

# INDIAN SPRINGS 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

2024-25 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>	Jacob Rosario
<b>Email Address</b>	jacob.rosario@sbcusd.k12.ca.us
<b>School Website</b>	<a href="https://indiansprings.sbcusd.com/">https://indiansprings.sbcusd.com/</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	36678760125450

2024-25 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>

2024-25 School Description and Mission Statement
<p>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 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.</p> <p>Indian Springs is an urban school serving predominantly Hispanic and African-American students with relatively low means of</p>

2024-25 School Description and Mission Statement

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 invaluabley 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	504
Grade 10	480
Grade 11	459
Grade 12	386
Total Enrollment	1,829

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.5
Non-Binary	0.1
American Indian or Alaska Native	0.1
Asian	1.9
Black or African American	9
Filipino	0.2
Hispanic or Latino	85.7
Two or More Races	1.2
White	1.6
English Learners	15.9
Foster Youth	0.6
Homeless	11.2
Socioeconomically Disadvantaged	95.1
Students with Disabilities	15.7

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/Incomplete/NA</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/Incomplete/NA</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

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	62.50	75.45	1971.20	83.53	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	1.21	53.50	2.27	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.70	4.47	144.40	6.12	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.80	2.19	52.40	2.22	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	13.80	16.65	138.10	5.86	14303.80	5.15
<b>Total Teaching Positions</b>	82.90	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
<b>Permits and Waivers</b>	0.00	1.00	2.9
<b>Misassignments</b>	1.40	5.90	0.7
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	1.40	6.90	3.7

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.80	0.00	0
<b>Local Assignment Options</b>	4.00	1.60	1.8
<b>Total Out-of-Field Teachers</b>	4.90	1.60	1.8

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.60	10.1	1.6
<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)	4.10	2.7	2.2

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
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt: Collections (2016)	Yes	0
	California State University: Expository Reading and Writing Course (2014)		
<b>Mathematics</b>	Pearson: CA Integrated High School Mathematics Common Core: Mathematics I (2015)	Yes	0
	Pearson: CA Integrated High School Mathematics Common Core: Mathematics II (2015)		
	Pearson: CA Integrated High School Mathematics Common Core: Mathematics III (2015)		
	Freeman: Practice of Statistics (2015)		
	Pearson: FDWKB Calculus, AP Edition (2015)		
	Pearson Sullivan: Precalculus: Enhanced with Graphing Utilities (2015)		
	Pearson: Elementary Statistics Picturing the World (2015)		

	CSU: MRWC (2019)		
<b>Science</b>	<p>Pearson: Experience Biology: The Living Earth ( 2020)</p> <p>Pearson: Campbell Biology (2020)</p> <p>Pearson: Human Anatomy &amp; Physiology 11th Edition (2020)</p> <p>Pearson: Experience Chemistry in the Earth System ( 2020)</p> <p>Oxford University Press: Chemistry International Baccalurate/MYP (2020)</p> <p>Oxford University Press:IB Sports (2020)</p> <p>OpenStax: Physics AP (2020)</p> <p>Discovery Education: Physics of the Universe (2020)</p> <p>McGraw-Hill: Chemistry (20200</p>	Yes	0
<b>History-Social Science</b>	<p>Pearson: My World Interactive World Geography (2018)</p> <p>Pearson: Psychology, 4th Edition-Elmhorst, Minter, Ciciccarelli, White (2018)</p> <p>Pearson: The Cultural Landscape: An Introduction to Human Geography, 13th Edition-Rubenstein (2018)</p> <p>Bedford, Freeman, &amp; Worth Publishing: Ways of the World with Sources, for the AP course, 4th edition-Strayer and Nelson (2018)</p> <p>Pearson: California World History: The Modern World (2018)</p> <p>Bedford, Freeman, &amp; Worth Publishing: Psychology for the AP Course, 3rd Edition-Myers (2018)</p> <p>Bedford, Freeman, &amp; Worth Publishing: America's History, For the AP Course, 9th Edition-Hennretta, Hinderaker, Edwards and Self (2018)</p> <p>Pearson: California United States History: The Twentieth Century (2018)</p> <p>Bedford, Freeman, &amp; Worth Publishing: American Government Stories of a Nation (2018)</p> <p>Pearson: California Economics Principles in Action (2018)</p> <p>Pearson: California Magruder's American Government (2018)</p> <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:</p>	Yes	0



