

ARROYO VALLEY HIGH SCHOOL

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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/
Grade Span	9-12
County-District-School (CDS) Code	36678763631082

2024-25 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

2024-25 School Description and Mission Statement
<p>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.</p> <p>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.</p>

About this School

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	675
Grade 10	682
Grade 11	666
Grade 12	707
Total Enrollment	2,730

2023-24 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
American Indian or Alaska Native	0.2
Asian	0.8
Black or African American	3.4
Filipino	0.2
Hispanic or Latino	93.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	0.4
White	1.3
English Learners	17
Foster Youth	0.4
Homeless	11.2
Socioeconomically Disadvantaged	95.5
Students with Disabilities	13.8

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	97.10	84.47	1971.20	83.53	231142.40	100.00
Intern Credential Holders Properly Assigned	1.50	1.32	53.50	2.27	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	12.20	10.67	144.40	6.12	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.40	2.12	52.40	2.22	11746.90	4.23
Unknown/Incomplete/NA	1.60	1.39	138.10	5.86	14303.80	5.15
Total Teaching Positions	114.90	100.00	2359.90	100.00	277698	100

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	2022-23
Permits and Waivers	1.80	0.00	2.8
Misassignments	1.60	9.70	9.4
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.50	9.70	12.2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	3.00	0.80	2.4
Total Out-of-Field Teachers	3.00	0.80	2.4

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.30	9.5	6.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.10	0.6	0.5

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

2024-25 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 2024

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

Science	Biozone: Biology (Continuation & Special Ed) (2020)	Yes	0
	Pearson: Campbell Biology (2020)		
	Oxford University Press: Chemistry International Baccalurate/MYP (2020)		
	Pearson: Experience Biology: The Living Earth (2020)		
	Pearson: Experience Chemistry in the Earth System (2020)		
	Pearson: Human Anatomy & Physiology 11th Edition (2020)		
	Biozone: Physical Science (Continuation & Special Ed.) (2020)		
	Discovery Education: Physics of the Universe (2020)		
History-Social Science	Pearson: My World Interactive World Geography (2018)	Yes	0
	Pearson: The Cultural Landscape: An Introduction to Human Geography, 13th Edition-Rubenstein (2018)		
	Pearson: California World History: The Modern World (2018)		
	Bedford, Freeman, & Worth Publishing: America's History, For the AP Course, 9th Edition-Hennretta, Hinderaker, Edwards and Self (2018)		
	Pearson: California United States History: The Twentieth Century (2018)		
	Bedford, Freeman, & Worth Publishing: American Government Stories of a Nation (2018)		
	Pearson: California Economics Principles in Action (2018)		
	Pearson: California Magruder's American Government (2018)		
	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)		
	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)		
Foreign Language	Vista Higher Learning: Senderos 1 (2021)	Yes	0
	Carnegie Learning: ¡Qué Chévere! 4 (2021)		
	Vista Higher Learning: D'accord! 1 (2021)		
	Vista Higher Learning: D'accord! 2 (2021)		
	Vista Higher Learning: D'accord! 3 (2021)		

	Vista Higher Learning: Face-A-Face Conversation Sans Frontieres (2021)		
	Vista Higher Learning: Galeria de lengua y cultura 1 Español para hispanohablantes (2021)		
	Vista Higher Learning: Galeria de lengua y cultura 2 Español para hispanohablantes (2021)		
	Vista Higher Learning: Imaginez 4th Edition Le Francaise Sans Frontieres (2021)		
	Pearson: Reflexiones Introducción a la literature hispánica (2021)		
	Vista Higher Learning: Senderos 2 (2021)		
	Vista Higher Learning: Senderos 3 (2021)		
	Carnegie Learning: T'es branché? 4 (2021)		
	Vista Higher Learning: Temas para Español B Spanish for the IB Diploma (2021)		
Health	Pearson: Pearson Health (2018)	Yes	0
Visual and Performing Arts	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)		

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

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.

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 Conditions and Planned Improvements

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 2023-24)

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).

The most recent facilities inspection took place November, 2023.

