

SAN GORGONIO 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 GORGONIO HIGH SCHOOL
Street	2299 East Pacific Ave.
City, State, Zip	San Bernardino, CA 92404
Phone Number	(909) 388-6524
Principal	Jorge De La Torre
Email Address	jorge.delatorre@sbcusd.k12.ca.us
School Website	https://sangorgonio.sbcusd.com/
Grade Span	9-12
County-District-School (CDS) Code	36678763636081

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
San Gorgonio High School campus encompasses 50 acres and has 182 classrooms, a library, an auditorium, a multipurpose room, and an administration office. The campus was built in 1965 and modernized in 2012. Five new special education classrooms were built in the 2006-07 school year. A new CTE Hospitality building will be constructed as well as a new pool and lighting for athletics. The facility strongly supports teaching and learning through its ample classroom and athletic space, and a staff resource room.

2024-25 School Description and Mission Statement

Our mission at San Geronio High School is to provide a safe and challenging learning environment where students, families, staff, and community work together to help all students become responsible citizens who are prepared to succeed in college, career, and life.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	383
Grade 10	382
Grade 11	327
Grade 12	355
Total Enrollment	1,447

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.1
Non-Binary	0.1
American Indian or Alaska Native	0.3
Asian	2.3
Black or African American	9.3
Filipino	1.2
Hispanic or Latino	79.3
Native Hawaiian or Pacific Islander	0.5
Two or More Races	2.2
White	4.7
English Learners	8.6
Foster Youth	0.3
Homeless	7.1
Socioeconomically Disadvantaged	90.9
Students with Disabilities	15.3

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)	62.70	81.56	1928.00	85.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.10	0.23	37.10	1.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.30	4.30	64.20	2.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.70	2.26	66.10	2.93	12115.80	4.41
Unknown/Incomplete/NA	8.90	11.62	163.10	7.22	18854.30	6.86
Total Teaching Positions	76.90	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)	67.40	83.78	1973.30	82.38	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	24.80	1.04	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.50	8.10	113.70	4.75	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	0.40	54.80	2.29	11953.10	4.28
Unknown/Incomplete/NA	6.10	7.69	228.70	9.55	15831.90	5.67
Total Teaching Positions	80.40	100.00	2395.50	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	51.40	66.40	1971.20	83.53	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	1.29	53.50	2.27	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.50	5.81	144.40	6.12	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.06	52.40	2.22	11746.90	4.23
Unknown/Incomplete/NA	20.40	26.42	138.10	5.86	14303.80	5.15
Total Teaching Positions	77.40	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	1.1
Misassignments	3.30	6.50	3.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.30	6.50	4.5

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	1.70	0.30	0
Total Out-of-Field Teachers	1.70	0.30	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)	7.30	10.9	10
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.30	2.3	3.9

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: Collections © 2017 (2016)	Yes	0
	California State University: Expository Reading and Writing Course (2014)		
Mathematics	Pearson: CA Integrated High School Mathematics Common Core: Mathematics I (2015)	Yes	0
	Pearson: CA Integrated High School Mathematics Common Core: Mathematics II (2015)		
	Pearson: CA Integrated High School Mathematics Common Core: Mathematics III (2015)		
	Pearson: FDWKB Calculus, AP Edition (2015)		
	California State University: MRWC (2019)		
	Pearson Sullivan: Precalculus: Enhanced with Graphing Utilities (2015)		