	Superpower Tensions & Rivalries, Authoritarian States, History Americas: 1880-1981 (2018)		
<b>Foreign Language</b>	Vista Higher Learning: Senderos 1 (2021) Vista Higher Learning: Senderos 2 (2021) Vista Higher Learning: Senderos 3 (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: Temas Para Español B Spanish for the IB Diploma (2021) Carnegie Learning: ¡Que Chevere! 4 2nd Ed. (2021) Vista Higher Learning: Intrigas Advanced Spanish through Literature and Film 3rd Edition (2021) Pearson: Reflexiones Introducción a la literatura hispánica (2021) Vista Higher Learning: D'Accord! 1 (2021) Vista Higher Learning: D'Accord! 2 (2021) Vista Higher Learning: D'Accord! 3 (2021) Carnegie Learning: T'es branché 4 (2021) Vista Higher Learning: Imaginez 4th Edition Le Francaise Sans Frontieres (2021) Vista Higher Learning: Face-A-Face Conversation Sans Frontieres 3 (2021)	Yes	0
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	Glencoe/McGraw-Hill: Art Talk (2002) Glencoe/McGraw-Hill: The Stage and the School (2002) Glencoe/McGraw-Hill: Music! Its Role and Importance in Our Lives (2002)	No	0

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

## 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

## School Facility Conditions and Planned Improvements

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.

### Safety

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

### Maintenance and Repair

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

### Cleaning Process and Schedule

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

### School Facility Improvements

Each year the district uses state and local funds to maintain and improve school sites. Planned improvements for this school for the 2023-24 school year are listed below:

The following improvements are made district-wide where necessary:

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

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

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### School Facility Good Repair Status

#### Williams Visit Findings

Visit Date: 08/29/24

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 4. Interior Surfaces

Weight Room: Ceiling tiles are damaged, loose, missing or stained (remedied 8/29/24)

#### Section 7. Electrical

Snack Bar: Lighting fixtures or bulbs are not functioning properly or missing (work order #159520)

Swimming Complex Girls' RR: Lighting fixtures or bulbs are not functioning properly or missing

## School Facility Conditions and Planned Improvements

### Section 8. Restrooms

Football Field/Stadium Boys' RR: Soap/sanitizer dispensers empty  
 Football Field/Stadium Girls' RR: Soap/sanitizer dispensers empty  
 F-Wing Boys' RR: Soap/sanitizer dispensers damaged, broken or missing  
 Q-Wing Boys' RR: Soap/sanitizer dispensers damaged, broken or missing (remedied 8/29/24)  
 Q-Wing Girls' RR: Soap/sanitizer dispensers damaged, broken or missing (remedied 8/29/24)  
 F-Wing Girls' RR: Electric hand dryers are damaged or broken  
 Q-Wing Girls' RR: Toilet is damaged, broken, or clogged (work order #154416)  
 Boys' Locker Room RR: Sink is not working or functioning properly (remedied 8/29/24)  
 F-Wing Boys' RR: Sink is not working or functioning properly (remedied 8/29/24)  
 G-Wing Girls' RR: Restroom not stocked with menstrual products (remedied 8/29/24)  
 M-Wing Girls' RR: Restroom not stocked with menstrual products (remedied 8/29/24)  
 Football Field/Stadium Girls' RR: Restroom not stocked with menstrual products  
 Snack Bar Girls' RR: Restroom not stocked with menstrual products

### Section 9. Sinks/Fountains

Tennis Courts: Sink/fountain is damaged (remedied 8/29/24)

### Section 10. Fire Safety

Library: Fire extinguisher is missing (remedied 8/29/24)  
 Snack Bar: Fire extinguisher is missing  
 S-Wing Vice Principal's Office: Fire extinguisher is missing  
 Performing Arts Center/Theater: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/29/24)  
 Gym: Fire extinguisher out of date or missing monthly inspection sign-off (remedied 8/29/24)  
 Choir Room: Fire extinguisher out of date or missing monthly inspection sign-off  
 Snack Bar: Fire extinguisher out of date or missing monthly inspection sign-off (work order #159521)

### Section 14. Playground/School Grounds

Grounds: Overgrown vegetation poses a trip/safety hazard (remedied 8/29/24)

### School Facility Good Repair Status

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). Results of this survey are available from the district's Maintenance and Operations Department.

The most recent facilities inspection took place October, 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

10/18/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			D-4 - The OptiClean's red light is on. There are ant nests in the south doorway. A ceiling sensor is out of position. There are no fire extinguishers. The north ADA room number sign is damaged. Theater Foyer - West door to Black Box won't close. Smells of sewer gas, seems to come from the Custodial Rm.
<b>Interior:</b> Interior Surfaces		X		B-1 - In the right hand RR the feminine hygiene dispenser is missing a sticker. In the right hand RR the

## School Facility Conditions and Planned Improvements

faucet's aerator is plugged. The exterior door won't close.