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

11/20/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			G-107 - The OptiClean's red light is on. The panic bar gate outside won't close. The fountain between the RR's leaks.
Interior: Interior Surfaces			X	A-113 Career Center - The surface mount network connection box by the doors to the library has come off of the wall. A ceiling tile is stained. The ceiling mounted projector is powered using an extension cord. B-029 - Soap dispenser is missing from the left RR. Paper towel dispenser, handrail, and mirror were removed, reinstall them. Install a feminine hygiene product receptacle in the right RR. C-011 - The fire alarm horn is covered with tape. The left RR door won't shut. The feminine hygiene dispenser is missing a sticker in the left RR. Two cabinet doors are misaligned in the left workroom. Three ceiling tiles are missing, one is broken. C-102 - The fire alarm horn is covered with tape. Decorative lighting is hung from the ceiling. C-103 - Access to the master gas shutoff valve is blocked. The right faucet at all four sinks is loose. One ceiling tile is out of position. C-106 - One ceiling tile is stained. It contains a fire sprinkler. C-107 - One cabinet handle is loose behind the TV. C-205 - A cabinet handle is loose near the teacher's desk. The fire alarm horn is covered with tape. Access to the fire extinguisher is blocked. C-221 - Workroom C-222 has a stained ceiling tile, a faucet that leaks, and a damaged aerator.

School Facility Conditions and Planned Improvements

Cafeteria - Ceiling tiles are stained. Girls' toilet #5 leaks. Boys' urinal #1 leaks.

D-001 - Ceiling tiles are stained. One triangular ceiling tile is missing. The clock's glass cover is broken. There is a hole in the wall by the door to D-003. The fire extinguisher is outdated (exp. 1-20). The doors won't shut.

Data & Electrical Rooms N-112 & N-113 - Storage in the Data Rm. blocks access to the equipment. A ceiling tile is missing in the Electrical Rm.(contains a sprinkler and a sensor).

D-Wing BoysRR - Faucet #3 needs a new aerator. Toilet #5 is loose. The TP dispenser in stall #5 is damaged. One hand dryer won't run.

E-009 - Ceiling tiles are damaged.

E-Wing GirlsRR - The feminine hygiene dispenser is missing a sticker. The door slams. One hand dryer doesn't heat. Toilet seat #2 is loose. Toilets #3&4 leak. Seven wall mounted feminine hygiene receptacles are on the floor.

F-006 & F-005 - There are gaps in the wall around the new fire alarm panel. Ceiling tiles are stained and out of position.

F-011 - A ceiling tile is stained.

F-027 - A ceiling tile is stained.

F-108 - An electrical outlet multiplier is in use. A cabinet handle is coming off.

F-203 - A ceiling tile fell out.

F-205 - A ceiling tile has a hole.

F-206 - A high percentage of wall surface is covered with paper. Two ceiling tiles are out of position.

F-209 - Three ceiling tiles have chewed edges. Tack wall panels are loose in several spots.

Football Home Bleachers - The Press Box has ceiling tile stains. An electrical outlet at the front row, center, of the bleachers is missing a weather tight cover.

G-101 - Storage in G-033 Electrical Rm. blocks access to the equipment. A ceiling tile is stained near the door. The lock is loose in the door.

G-102 - High percentage of wall surface covered with paper. Ceiling tiles are damaged, missing.

G-103 - Ceiling tiles are stained and out of position (16'). Extension cords are in permanent use. Surge protectors are daisy chained. One of the east doors won't shut. The fire alarm horn is covered with tape.

G-104 - Carpet on risers has loose seams and bubbles.

G-106 - Large ceiling tile stains. Access to the fire extinguisher is blocked.

H-001 - Ceiling tiles are stained.

H-004 and VP Offices - A ceiling tile is out of position in H-004. A ceiling tile by the RR's is stained. Ceiling tiles are damaged in the Secretaries' area. A faucet leaks in each RR. The toilet leaks in the left RR.

H-006 - A ceiling tile is stained.

H-011 - Ceiling tiles are missing.

H-012 - Ceiling tiles are missing.

H-105 - An electrical outlet cover is missing. A ceiling tile fell out.

