

# INDIAN SPRINGS 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <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

<b>School Name</b>	INDIAN SPRINGS HIGH SCHOOL
<b>Street</b>	650 N. Del Rosa Dr.
<b>City, State, Zip</b>	San Bernardino, CA 92410
<b>Phone Number</b>	(909) 383-1360
<b>Principal</b>	Kristen Bicondova
<b>Email Address</b>	kristen.bicondova@sbcusd.k12.ca.us
<b>School Website</b>	<a href="https://indiansprings.sbcusd.com/">https://indiansprings.sbcusd.com/</a>
<b>County-District-School (CDS) Code</b>	36678760125450

## 2023-24 District Contact Information

<b>District Name</b>	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
<b>Phone Number</b>	(909) 381-1110
<b>Superintendent</b>	Mauricio Arellano
<b>Email Address</b>	mauricio.arellano@sbcusd.k12.ca.us
<b>District Website</b>	<a href="http://www.sbcusd.com">www.sbcusd.com</a>

## 2023-24 School Description and Mission Statement

Indian Springs High School opened in 2012 and is the newest of nine high schools in the San Bernardino City Unified School District. The school serves students in the southern portion of the city of San Bernardino and the western portion of the city of Highland. It has 102 classrooms, a library, a gymnasium, a multipurpose room, theater and an administration office, providing ample classroom space for instruction. The school provides students with rigorous and relevant coursework that will prepare them to graduate and be ready to enter the career or college of their choice.

Indian Springs is an urban school serving predominantly Hispanic and African-American students with relatively low means of income. The mobility rate of students in this area is relatively high due to many factors such as low employment rates and housing that consists mostly of rentals and apartments.

Vision - We will provide an equitable learning experience and school culture that leads to: All students graduating college and career ready; highly rigorous and intentional instruction; graduate with high levels of self-efficacy; community minded graduates; culturally responsive graduate. Slogan - "I am. We are. Indian Springs Coyotes"

Mission - We will build partnerships and create real world experiences for all Indian Springs High School students, to be invaluable prepared to charge into today's world after graduation. We prepare our students to be resourceful competitors who can achieve their goals and have a positive impact in the local and global community.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	528
Grade 10	542
Grade 11	465
Grade 12	366
Total Enrollment	1,901

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	46.3%
Male	53.7%
American Indian or Alaska Native	0.2%
Asian	2%
Black or African American	10.5%
Filipino	0.1%
Hispanic or Latino	83.9%
Two or More Races	1.3%
White	1.5%
English Learners	16.3%
Foster Youth	0.8%
Homeless	11.3%
Socioeconomically Disadvantaged	94.4%
Students with Disabilities	16.9%

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	70.70	83.32	1928.00	85.36	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	3.20	3.88	37.10	1.65	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.40	1.73	64.20	2.85	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.90	5.85	66.10	2.93	12115.80	4.41
<b>Unknown</b>	4.40	5.19	163.10	7.22	18854.30	6.86
<b>Total Teaching Positions</b>	84.80	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	68.90	79.25	1973.30	82.38	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.90	2.29	24.80	1.04	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	6.90	7.98	113.70	4.75	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.60	1.94	54.80	2.29	11953.10	4.28
<b>Unknown</b>	7.30	8.49	228.70	9.55	15831.90	5.67
<b>Total Teaching Positions</b>	86.90	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	0.00	1.00
Misassignments	1.40	5.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.40	6.90

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	0.80	0.00
Local Assignment Options	4.00	1.60
Total Out-of-Field Teachers	4.90	1.60

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.6	10.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.1	2.7

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
<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)  Freeman: Practice of Statistics (2015)  Pearson: FDWKB Calculus, AP Edition (2015)  Pearson Sullivan: Precalculus: Enhanced with Graphing Utilities (2015)	Yes	0
<b>Science</b>	Pearson: Experience Biology: The Living Earth ( 2020)  Pearson: Campbell Biology (2020)  Pearson: Human Anatomy & Physiology 11th Edition (2020)  Pearson: Experience Chemistry in the Earth System ( 2020)  Oxford University Press: Chemistry International Baccalurate/MYP (2020)  Oxford University Press:IB Sports (2020)  OpenStax: Physics AP (2020)  Discovery Education: Physics of the Universe (2020)	Yes	0
<b>History-Social Science</b>	Pearson: My World Interactive World Geography (2018)  Pearson: Psychology, 4th Edition-Elmhorst, Minter, Ciccarelli, White (2018)  Pearson: The Cultural Landscape: An Introduction to Human Geography, 13th Edition-Rubenstein (2018)  Bedford, Freeman, & Worth Publishing: Ways of the World with Sources, for the AP course, 4th edition-Strayer and Nelson (2018)  Pearson: California World History: The Modern World (2018)  Bedford, Freeman, & Worth Publishing: Psychology for the AP Course, 3rd Edition-Myers (2018)	Yes	0