BoysLocker Rm. - The south door slams. Paint has been peeled from the interior wall by the south door. Graffiti on the RR portions and the hallway walls.

C-1 - The right student toilet leaks. One fire extinguisher is outdated. Touch up the interior of doors and walls where paint has been chipped or peeled. See the teacher. (It's a licensing issue)

C-2 - South door won't close. The two fire extinguishers are outdated. Touch up interior of doors and walls where paint has been peeled. See the teacher. (It's a licensing issue)

East exterior Boys' RR - There is graffiti on the exterior signs. Three soap dispensers are damaged. Faucets #1 & 4 are loose. The TP dispenser between stalls #2 & 3 is missing. One urinal partition has been forcibly removed, it's stored in the foyer.

East exterior Girls' RR - The feminine hygiene dispenser needs a sticker.

F-4 - The door to the work room will not close. The breaker panel is covered. Decorations hanging from the ceiling.

F-6 - The northeast door won't close. Two sink cabinet handles are missing. The breaker panel is blocked by a book case and a coffee machine. An electrical outlet cover is missing from a lab table. The fire alarm annunciation has clear tape on it. Three ceiling tiles are damaged.

F-6,7 Work Rm. - Ceiling tiles are out of position. One fire extinguisher is outdated. The southwest door slams. Access to emergency shower and eye wash blocked by stored OptiClean machines. Fume hood is used for storage and is in alarm mode.

F-7 - One sink cabinet handle missing.

F-Wing Boys'RR - Urinal partitions loose or missing. Soap dispensers damaged. Two faucets are loose. Smoke detector covered. Stall door handles missing. Box cover in southwest wall is open

F-Wing GirlsRR - One stall locked. Lube stall door hinges. One fire alarm annunciator damaged.

G-3 - The toilet leaks. A triangular ceiling tile near the west door is missing.

GirlsLocker Rm. - One stall door hinges. Secure feminine hygiene receptacles in the stalls. One TP dispenser broken. One stall locked. Paint damaged on the north and south doors, as well as the hallway door.

H-5 - The south interior wall has paint that has peeled off.

J-10 - A ceiling tile near the projection screen is out of position. A plug-in air freshener is in use.

J-2 - A plug-in air freshener is in use. The west wall below the chair rail has extensive peelec paint.

K-9 - Paint on the east interior wall has been damaged.

K-Wing Workroom K-3,4 - Storage up high. The fire extinguisher is missing.

Library Girls'RR - #1 & 2 Stall door hinges are difficult to operate.

## School Facility Conditions and Planned Improvements

			<p>M-2 - One ceiling tile is damaged. There is no fire extinguisher. In the exterior kiln area the fire extinguisher pressure is low.</p> <p>M-Wing Boys' RR - In stall #3 the latch strike is damaged. A hatch is open in the ceiling.</p> <p>M-Wing Girls' RR - Toilet #7 leaks. Two ceiling hatches are open.</p> <p>P-2 - Ceiling tiles near the windows have been damaged. Post-it notes indicate a leak in the soffit from a hatch. The fire extinguisher is missing.</p> <p>P-8 - The north interior wall has been damaged and paint has peeled.</p> <p>Q-4 - Reset a ceiling tile. The south interior wall has damage to the paint. The fire extinguisher is outdated. Two plug-in air fresheners in use.</p> <p>Q-Wing GirlsRR - Toilet #2 is plugged. The Feminine Hygiene dispenser is missing a sticker.</p> <p>Q-Wing Men's Staff RR - Stall door #2 is difficult to operate.</p> <p>Q-Wing Office - One ceiling tile has a hole. One plug-in air freshener is in use.</p> <p>R-Wing Faculty Kitchen - The toilet has been shut off, and the tank lid is broken. The south brick wall shows the effluence of water intrusion in the storage room and the Restroom. Two ceiling tiles in the storage room by the RR are stained.</p> <p>S-13 - Two plug-in air fresheners in use.</p> <p>Snack Bar west Women's RR - Something beeps. The feminine hygiene dispenser needs a sticker. The metal "W" is missing from the brick wall outside.</p> <p>Stadium Press Box - The south door slams because the closer has been leaking. The roof hatch was not latched or locked. Ceiling tiles are stained.</p> <p>Stadium Snack Bar E Women's RR - Something is beeping. Faucet #1 leaks. The feminine hygiene dispenser is missing a sticker.</p> <p>S-Wing Hallway - Two fire extinguishers are missing. One fire extinguisher is missing a tag. The low wall below the northwest window shows water intrusion damage. Ceiling tiles are damaged or out of position. Paint on the interior walls has been damaged and peeled. The exit sign by the north facing doors has been damaged.</p> <p>T-4 - Ceiling tiles are out of position.</p> <p>T-6 - One of the bowls in the green fountain outside is out of position. The east interior wall has been damaged. The carpet has cutouts where something has been removed. The fire extinguisher is missing.</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		<p>D-4 - The OptiClean's red light is on. There are ant nests in the south doorway. A ceiling sensor is out of position. There are no fire extinguishers. The north ADA room number sign is damaged.</p> <p>East Foyer - Damaged RR accessories and a full folding chair rack are stored in the foyer.</p> <p>Electrical Rm. - Ant nests and spiders in the doorway. Every breaker panel was open.</p> <p>G-Wing Data Rm. - Storage blocks access. Ant nests in the doorway.</p>

