PACIFIC HIGH SCHOOL
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.
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/.

2025-26 School Contact Information

School Name	PACIFIC HIGH SCHOOL
Street	1020 Pacific St.
City, State, Zip	San Bernardino, CA 92404
Phone Number	(909) 388-6419
Principal	Dr. Natalie Raymundo
Email Address	natalie.raymundo@sbcusd.k12.ca.us
School Website	https://pacific.sbcusd.com/
Grade Span	9-12
County-District-School (CDS) Code	36678763634680

2025-26 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

2025-26 School Description and Mission Statement

Pacific High School is one of six traditional comprehensive high schools in the San Bernardino City Unified School District (SBCUSD) in San Bernardino, California. Located south of Perris Hill Park in the northeastern section of the city, the 46 acre campus boasts a spectacular view of Perris Hill and the San Bernardino mountains. The school is currently under construction and has 70 classrooms, a library, an auditorium (under construction), a multipurpose room, and a brand new administration office. The campus was built in 1952 and modernized in 1987, 2013, and 2023. Five new special education classrooms were built in 2007. The school has been undergoing extensive renovations since 2018 and nearly all buildings on campus are being remodeled or rebuilt. The construction project is due for completion in 2026. The facility strongly supports teaching and learning through its ample classroom and athletic space, and a staff resource room.

2025-26 School Description and Mission Statement

Pacific has three vice principals, one principal, and 80 teachers and support staff that serve a culturally diverse population of approximately 1,300 students. The school provides an enriching learning environment through a full range of academic and extracurricular activities in college prep, honors, dual enrollment, and advanced placement classes; athletics; art; music; drama; and numerous organizations and clubs. Pacific High School has multiple CTE career pathways—Art for Communications, Hospitality, PLTW BioMed, and Transportation Technologies. Students also have access to support while they take dual enrollment college classes for free.

Mission: Pacific High School provides meaningful, relevant, and rigorous opportunities to ensure all students graduate prepared to think, act, and communicate successfully in college, career, and life.

Vision: Pacific High School is an exceptional school, committed to preparing all students to be socially responsible lifelong learners who adapt and thrive in the community.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	359
Grade 10	318
Grade 11	314
Grade 12	255
Total Enrollment	1,246

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
American Indian or Alaska Native	0.2
Asian	0.7
Black or African American	9.2
Filipino	0.5
Hispanic or Latino	83.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.2
White	4.1
English Learners	14
Foster Youth	0.7
Homeless	8.9
Socioeconomically Disadvantaged	97.1
Students with Disabilities	18

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.

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)	49.5	81.45	1973.3	82.38	234405.2	84
Intern Credential Holders Properly Assigned	0	0	24.8	1.04	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.5	5.79	113.7	4.75	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.6	2.73	54.8	2.29	11953.1	4.28
Unknown/Incomplete/NA	6	10	228.7	9.55	15831.9	5.67
Total Teaching Positions	60.8	100	2395.5	100	279044.8	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.

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)	46.6	77.04	1971.2	83.53	231142.4	83.24
Intern Credential Holders Properly Assigned	1.7	2.88	53.5	2.27	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	8	13.23	144.4	6.12	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.4	2.31	52.4	2.22	11746.9	4.23
Unknown/Incomplete/NA	2.7	4.51	138.1	5.86	14303.8	5.15
Total Teaching Positions	60.4	100	2359.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	45	73.58	1855.2	78.51	230039.4	100
Intern Credential Holders Properly Assigned	3.5	5.72	68.6	2.91	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.9	4.79	184.9	7.82	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.7	2.88	65.9	2.79	12112.8	4.34
Unknown/Incomplete/NA	7.9	13.02	188.3	7.97	13705.8	4.91
Total Teaching Positions	61.1	100	2363	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.90	4	1.9
Misassignments	2.50	4	0.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.50	8	2.9

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.60	1.4	1.7
Total Out-of-Field Teachers	1.60	1.4	1.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.4	6.9	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.3	5.3	0

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

2025-26 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt: California Collections © 2017(2016) California State University: Expository Reading and Writing Course (2014)	0
Mathematics	CPM Core Connections Integrated 1 (2025) CPM Core Connections Integrated 2 (2025) CPM Core Connections Integrated 3 (2025) Bedford, Freeman, & Worth Publishing Practice of Statistics, Seventh Ed. (2025) CPM Calculus (2025) CPM Precalculus (2025) California State University: MRWC Theme 1, Theme 2a, Theme 2b, Theme 3* (2025)	0
Science	Biozone: Biology (Continuation & Special Ed) (2020) Pearson: Campbell Biology (2020)	0