	<p>Bedford, Freeman, &amp; Worth Publishing: America's History, For the AP Course, 9th Edition-Hennretta, Hinderaker, Edwards and Self (2018)</p> <p>Pearson: California United States History: The Twentieth Century (2018)</p> <p>Bedford, Freeman, &amp; Worth Publishing: American Government Stories of a Nation (2018)</p> <p>Pearson: California Economics Principles in Action (2018)</p> <p>Pearson: California Magruder's American Government (2018)</p> <p>Oxford University Press: Oxford IB Diploma- Rights &amp; Protest, The Move to Global War, Conflict and Intervention, Causes and Effect of 20th Century Wars, The Cold War: Superpower Tensions &amp; Rivalries, Authoritarian States, History Americas: 1880-1981 (2018)</p> <p>Oxford University Press: Oxford IB Diploma- Rights &amp; Protest, The Move to Global War, Conflict and Intervention, Causes and Effect of 20th Century Wars, The Cold War: Superpower Tensions &amp; Rivalries, Authoritarian States, History Americas: 1880-1981 (2018)</p>		
<b>Foreign Language</b>	<p>Vista Higher Learning: Senderos 1 (2021)</p> <p>Vista Higher Learning: Senderos 2 (2021)</p> <p>Vista Higher Learning: Senderos 3 (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: Temas Para Español B Spanish for the IB Diploma (2021)</p> <p>Carnegie Learning: ¡Que Chevere! 4 2nd Ed. (2021)</p> <p>Vista Higher Learning: Intrigas Advanced Spanish through Literature and Film 3rd Edition (2021)</p> <p>Pearson: Reflexiones Introducción a la literatura hispánica (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>Carnegie Learning: T'es branché 4 (2021)</p>	Yes	0



	Vista Higher Learning: Imaginez 4th Edition Le Francaise Sans Frontieres (2021)		
	Vista Higher Learning: Face-A-Face Conversation Sans Frontieres 3 (2021)		
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	Glencoe/McGraw-Hill: Art Talk (2002)	No	0
	Glencoe/McGraw-Hill: The Stage and the School (2002)		
	Glencoe/McGraw-Hill: Music! Its Role and Importance in Our Lives (2002)		

## School Facility Conditions and Planned Improvements

### General

Indian Springs High School opened in 2012 and is the newest of nine high schools in the San Bernardino City Unified School District. The school serves students in the southern portion of the city of San Bernardino and the western portion of the city of Highland. It has 102 classrooms, a library, a gymnasium, a multipurpose room, and an administration office. The school has a focus on Science, Technology, Engineering, and Mathematics (STEM) and provides students with rigorous and relevant coursework that will prepare them to graduate and be ready to enter the career or college of their choice. Indian Springs is an urban school serving predominantly Hispanic and African-American students with relatively low means of income. The mobility rate of students in this area is relatively high due to many factors such as low employment rates and housing that consists mostly of rentals and apartments.

The district takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district's Mobile Maintenance Teams use the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC). Results of this survey are available from the district's Maintenance and Operations Department. The most recent facilities inspection took place December, 2021. 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



School Facility Conditions and Planned Improvements

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

Williams Visit Findings  
Visit Date: 08/14/23

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

The following extreme deficiencies were observed:

None observed.

The following good repair deficiencies were observed:

Section 8. Restrooms  
Swimming Complex: Sanitary napkin dispensers empty (work order #114353)

Section 9. Sinks/Fountains  
F4: Sink/fountain missing knobs or buttons (remedied 8/14/23)  
F4: Classroom sink or faucet is leaking (remedied 8/14/23)

Section 10. Fire Safety  
H11: Fire extinguisher is missing (remedied 8/14/23)  
S2: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/14/23)  
F4: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/14/23)  
H10: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/14/23)  
H9: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/14/23)  
K3: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/14/23)  
Q7: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/14/23)  
P8: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/14/23)  
Q6: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/14/23)  
T2: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/14/23)  
Q3: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/14/23)  
Q2: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/14/23)

School Facility Good Repair Status

School Facility Good Repair Status (School Year 2023-24)  
Results of this site's most recent survey are included below, and any associated repairs were completed by the end of March 2024.

Year and month of the most recent FIT report	11/9/22
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces	X			GYM West/Men - Please replace soap dispensers S-5 - Please attach (1) book case to north wall next to entry door. S-13 - Please attach (2) book cases to south/east wall. S-8 - Please attach (1) book case to south/west wall. S-7 - Please attach (1) book case to wall at entry door. Also please repair door it I'll not close properly. See teaching staff. S-10 - Please attach (1) book case to wall at entry door area. S-9 - Please attach (1) book case to south west wall. F-Wing boys - Please repair ALL (4). Sinks BROKEN AGAIN. Also replace both soap dispensers. H-4 - Please paint large area of wall at south side. Girls P.E. Locker Room - Paint wall at shower and south entry door. Q-Wing Boys Restroom - Please repair leaking sink water leaking.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			D-2 - A few lights are out, it's located in the choir room lighting over 40 feet safety concern. G-1 - Custodial needs to replace bulbs or call for repair.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## 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)	49	45	33	31	47	46
Mathematics (grades 3-8 and 11)	12	11	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
<b>All Students</b>	421	410	97.39	2.61	44.88
<b>Female</b>	203	198	97.54	2.46	50.00
<b>Male</b>	218	212	97.25	2.75	40.09
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	38	37	97.37	2.63	56.76
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	352	343	97.44	2.56	41.98
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	12	100.00	0.00	66.67
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	74	70	94.59	5.41	5.71
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	39	37	94.87	5.13	45.95
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	399	389	97.49	2.51	45.50
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	63	61	96.83	3.17	8.20

