

SAN BERNARDINO 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	SAN BERNARDINO HIGH SCHOOL
Street	1850 North E St.
City, State, Zip	San Bernardino, CA 92405
Phone Number	(909) 881-8217
Principal	Anna Sosa
Email Address	anna.sosa@sbcusd.k12.ca.us
School Website	https://sanbernardino.sbcusd.com/
Grade Span	9-12
County-District-School (CDS) Code	36678763635844

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>San Bernardino High School has 97 classrooms, a library, an auditorium, a multipurpose room, a gymnasium, and an administration office. The campus was built in 1929 and modernized in 1993 and 2013. Five new special education classrooms were built in the 2006-07 school year. The facility strongly supports teaching and learning through its ample classroom and athletic space, and a staff resource room.</p> <p>SBHS cultivates a community of lifelong learners by preparing them for college, career, and citizenship through student-</p>

2024-25 School Description and Mission Statement

centered, research-based programs.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	435
Grade 10	392
Grade 11	349
Grade 12	299
Total Enrollment	1,475

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.8
Non-Binary	0.1
American Indian or Alaska Native	0.4
Asian	0.5
Black or African American	7.3
Filipino	0.5
Hispanic or Latino	87.3
Native Hawaiian or Pacific Islander	0.1
Two or More Races	1.1
White	2.3
English Learners	15.4
Foster Youth	1.3
Homeless	8.7
Socioeconomically Disadvantaged	95.4
Students with Disabilities	17.1

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)	58.50	77.58	1928.00	85.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.90	1.31	37.10	1.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.10	4.19	64.20	2.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.90	2.54	66.10	2.93	12115.80	4.41
Unknown/Incomplete/NA	10.80	14.34	163.10	7.22	18854.30	6.86
Total Teaching Positions	75.50	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)	67.20	82.87	1973.30	82.38	234405.20	84.00
Intern Credential Holders Properly Assigned	1.90	2.45	24.80	1.04	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.60	2.08	113.70	4.75	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	0.97	54.80	2.29	11953.10	4.28
Unknown/Incomplete/NA	9.30	11.58	228.70	9.55	15831.90	5.67
Total Teaching Positions	81.00	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)	64.70	88.88	1971.20	83.53	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	1.37	53.50	2.27	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.80	3.85	144.40	6.12	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	52.40	2.22	11746.90	4.23
Unknown/Incomplete/NA	4.20	5.88	138.10	5.86	14303.80	5.15
Total Teaching Positions	72.90	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	0.00	0.00	0
Misassignments	3.10	1.60	2.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.10	1.60	2.8

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	1.90	0.70	0
Total Out-of-Field Teachers	1.90	0.70	0

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)	5.00	4.6	6.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.60	1.5	1.9

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: Elementary Statistics Picturing the World (2015)		
	Pearson: FDWKB Calculus, AP Edition (2015)		
	California State University: MRWC* (2019)		
	Freeman: Practice of Statistics, Fifth Edition (2015)		

	Pearson Sullivan: Precalculus: Enhanced with Graphing Utilities (2015)		
Science	<p>Biozone: Biology (Continuation & Special Ed.) (2020)</p> <p>Pearson: Campbell Biology (2020)</p> <p>Pearson: Experience Biology: The Living Earth (2020)</p> <p>McGraw-Hill: Chemistry (2020)</p> <p>Pearson: Experience Chemistry in the Earth System (2020)</p> <p>Pearson: Human Anatomy & Physiology 11th Edition (2020)</p> <p>Biozone: Physical Science (Continuation & Special Ed.) (2020)</p> <p>Discovery Education: Physics of the Universe (2020)</p>	Yes	0
History-Social Science	<p>Pearson: My World Interactive World Geography (2018)</p> <p>Pearson: California World History: The Modern World (2018)</p> <p>Cengage: Western Civilization: Since 1300, AP Edition, Updated, 10th Edition-Spielvogel (2018)</p> <p>Bedford, Freeman, & Worth Publishing: America's History, For the AP Course, 9th Edition-Hennretta, Hinderaker, Edwards and Self (2018)</p> <p>Pearson: California United States History: The Twentieth Century (2018)</p> <p>Bedford, Freeman, & Worth Publishing: American Government Stories of a Nation (2018)</p> <p>Pearson: California Economics Principles in Action (2018)</p> <p>Pearson: California Magruder's American Government (2018)</p>	Yes	0
Foreign Language	<p>Vista Higher Learning: Senderos 1 (2021)</p> <p>Carnegie Learning: ¡Qué Chévere! 4 2nd Edition (2021)</p> <p>Vista Higher Learning: Galeria de lengua y cultura 1 Español para hispanohablantes (2021)</p> <p>Vista Higher Learning: Galeria de lengua y cultura 2 Español para hispanohablantes (2021)</p> <p>Vista Higher Learning: Intrigas Advanced Spanish through Literature and Film 3rd Edition (2021)</p> <p>Pearson: Reflexiones Introducción a la literature hispánica (2021)</p> <p>Vista Higher Learning: Senderos 2 (2021)</p> <p>Vista Higher Learning: Senderos 3 (2021)</p>	Yes	0

