

SHANDIN HILLS MIDDLE 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	SHANDIN HILLS MIDDLE SCHOOL
Street	4301 Little Mountain Dr.
City, State, Zip	San Bernardino, CA 92407
Phone Number	(909) 880-6666
Principal	Persida Torres
Email Address	persida.torres@sbcusd.k12.ca.us
School Website	https://shandinhills.sbcusd.com/
Grade Span	6-8
County-District-School (CDS) Code	36678766068720

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>Shandin Hills Middle School has 53 classrooms, a library, a multipurpose room, and an administration office. The campus was built in 1968, and five new special education classrooms were built in the 2006-07 school year. The facility strongly supports teaching the new Common Core State Standards (CCSS) and 21st Century Skills through its ample technological classrooms, technological courses and the belief that all students will be prepared for high school, college and beyond.</p> <p>Our Mission: Shandin Hills Middle School is centered empowering the spirit of each student.</p>

About this School

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	86
Grade 7	331
Grade 8	351
Total Enrollment	768

2023-24 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
American Indian or Alaska Native	0.3
Asian	0.5
Black or African American	11.5
Filipino	0.1
Hispanic or Latino	79.7
Native Hawaiian or Pacific Islander	0.1
Two or More Races	2.1
White	4.6
English Learners	21.1
Foster Youth	0.7
Homeless	11.7
Socioeconomically Disadvantaged	93.9
Students with Disabilities	20.4

A. Conditions of Learning	State Priority: Basic
	<p>The SARC provides the following information relevant to the State priority: Basic (Priority 1):</p> <ul style="list-style-type: none">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; andSchool 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)	26.70	68.78	1928.00	85.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	2.24	37.10	1.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.60	6.82	64.20	2.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	66.10	2.93	12115.80	4.41
Unknown/Incomplete/NA	8.60	22.14	163.10	7.22	18854.30	6.86
Total Teaching Positions	38.80	100.00	2258.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.10	74.86	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)	1.70	4.57	113.70	4.75	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	54.80	2.29	11953.10	4.28
Unknown/Incomplete/NA	8.00	20.54	228.70	9.55	15831.90	5.67
Total Teaching Positions	38.90	100.00	2395.50	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.50	74.22	1971.20	83.53	231142.40	100.00
Intern Credential Holders Properly Assigned	3.40	8.60	53.50	2.27	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	7.70	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	3.70	9.46	138.10	5.86	14303.80	5.15
Total Teaching Positions	39.80	100.00	2359.90	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	0.00	0.9
Misassignments	1.60	1.70	2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.60	1.70	3

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	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	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)	3.90	5.4	6.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.70	0	0.7

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

Core middle school textbooks adopted by the San Bernardino City Unified School District Board of Education are selected from the State adopted list of materials. All materials 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. The district has exercised local control to assure that textbooks not from the most recent State adopted list of materials are aligned with state standards.

In addition to core curriculum materials, the district purchases supplementary materials for use in middle school visual and performing arts programs. Sufficient materials are available for students participating in the visual and performing arts programs.

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 (2016)	Yes	0
Mathematics	Pearson: CA Digits (2015)	Yes	0
Science	Amplify Education, Inc.: Integrated Science (2020)	Yes	0
History-Social Science	Grade 6: Teachers' Curriculum Institute: History Alive! The Ancient World (2018) Grade 7: Teachers' Curriculum Institute: History Alive! The Medieval World and Beyond (2018) Grade 8: Teachers' Curriculum Institute: History Alive! The United States through Industrialism (2018)	Yes	0
Foreign Language	Vista Higher Learning: Senderos 1 (2021)	Yes	

	McGraw-Hill: El español para nosotros, Curso para hispanohablantes Nivel 1 (2021) *		
	Vista Higher Learning: Yabisi Espanol libro de texto 6 (2021) *		
Health	N/A		N/A
Visual and Performing Arts	Glencoe/McGraw-Hill: Art Talk (2002) MacMillan/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

Shandin Hills Middle School has 53 classrooms, a library, a multipurpose room, a parent resource center, and an administration office. The campus was built in 1968, and five new special education classrooms were built in the 2006-07 school year. The facility strongly supports teaching the new Common Core State Standards (CCSS) and 21st Century Skills through its ample technological classrooms, technological courses and the belief that all students will be prepared for high school, college and beyond.