School Facility Conditions and Planned Improvements

			<p>H-107 - Ceiling tiles and lighting diffusers are decorated with posters and polka dots.</p> <p>H-110 - Access to the fire extinguisher and the electrical breaker panel is blocked. The fire alarm horn is covered with tape. Ceiling tiles above the wall mounted TV's are broken.</p> <p>Hall of Fame - In the Women's RR toilet #6 leaks. A corner guard came off of the wall by the elevator. A ceiling tile is stained by the doors to the Gym. Graffiti is scratched on the elevator doors.</p> <p>I-103 - Ceiling tiles are stained, 16' high.</p> <p>I-105, 106 - Ceiling tiles are stained. Two fire alarm horns are covered with tape.</p> <p>I-201 - Ceiling tiles are stained. One gfci outlet is damaged. The back two sink drains are clogged.</p> <p>J-102 - Ceiling tiles are stained, have holes, and are damaged.</p> <p>J-103 - Ceiling tiles have holes (12').</p> <p>N-102 - The fire extinguisher is outdated. Ceiling tiles have holes.</p> <p>N-105 - Ceiling tiles have holes.</p> <p>N-106 - The door hits the jamb. Ceiling tiles have holes.</p> <p>N-110 - Ceiling tiles have holes.</p> <p>N-202 - Ceiling tiles have holes.</p> <p>N-207 - Ceiling tiles around the roof access ladder are stained and damaged.</p> <p>N-209 - Reset two ceiling tiles, others have holes.</p> <p>N-210 - Ceiling tiles have holes.</p> <p>Pool - A lamp is out in the RR. The feminine hygiene dispenser is missing a sticker. Two GFCI outlets by the pool are missing weather tight covers.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		<p>Data & Electrical Rooms N-112 & N-113 - Storage in the Data Rm. blocks access to the equipment. A ceiling tile is missing in the Electrical Rm.(contains a sprinkler and a sensor).</p> <p>F-007 Electrical - Used for storage.</p>
Electrical		X	<p>A-113 Career Center - The surface mount network connection box by the doors to the library has come off of the wall. A ceiling tile is stained. The ceiling mounted projector is powered using an extension cord.</p> <p>BoysLocker Room - One fire alarm horn is covered. A handicapped shower hose has been removed. Shower valve #5 (to the left of the RR) is broken. Urinals #1&4 leak. Stall door #3 hinge loose. Hand dryers #2&3 are not working. Shower #7 (to the right of the RR) leaks. The door to the Hall of Fame hits the jamb.</p> <p>C-202 - Two faucets near the projection screen are loose. Two gfci outlets are damaged.</p> <p>D-107 - The electrical breaker panel is covered.</p> <p>D-Wing BoysRR - Faucet #3 needs a new aerator. Toilet #5 is loose. The TP dispenser in stall #5 is damaged. One hand dryer won't run.</p> <p>E-108 - An electrical outlet multiplier is in use.</p> <p>F-108 - An electrical outlet multiplier is in use. A cabinet handle is coming off.</p>

School Facility Conditions and Planned Improvements

			<p>Football Home Bleachers - The Press Box has ceiling tile stains. An electrical outlet at the front row, center, of the bleachers is missing a weather tight cover.</p> <p>G-101 - Storage in G-033 Electrical Rm. blocks access to the equipment. A ceiling tile is stained near the door. The lock is loose in the door.</p> <p>G-103 - Ceiling tiles are stained and out of position (16'). Extension cords are in permanent use. Surge protectors are daisy chained. One of the east doors won't shut. The fire alarm horn is covered with tape.</p> <p>H-102 - An electrical outlet multiplier is in use. The faucet aerator needs to be replaced.</p> <p>H-104 - The door lock is loose, and the door is missing a fire extinguisher sticker. The fire extinguisher is outdated. An outlet cover is missing.</p> <p>H-105 - An electrical outlet cover is missing. A ceiling tile fell out.</p> <p>H-109 - The electrical breaker and signal panel are covered. 36 computers are powered by extension cords and daisy chained surge protectors that are plugged into four outlets. A duplex outlet is missing a cover plate.</p> <p>H-111 - Surface mounted electrical channel on the east wall is missing parts. One panic bar on a gate outside is broken.</p> <p>I-201 - Ceiling tiles are stained. One gfci outlet is damaged. The back two sink drains are clogged.</p> <p>J-020 - The door to the elevator foyer needs to be realigned. None of the lights in the catwalk stairwell work.</p> <p>J-Wing Foyer - CFL out above one of the Girls' toilets.</p> <p>Library - A lock in the west exterior door is loose. Two lights are out above the non-fiction book shelves.</p> <p>L-Wing Ticket Booth - Storage blocks access to the electrical breaker panels. One ticket window security device is missing hardware.</p> <p>N-104 - Extension cords in permanent use, daisy chained to surge protectors.</p> <p>Pool - A lamp is out in the RR. The feminine hygiene dispenser is missing a sticker. Two GFCI outlets by the pool are missing weather tight covers.</p> <p>Varsity Baseball - One fountain leaks. The adjacent puddle does not appear to be irrigation related. Behind the backstop two outlets are missing weather tight covers.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	<p>A-070 - The faucet leaks.</p> <p>BoysLocker Room - One fire alarm horn is covered. A handicapped shower hose has been removed. Shower valve #5 (to the left of the RR) is broken. Urinals #1&4 leak. Stall door #3 hinge loose. Hand dryers #2&3 are not working. Shower #7 (to the right of the RR) leaks. The door to the Hall of Fame hits the jamb.</p> <p>C-103 - Access to the master gas shutoff valve is blocked. The right faucet at all four sinks is loose. One ceiling tile is out of position.</p> <p>C-104 - One faucet by the TV is loose.</p> <p>C-105 - Five faucets are loose.</p> <p>C-201 - The faucet closest to the door is loose.</p>

School Facility Conditions and Planned Improvements

C-202 - Two faucets near the projection screen are loose. Two gfcı outlets are damaged.