Health	Pearson: Pearson Health (2020)	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

San Bernardino High School has 97 classrooms, a library, an auditorium, a multipurpose room, a gymnasium, a counseling office, and an administration office. The campus was built in 1929 and modernized in 1993 and 2013. Five new special education classrooms were built in the 2006-07 school year. 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 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). Results of this survey are available from the district's Maintenance and Operations Department.

School Facility Conditions and Planned Improvements

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

10/31/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	B-113 - Gum stains on carpet, hole in ceiling tile B-120 - Ck door hinge on top door not closing unless pushed looks like wood wedge been used, carpet has gum stains B-124 - Carpet has gum stains, ceiling tile damaged B-125 - Carpet stained B-126 - Stained ceiling tile in hallway B-130 - Damaged ceiling tile B-204 - Laminate chipped on face near floor of a few cabinets B-205 & 211 work room - Interior of door needs paint and wall by work room door B-21 - Reset one ceiling tile B-214 - Large hair line crack in east wall B-216 - Fire extinguisher in hallway empty, remove old projector pole from ceiling, carpet has gum stains B-218 - Classroom empty but entire room needs patch and paint B-220 - Lots of cabinet handles missing B-221 - Cabinet handles missing, north wall paint peeling B-224 - Fire extinguisher in hallway empty, missing outlet cover on work station row 5, ceiling tile in hallway stained B-227 & 229 work room - Sink handle by door missing screw, handle missing on cabinet, paint peeling on S/W wall, One drawer wont lock missing plate for lock B-wing boys RR 2nd floor - Loose sink handles, need three soap dispensers, #1 urinal overflowing, handicap stall needs new inset TP dispenser B-3888 B-wing girls RR 2nd floor - #4 sink has no water, #5 stall raise coat hook or take off door, drinking fountain outside hallway water pressure is to high B-wing hallway and entrance lower level - Entry doors need paint, yellow poles by doors need painted. entry way to staff RRs needs paint, peeling C-40 - Reset one ceiling tile D-11 - Several stained ceiling tiles D-3 - Paint inside of door and jamb, carpet is gum stained D-4 - Big stain in ceiling tile, (radar style) D-5 - Stained carpet, plug in air freshener in room D-6 - Window or wall leaking on south side and has large stain on carpet from it and wall is deteriorating Field Team room east side - Several ceiling tile out or broken, motion sensor shield missing, paint peeling on outside wall south side Front office & 5 inter offices - Paint needed on exit doors to Quad some inside and some outside

