

ARROYO VALLEY HIGH SCHOOL

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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) <https://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.

2023-24 School Contact Information

School Name	ARROYO VALLEY HIGH SCHOOL
Street	1881 West Baseline St.
City, State, Zip	San Bernardino, CA 92411
Phone Number	(909) 381-4295
Principal	Manuel Gonzalez
Email Address	manuel.gonzalez@sbcusd.k12.ca.us
School Website	https://arroyovalley.sbcusd.com/
County-District-School (CDS) Code	36678763631082

2023-24 District Contact Information

District Name	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
Phone Number	(909) 381-1110
Superintendent	Mauricio Arellano
Email Address	mauricio.arellano@sbcusd.k12.ca.us
District Website	www.sbcusd.com

2023-24 School Description and Mission Statement

Arroyo Valley High School has 126 classrooms, a library, an auditorium, a multipurpose room, and an administration office. The campus was built in 2000, and the facility strongly supports teaching and learning through its ample classroom and athletic space, and a staff resource room.

Mission: Arroyo Valley High School will provide support and inspiration in a challenging and nurturing learning environment to empower each student to become a responsible, productive citizen.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	696
Grade 10	762
Grade 11	758
Grade 12	569
Total Enrollment	2,785

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50%
Male	50%
American Indian or Alaska Native	0.1%
Asian	1%
Black or African American	3.6%
Filipino	0.1%
Hispanic or Latino	92.9%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	0.3%
White	1.4%
English Learners	17.3%
Foster Youth	0.4%
Homeless	9.8%
Socioeconomically Disadvantaged	93.5%
Students with Disabilities	13.2%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	95.40	86.24	1928.00	85.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	0.45	37.10	1.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.50	3.17	64.20	2.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.00	2.75	66.10	2.93	12115.80	4.41
Unknown	8.10	7.36	163.10	7.22	18854.30	6.86
Total Teaching Positions	110.70	100.00	2258.80	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	94.60	82.00	1973.30	82.38	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	24.80	1.04	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.70	8.48	113.70	4.75	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	0.77	54.80	2.29	11953.10	4.28
Unknown	10.00	8.74	228.70	9.55	15831.90	5.67
Total Teaching Positions	115.40	100.00	2395.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.80	0.00
Misassignments	1.60	9.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.50	9.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	3.00	0.80
Total Out-of-Field Teachers	3.00	0.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.3	9.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.1	0.6

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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.

Year and month in which the data were collected

June 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Houghton Mifflin Harcourt: California Collections © 2017 (2016)</p> <p>California State University: Expository Reading and Writing Course (2014)</p>	Yes	0
Mathematics	<p>Pearson: CA Integrated High School Mathematics Common Core: Mathematics I (2015)</p> <p>Pearson: CA Integrated High School Mathematics Common Core: Mathematics II (2015)</p> <p>Pearson: CA Integrated High School Mathematics Common Core: Mathematics III (2015)</p> <p>Pearson: FDWKB Calculus, AP Edition (2015)</p> <p>Pearson Sullivan: Precalculus: Enhanced with Graphing Utilities (2015)</p> <p>California State University: MRWC* (2019)</p>	Yes	0
Science	<p>Biozone: Biology (Continuation & Special Ed) (2020)</p> <p>Pearson: Campbell Biology (2020)</p> <p>Oxford University Press: Chemistry International Baccalurate/MYP (2020)</p> <p>Pearson: Experience Biology: The Living Earth (2020)</p> <p>Pearson: Experience Chemistry in the Earth System (2020)</p> <p>Pearson: Human Anatomy & Physiology 11th Edition (2020)</p> <p>Biozone: Physical Science (Continuation & Special Ed.) (2020)</p> <p>Discovery Education: Physics of the Universe (2020)</p>	Yes	0
History-Social Science	<p>Pearson: My World Interactive World Geography (2018)</p> <p>Pearson: The Cultural Landscape: An Introduction to Human Geography, 13th Edition-Rubenstein (2018)</p> <p>Pearson: California World History: The Modern World (2018)</p> <p>Bedford, Freeman, & 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>	Yes	0

