNOLOGY PATHWAY  
 BIOMEDICAL SCIENCE PATHWAY  
 BUSINESS AND COMPUTER TECHNOLOGY PATHWAY  
 CHILD CARE OCCUPATIONS PATHWAY  
 CONSTRUCTION OCCUPATIONS PATHWAY  
 HOSPITALITY PATHWAY

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

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

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,041
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	53.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	18.4

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	97.74
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	35.71

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

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

## 2021-22 Opportunities for Parental Involvement

San Geronio High School has multiple opportunities for parents to participate in the educational process; such as: the family engagement center, parent education programs, School Site Council, English Learners Advisory Committee, and African American Parent Advisory Council, Coffee with the Principal, and school Town Hall meetings.

Please contact the school for more information. (909) 388-6524

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	2.0	4.3	6.3	10.3	10.5	12.9	9.0	8.9	9.4
<b>Graduation Rate</b>	97.7	94.7	92.5	83.3	79.6	78.2	84.5	84.2	83.6

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	399	369	92.5
<b>Female</b>	200	191	95.5
<b>Male</b>	199	178	89.4
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	44	42	95.5
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	308	287	93.2
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	21	15	71.4
<b>English Learners</b>	40	30	75.0
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	102	90	88.2
<b>Socioeconomically Disadvantaged</b>	371	342	92.2
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	56	46	82.1

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1821	1775	429	24.2
Female	928	906	195	21.5
Male	893	869	234	26.9
American Indian or Alaska Native	10	9	3	33.3
Asian	44	44	1	2.3
Black or African American	186	183	58	31.7
Filipino	9	9	1	11.1
Hispanic or Latino	1400	1365	318	23.3
Native Hawaiian or Pacific Islander	17	17	5	29.4
Two or More Races	35	34	9	26.5
White	108	104	29	27.9
English Learners	146	139	49	35.3
Foster Youth	18	17	6	35.3
Homeless	193	191	69	36.1
Socioeconomically Disadvantaged	1650	1620	407	25.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	231	226	68	30.1

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	9.13	0.00	5.45	0.01	3.47	0.20
<b>Expulsions</b>	0.33	0.00	0.06	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	8.35	3.66	2.45
<b>Expulsions</b>	0.10	0.07	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

Date of Last Review/Update: Jul. 22, 2021

Date Last Reviewed with Faculty: Jul. 27, 2021

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.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	27	35	19
Mathematics	24	26	39	13
Science	25	23	32	11
Social Science	27	16	34	25

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

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	22	27	25
Mathematics	26	20	30	21
Science	27	14	23	18
Social Science	26	18	31	24

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

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	38	25	17
Mathematics	24	24	26	19
Science	24	20	30	7
Social Science	26	19	21	29

## 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	246.6

## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	6.8



## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,011	\$906	\$8,105	\$79,895
District	N/A	N/A	\$7,388	\$89,464
Percent Difference - School Site and District	N/A	N/A	9.3	-11.3
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-4.1	-5.8

## 2020-21 Types of Services Funded

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

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

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

Categorical programs commonly found at SBCUSD sites are:

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

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

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

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

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,050	\$50,897
Mid-Range Teacher Salary	\$85,311	\$78,461
Highest Teacher Salary	\$110,817	\$104,322
Average Principal Salary (Elementary)	\$128,110	\$131,863
Average Principal Salary (Middle)	\$145,527	\$137,086
Average Principal Salary (High)	\$161,367	\$151,143
Superintendent Salary	\$345,616	\$297,037
Percent of Budget for Teacher Salaries	30%	32%
Percent of Budget for Administrative Salaries	4%	5%

## 2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	19.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	2
Foreign Language	5
Mathematics	2
Science	1
Social Science	8
Total AP Courses Offered	18

## Professional Development

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

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

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

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

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

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

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	4	3

# SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

District Name	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
Phone Number	(909) 381-1110
Superintendent	Harry "Doc" Ervin
Email Address	doc.ervin@sbcusd.k12.ca.us
District Website Address	www.sbcusd.com

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	25525	97	0.38	99.62	49.48
<b>Female</b>	12372	39	0.32	99.68	69.23
<b>Male</b>	13153	58	0.44	99.56	36.21
<b>American Indian or Alaska Native</b>	66	0	--	100.00	--
<b>Asian</b>	354	1	0.28	99.72	--
<b>Black or African American</b>	2493	15	0.60	99.40	13.33
<b>Filipino</b>	94	1	1.06	98.94	--
<b>Hispanic or Latino</b>	20642	74	0.36	99.64	59.46
<b>Native Hawaiian or Pacific Islander</b>	85	1	1.18	98.82	--
<b>Two or More Races</b>	618	1	0.16	99.84	--
<b>White</b>	1173	4	0.34	99.66	--
<b>English Learners</b>	5197	2	0.04	99.96	--
<b>Foster Youth</b>	271	1	0.37	99.63	--
<b>Homeless</b>	4222	6	0.14	99.86	--
<b>Military</b>	369	9	2.44	97.56	--
<b>Socioeconomically Disadvantaged</b>	23267	93	0.40	99.60	48.39
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	3474	45	1.30	98.70	0.00

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	25526	81	0.32	99.68	17.28
<b>Female</b>	12373	28	0.23	99.77	21.43
<b>Male</b>	13153	53	0.40	99.60	15.09
<b>American Indian or Alaska Native</b>	66	0	--	100.00	--
<b>Asian</b>	354	1	0.28	99.72	--
<b>Black or African American</b>	2494	12	0.48	99.52	0.00
<b>Filipino</b>	94	1	1.06	98.94	--
<b>Hispanic or Latino</b>	20642	60	0.29	99.71	21.67
<b>Native Hawaiian or Pacific Islander</b>	85	2	2.35	97.65	--
<b>Two or More Races</b>	618	1	0.16	99.84	--
<b>White</b>	1173	4	0.34		--
<b>English Learners</b>	5197	2	0.04	99.96	--
<b>Foster Youth</b>	272	1	0.37	99.63	--
<b>Homeless</b>	4222	6	0.14	99.86	--
<b>Military</b>	369	6	1.63	98.37	--
<b>Socioeconomically Disadvantaged</b>	23268	76	0.33	99.67	15.79
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	3474	44	1.27	98.73	0.00

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.