School Facility Conditions and Planned Improvements

G-4 - Multiple ceiling tiles damaged, two data outlets missing covers
 Girls locker room with RR and adjoining offices -
 Graffiti in old shower area, 2 toilets leaking at valves, drinking fountain leaking on right side, fire alarm indicator missing face plate on wall between showers and lockers, Holes in plaster on outside north wall.
 GYM W/4 RRs - Foyers on north side have peeling paint all over and inside of door as well, 4 out of eight drinking fountains capped off.
 Kitchen and serving room & RR/storage area - West wall in kitchen by office has been opened up and currently looking for gas leak, WO#120905. toilet valve leaking, paper towel holder rusted, needs a new one installed
 L-wing boys RR - Heavily graffitied, two toilets leak at valve
 L-wing girls RR - Graffiti in stall #2, toilet seats need protectors or new ones or cleaned better
 L-wing Library & offices - Fire extinguishers missing, carpet is old stained and rippled, peeling paint in hallway leading to B-wing
 M-1.1 Maker space - Craft Paint splattered on wall behind sinks
 M-5 - Damaged ceiling tiles
 M-6 Print shop W/RR - Toilet leaks at valve, fire ext. needs remounted by door (screws pulling out)
 M-7 Computer lab - Several stained ceiling tiles throughout, Ethernet cable running across threshold on north door
 M-8 custodial room - Stained ceiling tiles and holes in walls
 M-9 cooking classroom - Stained ceiling tiles
 MU room - Paint peeling on interior window frame on S/W side
 M-wing staff unisex RR by M-9 - Toilet stem leaking, paint peeling by toilet
 Nurses office & 2 RRs - Ceiling tile stained, wall by RRs peeling paint
 SE boys RR - Far left faucet loose, needs two soap dispensers
 SE-1 W/office & RR - S/W wall paint is peeling
 SE-2 W/office & RR - No hot water at kitchen sink, clock missing, ceiling tile stained, west door needs paint inside
 SE-3 - Damaged ceiling tiles
 SE-5 W/office & RR - Hole in drywall on east wall.
 TUV-wing boys RR - Partition wall needs paint, crack in lower wall plate by door, Drinking fountain on north side pressure is to high
 TUV-wing girls RR - 2-toilets loose at base, grout on cove in handicap stall missing, peeling paint on privacy wall
 U-2 - Replace damaged ceiling tiles
 U-3 - Chipped VCT tile near the west wall, damaged ceiling tiles
 U-4 - Damaged ceiling tile
 U-5 - Cove base on north wall missing a section
 U-6 - Cove base on section of wall missing, panic bar end cap missing

School Facility Conditions and Planned Improvements

			<p>U-7 using for storage - Cove base missing on lab tables, faucet handle missing</p> <p>V-5 - ethernet cables and phone lines hanging from ceiling to desk on east and west sides of room and need to be covered or removed, ceiling tiles damaged</p> <p>V-7 asb work room - Paint all over vct floor and projects scattered everywhere</p> <p>VP offices & RRS area - Hole in ceiling tile in foyer</p> <p>Weight room - Fire ext. needs a hanger and sign, wall by north door needs patch & paint</p> <p>Z-1 - Ramp skirting missing by door, handrails peeling paint, carpet stained.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		<p>Field concession bldg W/ RRs - Lockset on snack bar loose and wont open with key, dirty inside, room signage missing, Men's RR #1 urinal bagged, and floors dirty and urine on them, Women's RR dirty floors</p> <p>V-7 asb work room - Paint all over vct floor and projects scattered everywhere</p>
Electrical	X		<p>B-224 - Fire extinguisher in hallway empty, missing outlet cover on work station row 5, ceiling tile in hallway stained</p> <p>Field Team room east side - Several ceiling tile out or broken, motion sensor shield missing, paint peeling on outside wall south side</p> <p>G-4 - Multiple ceiling tiles damaged, two data outlets missing covers</p> <p>H-1 - Paper taped over outlet on north wall</p> <p>V-5 - ethernet cables and phone lines hanging from ceiling to desk on east and west sides of room and need to be covered or removed, ceiling tiles damaged</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>B-227 & 229 work room - Sink handle by door missing screw, handle missing on cabinet, paint peeling on S/W wall, One drawer wont lock missing plate for lock</p> <p>Boys locker room with RR and adjoining offices - Door closure on north door falling off, 2 toilets leak in RR, Wooden Ramp on west exterior has hole in it.</p> <p>B-wing boys RR 2nd floor - Loose sink handles, need three soap dispensers, #1 urinal overflowing, handicap stall needs new inset TP dispenser B-3888</p> <p>B-wing girls RR 2nd floor - #4 sink has no water, #5 stall raise coat hook or take off door, drinking fountain outside hallway water pressure is to high</p> <p>Field concession bldg W/ RRs - Lockset on snack bar loose and wont open with key, dirty inside, room signage missing, Men's RR #1 urinal bagged, and floors dirty and urine on them, Women's RR dirty floors</p> <p>Girls locker room with RR and adjoining offices - Graffiti in old shower area, 2 toilets leaking at valves, drinking fountain leaking on right side, fire alarm indicator missing face plate on wall between showers and lockers, Holes in plaster on outside north wall.</p> <p>GYM W/4 RRs - Foyers on north side have peeling paint all over and inside of door as well, 4 out of eight drinking fountains capped off.</p>