## School Facility Conditions and Planned Improvements

			<p>Stadium Ticket Booth - Panic bar gate outside is difficult to operate. The floor has not been cleaned.</p> <p>T-Wing Storage/Equipment Rm. - Spiders, leaves and dirt inside Graffiti on the exterior of the door, sign, and nearby post.</p>
Electrical	X		<p>D-4 - The OptiClean's red light is on. There are ant nests in the south doorway. A ceiling sensor is out of position. There are no fire extinguishers. The north ADA room number sign is damaged.</p> <p>East exterior Boys' RR - There is graffiti on the exterior signs. Three soap dispensers are damaged. Faucets #1 &amp; 4 are loose. The TP dispenser between stalls #2 &amp; 3 is missing. One urinal partition has been forcibly removed, it's stored in the foyer.</p> <p>Electrical Rm. - Ant nests and spiders in the doorway. Every breaker panel was open.</p> <p>F-3 - Two plug-in air fresheners in use. Five gas valves or plugs are missing. Three electrical outlet covers are missing.</p> <p>F-5 - One plug-in air freshener is in use. One electrical outlet cover is located in the fume hood. The fume hood red light is blinking.</p> <p>F-6 - The northeast door won't close. Two sink cabinet handles are missing. The breaker panel is blocked by a book case and a coffee machine. An electrical outlet cover is missing from a lab table. The fire alarm annunciation has clear tape on it. Three ceiling tiles are damaged.</p> <p>H-6 - One light switch by the northeast door is difficult to operate. The northeast door has graffiti on the outside. An outlet multiplier is in use, and a surge protector is daisy chained to it. Two plug-in air fresheners are in use. The southeast door won't shut when it's in the sun.</p> <p>JV Baseball field - Two green fountain bowls are damaged. An electrical outlet cover is missing behind the backstop</p> <p>K-7 - One lighting diffuser grill is down on top of the learning wall.</p> <p>K-8 - One diffuser grill is down on a desk.</p> <p>N-1 - The northwest door drags and won't close. Two fire extinguishers are outdated. A third has no tag. A lighting diffuser is hanging down, near the southwest sliding doors.</p> <p>Pool - An electrical outlet cover is missing by the southwest gates. The handicapped shower head is plugged and the hose and handset is missing. In the Women's RR the lighting is dim.</p> <p>R-Wing Staff RR's - The occupancy sensor oscillates continuously in the left RR with or without the lights on.</p> <p>Snack Bar west Men's RR - Something is beeping.</p> <p>Snack Bar west Women's RR - Something beeps. The feminine hygiene dispenser needs a sticker. The metal "W" is missing from the brick wall outside.</p> <p>Stadium Snack Bar E Women's RR - Something is beeping. Faucet #1 leaks. The feminine hygiene dispenser is missing a sticker.</p> <p>Stadium Snack Bar east Men's RR - Something is beeping. Faucet #3 is not working, #4 leaks.</p>