Science	Pearson: Experience Biology: The Living Earth (2020) Pearson: Experience Chemistry in the Earth System (2020) Pearson: Human Anatomy & Physiology 11th Edition (2020) Biozone: Physical Science (Continuation & Special Ed.) (2020) Discovery Education: Physics of the Universe (2020)	Yes	0
History-Social Science	Pearson: California World History: The Modern World (2018) Bedford, Freeman, & Worth Publishing: America's History, For the AP Course, 9th Edition-Hennretta, Hinderaker, Edwards and Self (2018) Pearson: California United States History: The Twentieth Century (2018) Bedford, Freeman, & Worth Publishing: American Government Stories of a Nation (2018) Pearson: California Economics Principles in Action (2018) Pearson: California Magruder's American Government (2018)	Yes	0
Foreign Language	Vista Higher Learning: Senderos 1 (2021) Carnegie Learning: ¡Qué Chévere! 4 2nd Edition (2021) Vista Higher Learning: D'accord! 1 (2021) Vista Higher Learning: D'accord! 2 (2021) Vista Higher Learning: Galeria de lengua y cultura 1 Español para hispanohablantes (2021) Pearson: Reflexiones Introducción a la literature hispánica (2021) Vista Higher Learning: Senderos 2 (2021) Vista Higher Learning: Senderos 3 (2021)	Yes	0
Health	Pearson: Pearson Health (2020)	Yes	0
Visual and Performing Arts	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
San Gorgonio High School campus encompasses 50 acres and has 182 classrooms, a library, an auditorium, a multipurpose room, and an administration office. The campus was built in 1965 and modernized in 2012. 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 rooms.

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.
The most recent facilities inspection took place November, 2023.
Results of this site's most recent survey are included below, and any associated repairs were completed by the end of March 2024.

Year and month of the most recent FIT report				11/20/23
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			C-16 - Reset return air register. Wall clock not working.
Interior: Interior Surfaces			X	NULL A-21 - Wires coming from the ceiling S/W corner,black stains on carpet in front of MDF room, clear tape on ceiling speaker

School Facility Conditions and Planned Improvements

A-23 - East interior door plaster chipped off wall next to door jamb
 A-28 - Ceiling tile above door is out of position
 A-29 - Patch and paint holes on south wall.
 A-31 - To stay in ceiling tiles on east wall, patch and paint holes on north wall, skylight diffuser missing in hallway
 A-35 office - Carpet stained in south east corner
 A-37 - To stained ceiling tiles, reset, three ceiling tiles, patch and paint in southwest corner, paint peeling on bottom of white board on south wall
 A-38 - Floor tiles in north east corner behind student desk are stained, curtain divider is dirty and stained, bookcase near entrance door not secured
 A-41 - Southeast corner needs paint, south brick wall has multiple anchor holes-needs patch and paint, two stained ceiling, tiles, and two tiles with holes on south wall(radar tile)
 A-wing Boy's - Black bag over urinal #1, and over toilet,all 3 sink faucets are loose
 A-wing Girls - Graffiti on the walls
 A-wing Girls south exterior RR - 1 broken soap dispenser, stall #1 and #2 are not flushing
 A-wing South exterior boys R/R - Faucets two and three are loose and missing a handle, recaulk sink number two, broken soap dispenser, hand dryer not working, graffiti in handicap, stall, three pieces of tile on wall broken - gray in color
 B-10 - Hallway ceiling tile broken (Radar type)
 B-12 - Secure 2 book cases on south wall, Hallway missing skylight lens, Hallway broken ceiling tile
 B-13 - Paint peeling on west wall, paint, peeling on railing in hallway near fountains
 B-15 - Ceiling tile in hallway broken
 B-18 - Paint is peeling on interior door, secure 1 book case on west wall
 B-20 - Paint peeling on interior door,secure brown cabinet on north wall,Hallway broken ceiling tile
 B-22 - Paint peeling on interior of door, Hallway missing ceiling tile(Radar type)
 B-28 - Secure 2 file cabinets, Hallway broken ceiling tile (Radar type)
 B-30 - Secure 2 book cases on the east wall
 B-wing boys restroom - Handicap stall, toilet loose at base. Graffiti throughout restroom
 C-1 - Carpet has stains
 C-1 - Stains on the carpet
 C-10 - Three stained radar ceiling, tiles, near air, scrubber, carpet stained throughout room
 C-11A - Hallway ceiling tile is broken
 C-11B - Broken ceiling tile broken in the back of the room(Radar)
 C-12 - Paint peeling at base of brick wall near teachers desk, and one spot at opposite ends of wall
 C-13 - Broken ceiling tile next to the projector, plug in air freshener
 C-14 - Patch and paint for holes on wall behind whiteboard
 C-15 - Hallway drinking fountain has high pressure, tact board was removed from all walls

