

# SIERRA HIGH SCHOOL

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	SIERRA HIGH SCHOOL
<b>Street</b>	570 East Ninth St.
<b>City, State, Zip</b>	San Bernardino, CA 92410
<b>Phone Number</b>	(909) 388-6478
<b>Principal</b>	Hector Murrieta
<b>E-mail Address</b>	hector.murrieta@sbcusd.k12.ca.us
<b>Web Site</b>	sierra.sbcusd.com
<b>CDS Code</b>	36678763632809

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

### School Description and Mission Statement (School Year 2017-18)

Sierra Continuation High School has 17 classrooms, a library, career center, counseling center, and administration office. The campus was built in 1955 and was modernized in 1993 and 2013. The facility strongly supports teaching and learning through its ample classroom and athletic space and a staff resource room. Mission Statement: Sierra High School will provide a safe and supportive learning environment with opportunities for each student to develop skills and knowledge to achieve at their highest potential through a home/school/community partnership. Vision Statement: Sierra High School is a positive and effective learning environment that empowers students to achieve goals and to become contributing, self-sufficient members of society. Schoolwide Learner Outcomes

#### (SLOs) SELF-DIRECTED LEARNERS WHO:

- Take ownership of their education and develop necessary skills to think independently.
- Seek self-improvement through academic, personal, and character development.
- Take the initiative and responsibility for their own education by becoming lifelong learners.

#### GLOBALLY-MINDED CITIZENS WHO:

- Have a vested interest in their community and have a desire to contribute to its betterment.
- Are honest with others and self, and who show compassion and respect to others.
- Have the courage to do what is right even when it may be difficult or unpopular to do.

21ST CENTURY COMMUNICATORS WHO: \* Articulate thoughts and feelings in appropriate language and tone in writing or through the use of technology. \* Collaborate with others using various forms of communication, including by written, spoken, and technology-based means. \* Have an understanding and respect of an opposing point of view while maintaining a positive demeanor.

#### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 11	114
Grade 12	280
<b>Total Enrollment</b>	<b>394</b>

#### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	15.7
American Indian or Alaska Native	0.5
Asian	0.3
Filipino	0.3
Hispanic or Latino	77.2
Native Hawaiian or Pacific Islander	0.3
White	2.8
Two or More Races	1
Socioeconomically Disadvantaged	88.3
English Learners	21.3
Students with Disabilities	9.1
Foster Youth	1.5

## 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.

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	28	28	28	2,599
<b>Without Full Credential</b>	0	0	0	22
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	21

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	1	0	0

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

**Year and month in which data were collected:** August 2017

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

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt: Collections (2016)  California State University: Expository Reading and Writing Course (2014)	Yes	0
<b>Mathematics</b>	Pearson: CA Integrated High School Mathematics Common Core: Mathematics I (2015)  Pearson: CA Integrated High School Mathematics Common Core: Mathematics II (2015)  Pearson: CA Integrated High School Mathematics Common Core: Mathematics III (2015)	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	Holt, Rinehart and Winston: Physical Science (2007) Holt, Rinehart and Winston: Earth Science (2007) McDougal Littell: Biology (2007)	Yes	0
<b>History-Social Science</b>	Glencoe/McGraw-Hill: Economics Today and Tomorrow (2006) Glencoe/McGraw-Hill: The American Vision (2006) Glencoe/McGraw-Hill: US Government: Democracy in Action (2006) Glencoe/McGraw-Hill: World History Modern Times (2006) Houghton Mifflin: American Government (2006) McDougal Littell/Houghton Mifflin: The American Pageant (2006)	Yes	0
<b>Foreign Language</b>	This school does not offer foreign language courses.		
<b>Health</b>	Glencoe/McGraw-Hill: Health: A Guide to Wellness (2003)	Yes	0
<b>Visual and Performing Arts</b>	Glencoe/McGraw-Hill: Art Talk (2002) Glencoe/McGraw-Hill: The Stage and the School (2002) Glencoe/McGraw-Hill: Music! Its Role and Importance in Our Lives (2002)	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Sufficient appropriate laboratory equipment is available in all science classrooms		0

### School Facility Conditions and Planned Improvements (Most Recent Year)

#### General

Sierra Continuation High School has 17 classrooms, a library, career center, counseling center, and administration office. The campus was built in 1955 and was modernized in 1993 and 2013. The facility strongly supports teaching and learning through its ample classroom and athletic space and a staff resource room.