C-204 - The faucet by cabinet door #5 is loose. The fire alarm horn is covered with tape.

C-209 - The faucets by the door are loose. The fire alarm horn is covered with tape.

C-221 - Workroom C-222 has a stained ceiling tile, a faucet that leaks, and a damaged aerator.

Cafeteria - Ceiling tiles are stained. Girls' toilet #5 leaks. Boys' urinal #1 leaks.

D-Wing BoysRR - Faucet #3 needs a new aerator. Toilet #5 is loose. The TP dispenser in stall #5 is damaged. One hand dryer won't run.

E-107 - The kitchen faucet leaks. The RR faucets leak. The shower is used for storage.

E-Wing GirlsRR - The feminine hygiene dispenser is missing a sticker. The door slams. One hand dryer doesn't heat. Toilet seat #2 is loose. Toilets #3&4 leak. Seven wall mounted feminine hygiene receptacles are on the floor.

Football Visitor's Bleachers - The fountains are not working.

G-107 - The OptiClean's red light is on. The panic bar gate outside won't close. The fountain between the RR's leaks.

G-201 - The faucets on the sink in the counter leak. A network connection box cover is broken below the whiteboard.

GirlsLocker Room - Toilet #2 leaks, #3 is loose, #7 leaks, and #8 has a loose seat.

G-Wing upstairs Staff RR's - Both toilets leak. The aerator on the Men's faucet is damaged, and the Women's cold faucet leaks.

H-004 and VP Offices - A ceiling tile is out of position in H-004. A ceiling tile by the RR's is stained. Ceiling tiles are damaged in the Secretaries' area. A faucet leaks in each RR. The toilet leaks in the left RR.

H-101 - The aerator needs to be replaced.

Hall of Fame - In the Women's RR toilet #6 leaks. A corner guard came off of the wall by the elevator. A ceiling tile is stained by the doors to the Gym. Graffiti is scratched on the elevator doors.

Health Clinic A-099 - The eyewash cannot be operated.

I-102 - One faucet is missing a handle. The fire alarm horn is covered with tape.

I-201 - Ceiling tiles are stained. One gfcı outlet is damaged. The back two sink drains are clogged.

J026 - The Women's toilet leaks.

JV Softball - The fountains are not working. The fencing by the gate to the street is damaged.

K-Wing Boys' RR - Toilet #2 leaks. Faucets #2 & #3 leak.

K-Wing Girls RR - Toilets #4 & #7 leak.

L-Wing Boys' RR - The lock is loose. The door won't close. The fire alarm horn strobe is damaged. Toilet #1 leaks. Toilet seat #2 is loose.

L-Wing Girls' RR - Toilet #4 leaks.

N-107 - The exterior door won't shut. The Women's RR door won't shut. The Women's toilet leaks.