School Facility Conditions and Planned Improvements

C-18 - Paint peeling on west wall. Clock not working.
 C-2 - Door missing PEEP hole, interior door and jamb peeling paint, damaged ceiling tiles in hallway
 C-20 - Green sticky substance on the wall in front of classroom. Plug-in air freshener.
 C-22 - Vacant room, carpet stained and has large paint spot.
 C-24 - Paint peeling in hallway
 C-26 - One desk has broken seat
 C-3 - Carpet has stains
 C-30 - Crack in wall above door
 C-5B - Stained ceiling tile above clock
 C-7 - Broken ceiling tile next to the speaker (Radar type), Hallway wall has peeling paint
 C-8 - Two damage ceiling tiles. One near projector and one near air handler.
 C-9 - Hallway bottle filler is loose, paint peeling on the north and west walls
 Counseling Office - Ceiling tile near east exit door is cracked (Radar type)
 D-3 - Patch and paint West wall
 E-2 - Hallway 5 broken ceiling tiles (Radar type) , 1 bent t-bar bracket
 E-4 - Fire extinguisher out of date, missing ceiling tile near entry door, broken ceiling tile with sensor , hole in ceiling tile near west wall
 E-5 - Carpet edge ripped on first step, patch and paint underneath light switch near back door
 E-6 - Three ceiling tiles damaged in hallway, adjust fountain pressure in hallway
 E-7 - Multiple damaged and stained ceiling tiles, including practice room three, storage cabinet, missing wooden door, storage cabinet, near office, missing laminate trim.
 Front Office - 2 stained ceiling tiles N/E hallway
 G-1 - Paneling coming off East wall, wires hanging from ceiling
 G-2 - West door rubs at of jamb, electrical panel is blocked with boxes, dimmer light switch is broken, missing ceiling tile
 G-7 - Breaker panel covered by wall, hanging decoration, wood trim in south east corner at ceiling coming off, chalkboard on south wall near whiteboard coming off wall, south exterior wall peeling paint
 Gym - 1 fire extinguisher is missing a tag , 1 fire extinguisher is missing on the south entry , storage room 5 panic bar is missed a cap, and kick plate is bent
 H-3 - Bass Cove missing by front door, door closer cover, missing, carpet heavily stained, ramp skirting loose
 H-5 - Secure 2 book cases near the door, panic bar cap bracket bent
 Health Office A-8 - Cabinet doors under sink are loose
 J-1 - Stained ceiling tile north west corner (Radar type)
 J-2 - Reset to ceiling tiles. One restroom being used as storage. Flooring in restrooms cracked, as well as multiple tiles throughout room cracked.
 SE Exterior R/R South - Phone number to toilet does not flush, ceiling and light fixtures are dirty/splattered.