	<p>Bedford, Freeman, & 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> <p>Oxford University Press: Oxford IB Diploma- Rights & Protest, The Move to Global War, Conflict and Intervention, Causes and Effect of 20th Century Wars, The Cold War: Superpower Tensions & Rivalries, Authoritarian States, History Americas: 1880-1981 (2018)</p> <p>Oxford University Press: Oxford IB Diploma- Rights & Protest, The Move to Global War, Conflict and Intervention, Causes and Effect of 20th Century Wars, The Cold War: Superpower Tensions & Rivalries, Authoritarian States, History Americas: 1880-1981 (2018)</p>		
Foreign Language	<p>Vista Higher Learning: Senderos 1 (2021)</p> <p>Carnegie Learning: ¡Qué Chévere! 4 (2021)</p> <p>Vista Higher Learning: D'accord! 1 (2021)</p> <p>Vista Higher Learning: D'accord! 2 (2021)</p> <p>Vista Higher Learning: D'accord! 3 (2021)</p> <p>Vista Higher Learning: Face-A-Face Conversation Sans Frontieres (2021)</p> <p>Vista Higher Learning: Galeria de lengua y cultura 1 Español para hispanohablantes (2021)</p> <p>Vista Higher Learning: Galeria de lengua y cultura 2 Español para hispanohablantes (2021)</p> <p>Vista Higher Learning: Imaginez 4th Edition Le Francaise Sans Frontieres (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> <p>Carnegie Learning: T'es branché? 4 (2021)</p> <p>Vista Higher Learning: Temas para Español B Spanish for the IB Diploma (2021)</p>	Yes	0
Health	Pearson: Pearson Health (2018)	Yes	0
Visual and Performing Arts	<p>Glencoe/McGraw-Hill: Art Talk (2002)</p> <p>Glencoe/McGraw-Hill: The Stage and the School (2002)</p>	No	0

School Facility Conditions and Planned Improvements

General

Arroyo Valley High School has 126 classrooms, a library, an auditorium, a multipurpose room, and an administration office. The campus was built in 2000, and 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. 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. The most recent facilities inspection took place January, 2022. 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 2023-24 school year are listed below:

The following improvements are made district-wide where necessary:

- Interior and exterior paint
- Repair or Replace of HVAC systems
- Repair or Replace of gymnasium flooring
- Repair or Replace of floor tiles and carpeting
- Upgrade classroom technology

Large projects and school modernization information can be found at <https://sbcusdfacilities.com/>

School Facility Good Repair Status (School Year 2022-23)

Results of this site's most recent survey are included below, and any associated repairs were completed by the end of March 2022.

Year and month of the most recent FIT report

10/10/22

System Inspected

Rate

Rate

Rate

Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	<p>Front Office - Lock is loose in the north door of the lobby.</p> <p>Ceiling tile stains in the hallway outside A-003 and A-010 and A-029</p> <p>I-102 Ceiling tile out of position.</p> <p>Graffiti on pole outside.</p> <p>I-201 Faucet spouts loose.</p> <p>Cabinet part missing by teacher's sink.</p> <p>Student desk top is on counter by opticlean, desk underneath.</p> <p>Graffiti on lab counter tops.</p> <p>Powdered soap and water residue on counter by the door."</p> <p>G-105 Ceiling tile stain by shelving.</p> <p>F-103 Bracket on end of projection screen is missing a screw.</p> <p>Staff Cafeteria Wall damaged next to the fire extinguisher.</p> <p>C-206 Ceiling tile stains.</p> <p>The exterior lever handle on the door seems loose.</p> <p>C-205 Ceiling tile stains.</p> <p>One faucet loose. One handle hits the counter.</p> <p>D-111 Ceiling tile has a hole chewed in it, also contains a sensor.</p> <p>D-107 Patch wall covering by the door.</p> <p>E-Wing Girls' RR - Graffiti on the door and partitions and toilet seats.</p> <p>Toilet #4, on the left, leaks.</p> <p>Door won't close.</p> <p>E-103 Reset ceiling tile.</p> <p>H-107 Drawer front has been broken off of the drawer.</p> <p>Both doors will not close.</p> <p>Power pole is not attached.</p> <p>H-105 Reset and replace ceiling tiles.</p> <p>Both doors will not close.</p> <p>One drawer is missing a pull.</p> <p>C-106 Graffiti on lab tables.</p> <p>C-108 Ceiling tile stain, reset ceiling tile.</p> <p>One faucet is loose, four faucets are shut off.</p> <p>C-011 Corners of the opening to the workroom are chipped.</p> <p>Ceiling tiles are stained.</p> <p>C-102 Tighten cabinet handles below the white boards.</p> <p>C-101 Graffiti on lab tables.</p> <p>C-201 Ceiling tile stains.</p> <p>Graffiti on lab tables.</p> <p>C-202 One door won't close.</p> <p>Ceiling tile broken and stained above the projection screen.</p> <p>One faucet is loose.</p> <p>C-203 One door wont close.</p> <p>Ceiling tile stains.</p> <p>C-204 Four faucets are shut off.</p> <p>Ceiling tile stains.</p>