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

Williams Visit Findings

Visit Date: 08/21/2024

School Facility Conditions and Planned Improvements

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

The following extreme deficiencies were observed:

Section 8. Restrooms

A Wing Boys' Restroom: Partitions/stall doors are missing (if partitions have been designed for stall doors) (work order #PO# FY23-24 00116349)

School Facility Good Repair Status (School Year 2023-24)

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

The most recent facilities inspection took place October, 2023.

Results of this site's most recent survey are included below, and any associated repairs were completed by the end of March 2024.

Year and month of the most recent FIT report

10/13/23

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	A-2 - Fasten shelves to wall, drinking fountain pressure to high, peeling paint by fire extinguisher A-4 - Stained ceiling tiles A-5 - Stained ceiling tiles A-6 - Small holes in ceiling tiles A-7 - Book shelf (6') not fastened A-9 - Stained ceiling tiles B-3 - 2 sinks no water, Laminate chipped B-4 - Stained ceiling tile N/W corner B-5 1/2 - Small stain on ceiling tile C-6 - Paint chipped on S/E and N/E walls, Stained ceiling tiles C-7 - Paint peeling by fire extinguisher E-3 - Peeling paint behind teachers desk, Laminate cracked on left sink countertop E-4 - Ceiling tile out of place F-1 - ceiling tiles out in N/w corner F-3 - Patch and paint corner southeast side by door F-wing hallway - cove base by F-1 and reducer strip are chipped out, plaster by boys restroom chipped out G-2 - Emergency window button on right side blocked by shelf, tiles need reset G-3 - Tiles need reset G-4 - Carpet is old dirty and rippled, Ramp to door needs non skid painted G-5 - Light hanging down first on inside door, ramp needs non skid paint, two holes in asphalt at ramp entry I-2 - Shelving not secured

School Facility Conditions and Planned Improvements

				<p>Kitchen - Dry storage room in back has paint peeling on ceiling</p> <p>kitchen staff room - Water Dripping from ceiling by S/E ramp</p> <p>MDF/storage room - ceiling tile missing</p> <p>Mens staff RR - cove base by door coming off</p> <p>MU upper and lower mall - ceiling tiles out of place, corner wall by serving line needs paint, paint patch on wall upper mall.</p> <p>SE-1 - Carpet has big stains and seam is showing threads</p> <p>SE-2 - Carpet has large stains, dishwasher does not work,</p> <p>SE-3 - Bookshelf needs to be secured to wall</p> <p>SE-5 - Paint chipped on N/W wall, fascia board missing on S/W outside</p> <p>VP office area - walls in reception areas need touch up paint</p> <p>Work room - Ceiling tiles need replaced</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			B-1 - Plug in air freshener
Electrical	X			<p>A-wing hallways - Exit sign missing face plate</p> <p>G-5 - Light hanging down first on inside door, ramp needs non skid paint, two holes in asphalt at ramp entry</p> <p>I-wing Girls locker room - Light cover missing S/E side</p> <p>Library - no fire extinguisher, light diffuser cracked,</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		<p>NULL</p> <p>A-2 - Fasten shelves to wall, drinking fountain pressure to high, peeling paint by fire extinguisher</p> <p>A-wing boys RR - Far right sink no water</p> <p>A-wing girls RR - middle sink cracked at drain, not leaking though</p> <p>B-3 - 2 sinks no water, Laminate chipped</p> <p>B-6 - All sinks have no water on N/W wall maybe per teacher request?</p> <p>E-1 Computer tech room - Door rubs jamb hard, Faucet handle missing on middle sink</p> <p>I-wing outside facing lunch area N/W - South side drinking fountain has no water, North side drinking fountain has plugged drain</p> <p>N/W boys RR outside - Middle sink has no water, signage outside is coming off wall</p> <p>SE-2 - Carpet has large stains, dishwasher does not work,</p>
Safety: Fire Safety, Hazardous Materials	X			<p>B-8 - Helium tank not secured</p> <p>C-2 - Plug in air freshener</p> <p>Library - no fire extinguisher, light diffuser cracked,</p>
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>E-1 Computer tech room - Door rubs jamb hard, Faucet handle missing on middle sink</p> <p>F-2 - Door stop in hallway is out</p>

School Facility Conditions and Planned Improvements

				<div>G-2 - Emergency window button on right side blocked by shelf, tiles need reset</div> <div>G-4 - Carpet is old dirty and rippled, Ramp to door needs non skid painted</div> <div>G-5 - Light hanging down first on inside door, ramp needs non skid paint, two holes in asphalt at ramp entry</div> <div>N/W boys RR outside - Middle sink has no water, signage outside is coming off wall</div> <div>Playgrounds/ fields - Grass under bleachers not cut and very muddy under solar panels, old concrete and rebar laying outside of tennis courts</div> <div>SE-5 - Paint chipped on N/W wall, fascia board missing on S/W outside</div>
--	--	--	--	---

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven.