The district takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district's Mobile Maintenance Teams use the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC). Results of this survey are available from the district's Maintenance and Operations Department. The most recent inspection took place on 3/17/2017. 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 2017-18 school year are listed below.

- Entire site, seal coat

**School Facility Good Repair Status (Most Recent Year)**

Results of this site's most recent survey are included below, and any associated repairs were completed by the end of April 2017.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 3/17/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		ADMIN; ATTENDANCE REPLACE 2 BROKEN CEILING TILE (REMEDIED); NORTH OFFICES REPLACE SEVERAL DAMAGED TILES (2 RESET) (REMEDIED)C-8; SECURE DIFFUSER DOOR (REMEDIED)F-2; REPLACE TORN CEILING TILE NORTHEAST (REMEDIED)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			C-WING; GRAFFITI ETCHED INTO CERAMIC TILE BOYS R/R (REMEDIED); BOYS R/R HANDICAPPED STALL VALVE LEAKS (REMEDIED)
<b>Safety:</b> Fire Safety, Hazardous Materials	X			F-3; EMERGENCY WINDOW BLOCKED (SITE) (REMEDIED)F-4; EMERGENCY WINDOW BLOCKED (SITE) (REMEDIED)
<b>Structural:</b> Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 3/17/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			TOUCH UP AWNING POSTS IN FRONT OF ADMIN (REMEDIED); TOUCH UP AWNING POSTS IN FRONT OF ADMIN (REMEDIED)

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 3/17/2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	3	5	33	35	48	48
Mathematics (grades 3-8 and 11)		0	20	22	36	37

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

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	233	210	90.13	5.29
Male	131	120	91.6	5.93
Female	102	90	88.24	4.44
Black or African American	34	32	94.12	3.13
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Hispanic or Latino	178	158	88.76	5.13
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100	18.18
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	220	198	90	5.1
English Learners	64	60	93.75	0
Students with Disabilities	21	21	100	0
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	235	207	88.09	0
Male	132	120	90.91	0
Female	103	87	84.47	0
Black or African American	35	31	88.57	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	179	156	87.15	0
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	222	195	87.84	0
English Learners	64	59	92.19	0
Students with Disabilities	23	22	95.65	0
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	0		41	38	56	54

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016-17)**

As a contributing partner in the development of the region’s workforce, the San Bernardino City Unified School District offers a wide variety of high quality CTE courses in 13 of the 15 industry sectors identified by the State of California. Each CTE course addresses the current job market and is part of a sequence of courses that form Programs of Study (Career Pathways) that link high school and post-secondary programs. The course curriculum is rigorous, relevant, and aligned to the California Department of Education Career Technical Education Model Curriculum Standards. In addition, many courses include a work-based learning component offering the benefits of authentic application of knowledge and skills in a real world setting. California Industry Sectors - Number of SBCUSD CTE Sections Agriculture and Natural Resources - 05Arts, Media, and Entertainment - 38Building and Construction Trades - 30Business and Finance - 35Education, Child Development, and Family Services - 26Energy, Environment, and Utilities - 16Engineering and Architecture - 15Health Science and Medical Technology - 62Hospitality, Tourism, and Recreation - 23Information and Communication Technologies - 74Manufacturing and Product Development - 38Public Services - 30Transportation - 32Program goals focus on increasing the number of students completing high school, entering post-secondary, successfully entering the workforce, and thus becoming a viable, contributing member of the community and society at large. Program effectiveness is measured by completion of a program of study, certification, data analysis, and matriculation to post-secondary education and the workforce.