School Facility Conditions and Planned Improvements

			<p>N-Wing BoysRR - Urinal #4 on the right is out of order. Stall #6 door latch is broken. Toilet #4 leaks. One exterior fountain leaks.</p> <p>N-Wing GirlsRR - The door won't shut. Toilets #4&8 leak. Faucet #2 is not working.</p> <p>Varsity Baseball - One fountain leaks. The adjacent puddle does not appear to be irrigation related. Behind the backstop two outlets are missing weather tight covers.</p>
Safety: Fire Safety, Hazardous Materials		X	<p>A-209 - One of the fire extinguisher box doors has been pushed in, preventing access. Ceiling tiles are out of position, missing, broken, or punctured.</p> <p>BoysLocker Room - One fire alarm horn is covered. A handicapped shower hose has been removed. Shower valve #5 (to the left of the RR) is broken. Urinals #1&4 leak. Stall door #3 hinge loose. Hand dryers #2&3 are not working. Shower #7 (to the right of the RR) leaks. The door to the Hall of Fame hits the jamb.</p> <p>C-011 - The fire alarm horn is covered with tape. The left RR door won't shut. The feminine hygiene dispenser is missing a sticker in the left RR. Two cabinet doors are misaligned in the left workroom. Three ceiling tiles are missing, one is broken.</p> <p>C-102 - The fire alarm horn is covered with tape. Decorative lighting is hung from the ceiling.</p> <p>C-103 - Access to the master gas shutoff valve is blocked. The right faucet at all four sinks is loose. One ceiling tile is out of position.</p> <p>C-109 - The fire alarm horn is partially filled with stuff.</p> <p>C-203 - The door won't shut. The fire alarm horn is covered with tape.</p> <p>C-204 - The faucet by cabinet door #5 is loose. The fire alarm horn is covered with tape.</p> <p>C-205 - A cabinet handle is loose near the teacher's desk. The fire alarm horn is covered with tape. Access to the fire extinguisher is blocked.</p> <p>C-206 - The fire alarm horn is covered with tape.</p> <p>C-209 - The faucets by the door are loose. The fire alarm horn is covered with tape.</p> <p>D-001 - Ceiling tiles are stained. One triangular ceiling tile is missing. The clock's glass cover is broken. There is a hole in the wall by the door to D-003. The fire extinguisher is outdated (exp. 1-20). The doors won't shut.</p> <p>D-108 - A plug-in air freshener is in use.</p> <p>D-109 - A high percentage of the wall surface is covered with paper. The electrical breaker and signal panels are covered and access is blocked. The fire alarm horn is covered with tape.</p> <p>D-110 - The door won't latch. The fire alarm horn is covered with tape.</p> <p>E-101 - A high percentage of the wall surface is covered with paper.</p> <p>E-106 - A gas cylinder is unsecured.</p> <p>E-109 - A high percentage of wall surface is covered with paper.</p> <p>E-111 - A high percentage of wall surface is covered by paper.</p>

School Facility Conditions and Planned Improvements

				<p>F-206 - A high percentage of wall surface is covered with paper. Two ceiling tiles are out of position.</p> <p>F-207 - A plug-in air freshener is in use. Surge protectors and extension cords are daisy chained. Student work is stapled to the ceiling tiles.</p> <p>G-102 - High percentage of wall surface covered with paper. Ceiling tiles are damaged, missing.</p> <p>G-103 - Ceiling tiles are stained and out of position (16'). Extension cords are in permanent use. Surge protectors are daisy chained. One of the east doors won't shut. The fire alarm horn is covered with tape.</p> <p>G-106 - Large ceiling tile stains. Access to the fire extinguisher is blocked.</p> <p>G-202 - Access to the fire extinguisher is blocked. Ceiling tiles have been painted. One tile is missing.</p> <p>H-104 - The door lock is loose, and the door is missing a fire extinguisher sticker. The fire extinguisher is outdated. An outlet cover is missing.</p> <p>H-108 - A high percentage of wall surface is covered with paper. The electrical breaker and signal panels are covered.</p> <p>H-110 - Access to the fire extinguisher and the electrical breaker panel is blocked. The fire alarm horn is covered with tape. Ceiling tiles above the wall mounted TV's are broken.</p> <p>I-102 - One faucet is missing a handle. The fire alarm horn is covered with tape.</p> <p>I-105, 106 - Ceiling tiles are stained. Two fire alarm horns are covered with tape.</p> <p>I-202 - The fire alarm horn is covered with tape.</p> <p>J-104 - The fire extinguisher is outdated.</p> <p>J104 - The fire extinguisher is outdated.</p> <p>L-Wing Boys' RR - The lock is loose. The door won't close. The fire alarm horn strobe is damaged. Toilet #1 leaks. Toilet seat #2 is loose.</p> <p>N-101 - A high percentage of the walls are covered in paper.</p> <p>N-102 - The fire extinguisher is outdated. Ceiling tiles have holes.</p> <p>N-203 - The door lock is loose. A plug-in air freshener is in use.</p> <p>N-204 - The fire alarm horn was covered with tape.</p>
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>B-101 - The latch strike plate is loose on one of the exterior door jambs.</p> <p>BoysLocker Room - One fire alarm horn is covered. A handicapped shower hose has been removed. Shower valve #5 (to the left of the RR) is broken. Urinals #1&4 leak. Stall door #3 hinge loose. Hand dryers #2&3 are not working. Shower #7 (to the right of the RR) leaks. The door to the Hall of Fame hits the jamb.</p> <p>C-011 - The fire alarm horn is covered with tape. The left RR door won't shut. The feminine hygiene dispenser is missing a sticker in the left RR. Two cabinet doors are misaligned in the left workroom. Three ceiling tiles are missing, one is broken.</p>

School Facility Conditions and Planned Improvements

C-203 - The door won't shut. The fire alarm horn is covered with tape.

D-001 - Ceiling tiles are stained. One triangular ceiling tile is missing. The clock's glass cover is broken. There is a hole in the wall by the door to D-003. The fire extinguisher is outdated (exp. 1-20). The doors won't shut.