## School Facility Conditions and Planned Improvements

			T-5 - An electrical outlet cover is missing.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	<p>B-1 - In the right hand RR the feminine hygiene dispenser is missing a sticker. In the right hand RR the faucet's aerator is plugged. The exterior door won't close.</p> <p>Basketball Courts - The green fountain near the Boys' Locker Rm. has been dismantled.</p> <p>C-1 - The right student toilet leaks. One fire extinguisher is outdated. Touch up the interior of doors and walls where paint has been chipped or peeled. See the teacher. (It's a licensing issue)</p> <p>Cafeteria - One south door won't close. Another has a broken limit bar on top. One west door squeals loudly and won't close (previously damaged and repaired). Three aerators are plugged in the Boys' RR and one in the Girls'. The feminine hygiene dispenser is missing a sticker in the Girls' RR.</p> <p>East exterior Boys' RR - There is graffiti on the exterior signs. Three soap dispensers are damaged. Faucets #1 &amp; 4 are loose. The TP dispenser between stalls #2 &amp; 3 is missing. One urinal partition has been forcibly removed, it's stored in the foyer.</p> <p>F-1 - One gas valve handle and one entire gas valve or plug is missing. One faucet handle is missing. One exterior door won't close.</p> <p>F-2 - Water has been shut off. Teacher has not been told about master controls. Gas valve or plug is missing.</p> <p>F-Wing Boys'RR - Urinal partitions loose or missing. Soap dispensers damaged. Two faucets are loose. Smoke detector covered. Stall door handles missing. Box cover in southwest wall is open</p> <p>F-Wing Offices - Fire extinguisher is missing. The toilet leaks.</p> <p>G-3 - The toilet leaks. A triangular ceiling tile near the west door is missing.</p> <p>GirlsLocker Rm. - One stall door hinges. Secure feminine hygiene receptacles in the stalls. One TP dispenser broken. One stall locked. Paint damaged on the north and south doors, as well as the hallway door.</p> <p>G-Wing Women's RR - The faucet aerator is clogged.</p> <p>Gym west Foyer Girls' RR - Toilets #1 &amp; 4 leak. The door won't shut.</p> <p>H-Wing Men's RR - The urinal leaks. One panic bar pivot pin is out of position.</p> <p>JV Baseball field - Two green fountain bowls are damaged. An electrical outlet cover is missing behind the backstop</p> <p>Library Boys'RR - Urinals #1 &amp; 2 leak.</p> <p>M-6 - The bottle filler red light is on. The fire extinguisher is outdated.</p> <p>M-Wing Girls' RR - Toilet #7 leaks. Two ceiling hatches are open.</p> <p>Pool - An electrical outlet cover is missing by the southwest gates. The handicapped shower head is plugged and the hose and handset is missing. In the Women's RR the lighting is dim.</p> <p>Q-Wing Boys RR - One sink is loose.</p>

## School Facility Conditions and Planned Improvements

			<p>Q-Wing GirlsRR - Toilet #2 is plugged. The Feminine Hygiene dispenser is missing a sticker.</p> <p>Q-Wing Women's Staff RR - Toilet #2 leaks.</p> <p>R-Wing Faculty Kitchen - The toilet has been shut off, and the tank lid is broken. The south brick wall shows the effluence of water intrusion in the storage room and the Restroom. Two ceiling tiles in the storage room by the RR are stained.</p> <p>Stadium Snack Bar - The fire extinguisher is missing.</p> <p>Stadium Snack Bar E Women's RR - Something is beeping. Faucet #1 leaks. The feminine hygiene dispenser is missing a sticker.</p> <p>Stadium Snack Bar east Men's RR - Something is beeping. Faucet #3 is not working, #4 leaks.</p> <p>Stadium Visitor's - One fountain push button came off.</p> <p>S-Wing North Offices - Toilets leak in both RR's. Both RR privacy locks are ineffective. Three fire alarm annunciations covered in clear tape.</p> <p>T-6 - One of the bowls in the green fountain outside is out of position. The east interior wall has been damaged. The carpet has cutouts where something has been removed. The fire extinguisher is missing.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>		X	<p>NULL</p> <p>A-2 - Many electrical outlet multipliers in use.</p> <p>A-3 - Multiple electrical outlet multipliers in use.</p> <p>C-1 - The right student toilet leaks. One fire extinguisher is outdated. Touch up the interior of doors and walls where paint has been chipped or peeled. See the teacher. (It's a licensing issue)</p> <p>C-2 - South door won't close. The two fire extinguishers are outdated. Touch up interior of doors and walls where paint has been peeled. See the teacher. (It's a licensing issue)</p> <p>D-2 - Two fire extinguishers are missing. The exterior fire bell is damaged.</p> <p>D-4 - The OptiClean's red light is on. There are ant nests in the south doorway. A ceiling sensor is out of position. There are no fire extinguishers. The north ADA room number sign is damaged.</p> <p>F-1 - One gas valve handle and one entire gas valve or plug is missing. One faucet handle is missing. One exterior door won't close.</p> <p>F-10 - Signs hanging from the ceiling.</p> <p>F-2 - Water has been shut off. Teacher has not been told about master controls. Gas valve or plug is missing.</p> <p>F-3 - Two plug-in air fresheners in use. Five gas valves or plugs are missing. Three electrical outlet covers are missing.</p> <p>F-4 - The door to the work room will not close. The breaker panel is covered. Decorations hanging from the ceiling.</p> <p>F-5 - One plug-in air freshener is in use. One electrical outlet cover is located in the fume hood. The fume hood red light is blinking.</p> <p>F-6 - The northeast door won't close. Two sink cabinet handles are missing. The breaker panel is blocked by a book case and a coffee machine. An electrical outlet cover is missing from a lab table. The fire alarm</p>



## School Facility Conditions and Planned Improvements

annunciation has clear tape on it. Three ceiling tiles are damaged.