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	37
<b>% of pupils completing a CTE program and earning a high school diploma</b>	100
<b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	100

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

UC/CSU Course Measure	Percent
<b>2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	98.47
<b>2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	0

## 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 for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

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

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Dropout Rate</b>	26.8	27.5	25.4	10.4	10.6	9.1	11.5	10.7	9.7
<b>Graduation Rate</b>	46.37	56.54	61.39	79.92	84.98	86.18	80.95	82.27	83.77

**Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)**

Group	Graduating Class of 2016		
	School	District	State
All Students	86.04	87.75	87.11
Black or African American	75.47	85.16	79.19
American Indian or Alaska Native	0	88.89	80.17
Asian	100	92.75	94.42
Filipino	0	90.48	93.76
Hispanic or Latino	90	87.93	84.58
Native Hawaiian/Pacific Islander	100	91.3	86.57
White	66.67	88.39	90.99
Two or More Races	0	100	90.59
Socioeconomically Disadvantaged	90.87	94.16	85.45
English Learners	84.44	64.1	55.44
Students with Disabilities	62.07	57.43	63.9
Foster Youth	60	83.33	68.19

**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**

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	10.1	7.2	4.5	6.2	5.8	5.6	3.8	3.7	3.6
Expulsions	0.6	0.3	0.4	0.3	0.2	0.2	0.1	0.1	0.1

**School Safety Plan (School Year 2017-18)**

Date of Last Review/Update: June 7, 2017

Date Last Reviewed with Faculty: August 7, 2017

Every student and teacher has the right to attend a school free from physical and psychological harm. To help schools achieve these vital goals, the State of California has mandated that each K-12 school develop a comprehensive school safety plan. Reviewed annually, a school’s safety plan is the result of a systematic planning process in cooperation with local public safety agencies, community leaders, parents, pupils, teachers, administrators, and other persons interested in the prevention of campus crime and violence. Each school’s safety plan addresses the following key areas: preparedness, mitigation and prevention, response and recovery. In close cooperation with the California Schools Risk Management (Joint-Powers Authority), local police and fire departments, the district’s Office of Safety and Emergency Management conducts periodic safety inspections of district sites and provides correction reports to site administrators. A follow-up system is in place to ensure timely compliance and correction of discrepancies. School sites also conduct scheduled drills for anticipated emergency situations (such as fires, earthquakes and lockdowns) to prepare students, staff, and other stakeholders how to appropriately respond to those emergencies. The district follows California’s mandated Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for emergency management. The Office of Safety and Emergency Management is also tasked with coordinating the response and recovery of emergencies or other disasters affecting the SBCUSD.

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	61
Percent of Schools Currently in Program Improvement	N/A	73.5

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	17	40	10		15	27	3		18	18	5	
Mathematics	16	36	6		15	11	2		16	10		
Science	23	10	12		20	7	5		15	16		
Social Science	20	22	12		16	19	3		15	20	2	

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

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	131
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.3	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist	2.0	N/A
Other	1.0	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,332	\$356	\$10,976	\$68,928
District	N/A	N/A	\$8,466	\$78,962
Percent Difference: School Site and District	N/A	N/A	25.8	-13.6
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	50.2	-13.9

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

**Types of Services Funded (Fiscal Year 2016-17)**

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:

- \* 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

**Program Improvement**

Beginning in the 2017–18 School Year (SY), LEAs and schools will no longer be identified for Program Improvement (PI) or be required to implement specific PI-related activities. In addition, LEAs will not be required to set aside any PI reservations for the 2017–18 SY. LEAs and schools previously identified for PI are encouraged to use evidence-based interventions, which may include alternative supports that are designed to improve the academic achievement of socioeconomically disadvantaged students.

**Alternative Supports**

For the 2017–18 SY, LEAs will not be required to set aside a reasonable amount of Title I, Part A funds for alternative supports. LEAs are encouraged to use evidence-based interventions that are reasonable, necessary, and consistent with Title I, Part A of the ESSA.

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,150	\$47,808
Mid-Range Teacher Salary	\$76,169	\$73,555
Highest Teacher Salary	\$94,173	\$95,850
Average Principal Salary (Elementary)	\$120,897	\$120,448
Average Principal Salary (Middle)	\$130,625	\$125,592
Average Principal Salary (High)	\$144,855	\$138,175
Superintendent Salary	\$294,302	\$264,457
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	4%	5%

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

### Advanced Placement (AP) Courses (School Year 2016-17)

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

Cells with N/A values do not require data.

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

### Professional Development (Most Recent Three Years)

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

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.