School Facility Conditions and Planned Improvements

				<p>SE-1 - Paint peeling on north wall, faucet and kitchen leaks, crack in south wall from floor to bottom of window</p> <p>SE-2 - Paint peeling on east wall, south wall, and north wall in the south room behind partition wall. Multiple damage to ceiling tiles in south room. Carpet heavily stained.</p> <p>SE-4 - East and west door have damaged weather striping, 2 ceiling tiles are out of place in the north office</p> <p>Staff Room - Crack in wall from ceiling to countertop.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			<p>C-22 - Vacant room, carpet stained and has large paint spot.</p> <p>G-4 - Classroom being used for storage. One missing ceiling tile, large, electrical molding missing transition piece at ceiling</p> <p>H-3 - Bass Cove missing by front door, door closer cover, missing, carpet heavily stained, ramp skirting loose</p> <p>SE Exterior R/R South - Phone number to toilet does not flush, ceiling and light fixtures are dirty/splattered.</p>
Electrical	X			<p>A-wing South exterior boys R/R - Faucets two and three are loose and missing a handle, recaulk sink number two, broken soap dispenser, hand dryer not working, graffiti in handicap, stall, three pieces of tile on wall broken - gray in color</p> <p>C-16 - Reset return air register. Wall clock not working.</p> <p>C-18 - Paint peeling on west wall. Clock not working.</p> <p>E-9 - Electrical panels are blocked by a large printer</p> <p>Football stadium home side - 1 st hand dryer not working, stall #1 loose toilet seat</p> <p>G-1 - Paneling coming off East wall, wires hanging from ceiling</p> <p>G-2 - West door rubs at of jamb, electrical panel is blocked with boxes,dimmer light switch is broken, missing ceiling tile</p> <p>G-4 - Classroom being used for storage. One missing ceiling tile, large, electrical molding missing transition piece at ceiling</p> <p>G-7 - Breaker panel covered by wall, hanging decoration, wood trim in south east corner at ceiling coming off, chalkboard on south wall near whiteboard coming off wall, south exterior wall peeling paint</p> <p>S-3 - Fountain doesn't work, 1 light bulb out in large room, women's RR toilet leaks at valve,Men's RR 1 light fixture doesn't work, flange bolt is missing on toilet</p> <p>SE - Girls RR - 1 st hand dryer not working, stall #2 toilet leaks at top of the stem</p> <p>Weight room - Electrical outlet cover(2) damaged, 5 light bulbs are out, 3 stained ceiling tiles, door weather striping is damaged</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	<p>A-34 - Faucet leaks at Station number six and Station number nine</p>

School Facility Conditions and Planned Improvements

			<p>Admin Staff R/R's - Men's R/R handicap stall toilet is loose</p> <p>A-wing Boy's - Black bag over urinal #1, and over toilet, all 3 sink faucets are loose</p> <p>A-wing Girls - Graffiti on the walls</p> <p>A-wing Girls south exterior RR - 1 broken soap dispenser, stall #1 and #2 are not flushing</p> <p>A-wing South exterior boys R/R - Faucets two and three are loose and missing a handle, recaulk sink number two, broken soap dispenser, hand dryer not working, graffiti in handicap, stall, three pieces of tile on wall broken - gray in color</p> <p>B-23b - Drinking fountain in hallway, bottom cover plate coming off</p> <p>B-wing boys restroom - Handicap stall, toilet loose at base. Graffiti throughout restroom</p> <p>B-wing Girls Restroom - Stall two and three, toilets loose at base</p> <p>B-wing Women's Staff Restroom - Faucet number two, not working, stall, two and three toilets loose at base</p> <p>C-wing Boys RR - 3 rd sink loose faucet</p> <p>C-wing Girls RR - Faucet on the left is loose middle stall is missing the door, handicap toilet is loose</p> <p>E-6 - Three ceiling tiles damaged in hallway, adjust fountain pressure in hallway</p> <p>E-wing women's staff R/R - Handicap stall toilet leaks at bottom of stem</p> <p>Football stadium home side - 1 st hand dryer not working, stall #1 loose toilet seat</p> <p>Football Stadium Home Side Men's R/R - Plumbing access panel missing lock, urinal #3 not flushing</p> <p>Football stadium visitors Mens RR - Drinking fountain don't work, loose toilet seats on stall #1 and handicap stall</p> <p>J-2 - Reset to ceiling tiles. One restroom being used as storage. Flooring in restrooms cracked, as well as multiple tiles throughout room cracked.</p> <p>S-1 - Handicap stall toilet paper dispenser broken, stall 2 toilet leaks at base of stem.</p> <p>S-3 - Fountain doesn't work, 1 light bulb out in large room, women's RR toilet leaks at valve, Men's RR 1 light fixture doesn't work, flange bolt is missing on toilet</p> <p>SE - Girls RR - 1 st hand dryer not working, stall #2 toilet leaks at top of the stem</p> <p>SE Exterior R/R South - Phone number to toilet does not flush, ceiling and light fixtures are dirty/splattered.</p> <p>SE-1 - Paint peeling on north wall, faucet and kitchen leaks, crack in south wall from floor to bottom of window</p> <p>Staff RR (North) - Sign missing outside of rest on wall</p> <p>Visitors Side Women's R/R - Stall number six toilet leaks at base of stem</p>
Safety: Fire Safety, Hazardous Materials	X		<p>C-20 - Green sticky substance on the wall in front of classroom. Plug-in air freshener.</p> <p>E-4 - Fire extinguisher out of date, missing ceiling tile near entry door, broken ceiling tile with sensor, hole in ceiling tile near west wall</p>