F-6,7 Work Rm. - Ceiling tiles are out of position. One fire extinguisher is outdated. The southwest door slams. Access to emergency shower and eye wash blocked by stored OptiClean machines. Fume hood is used for storage and is in alarm mode.

F-9 - Gas manifolds missing valves or plugs. Fire extinguisher is missing.

F-Wing Boys'RR - Urinal partitions loose or missing. Soap dispensers damaged. Two faucets are loose. Smoke detector covered. Stall door handles missing. Box cover in southwest wall is open

F-Wing Custodial Rm. - Storage blocks access to compressor closet.

F-Wing Electrical Rm. - Storage blocks access.

F-Wing GirlsRR - One stall locked. Lube stall door hinges. One fire alarm annunciator damaged.

F-Wing Offices - Fire extinguisher is missing. The toilet leaks.

F-Wing Workroom by F-9, 8 - One fire extinguisher is outdated.

Gymnasium - Three fire extinguishers are missing and two fire extinguisher boxes are damaged.

H-2 - A plug-in air freshener is in use.

H-6 - One light switch by the northeast door is difficult to operate. The northeast door has graffiti on the outside. An outlet multiplier is in use, and a surge protector is daisy chained to it. Two plug-in air fresheners are in use. The southeast door won't shut when it's in the sun.

J-10 - A ceiling tile near the projection screen is out of position. A plug-in air freshener is in use.

J-2 - A plug-in air freshener is in use. The west wall below the chair rail has extensive peelec paint.

J-7 - A plug-in air freshener is in use.

J-9 - A plug-in air freshener is in use.

K-2 - The fire extinguisher is missing.

K-4 - The breaker panel is covered.

K-Wing Workroom K-1,2 - The fire extinguisher is missing.

K-Wing Workroom K-3,4 - Storage up high. The fire extinguisher is missing.

L-1 - The fire extinguisher is outdated.

L-2 - The fire extinguisher is outdated.

M-1 Classoom and Tool & Materials Workroom - A plug-in air freshener is in use. The fire extinguisher is outdated.

M-2 - One ceiling tile is damaged. There is no fire extinguisher. In the exterior kiln area the fire extinguisher pressure is low.

M-2 - The fire extinguisher is outdated.

M-6 - The bottle filler red light is on. The fire extinguisher is outdated.

N-1 - The northwest door drags and won't close. Two fire extinguishers are outdated. A third has no tag. A lighting diffuser is hanging down, near the southwest sliding doors.

P-1 - The door won't close. An outlet multiplier is in use. The fire extinguisher is missing.

## School Facility Conditions and Planned Improvements

				<p>P-2 - Ceiling tiles near the windows have been damaged. Post-it notes indicate a leak in the soffit from a hatch. The fire extinguisher is missing.</p> <p>P-4 - One plug-in air freshener is in use. The latch strike plate and the lock are loose.</p> <p>Q-1 - The fire extinguisher is outdated.</p> <p>Q-2 - The fire extinguisher is outdated.</p> <p>Q-3 - The fire extinguisher is outdated. Three plug-in air fresheners are in use.</p> <p>Q-4 - Reset a ceiling tile. The south interior wall has damage to the paint. The fire extinguisher is outdated. Two plug-in air fresheners in use.</p> <p>Q-5 - The fire extinguisher is outdated.</p> <p>Q-6 - The fire extinguisher is outdated.</p> <p>Q-7 - The fire extinguisher is outdated.</p> <p>Q-8 - The fire extinguisher is outdated.</p> <p>Q-Wing Office - One ceiling tile has a hole. One plug-in air freshener is in use.</p> <p>S-13 - Two plug-in air fresheners in use.</p> <p>S-2 - One plug-in air freshener is in use.</p> <p>S-7 - One plug-in air freshener is in use.</p> <p>S-8 - Two plug-in air fresheners in use.</p> <p>S-Wing Hallway - Two fire extinguishers are missing. One fire extinguisher is missing a tag. The low wall below the northwest window shows water intrusion damage. Ceiling tiles are damaged or out of position. Paint on the interior walls has been damaged and peeled. The exit sign by the north facing doors has been damaged.</p> <p>S-Wing North Offices - Toilets leak in both RR's. Both RR privacy locks are ineffective. Three fire alarm annunciations covered in clear tape.</p> <p>T-6 - One of the bowls in the green fountain outside is out of position. The east interior wall has been damaged. The carpet has cutouts where something has been removed. The fire extinguisher is missing.</p>
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>B-1 - In the right hand RR the feminine hygiene dispenser is missing a sticker. In the right hand RR the faucet's aerator is plugged. The exterior door won't close.</p> <p>BoysLocker Rm. - The south door slams. Paint has been peeled from the interior wall by the south door. Graffiti on the RR portions and the hallway walls.</p> <p>C-2 - South door won't close. The two fire extinguishers are outdated. Touch up interior of doors and walls where paint has been peeled. See the teacher. (It's a licensing issue)</p> <p>Cafeteria - One south door won't close. Another has a broken limit bar on top. One west door squeals loudly and won't close (previously damaged and repaired). Three aerators are plugged in the Boys' RR and one in the Girls'. The feminine hygiene dispenser is missing a sticker in the Girls' RR.</p> <p>D-1 - South door won't close.</p> <p>D-4 - The OptiClean's red light is on. There are ant nests in the south doorway. A ceiling sensor is out of</p>