D-110 - The door won't latch. The fire alarm horn is covered with tape.

E-110 - The door closes too quickly.

E-Wing GirlsRR - The feminine hygiene dispenser is missing a sticker. The door slams. One hand dryer doesn't heat. Toilet seat #2 is loose. Toilets #3&4 leak. Seven wall mounted feminine hygiene receptacles are on the floor.

F-202 - The door viewer has been painted over.

G-101 - Storage in G-033 Electrical Rm. blocks access to the equipment. A ceiling tile is stained near the door. The lock is loose in the door.

G-103 - Ceiling tiles are stained and out of position (16'). Extension cords are in permanent use. Surge protectors are daisy chained. One of the east doors won't shut. The fire alarm horn is covered with tape.

G-107 - The OptiClean's red light is on. The panic bar gate outside won't close. The fountain between the RR's leaks.

G-203 - The panic bar needs repair.

H-010 - The hose connection outside leaks.

H-018 - The lock is loose in the door that leads to the back driveway.

H-104 - The door lock is loose, and the door is missing a fire extinguisher sticker. The fire extinguisher is outdated. An outlet cover is missing.

H-111 - Surface mounted electrical channel on the east wall is missing parts. One panic bar on a gate outside is broken.

I-101 - One door has a viewer damaged and a loose lock.

J-020 - The door to the elevator foyer needs to be realigned. None of the lights in the catwalk stairwell work.

JV Baseball - There is a puddle on the third base line. There are gophers in the grass. The backstop fencing is damaged and the boards are rotted.

JV Softball - The fountains are not working. The fencing by the gate to the street is damaged.

Library - A lock in the west exterior door is loose. Two lights are out above the non-fiction book shelves.

L-Wing Boys' RR - The lock is loose. The door won't close. The fire alarm horn strobe is damaged. Toilet #1 leaks. Toilet seat #2 is loose.

L-Wing Ticket Booth - Storage blocks access to the electrical breaker panels. One ticket window security device is missing hardware.

N-106 - The door hits the jamb. Ceiling tiles have holes.

N-107 - The exterior door won't shut. The Women's RR door won't shut. The Women's toilet leaks.

N-203 - The door lock is loose. A plug-in air freshener is in use.

School Facility Conditions and Planned Improvements				
				N-Wing GirlsRR - The door won't shut. Toilets #4&8 leak. Faucet #2 is not working.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	<p>State Priority: Pupil Achievement</p> <p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p>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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). <p>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.</p>
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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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	36	36	31	33	46	47
Mathematics (grades 3-8 and 11)	14	12	19	20	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	642	617	96.11	3.89	36.47
Female	324	311	95.99	4.01	40.19
Male	318	306	96.23	3.77	32.68
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	21	18	85.71	14.29	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	601	581	96.67	3.33	35.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	103	96	93.20	6.80	2.08
Foster Youth	0	0	0	0	0
Homeless	76	71	93.42	6.58	38.03
Military	18	18	100.00	0.00	27.78
Socioeconomically Disadvantaged	610	588	96.39	3.61	35.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	69	94.52	5.48	8.70

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	642	612	95.33	4.67	12.13
Female	324	309	95.37	4.63	10.36
Male	318	303	95.28	4.72	13.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	21	18	85.71	14.29	11.11
Filipino	--	--	--	--	--
Hispanic or Latino	601	576	95.84	4.16	11.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	103	96	93.20	6.80	0.00
Foster Youth	0	0	0	0	0
Homeless	76	71	93.42	6.58	11.43
Military	18	18	100.00	0.00	16.67

Socioeconomically Disadvantaged	610	584	95.74	4.26	11.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	68	93.15	6.85	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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	16.74	15.47	17.88	17.92	30.29	30.73

2023-24 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	1334	1315	98.58	1.42	15.46
Female	661	653	98.79	1.21	14.26
Male	673	662	98.37	1.63	16.64
American Indian or Alaska Native	--	--	--	--	--
Asian	13	12	92.31	7.69	50.00
Black or African American	44	43	97.73	2.27	13.95
Filipino	--	--	--	--	--
Hispanic or Latino	1246	1229	98.64	1.36	15.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	11.11
English Learners	166	163	98.19	1.81	1.23
Foster Youth	--	--	--	--	--
Homeless	152	148	97.37	2.63	12.93
Military	37	36	97.30	2.70	8.33
Socioeconomically Disadvantaged	1270	1252	98.58	1.42	15.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	176	169	96.02	3.98	1.18

2023-24 Career Technical Education Programs

Career Technical Education Programs (School Year 2024-2025)

As a contributing partner in the development of the region’s workforce, the San Bernardino City Unified School District offers a wide variety of high quality CTE courses in 13 of the 15 industry sectors identified by the State of California. Each CTE course addresses the current job market and is part of a sequence of courses that form Programs of Study (Career Pathways) that link high school and post-secondary programs. 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

2023-24 Career Technical Education Programs

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
 The Elevate Academy

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
 Marketing, Sales & Service
 Public Services
 Transportation

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1837
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	15.8
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.5
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	47.49

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.