School Facility Conditions and Planned Improvements

			<p>Kitchen and serving room & RR/storage area - West wall in kitchen by office has been opened up and currently looking for gas leak, WO#120905. toilet valve leaking, paper towel holder rusted, needs a new one installed</p> <p>L-wing boys RR - Heavily graffitied, two toilets leak at valve</p> <p>M-6 Print shop W/RR - Toilet leaks at valve, fire ext. needs remounted by door (screws pulling out)</p> <p>M-wing staff unisex RR by M-9 - Toilet stem leaking, paint peeling by toilet</p> <p>SE boys RR - Far left faucet loose, needs two soap dispensers</p> <p>SE unisex RR S/E side - Toilet valve stem wet</p> <p>SE-2 W/office & RR - No hot water at kitchen sink, clock missing, ceiling tile stained, west door needs paint inside</p> <p>TUV-wing boys RR - Partition wall needs paint, crack in lower wall plate by door, Drinking fountain on north side pressure is to high</p> <p>TUV-wing girls RR - 2-toilets loose at base, grout on cove in handicap stall missing, peeling paint on privacy wall</p> <p>U-7 using for storage - Cove base missing on lab tables, faucet handle missing</p>
Safety: Fire Safety, Hazardous Materials	X		<p>B-216 - Fire extinguisher in hallway empty, remove old projector pole from ceiling, carpet has gum stains</p> <p>B-224 - Fire extinguisher in hallway empty, missing outlet cover on work station row 5, ceiling tile in hallway stained</p> <p>B-wing hallway and entrance lower level - Entry doors need paint, yellow poles by doors need painted. entry way to staff RRs needs paint, peeling</p> <p>C-14 student store - No fire extinguisher found</p> <p>D-5 - Stained carpet, plug in air freshener in room</p> <p>D-7 - Plug in air freshener in room, paint peeling in hallway, door rubbing jamb at top edge</p> <p>Field team room west - Fire extinguisher needs hung and signage</p> <p>Girls locker room with RR and adjoining offices - Graffiti in old shower area, 2 toilets leaking at valves, drinking fountain leaking on right side, fire alarm indicator missing face plate on wall between showers and lockers, Holes in plaster on outside north wall.</p> <p>H-1 - Paper taped over outlet on north wall</p> <p>L-wing Library & offices - Fire extinguishers missing, carpet is old stained and rippled, peeling paint in hallway leading to B-wing</p> <p>M-2.1 - Fire extinguisher empty, (used)</p> <p>T-1 - Multiple plug in air fresheners</p> <p>Weight room - Fire ext. needs a hanger and sign, wall by north door needs patch & paint</p>
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	<p>B-117 - Hole in wall in hallway by thermostat</p>