2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven.

3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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)	19	19	31	33	46	47
Mathematics (grades 3-8 and 11)	7	10	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	757	745	98.41	1.59	19.19
Female	355	351	98.87	1.13	26.21
Male	402	394	98.01	1.99	12.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	89	88	98.88	1.12	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	601	590	98.17	1.83	19.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	23	100.00	0.00	34.78

White	36	36	100.00	0.00	25.00
English Learners	134	133	99.25	0.75	0.75
Foster Youth	--	--	--	--	--
Homeless	90	86	95.56	4.44	15.12
Military	37	37	100.00	0.00	10.81
Socioeconomically Disadvantaged	710	699	98.45	1.55	18.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	159	154	96.86	3.14	2.60

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	758	748	98.68	1.32	9.77
Female	356	354	99.44	0.56	9.92
Male	402	394	98.01	1.99	9.64
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	89	88	98.88	1.12	3.41
Filipino	--	--	--	--	--
Hispanic or Latino	602	593	98.50	1.50	9.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	23	100.00	0.00	8.70
White	36	36	100.00	0.00	16.67
English Learners	134	133	99.25	0.75	1.50
Foster Youth	--	--	--	--	--
Homeless	90	86	95.56	4.44	5.81
Military	37	37	100.00	0.00	2.70

Socioeconomically Disadvantaged	710	701	98.73	1.27	9.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	159	154	96.86	3.14	3.25

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)	8.76	7.14	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	353	346	98.02	1.98	6.94
Female	168	165	98.21	1.79	6.06
Male	185	181	97.84	2.16	7.73
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	35	35	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	278	272	97.84	2.16	5.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	23	95.83	4.17	8.70
English Learners	64	63	98.44	1.56	1.59
Foster Youth	--	--	--	--	--
Homeless	47	44	93.62	6.38	9.09
Military	17	17	100.00	0.00	0.00
Socioeconomically Disadvantaged	326	319	97.85	2.15	5.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	78	74	94.87	5.13	1.35

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 7	95.8	95.8	95.8	95.8	95.8

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
Parents are encouraged to participate in our Back To School Night and Award nights that are held at the end of each semester. ASB and student led clubs often host events that invite parents to attend, such as Dia de Los Muertos festivities, Las Posadas, Winter Fest and Black History Month. Our Sports Program also celebrates the success of our athletes with a culminating event of a Sports Banquet in May. Parents are highly encouraged to attend the after school sporting events where our teams compete against other middle schools in the district. Additionally, parents are encouraged to participate in School Site Council and ELAC and Coffee with the Principal meetings.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	895	850	295	34.7
Female	430	407	137	33.7
Male	465	443	158	35.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	105	102	46	45.1
Filipino	--	--	--	--
Hispanic or Latino	706	669	222	33.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	19	19	11	57.9
White	45	42	11	26.2
English Learners	186	176	47	26.7
Foster Youth	12	--	--	--
Homeless	115	112	50	44.6
Socioeconomically Disadvantaged	842	804	284	35.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	179	173	68	39.3

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
6.51	12.36	16.54	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	0.23	0.67	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	16.54	0.67
Female	15.58	0.47
Male	17.42	0.86
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	27.62	0.95
Filipino	0.00	0.00
Hispanic or Latino	15.30	0.71
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	15.79	0.00
White	11.11	0.00
English Learners	17.74	1.61
Foster Youth	8.33	0.00
Homeless	26.96	0.87
Socioeconomically Disadvantaged	17.46	0.71
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.08	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. 10, 2024
Date Last Reviewed with Faculty: Jan. 14, 2025
Every student and teacher has the right to attend a school free from physical and psychological harm. To help schools achieve

2024-25 School Safety Plan

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

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	39	10	2
Mathematics	15	35	9	4
Science	13	38	7	3
Social Science	17	31	7	7

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	36	14	
Mathematics	18	29	14	2
Science	16	27	13	
Social Science	20	22	12	5

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	15	43	22	3
Mathematics	18	32	21	2
Science	15	28	15	2
Social Science	19	28	10	7

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	384

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)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,199	\$1,018	\$8,182	\$70,820
District	N/A	N/A	\$9,265	\$103,459
Percent Difference - School Site and District	N/A	N/A	-12.4	-37.5
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-27.3	-28.8

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

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

Professional Development

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 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