2023-24 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 requires only participation results 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	96.1	96.1	96.1	96.1	96.1

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.

2024-25 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	3.3	3.1	2.7	10.2	9.9	9.7	7.8	8.2	8.9
Graduation Rate	93.8	95.5	94.8	83.4	82.1	83.2	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	729	691	94.8
Female	349	339	97.1
Male	380	352	92.6
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	26	26	100.0
Filipino	--	--	--
Hispanic or Latino	676	639	94.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	138	115	83.3
Foster Youth	--	--	--
Homeless	105	96	91.4
Socioeconomically Disadvantaged	717	680	94.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	117	97	82.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3031	2921	992	34.0
Female	1467	1410	490	34.8
Male	1563	1510	502	33.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	24	7	29.2
Black or African American	103	98	51	52.0
Filipino	--	--	--	--
Hispanic or Latino	2817	2717	901	33.2
Native Hawaiian or Pacific Islander	13	12	4	33.3
Two or More Races	12	12	4	33.3
White	43	39	18	46.2
English Learners	589	553	217	39.2
Foster Youth	18	15	6	40.0
Homeless	386	369	162	43.9
Socioeconomically Disadvantaged	2895	2804	963	34.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	424	406	170	41.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
8.05	7.21	5.05	4.68	5.14	4.92	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.19	0.36	0.2	0.18	0.17	0.16	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.05	0.20
Female	4.36	0.00
Male	5.69	0.38
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	8.33	0.00
Black or African American	16.50	2.91
Filipino	0.00	0.00
Hispanic or Latino	4.54	0.07
Native Hawaiian or Pacific Islander	15.38	7.69
Two or More Races	0.00	0.00
White	4.65	0.00
English Learners	6.96	0.17
Foster Youth	11.11	0.00
Homeless	5.44	0.26
Socioeconomically Disadvantaged	5.22	0.21
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.84	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Date of Last Review/Update: Oct. 9, 2024
Date Last Reviewed with Faculty: Oct. 17, 2024

2024-25 School Safety Plan

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.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	142	50	18
Mathematics	17	88	50	12
Science	16	84	45	10
Social Science	16	97	41	14

2023-24 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	303.33

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$9,020	\$1,239	\$7,780	\$80,841
District	N/A	N/A	\$9,265	\$103,459
Percent Difference - School Site and District	N/A	N/A	-17.4	-24.5
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-32.2	-15.7

Fiscal Year 2023-24 Types of Services Funded

Types of Services Funded (Fiscal Year 2023-2024)

All categorically funded programs within the San Bernardino City Unified School District (SBCUSD) aim to ensure that every student achieves proficiency in state and local standards. This commitment extends to all student groups, including English Learners (ELs), Long-Term English Learners (LTELs), Socio-Economically Disadvantaged (Low-Income), African American, American Indian, Asian, Filipino, Hispanic, Pacific Islander, Homeless, Foster Youth, Students with Disabilities, Two or More Races, and White students.

To achieve this, each school site employs a continuous improvement process known as Plan, Do, Study, Act (PDSA). This framework actively engages key educational partners, including principals, teachers, support staff, parents, and students at the secondary level. Together, these educational partners form the School Site Council (SSC). The SSC is tasked with developing, annually reviewing, evaluating, and revising the School Plan for Student Achievement (SPSA). This comprehensive plan leverages self-study and collaborative efforts to ensure the alignment and effective use of all available resources, directing them toward delivering a high-quality educational program that supports student success.

Recognizing that some students may face challenges meeting academic standards and graduation requirements, categorical program funds are allocated to provide targeted support. These funds serve as supplemental educational resources to enhance the core instructional program and address the unique needs of at-risk students. Categorical funds are specifically designated for:

- Additional personnel time,
- Professional development opportunities,
- Supplemental instructional materials,
- Specialized services, equipment, and supplies.

These funds are supplementary and must not replace or supplant the base program.