	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)	
	OpenStax: Physics AP (2020)	
	Discovery Education: Physics of the Universe (2020)	
	Pearson: Environmental Science - The Science Behind the Stories (2020)	
	Pearson: Pearson Health (2020)	
History-Social Science	Pearson: California World History: The Modern World (2018)	0
	Cengage: Western Civilization: Since 1300, AP Edition, Updated, 10th Edition-Spielvogel (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)	
Foreign Language	Vista Higher Learning: Senderos 1 (2021)	0
	Carnegie Learning: ¡Qué Chévere! 4 2nd Edition (2021)	
	Vista Higher Learning: Galeria de lengua y cultura 1 Español para hispanohablantes (2021)	
	Vista Higher Learning: Galeria de lengua y cultura 2 Español para hispanohablantes (2021)	
	Pearson: Reflexiones Introducción a la literature hispánica (2021)	
	Vista Higher Learning: Senderos 2 (2021)	
	Vista Higher Learning: Senderos 3 (2021)	
Health	Pearson: Pearson Health (2020)	0
Visual and Performing Arts	Glencoe/McGraw-Hill: Art Talk (2002)	0
	Glencoe/McGraw-Hill: The Stage and the School (2002)	
	Glencoe/McGraw-Hill: Music! Its Role and Importance in Our Lives (2002)	

Science Laboratory Equipment (grades 9-12)	Sufficient appropriate laboratory equipment is available in all science classrooms	0

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

School Facility Conditions and Planned Improvements

General
Pacific High School is one of five traditional comprehensive high schools in the San Bernardino City Unified School District (SBCUSD) in San Bernardino, California. Located south of Perris Hill Park in the northeastern section of the city, the 46 acre campus boasts a spectacular view of Perris Hill and the San Bernardino mountains. Pacific has two vice principals, one principal, and 80 teachers and support staff that serve a culturally diverse population of approximately 1,300 students. The school provides an enriching learning environment through a full range of academic and extracurricular activities in college prep, honors, and advanced placement classes; athletics; art; music; drama; and numerous organizations and clubs. Pacific High School has two career pathways—Digital Design & Communications and Biomedical Engineering. All students participate in the pathway of their choice. Each pathway leads to both college and career options, including options for vocational certificate programs. In addition, various intensive instruction classes and after school tutoring are available to assist students struggling with coursework and to prepare students to attend a four-year college or university. Pacific High School is dedicated to providing each student with the opportunity to acquire the knowledge and skills necessary to achieve personal, educational and career goals.

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 2024-25 school year are listed below:

The following improvements are made district-wide where necessary:
Interior and exterior paint
Repair or Replace of HVAC systems
Repair or Replace of gymnasium flooring
Repair or Replace of floor tiles and carpeting
Upgrade classroom technology

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

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School Facility Good Repair Status

Williams Visit Findings
Visit Date: 01/29/2026

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:
None.

The following good repair deficiencies were observed:
None.

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School Facility Good Repair Status (School Year 2024-25)
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 September, 2024.
Results of this site's most recent survey are included below, and any associated repairs were completed by the end of March 2025.

Year and month of the most recent FIT report	9/30/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			F-6 The latch strike plate is loose. The door slams and bounces open when unlocked. The transition strip has a gap. The hvac return vent is buzzing. F-7 The hvac return vent is buzzing. H-3 The lock is loose in the door. The HVAC return vents are buzzing. G-5 One HVAC return vent is buzzing. One ceiling tile is gouged. G-1 One HVAC return vent started buzzing. Girls' Locker Rm. The #3 stall door in the RR will not close. Locker #913 has a key broken off in it. AC not working. The Coaches toilet barely flushes. Two faucets in the RR have plugged aerators.
Interior: Interior Surfaces		X		SE-Wing Girls' RR Partition panel is broken by #1 stall door. #163635 K-1 Ceiling tiles are out of position. Washing machine drain is open. Y-5 A ceiling tile is missing. Y-Wing Boys' The stall door is missing. Z-1 Ceiling tiles by the windows have holes. F-6 The latch strike plate is loose. The door slams and bounces open when unlocked. The transition strip has a gap. The hvac return vent is buzzing. F-8 Carpet is stained in two spots. F-10 Rubber cove base is loose where it wraps around the lab station cabinets, east wall. F-11 One ceiling tile is stained. E-Wing Boys' north RR Graffiti in the stall. Stall latch and handle are missing. Wall tiles are damaged in the stall. Three urinal partition brackets are damaged. Graffiti on the urinal partitions. F-Wing Boys' north RR Urinal partitions are damaged and have broken a wall tile. Graffiti on the toilet