## School Facility Conditions and Planned Improvements

position. There are no fire extinguishers. The north ADA room number sign is damaged.

F-1 - One gas valve handle and one entire gas valve or plug is missing. One faucet handle is missing. One exterior door won't close.

F-4 - The door to the work room will not close. The breaker panel is covered. Decorations hanging from the ceiling.

F-6 - The northeast door won't close. Two sink cabinet handles are missing. The breaker panel is blocked by a book case and a coffee machine. An electrical outlet cover is missing from a lab table. The fire alarm annunciation has clear tape on it. Three ceiling tiles are damaged.

F-6,7 Work Rm. - Ceiling tiles are out of position. One fire extinguisher is outdated. The southwest door slams. Access to emergency shower and eye wash blocked by stored OptiClean machines. Fume hood is used for storage and is in alarm mode.

G-1 - The panic bar on the southeast door is missing a pivot pin.

GirlsLocker Rm. - One stall door hinges. Secure feminine hygiene receptacles in the stalls. One TP dispenser broken. One stall locked. Paint damaged on the north and south doors, as well as the hallway door.

Gym west Foyer Boys' RR - The door won't shut.

Gym west Foyer Girls' RR - Toilets #1 & 4 leak. The door won't shut.

H-1 - The southeast door lock is loose.

H-4 - The door binds and won't close.

H-6 - One light switch by the northeast door is difficult to operate. The northeast door has graffiti on the outside. An outlet multiplier is in use, and a surge protector is daisy chained to it. Two plug-in air fresheners are in use. The southeast door won't shut when it's in the sun.

H-Wing Data and Electrical Rms. - Graffiti on the exterior of one door.

H-Wing Men's RR - The urinal leaks. One panic bar pivot pin is out of position.

K-3 - The latch strike plate is loose on the southeast door jamb.

M-Wing Mechanical Rm. - One door won't close.

N-1 - The northwest door drags and won't close. Two fire extinguishers are outdated. A third has no tag. A lighting diffuser is hanging down, near the southwest sliding doors.

P-1 - The door won't close. An outlet multiplier is in use. The fire extinguisher is missing.

P-4 - One plug-in air freshener is in use. The latch strike plate and the lock are loose.

P-7 - The southwest door won't close.

Snack Bar west Women's RR - Something beeps. The feminine hygiene dispenser needs a sticker. The metal "W" is missing from the brick wall outside.

Stadium Press Box - The south door slams because the closer has been leaking. The roof hatch was not latched or locked. Ceiling tiles are stained.

Stadium Ticket Booth - Panic bar gate outside is difficult to operate. The floor has not been cleaned.

School Facility Conditions and Planned Improvements

				<div>S-Wing North Offices - Toilets leak in both RR's. Both RR privacy locks are ineffective. Three fire alarm annunciations covered in clear tape. Theater Foyer - West door to Black Box won't close. Smells of sewer gas, seems to come from the Custodial Rm. T-Wing Storage/Equipment Rm. - Spiders, leaves and dirt inside Graffiti on the exterior of the door, sign, and nearby post. T-Wing Workroom T-3,4 - The west door lock is loose. U-1 - Graffiti on exterior posts. Varsity Baseball - The first base dugout gate is off its hinges.</div>
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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.