## 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
<b>All Students</b>	421	405	96.20	3.80	10.62
<b>Female</b>	203	194	95.57	4.43	10.82
<b>Male</b>	218	211	96.79	3.21	10.43
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	38	36	94.74	5.26	2.78
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	352	340	96.59	3.41	10.29
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	11	91.67	8.33	9.09
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	74	70	94.59	5.41	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	39	37	94.87	5.13	10.81
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	399	384	96.24	3.76	10.68
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	63	60	95.24	4.76	3.33

## 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
<b>Science</b> (grades 5, 8 and high school)	19.76	21.64	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
<b>All Students</b>	803	786	97.88	2.12	21.50
<b>Female</b>	384	374	97.40	2.60	19.79
<b>Male</b>	419	412	98.33	1.67	23.06
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	15	15	100.00	0.00	80.00
<b>Black or African American</b>	74	68	91.89	8.11	10.29
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	678	668	98.53	1.47	21.86
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	16	100.00	0.00	6.25
<b>White</b>	17	16	94.12	5.88	18.75
<b>English Learners</b>	124	121	97.58	2.42	0.83
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	85	81	95.29	4.71	16.05
<b>Military</b>	17	17	100.00	0.00	17.65
<b>Socioeconomically Disadvantaged</b>	757	740	97.75	2.25	21.89
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	124	120	96.77	3.23	3.33

## 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.

### Indian Springs High School:

Academy of Health Science & Medical Technology  
Sports Medicine Pathway (SILVER)  
Patient Care Pathway (SILVER)  
Academy of Manufacturing & Product Development  
Machining Pathway (SILVER)  
Academy of Arts, Media, and Entertainment  
Technical Theater Pathway (SILVER)  
Digital Design Pathway (SILVER)  
Commercial Music Pathway

### 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	934
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	10.9
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	99.05
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	41.1

## 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	91.3	90.7	90.7	89.9	90.1

## 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

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.

- Back the Pack Night
- School Site Council
- ELAC
- Coffee with the Principal

(Organized by ISHS Program Facilitator)

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	6.3	5.9	6.2	12.9	10.2	9.9	9.4	7.8	8.2
Graduation Rate	91.5	91.8	90.9	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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	372	338	90.9
<b>Female</b>	178	168	94.4
<b>Male</b>	194	170	87.6
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	35	33	94.3
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	320	289	90.3
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	70	56	80.0
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	59	53	89.8
<b>Socioeconomically Disadvantaged</b>	368	335	91.0
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	74	59	79.7

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2207	2066	802	38.8
Female	1018	952	395	41.5
Male	1188	1114	407	36.5
Non-Binary	1	0	0	0.0
American Indian or Alaska Native	4	4	3	75.0
Asian	40	39	15	38.5
Black or African American	239	212	99	46.7
Filipino	3	3	0	0.0
Hispanic or Latino	1837	1734	653	37.7
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	28	25	11	44.0
White	40	35	16	45.7
English Learners	390	360	153	42.5
Foster Youth	28	25	9	36.0
Homeless	272	254	120	47.2
Socioeconomically Disadvantaged	2104	1974	779	39.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	366	344	155	45.1

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

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	0.00	7.32	7.93	0.01	4.68	5.14	0.20	3.17	3.60
Expulsions	0.00	1.04	0.59	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	7.93	0.59
Female	6.88	0.79
Male	8.84	0.42
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	15.9	1.67
Filipino	0	0
Hispanic or Latino	7.13	0.49
Native Hawaiian or Pacific Islander	0	0
Two or More Races	10.71	0
White	0	0
English Learners	8.97	1.03
Foster Youth	7.14	0
Homeless	9.93	0.37
Socioeconomically Disadvantaged	8.08	0.62
Students Receiving Migrant Education Services	0	0
Students with Disabilities	11.48	1.09

## 2023-24 School Safety Plan

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

Date Last Reviewed with Faculty: Nov. 13, 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	16	77	48	5
Mathematics	22	34	27	22
Science	23	28	19	30
Social Science	23	33	26	32

## 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	14	106	41	9
Mathematics	19	50	34	16
Science	18	49	27	22
Social Science	19	56	36	22

## 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	16	81	53	8
Mathematics	23	34	30	15
Science	24	22	27	23
Social Science	24	27	27	22

## 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	271.57

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

## 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	\$8,215	\$525	\$7,690	\$71,537
District	N/A	N/A	\$8,523	\$83,861
Percent Difference - School Site and District	N/A	N/A	-10.3	-15.9
State	N/A	N/A	\$17,020	\$88,508
Percent Difference - School Site and State	N/A	N/A	-75.5	-21.2



## 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	6.6
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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	1
Mathematics	2
Science	2
Social Science	2
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	7

## 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