School Facility Conditions and Planned Improvements

			<p>N-210 Reset ceiling tiles. N-205 Ceiling tile out of position. N-202 A ceiling tile is out of position. Adjust door closer. N-201 A ceiling tile is out of position. Adjust door closer. N-106 Two ceiling tiles are out of position. N-101 Attach book case to the west wall. C-221 Ceiling tiles stained. Toilet in the left RR leaks, seat is loose.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>I-201 Faucet spouts loose. Cabinet part missing by teacher's sink. Student desk top is on counter by opticlean, desk underneath. Graffiti on lab counter tops. Powdered soap and water residue on counter by the door. J-Wing Lobby - A lighting diffuser is broken in the Women's RR. In the ticket booth access to the elevator is blocked. The fire extinguisher by the Men's RR is blocked. H-111 East door won't close. Ant nests by the east door, inside.</p>
<p>Electrical</p>	X		<p>H-107 Drawer front has been broken off of the drawer. Both doors will not close. Power pole is not attached. H-109 Both doors will not close. 36 computers are powered by four outlets via extension cords and daisy chained surge protectors. Hall of Fame - Air pressure keeps doors from closing. Lighting diffusers hang open. Women's RR - Soap dispenser broken. Men's urinal #4 leaks. G-101 Storage in electrical room. G-102 Twelve computers and one opticlean supplied by one extension cord and daisy chained surge protectors. F-104 One LED light out. J-Wing Lobby - A lighting diffuser is broken in the Women's RR. In the ticket booth access to the elevator is blocked. The fire extinguisher by the Men's RR is blocked.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>Boys' Locker Rm. - Middle urinal will not shut off. Panic bar cap is loose and missing screws. D-012 A toilet seat in one of the RR's is loose. N-Wing Boys' RR - Toilet #1 is out of order. South hand dryer not working. N-Wing Girls' RR - South hand dryer not working. C-221 Ceiling tiles stained. Toilet in the left RR leaks, seat is loose. Hall of Fame - Air pressure keeps doors from closing. Lighting diffusers hang open. Women's RR - Soap dispenser broken. Men's urinal #4 leaks."</p>

School Facility Conditions and Planned Improvements

			<p>Girls' Locker room. - Toilet #2 leaks, toilet seat #8 is loose. East exterior door won't close. Cafeteria - The panel below the fountains by the RR's fell off. Girls' toilet #5 leaks. Boys' toilet #4 is stuffed full of paper. D-Wing Boys' RR Stall #1 was locked. D-101 Storage in shower. D-012 Toilet seat is loose. E-Wing Girls' RR - Graffiti on the door and partitions and toilet seats. Toilet #4, on the left, leaks. Door won't close. C-205 Ceiling tile stains. One faucet loose. One handle hits the counter. C-108 Ceiling tile stain, reset ceiling tile. One faucet is loose, four faucets are shut off. C-109 One faucet is loose, two are shut off. C-104 One faucet is loose. C-202 One door won't close. Ceiling tile broken and stained above the projection screen. One faucet is loose. C-204 Four faucets are shut off. Ceiling tile stains. C-209 The drain is plugged in the sink near the teacher's desk. N-Wing Staff RR's "Exterior fountain drain is plugged. North RR door won't close. C-208 One faucet and one gas manifold are loose. I-201 Faucet spouts loose. Cabinet part missing by teacher's sink. Student desk top is on counter by opticlean, desk underneath. Graffiti on lab counter tops. Powdered soap and water residue on counter by the door. I-202 Faucet at station 3 leaks. Cafeteria - The panel below the fountains by the RR's fell off. Girls' toilet #5 leaks. Boys' toilet #4 is stuffed full of paper.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>Gym - Fire extinguisher pressure low. I-104 Fire extinguisher tag expired. J-Wing Lobby - A lighting diffuser is broken in the Women's RR. In the ticket booth access to the elevator is blocked. The fire extinguisher by the Men's RR is blocked.</p>
<p>Structural: Structural Damage, Roofs</p>	X		
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>		X	<p>Boys' Locker Rm. - Middle urinal will not shut off. Panic bar cap is loose and missing screws. N-202 A ceiling tile is out of position. Adjust door closer. N-201 A ceiling tile is out of position. Adjust door closer.</p>