School Facility Conditions and Planned Improvements				
				Gym - 1 fire extinguisher is missing a tag , 1 fire extinguisher is missing on the south entry , storage room 5 panic bar is missed a cap, and kick plate is bent
Structural: Structural Damage, Roofs	X			H-4 - North lower exterior siding is rotting
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	H-3 - Bass Cove missing by front door, door closer cover, missing, carpet heavily stained, ramp skirting loose SE Staff R/R South - Exterior restroom sign missing

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: <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)	47	46	31	33	46	47
Mathematics (grades 3-8 and 11)	12	13	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	325	314	96.62	3.38	45.54
Female	170	164	96.47	3.53	50.00
Male	155	150	96.77	3.23	40.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	29	27	93.10	6.90	29.63
Filipino	--	--	--	--	--
Hispanic or Latino	260	253	97.31	2.69	47.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	15	14	93.33	6.67	35.71
English Learners	24	21	87.50	12.50	4.76
Foster Youth	--	--	--	--	--
Homeless	26	21	80.77	19.23	23.81
Military	19	19	100.00	0.00	52.63
Socioeconomically Disadvantaged	292	281	96.23	3.77	45.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	49	96.08	3.92	6.12

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	325	316	97.23	2.77	13.29
Female	170	165	97.06	2.94	9.09
Male	155	151	97.42	2.58	17.88
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	29	27	93.10	6.90	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	260	255	98.08	1.92	13.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	14	93.33	6.67	7.14
English Learners	24	22	91.67	8.33	4.55
Foster Youth	--	--	--	--	--
Homeless	26	21	80.77	19.23	4.76
Military	19	19	100.00	0.00	21.05

Socioeconomically Disadvantaged	292	283	96.92	3.08	12.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	49	96.08	3.92	2.04

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)	15.20	15.00	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	648	630	97.22	2.78	14.79
Female	330	323	97.88	2.12	11.80
Male	318	307	96.54	3.46	17.92
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	26.32
Black or African American	61	56	91.80	8.20	7.14
Filipino	--	--	--	--	--
Hispanic or Latino	510	498	97.65	2.35	14.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	15.38
White	35	34	97.14	2.86	20.59
English Learners	44	41	93.18	6.82	0.00
Foster Youth	--	--	--	--	--
Homeless	54	48	88.89	11.11	17.02
Military	66	65	98.48	1.52	13.85
Socioeconomically Disadvantaged	594	576	96.97	3.03	13.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	98	95	96.94	3.06	1.06

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 GORGONIO HIGH SCHOOL

Automotive Technology Pathway (Silver)

Childcare Occupations Pathway (Silver)

Construction Occupations Pathway

Culinary Arts Pathway

Digital Technology Pathway

JCG Pathway (Jobs for California Graduates)

2023-24 Career Technical Education Programs

Project Lead the Way (PLTW) Biomedical Science Honors Pathway (Silver)
Project Lead the Way (PLTW) Engineering Honors Pathway

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

Industries Represented:
Arts, Media, Entertainment
Building and Construction Trades
Business and Finance
Education, Child Development, and Family Services
Energy, Environment, and Utilities
Engineering and Architecture
Health Science and Medical Technologies
Hospitality, Tourism, and Recreation
Information and Communication Technologies
Manufacturing and Product Development
Marketing, Sales & Service
Public Services
Transportation