School Facility Conditions and Planned Improvements

B-120 - Ck door hinge on top door not closing unless pushed looks like wood wedge been used, carpet has gum stains
 Baseball fields and fields - Outdoor furniture from caps is Graffitied and trash all over field
 Boys locker room with RR and adjoining offices - Door closure on north door falling off, 2 toilets leak in RR, Wooden Ramp on west exterior has hole in it.
 B-wing women's staff RR 2nd floor - Sign saying women's staff missing
 D-1 - Hallway has peeled paint by door, VCT has chip out of it on emergency exit doors in hallway
 D-10 - Stained ceiling tile in hallway
 D-6 - Window or wall leaking on south side and has large stain on carpet from it and wall is deteriorating
 D-7 - Plug in air freshener in room, paint peeling in hallway, door rubbing jamb at top edge
 D-8 - Door rubs jamb at top edge
 Field concession bldg W/ RRs - Lockset on snack bar loose and wont open with key, dirty inside, room signage missing, Men's RR #1 urinal bagged, and floors dirty and urine on them, Women's RR dirty floors
 Front office & 5 inter offices - Paint needed on exit doors to Quad some inside and some outside
 Girls locker room with RR and adjoining offices - Graffiti in old shower area, 2 toilets leaking at valves, drinking fountain leaking on right side, fire alarm indicator missing face plate on wall between showers and lockers, Holes in plaster on outside north wall.
 H-2 - Ramp skirting loose and damaged
 H-5 - Ramp has excessive coatings on it and chipping off
 H-6 - Ramp has excessive coatings on it and chipping off
 Hand ball & tennis courts - 12" Pot hole in asphalt on south end of hand ball court
 M-1.2 - South door does not open with key, Lock cylinder spins WO#123029
 M-3.1 meeting room - Door closures on entire bldg need adjusting to close doors all the way, (new closures)
 M-3.7 Lounge W/2RRs - Door closures need adjusting
 Pool building and pool area - Concrete deteriorating in along fence line
 SE girls RR - caulk around exterior door frame
 T-2 - Peeling paint on exterior wall, needs fire extinguisher sign above ext.
 T-5 - Peeling paint outside on front wall
 T-6 - Door rubbing threshold on strike side, paint peeling outside wall
 U-6 - Cove base on section of wall missing, panic bar end cap missing
 W-1 - Ramp skirting need re attached, hole in siding on west side
 W-11 - Door jamb needs paint
 W-4 - Hand rail needs paint, close up partition between buildings is rotted off at bottom. WO# 125683
 Z-1 - Ramp skirting missing by door, handrails peeling paint, carpet stained.

School Facility Conditions and Planned Improvements				
				Z-2 uniform storage - Hand rails peeling paint Z-3 - Hand rails peeling paint, fire ext. not signed in 3 months

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	State Priority: Pupil Achievement
	<p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p>
	<p>Statewide Assessments</p> <p>(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).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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)	32	36	31	33	46	47
Mathematics (grades 3-8 and 11)	12	11	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	337	335	99.41	0.59	35.52
Female	165	163	98.79	1.21	44.17
Male	172	172	100.00	0.00	27.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	19	19	100.00	0.00	26.32
Filipino	--	--	--	--	--
Hispanic or Latino	302	300	99.34	0.66	35.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	47	46	97.87	2.13	4.35
Foster Youth	--	--	--	--	--
Homeless	41	40	97.56	2.44	30.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	320	318	99.38	0.62	33.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	63	98.44	1.56	6.35

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	335	332	99.10	0.90	10.84
Female	164	162	98.78	1.22	9.88
Male	171	170	99.42	0.58	11.76
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	19	18	94.74	5.26	5.56
Filipino	--	--	--	--	--
Hispanic or Latino	300	298	99.33	0.67	11.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	47	46	97.87	2.13	2.17
Foster Youth	--	--	--	--	--
Homeless	40	38	95.00	5.00	15.79
Military	--	--	--	--	--

Socioeconomically Disadvantaged	319	316	99.06	0.94	10.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	61	98.39	1.61	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)	9.51	21.15	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	287	283	98.61	1.39	21.20
Female	138	135	97.83	2.17	19.26
Male	149	148	99.33	0.67	22.97
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	20	20	100.00	0.00	10.00
Filipino	--	--	--	--	--
Hispanic or Latino	251	247	98.41	1.59	22.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	42	42	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	37	36	97.30	2.70	19.44
Military	--	--	--	--	--
Socioeconomically Disadvantaged	271	267	98.52	1.48	20.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	50	96.15	3.85	4.00

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.