School Facility Conditions and Planned Improvements

N-Wing Staff RR's - Exterior fountain drain is plugged.
North RR door won't close.
N-107 Door will not close.
N-110 Door won't close.
Front Office - Lock is loose in the north door of the lobby.
Ceiling tile stains in the hallway outside A-003 and A-010 and A-029
Hall of Fame - Air pressure keeps doors from closing.
Lighting diffusers hang open.
Women's RR - Soap dispenser broken.
Men's urinal #4 leaks.
Girls' Locker room. - Toilet #2 leaks, toilet seat #8 is loose.
East exterior door won't close.
G-103 Fix storage room door latch, see teacher.
Southeast exterior doors don't close.
B-101 The larch strike plate is loose on the northwest door jamb.
I-102 Ceiling tile out of position.
Graffiti on pole outside.
C-206 Ceiling tile stains.
The exterior lever handle on the door seems loose.
D-109 The door lock is loose.
E-Wing Girls' RR - Graffiti on the door and partitions and toilet seats.
Toilet #4, on the left, leaks.
Door won't close.
E-101 Door won't close.
E-102 Door won't close.
E-104 Door won't close.
E-105 Door won't close.
E-106 Door won't close.
H-106 Both doors will not close.
H-107 Drawer front has been broken off of the drawer.
Both doors will not close.
Power pole is not attached.
H-108 Both doors will not close.
H-109 Both doors will not close.
36 computers are powered by four outlets via extension cords and daisy chained surge protectors.
H-110 Both doors will not close.
H-111 East door won't close.
Ant nests by the east door, inside.
H-018 One door won't shut.
H-105 Reset and replace ceiling tiles.
Both doors will not close.
One drawer is missing a pull.
H-104 Both doors will not close.
H-103 Both doors will not close.
H-102 Doors won't close.
H-101 Doors won't close.
E-110 Door won't shut.
E-109 Door won't shut.
E-108 Door won't shut.
E-107 Door won't shut.
C-202 One door won't close.
Ceiling tile broken and stained above the projection screen.

School Facility Conditions and Planned Improvements

One faucet is loose.
C-203 One door wont close.
Ceiling tile stains.

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).

College and Career Ready

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.

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.

ELA and 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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	37	36	33	31	47	46
Mathematics (grades 3-8 and 11)	12	14	18	19	33	34

2022-23 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	705	690	97.87	2.13	35.56
Female	340	333	97.94	2.06	43.37
Male	365	357	97.81	2.19	28.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	25	25	100.00	0.00	24.00
Filipino	0	0	0	0	0
Hispanic or Latino	657	642	97.72	2.28	35.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	81	76	93.83	6.17	3.95
Foster Youth	--	--	--	--	--
Homeless	62	60	96.77	3.23	15.00
Military	22	21	95.45	4.55	19.05
Socioeconomically Disadvantaged	672	659	98.07	1.93	34.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	113	110	97.35	2.65	2.73

2022-23 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	706	689	97.59	2.41	14.08
Female	340	333	97.94	2.06	13.21
Male	365	355	97.26	2.74	14.93
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	25	24	96.00	4.00	4.17
Filipino	0	0	0	0	0
Hispanic or Latino	658	644	97.87	2.13	13.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	81	80	98.77	1.23	1.25
Foster Youth	--	--	--	--	--
Homeless	62	61	98.39	1.61	4.92
Military	22	21	95.45	4.55	19.05
Socioeconomically Disadvantaged	672	655	97.47	2.53	13.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	113	109	96.46	3.54	0.00