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	619
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	47.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	97.65
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	35.4

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	83.5	81.2	85.3	78.9	86.6

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
San Geronio High School has multiple opportunities for parents to participate in the educational process; such as: the family engagement center, parent education programs, School Site Council, English Learners Advisory Committee, African American Parent Advisory Council, and Spartan Parent Advisory Group.
Please contact the school for more information. (909) 388-6524

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	3.9	3.1	4.5	10.2	9.9	9.7	7.8	8.2	8.9
Graduation Rate	94.2	94.3	93.9	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	358	336	93.9
Female	177	167	94.4
Male	181	169	93.4
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	11	10	90.9
Black or African American	37	32	86.5
Filipino	--	--	--
Hispanic or Latino	270	257	95.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	25	24	96.0
English Learners	41	34	82.9
Foster Youth	--	--	--
Homeless	63	56	88.9
Socioeconomically Disadvantaged	343	322	93.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	54	47	87.0

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	1671	1584	426	26.9
Female	819	773	220	28.5
Male	851	810	206	25.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	37	9	24.3
Black or African American	167	149	50	33.6
Filipino	18	18	2	11.1
Hispanic or Latino	1314	1254	320	25.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	36	34	18	52.9
White	81	76	22	28.9
English Learners	165	152	56	36.8
Foster Youth	12	--	--	--
Homeless	151	141	61	43.3
Socioeconomically Disadvantaged	1530	1459	408	28.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	269	259	90	34.7

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
10.38	10.94	9.22	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
0.33	0.23	0.24	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	9.22	0.24
Female	5.62	0.12
Male	12.69	0.35
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.26	2.63
Black or African American	18.56	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.53	0.15
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	33.33	2.78
White	11.11	0.00
English Learners	6.06	0.61
Foster Youth	16.67	0.00
Homeless	15.23	0.66
Socioeconomically Disadvantaged	9.48	0.26
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.52	0.00

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

2024-25 School Safety Plan

Date of Last Review/Update: Oct. 28, 2024
Date Last Reviewed with Faculty: Dec. 9, 2024

2024-25 School Safety Plan

Every student and teacher has the right to attend a school free from physical and psychological harm. To help schools achieve these vital goals, the State of California has mandated that each K-12 school develop a comprehensive school safety plan. Reviewed annually, a school’s safety plan is the result of a systematic planning process in cooperation with local public safety agencies, community leaders, parents, pupils, teachers, administrators, and other persons interested in the prevention of campus crime and violence. Each school’s safety plan addresses the following key areas: preparedness, mitigation and prevention, response and recovery.

In close cooperation with the California Schools Risk Management (Joint-Powers Authority), local police and fire departments, the district’s Office of Safety and Emergency Management conducts periodic safety inspections of district sites and provides correction reports to site administrators. A follow-up system is in place to ensure timely compliance and correction of discrepancies.

School sites also conduct scheduled drills for anticipated emergency situations (such as fires, earthquakes and lockdowns) to prepare students, staff, and other stakeholders how to appropriately respond to those emergencies. The district follows California’s mandated Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for emergency management. The Office of Safety and Emergency Management is also tasked with coordinating the response and recovery of emergencies or other disasters affecting the SBCUSD.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	71	25	12
Mathematics	21	35	27	15
Science	19	38	23	8
Social Science	18	49	30	6

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	19	50	25	14
Mathematics	21	31	23	17
Science	23	22	26	12
Social Science	20	33	28	9

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	56	27	14
Mathematics	14	74	14	11
Science	14	58	30	2
Social Science	15	55	22	9

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	241.17

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	1

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	\$10,392	\$767	\$9,624	\$79,764
District	N/A	N/A	\$9,265	\$103,459
Percent Difference - School Site and District	N/A	N/A	3.8	-25.9
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-11.2	-17.0

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	17.5
-----------------------------------	------

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	2
Foreign Language	3
Mathematics	1
Science	1
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	14

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