School Facility Conditions and Planned Improvements

				partitions. The door latch is slow to extend. Needs lube. Football Stadium South walking gate with panic bar by the ticket booth will not latch. The Snack bar has no fire extinguisher. The flooring in the Snack Bar Mens RR is cracked. The black exterior fountains overshoot their bowls. An electrical outlet cover plate is missing from the Pressbox. A lighting diffuser is out of position in its frame, north room of Pressbox. Long jump covers are scattered, drain grates are missing. A large broken branch is on the ground north of the track. H-2 Plug in air fresheners are in use. One ceiling tile is missing, another is stained. H-4 Two panels are falling from below lab sinks. G-5 One HVAC return vent is buzzing. One ceiling tile is gouged. G-4 One ceiling tile is missing. Plug in air fresheners are in use. C-1 Ceiling tiles are damaged above the south door. C-Wing Staff RR The faucet is loose. The partition is corroded. C-Wing Boys' RR Graffiti on the ceiling, up high on the wall, and on the partitions. Graffiti on the exterior of the doors. D-wing Boys' RR The urinal partition bracket is damaged and missing hardware. Stall door hinge #1 is missing bolts. Wall tiles are broken in stall #2. Graffiti on partitions. Gym southeast foyer Paint has been peeled from the wall by the Girls RR. Southwest Foyer The #1 stall door wont close in the Girls RR. H-2 Repair/Change lighting in this area.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Football Stadium South walking gate with panic bar by the ticket booth will not latch. The Snack bar has no fire extinguisher. The flooring in the Snack Bar Mens RR is cracked. The black exterior fountains overshoot their bowls. An electrical outlet cover plate is missing from the Pressbox. A lighting diffuser is out of position in its frame, north room of Pressbox. Long jump covers are scattered, drain grates are missing. A large broken branch is on the ground north of the track.SE-Wing Staff RR south The toilet leaks. E-Wing Girls' south RR Toilet #1 has been moved. D-Wing Girls' RR Toilets all bubble when one is flushed. Girls' Locker Rm. The #3 stall door in the RR will not close. Locker #913 has a key broken off in it. AC not working. The Coaches toilet barely flushes. Two faucets in the RR have plugged aerators. SE-Wing Boys' RR The exterior fountains paint has peeled. The hose bib by the exterior fountain is leaking. K-1 Ceiling tiles are out of position. Washing machine drain is open.

				Football Stadium South walking gate with panic bar by the ticket booth will not latch. The Snack bar has no fire extinguisher. The flooring in the Snack Bar Mens RR is cracked. The black exterior fountains overshoot their bowls. An electrical outlet cover plate is missing from the Pressbox. A lighting diffuser is out of position in its frame, north room of Pressbox. Long jump covers are scattered, drain grates are missing. A large broken branch is on the ground north of the track. C-3 The faucet next to the south door is loose. C-4 The spout is missing from the faucet at the teachers station. C-Wing Staff RR The faucet is loose. The partition is corroded. C-5 The faucet in the workroom does not work. Water supply damaged by construction. Boys Locker Rm. Two fountains near the south doors leak. Paint has been peeled from the exterior of one north door. Girls' Locker Rm. The #3 stall door in the RR will not close. Locker #913 has a key broken off in it. AC not working. The Coaches toilet barely flushes. Two faucets in the RR have plugged aerators. Staff Room The fountains in the hallway over shoot their bowls.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			F-2 Plug in air fresheners are in use. Football Stadium South walking gate with panic bar by the ticket booth will not latch. The Snack bar has no fire extinguisher. The flooring in the Snack Bar Mens RR is cracked. The black exterior fountains overshoot their bowls. An electrical outlet cover plate is missing from the Pressbox. A lighting diffuser is out of position in its frame, north room of Pressbox. Long jump covers are scattered, drain grates are missing. A large broken branch is on the ground north of the track. H-1 Plug in air fresheners are in use, also an outlet splitter. H-2 Plug in air fresheners are in use. One ceiling tile is missing, another is stained. H-5 Plug in air fresheners are in use. The fire extinguisher is covered. G-4 One ceiling tile is missing. Plug in air fresheners are in use. G-2 Plug in air fresheners are in use. Fire extinguisher is inaccessible: cover by furniture and locked with a cabinet lock (remove the lock). Both HVAC return vents are buzzing. D-7 Plug in air fresheners are in use. The door slams. D-6 Plug in air fresheners are in use. D-4 Plug in air fresheners are in use. Gym No fire extinguishers.
Structural: Structural Damage, Roofs	X			Pools The equipment enclosure on the south side is crumbling.
External:		X		Eastern baseball/softball fields Standing water around irrigation valve box outside Y-7. Gate latch broken in