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	14.73	16.74	17.39	17.88	29.47	30.29

2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	968	948	97.93	2.07	16.68
Female	514	505	98.25	1.75	14.46
Male	454	443	97.58	2.42	19.23
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	28	28	100.00	0.00	14.29
Filipino	--	--	--	--	--
Hispanic or Latino	917	898	97.93	2.07	16.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	93	88	94.62	5.38	0.00
Foster Youth	--	--	--	--	--
Homeless	102	98	96.08	3.92	5.10
Military	23	23	100.00	0.00	4.35
Socioeconomically Disadvantaged	912	894	98.03	1.97	16.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	94	92	97.87	2.13	5.43

2022-23 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. All CTE courses in the district are A-G approved through the UC Doorways system and students have the opportunity to earn dual enrollment early college credits as well as articulated early college credits in many of the CTE courses throughout the district. The course curriculum is rigorous, relevant, and aligned to the California Department of Education Career Technical Education Model Curriculum Standards. In addition, all CTE courses include a work-based learning component offering the benefits of authentic application of knowledge and skills in a real-world setting.

Arroyo Valley High School
Business & Logistics Academy (Gold)
Digital Media Arts Academy (Gold)
Film and Broadcast Technology Pathway
Graphic Design & Digital Imaging Pathway
Digital Photography Pathway
California Partnership Academies
Educators For Tomorrow Academy (Silver)
Constructing Opport. in Renewable Energy (CORE) Academy (Gold)
Global Leadership Academy (Silver)
Local & National Security Pathway
Anivation Tech Academy (Silver)
Visual & Performing Arts Academy
JROTC (Gold Star JROTC Army Cadet Program)

CTE Advisory Board Members:

Karen Suarez, Uplift San Bernardino
Dr. Bill Clarke, Technical Employment Training
Virginia Martinez, CEO Technical Employment Training
Becky Lepins, Teamsters Local 1932
Dr. Yvette Harris, Athletes for Life

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
Hospitality, Tourism, and Recreation
Information and Communication Technologies
Manufacturing and Product Development
Public Services
Transportation

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1969
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	26.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.78
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	49.03

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95.4	94.8	95.5	94.9	95.1

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.

2023-24 Opportunities for Parental Involvement

EPAC, SSC, AAPAC, Academy Parent Nights, Back to School Night and Coffee with the Principal.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	5.2	3.3	3.1	12.9	10.2	9.9	9.4	7.8	8.2
Graduation Rate	93.5	93.8	95.5	78.2	83.4	82.1	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	582	556	95.5
Female	334	324	97.0
Male	248	232	93.5
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	16	16	100.0
Filipino	--	--	--
Hispanic or Latino	554	530	95.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	--	--	--
English Learners	114	96	84.2
Foster Youth	--	--	--
Homeless	113	109	96.5
Socioeconomically Disadvantaged	567	542	95.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	61	54	88.5

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3067	2948	1045	35.4
Female	1538	1469	558	38.0
Male	1528	1478	486	32.9
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	3	3	1	33.3
Asian	29	28	6	21.4
Black or African American	111	108	44	40.7
Filipino	4	3	0	0.0
Hispanic or Latino	2844	2736	962	35.2
Native Hawaiian or Pacific Islander	13	13	4	30.8
Two or More Races	10	9	5	55.6
White	45	41	20	48.8
English Learners	600	567	236	41.6
Foster Youth	24	17	11	64.7
Homeless	332	310	131	42.3
Socioeconomically Disadvantaged	2905	2797	1010	36.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	411	397	185	46.6

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.03	8.05	7.21	0.01	4.68	5.14	0.20	3.17	3.60
Expulsions	0.00	0.19	0.36	0.00	0.18	0.17	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.21	0.36
Female	5.14	0.33
Male	9.23	0.39
Non-Binary		
American Indian or Alaska Native	0	0
Asian	6.9	0
Black or African American	18.02	1.8
Filipino	0	0
Hispanic or Latino	6.33	0.32
Native Hawaiian or Pacific Islander	15.38	0
Two or More Races	0	0
White	28.89	0
English Learners	8.17	0.5
Foster Youth	20.83	0
Homeless	8.13	0.6
Socioeconomically Disadvantaged	7.44	0.38
Students Receiving Migrant Education Services	0	0
Students with Disabilities	12.17	0.73

2023-24 School Safety Plan

Date of Last Review/Update: Oct. 19, 2023

Date Last Reviewed with Faculty: Oct. 19, 2023

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.