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INDIAN SPRINGS HIGH SCHOOL

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	45	39	31	33	46	47
<b>Mathematics</b> (grades 3-8 and 11)	11	9	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
<b>All Students</b>	451	432	95.79	4.21	38.89
<b>Female</b>	194	181	93.30	6.70	45.86
<b>Male</b>	256	250	97.66	2.34	33.60
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	11	11	100.00	0.00	54.55
<b>Black or African American</b>	38	38	100.00	0.00	28.95
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	389	370	95.12	4.88	39.46
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	--	--	--	--	--
<b>English Learners</b>	66	54	81.82	18.18	7.41
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	73	66	90.41	9.59	33.33
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	437	420	96.11	3.89	38.81
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	67	67	100.00	0.00	5.97

## 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
<b>All Students</b>	451	438	97.12	2.88	8.68
<b>Female</b>	194	184	94.85	5.15	8.70
<b>Male</b>	256	253	98.83	1.17	8.70
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	11	11	100.00	0.00	36.36
<b>Black or African American</b>	38	38	100.00	0.00	10.53
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	389	376	96.66	3.34	7.45
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	66	60	90.91	9.09	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	73	69	94.52	5.48	5.80
<b>Military</b>	--	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	437	424	97.03	2.97	8.96
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	67	67	100.00	0.00	2.99

### 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
<b>Science</b> (grades 5, 8 and high school)	21.64	17.83	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	879	861	97.95	2.05	17.54
Female	396	386	97.47	2.53	17.10
Male	482	474	98.34	1.66	17.72
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	61.90
Black or African American	78	78	100.00	0.00	12.82
Filipino	0	0	0	0	0
Hispanic or Latino	745	729	97.85	2.15	16.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	16	88.89	11.11	18.75
White	15	15	100.00	0.00	20.00
English Learners	133	126	94.74	5.26	0.00
Foster Youth	--	--	--	--	--
Homeless	124	119	95.97	4.03	14.29
Military	12	12	100.00	0.00	16.67
Socioeconomically Disadvantaged	841	824	97.98	2.02	17.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	135	133	98.52	1.48	2.26

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.

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



2023-24 Career Technical Education Programs

Technical Theater Pathway (Silver)  
Digital Design Pathway (Silver)  
Commercial Music Pathway  
Academy of Marketing, Sales & Services (Silver)  
Marketing Pathway (Silver)

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	809
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	18.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.58
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	50.27

**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	92.7	93.1	93.9	93.1	93.5

**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
<p>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.</p> <ul style="list-style-type: none"><li>• Back the Pack Night</li><li>• School Site Council</li><li>• ELAC</li><li>• Coffee with the Principal</li></ul> <p>(Organized by ISHS Program Facilitator)</p>

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	5.9	6.2	6.4	10.2	9.9	9.7	7.8	8.2	8.9
Graduation Rate	91.8	90.9	91.0	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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	409	372	91.0
Female	195	183	93.8
Male	214	189	88.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	37	35	94.6
Filipino	0	0	0.00
Hispanic or Latino	343	311	90.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	90	73	81.1
Foster Youth	--	--	--
Homeless	67	57	85.1
Socioeconomically Disadvantaged	403	366	90.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	62	48	77.4

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	2114	1998	681	34.1
Female	989	934	329	35.2
Male	1123	1063	352	33.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	39	38	9	23.7
Black or African American	200	181	80	44.2
Filipino	--	--	--	--
Hispanic or Latino	1796	1705	562	33.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	27	25	7	28.0
White	32	32	12	37.5
English Learners	382	353	125	35.4
Foster Youth	23	17	4	23.5
Homeless	306	282	109	38.7
Socioeconomically Disadvantaged	2028	1920	660	34.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	335	322	133	41.3

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
7.32	7.93	7.47	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
1.04	0.59	0.28	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	7.47	0.28
Female	7.18	0.30
Male	7.75	0.27
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	15.00	0.50
Filipino	0.00	0.00
Hispanic or Latino	6.63	0.28
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	11.11	0.00
White	3.13	0.00
English Learners	6.54	0.00
Foster Youth	17.39	0.00
Homeless	8.82	0.33
Socioeconomically Disadvantaged	7.40	0.30
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.34	1.19

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. 17, 2024  
Date Last Reviewed with Faculty: Jan. 27, 2025

## 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	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

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	17	76	39	10
Mathematics	16	75	29	7
Science	17	52	31	8
Social Science	17	55	35	5

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	304.83

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)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	\$9,443	\$1,182	\$8,262	\$75,607
District	N/A	N/A	\$9,265	\$103,459
Percent Difference - School Site and District	N/A	N/A	-11.4	-31.1
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-26.4	-22.3

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	6.1
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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	1
Science	2
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	6

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