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/Doors/Gates/Fences				the southeast corner. A bleacher seat is bent in the southeast corner. Handball Courts Several courts have peeled paint. Football Stadium South walking gate with panic bar by the ticket booth will not latch. The Snack bar has no fire extinguisher. The flooring in the Snack Bar Mens RR is cracked. The black exterior fountains overshoot their bowls. An electrical outlet cover plate is missing from the Pressbox. A lighting diffuser is out of position in its frame, north room of Pressbox. Long jump covers are scattered, drain grates are missing. A large broken branch is on the ground north of the track. Z-8 The door slams. Z-6 The panic bar needs repair. Eastern baseball/softball fields Standing water around irrigation valve box outside Y-7. Gate latch broken in the southeast corner. A bleacher seat is bent in the southeast corner. F-6 The latch strike plate is loose. The door slams and bounces open when unlocked. The transition strip has a gap. The hvac return vent is buzzing. D-Wing Staff RR The interior privacy lock lever is missing. E-Wing Boys' north RR Graffiti in the stall. Stall latch and handle are missing. Wall tiles are damaged in the stall. Three urinal partition brackets are damaged. Graffiti on the urinal partitions. F-Wing Girls' south RR Stall #3 hinge pin has slid down. F-Wing Boys' north RR Urinal partitions are damaged and have broken a wall tile. Graffiti on the toilet partitions. The door latch is slow to extend. Needs lube. Football Stadium South walking gate with panic bar by the ticket booth will not latch. The Snack bar has no fire extinguisher. The flooring in the Snack Bar Mens RR is cracked. The black exterior fountains overshoot their bowls. An electrical outlet cover plate is missing from the Pressbox. A lighting diffuser is out of position in its frame, north room of Pressbox. Long jump covers are scattered, drain grates are missing. A large broken branch is on the ground north of the track. Varsity Baseball The third base bleachers are missing two pieces of handrail. J-Wing Boys' RR The exterior door lock will not operate with my grand key. H-3 The lock is loose in the door. The HVAC return vents are buzzing. G-3 The lock is loose in the door. E-5 The exterior Electrical Rm. door wont shut. The south classroom door wont shut. D-7 Plug in air fresheners are in use. The door slams. C-2 Grand key will not operate the lock in the south door. C-Wing Boys' RR Graffiti on the ceiling, up high on the wall, and on the partitions. Graffiti on the exterior of the doors. Boys Locker Rm. Two fountains near the south doors leak. Paint has been peeled from the exterior of one north door.

School Facility Conditions and Planned Improvements

				Girls' Locker Rm. The #3 stall door in the RR will not close. Locker #913 has a key broken off in it. AC not working. The Coaches toilet barely flushes. Two faucets in the RR have plugged aerators. MU Rm. The panic bar is loose on one southwest door.

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	40	35	33	35	47	48
Mathematics (grades 3-8 and 11)	12	11	20	22	35	37

2024-25 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	294	292	99.32	0.68	35.27
Female	137	136	99.27	0.73	40.44
Male	157	156	99.36	0.64	30.77
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	35	34	97.14	2.86	32.35
Filipino	--	--	--	--	--
Hispanic or Latino	235	234	99.57	0.43	36.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	15	15	100.00	0.00	20.00
English Learners	34	34	100.00	0.00	2.94
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	22.73
Military	0	0	0	0	0
Socioeconomically Disadvantaged	278	277	99.64	0.36	34.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	54	100.00	0.00	5.56

2024-25 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	298	296	99.33	0.67	11.49
Female	140	139	99.29	0.71	9.35
Male	158	157	99.37	0.63	13.38
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	36	35	97.22	2.78	2.86
Filipino	--	--	--	--	--
Hispanic or Latino	238	237	99.58	0.42	13.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	0.00
English Learners	34	34	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	4.35
Military	0	0	0	0	0

Socioeconomically Disadvantaged	282	281	99.65	0.35	10.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	54	100.00	0.00	1.85

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	14.07	17.76	17.92	19.85	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	563	562	99.82	0.18	16.73
Female	280	279	99.64	0.36	16.49
Male	283	283	100.00	0.00	16.96
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	56	55	98.21	1.79	14.55
Filipino	--	--	--	--	--
Hispanic or Latino	460	460	100.00	0.00	16.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	29	29	100.00	0.00	17.24
English Learners	58	58	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	68	68	100.00	0.00	8.82
Military	0	0	0	0	0
Socioeconomically Disadvantaged	539	538	99.81	0.19	16.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	92	91	98.91	1.09	1.10

2024-25 Career Technical Education Programs

Career Technical Education Programs (School Year 2025-2026)
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.