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	15	128	57	12
Mathematics	28	20	32	42
Science	27	21	33	38
Social Science	26	28	34	34

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	16	141	60	18
Mathematics	24	37	32	43
Science	22	44	29	39
Social Science	22	57	35	38

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	17	124	60	16
Mathematics	28	21	32	40
Science	26	26	24	41
Social Science	26	30	39	37

2022-23 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	309.44

2022-23 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)	9
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	7

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	\$8,218	\$866	\$7,352	\$79,536
District	N/A	N/A	\$8,523	\$83,861
Percent Difference - School Site and District	N/A	N/A	-14.8	-5.3
State	N/A	N/A	\$17,020	\$88,508
Percent Difference - School Site and State	N/A	N/A	-79.3	-10.7

Fiscal Year 2022-23 Types of Services Funded

Types of Services Funded (Fiscal Year 2023-2024)

The overarching objective of all categorically funded programs within the San Bernardino City Unified School District (SBCUSD) is to guarantee that every student, encompassing English learners, educationally disadvantaged pupils, African American individuals, American Indian students, Asian students, English Learners, Filipino students, Foster Youth, Hispanic students, Homeless students, Long-Term English Learners (LTEL), Pacific Islander students, Socioeconomically Disadvantaged (Low-Income) students, Students with Disabilities, Two or More Races students, and White students, achieves proficiency in both state and local standards.

The educational program at each site follows a continuous improvement planning process known as Plan, Do, Study, Act (PDSA). This process actively involves members of the school community, including the principal, teachers, support staff, parents, and, at the secondary level, students. Together, these Educational Partners constitute the School Site Council (SSC). The SSC is responsible for developing, annually monitoring, evaluating, and revising a comprehensive plan known as the School Plan for Student Achievement (SPSA). Rooted in self-study and collaborative efforts, the SPSA ensures the effective coordination of all available resources at the school, directing them towards the common goal of delivering a high-quality educational program that facilitates success for all students.

Certain students may encounter challenges in achieving proficiency in academic state and local content standards, putting them at risk of not meeting graduation requirements. To address this, categorical program funds are allocated. It is crucial to emphasize that these funds are supplementary educational resources designed to enhance the core instructional program and boost the academic success of these students. Categorical funds are specifically earmarked for additional personnel time, staff development opportunities, supplemental student materials, and other specialized services, equipment, and supplies. Importantly, these supports are intended to supplement the base program and not replace or supplant it.

Categorical programs commonly found at SBCUSD sites are:

- * Every Student Succeeds Act (ESSA) Title I, Part A

- * Local Control Funding Formula (LCFF), Supplemental and Concentration Funds

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

- * Title IV, Part A -School conditions for student learning in order to create a healthy and safe school environment

Access to, and opportunities for, a well-rounded education for all students; and

Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

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).

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$58,713	\$55,550
Mid-Range Teacher Salary	\$88,292	\$80,703
Highest Teacher Salary	\$118,190	\$109,418
Average Principal Salary (Elementary)	\$129,442	\$137,703
Average Principal Salary (Middle)	\$154,376	\$143,760
Average Principal Salary (High)	\$171,180	\$159,021
Superintendent Salary	\$353,808	\$319,443
Percent of Budget for Teacher Salaries	31.72%	30.35%
Percent of Budget for Administrative Salaries	4.48%	4.87%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	17.9
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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	0
Foreign Language	6
Mathematics	2
Science	4
Social Science	11
Total AP Courses Offered Where there are student course enrollments of at least one student.	23

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

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 district wide staff development which included 3 days in 2019-20, 4 days in 2020-21, 3 days in 2021-22, 3 days in 2022-23, and 3 days in 2023-24.

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, restorative practices, and integrating technology into daily instruction.

School sites support the focus of their identified instructional improvements with site-based professional development, and job-like 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 and educators are receiving continuing PD around Professional Learning Communities and Universal Design for Learning (UDL).

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3