SAN BERNARDINO HIGH SCHOOL
Engineering Pathway (Silver)
Graphic Production Pathway
Hospitality Pathway
California Partnership Academies
Business Academy
Public Safety Academy (Silver)

2023-24 Career Technical Education Programs

Arts, Media, and Entertainment Pathways
 Commercial and Instrumental Music
 Visual Media and Digital Arts (Silver)
 Vocal Arts Conservatory

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	1160
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	28.3
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	98.24
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	40.14

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	83.0	83.9	86.3	83.7	85.9

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
There are multiple opportunities for parents to participate in activities and events at San Bernardino High School. Parent advisory meetings, such as the School Site Council (SSC) and English Learner’s Advisory Committee (ELAC), and African American Parent Advisory Council (AAPAC), are arranged to accommodate the parents to ensure the best opportunity for participation. In addition, other meetings and events are held at various times throughout the day in order to accommodate as many people as possible, sometimes offering both AM and PM sessions of the same event/meeting. SBHS actively solicits parents for feedback and input in the development of parent involvement activities. With the assistance of the parents, the school will prioritize activities, trainings, and events identified to enhance, encourage, and enable all parents to become active participants in their student’s academic achievement. SBHS will provide the following training opportunities for parents to assist them in helping their child(ren) improve academic achievement: Opportunities to attend parent-based conferences (CABE, NABSE, etc...) Encourage parents to attend workshops and trainings at the district and site. Provide educational opportunities for parents through the Family Engagement Center, such as: Community-based English Tutoring classes, Nutrition classes, Computer Literacy etc. so parents can assist their children with mastering the standards. Opportunities for Parent Engagement: Principal Meet and Greet, Coffee with the Counselors, workshops, volunteering/chaperoning, attending school activities (sports, plays, musical ensembles, etc.)

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	10.2	5.7	5.7	10.2	9.9	9.7	7.8	8.2	8.9
Graduation Rate	86.4	89.2	92.7	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	314	291	92.7
Female	153	144	94.1
Male	161	147	91.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	25	22	88.0
Filipino	--	--	--
Hispanic or Latino	271	253	93.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	75	67	89.3
Foster Youth	--	--	--
Homeless	49	44	89.8
Socioeconomically Disadvantaged	304	282	92.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	59	49	83.1

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	1734	1630	518	31.8
Female	823	769	253	32.9
Male	910	860	264	30.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	141	127	48	37.8
Filipino	--	--	--	--
Hispanic or Latino	1498	1416	436	30.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	18	17	9	52.9
White	41	40	16	40.0
English Learners	303	288	92	31.9
Foster Youth	33	28	12	42.9
Homeless	216	200	95	47.5
Socioeconomically Disadvantaged	1668	1575	512	32.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	296	281	106	37.7

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
10.68	11.44	7.79	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
0.48	0.34	0.29	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	7.79	0.29
Female	7.29	0.24
Male	8.24	0.33
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	16.31	0.71
Filipino	0.00	0.00
Hispanic or Latino	6.68	0.20
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	22.22	5.56
White	14.63	0.00
English Learners	6.27	0.00
Foster Youth	24.24	3.03
Homeless	13.43	0.46
Socioeconomically Disadvantaged	7.85	0.30
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.82	0.34

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: Nov. 19, 2024
Date Last Reviewed with Faculty: Oct. 21, 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	13	119	24	6
Mathematics	19	47	30	10
Science	17	57	16	17
Social Science	17	55	22	12

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	14	97	19	10
Mathematics	21	31	20	18
Science	18	43	24	8
Social Science	18	42	26	6

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	14	106	17	4
Mathematics	16	63	25	4
Science	14	66	27	2
Social Science	15	63	19	8

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	295

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)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

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	\$11,395	\$1,320	\$10,075	\$81,579
District	N/A	N/A	\$9,265	\$103,459
Percent Difference - School Site and District	N/A	N/A	8.4	-23.6
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-6.7	-14.8

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	20.3
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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	5
Mathematics	1
Science	2
Social Science	11
Total AP Courses Offered Where there are student course enrollments of at least one student.	19

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