Categorical Programs at SBCUSD Sites

Commonly implemented categorical programs include:

- Every Student Succeeds Act (ESSA) Title I, Part A: Supporting the lowest performing Socio-Economically Disadvantaged (Low-Income) students to meet the challenge academic standards in Reading, Writing, Math, and Science.
- Local Control Funding Formula (LCFF): Supplemental and Concentration Funds to support high-needs for Unduplicated Pupils (English Learners, Long Term English Learners, Low-Income, and Foster Youth).
- District-Level Categorical Programs

At the district level, categorical funds support services and instructional initiatives aimed at improving overall student outcomes, including:

- ESSA Title II, Part A: Supporting effective instruction, professional development of teachers and administrators, and recruitment and retention efforts.
- ESSA Title III, Part A: Language instruction for English Learners and immigrant students.
- ESSA Title IV, Part A: Promoting a safe, healthy learning environment, access to well-rounded education, and technology integration for personalized learning.
- ESSA Title VI, Indian Education: Provides federal funding to support Native American students' educational needs and cultural heritage. It aims to improve academic achievement while fostering connections to Native cultures, languages, and traditions.
- Carl D. Perkins Act: Provides funding for Career and Technical Education (CTE) programs emphasizing accountability, educational partner collaboration, and targeting underserved populations through enhanced local needs assessments.

Fiscal Year 2023-24 Types of Services Funded

Career Technical Education Incentive Grant (CTEIG): A California program to enhance K-12 CTE pathways complementing Perkins by focusing on California workforce needs and fostering education-business collaboration.

SBCUSD and the State identify schools with the greatest needs using local and state data, including student progress indicators and the California Dashboard. These programs aim to provide additional resources, implement data-driven improvement plans to address significant equity gaps, and ensure student group performance improves over time. These initiatives include:

Low-Performing Schools: a District-level program to support historically low-performing schools with additional support, oversight, and accountability.

Equity Multiplier: Aims to reduce educational inequities by providing extra funding to schools with high levels of need. Schools qualify based on Socio-Economically Disadvantaged rates of over 70% and student non-stability greater than 25%. Funding is directed toward evidence-based initiatives to address disparities without replacing existing resources.

Comprehensive Support and Improvement (CSI): a federally mandated support system under ESSA aimed at helping the lowest-performing schools in a state. Schools are typically identified for CSI if they are among the bottom 5% of schools based on performance metrics or have graduation rates below a certain threshold (e.g., less than 67%).

Targeted Support and Improvement (TSI): focuses on schools where specific student groups (e.g., based on race, income, disability, or English language proficiency) consistently underperform to reduce disparities.

Additional Targeted Support and Improvement (ATSI): ATSI is a subset of TSI. Schools are identified for ATSI when one or more subgroups perform at a level comparable to the lowest-performing 5% statewide schools. ATSI designation often involves more intensive interventions than TSI.

These coordinated efforts aim to ensure equitable opportunities and sustained academic success for all SBCUSD students.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$62,682	\$56,573
Mid-Range Teacher Salary	\$94,473	\$87,186
Highest Teacher Salary	\$126,463	\$119,665
Average Principal Salary (Elementary)	\$145,413	\$148,486
Average Principal Salary (Middle)	\$149,825	\$154,835
Average Principal Salary (High)	\$166,123	\$170,008
Superintendent Salary	\$364,000	\$338,699
Percent of Budget for Teacher Salaries	27.82	31.41
Percent of Budget for Administrative Salaries	4.11	4.86

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	19.5
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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	8
Mathematics	2
Science	4
Social Science	12
Total AP Courses Offered Where there are student course enrollments of at least one student.	26

Professional Development

The San Bernardino City Unified School District is committed to hiring the best staff available and to providing ongoing opportunities to support and increase professional practice for educators. Teacher Induction Program (TIP) mentors, Peer Assistance Review (PAR) consulting teachers, peer mentors, and content specialists work with teachers on a regular basis. Teachers, paraprofessionals, and administrators are all provided opportunities to participate in professional development (PD) programs. An analysis of site academic and behavioral data is used to provide focus to each site's Single Site Plan for Student Achievement and used to guide the creation of the site professional development plan. The site administrators and Professional Development Team (PDT) work together to establish the focus of site professional development that takes place during weekly early release Collaboration Days. Additionally, the district provided 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, 3 days in 2023-24, 2 days in 2024-2025 as well 6 additional 90-minutes district professional development sessions during the year.

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

Professional Development

Support Plans (BSPs), and legally defensible documents that best support students and meet state requirements. This year the emphasis of the districtwide PD was the continued integration of UDL and Teacher Clarify alongside the implementation of PLC teams. In addition, KAGEN cooperative learning strategies was brought to all teachers to help facilitate increased differentiation for our English Learner and Special Education student groups. 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	2