PACIFIC HIGH SCHOOL
Project Lead The Way (PLTW) Biomedical Honors Pathway (Gold)
Art and Visual Communications Pathway (Silver)
Food Service and Hospitality Pathway
Transportation Pathway

CTE Advisory Board Members:
Brad Gates, San Bernardino County Workforce Development

2024-25 Career Technical Education Programs

Gina King, San Bernardino County Human Resources
Virginia Martinez, CEO Technical Employment Training
Becky Lepins, Teamsters Local 1932
Shelli Stockton, University of Redlands

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

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	548
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	57.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	34.3

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	98.47
Graduates Who Completed All Courses Required for UC/CSU Admission	73.28

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.

2024-25 California Physical Fitness Test Participation Rates

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	75.1	78.5	84.6	77.9	88.0

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.

2025-26 Opportunities for Parental Involvement

As a model Community School, we welcome families as partners in their children's education. There are many opportunities for parents to be involved on campus whether through attending meetings, volunteering, or monitoring their child's progress through the Aeries Parent Portal. Throughout the year we offer parent information events, such as Back to School Night, orientations, student showcases, and other information events (AP, AVID, Pathways). Pacific High School has three parent advisory groups - School Site Council (SSC), English Learners Advisory Council (ELAC), and Community Schools Committee. Information about these groups including calendars of meetings and virtual meeting links can be found on our school website at http://pacific.sbcusd.com.

Family members interested in volunteering can contact us at pacific@sbcusd.k12.ca.us to request a Volunteer Handbook, which includes an application and information regarding clearances. All volunteers will need to submit a negative TB test and provide information for a criminal history background check. We welcome family members over the age of 21 to become volunteers for field trips and academic excursions. We would love to increase student field trips to colleges, museums, and other cultural experiences and need volunteer chaperones to support. Family members wishing to volunteer in the athletics program will need to submit an alternate application. If you are interested in volunteering as a coach, please contact Patrick Johnson, Athletic Direction patrick.johnson@sbcusd.k12.ca.us for the application procedures.

Finally, we recognize that not all parents can commit time to volunteer or be a part of an advisory council. There are many other ways you can be active in your child's school, including monitoring your child's progress in their academics. All parents and legal guardians have access to the Aeries Parent Portal to monitor their child's grades, attendance, and progress towards graduation. If you need to setup a Parent Portal Account, email us at pacific@sbcusd.k12.ca.us or give us a call at (909)388-6419. All of our office support staff have been trained in helping parents access the Parent Portal and can guide you through setup.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	5.7	3.4	2	9.9	9.7	7.5	8.2	8.9	8
Graduation Rate	85.6	94.3	96.9	82.1	83.2	84.8	86.2	86.4	87.5

2024-25 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	254	246	96.9
Female	139	133	95.7
Male	115	113	98.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	21	19	90.5
Filipino	--	--	--
Hispanic or Latino	212	207	97.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	12	11	91.7
English Learners	45	45	100.0
Foster Youth	--	--	--
Homeless	67	65	97.0
Socioeconomically Disadvantaged	246	238	96.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	37	33	89.2

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1425	1352	499	36.9
Female	707	667	258	38.7
Male	718	685	241	35.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	152	138	70	50.7
Filipino	--	--	--	--
Hispanic or Latino	1173	1118	388	34.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	14	7	50.0
White	58	56	28	50.0
English Learners	227	212	83	39.2
Foster Youth	17	14	3	21.4
Homeless	191	178	89	50.0
Socioeconomically Disadvantaged	1377	1310	489	37.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	259	247	118	47.8

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
8.25	6.46	6.74	5.14	4.92	4.03	3.6	3.28	2.94

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.

This table displays expulsions data.

	Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.65	0.63	0.56	0.17	0.16	0.14	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.74	0.56
Female	5.94	0.14
Male	7.52	0.97
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	15.79	2.63
Filipino	0.00	0.00
Hispanic or Latino	5.71	0.26
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.33	6.67
White	5.17	0.00
English Learners	4.85	0.00
Foster Youth	5.88	0.00
Homeless	12.04	1.05
Socioeconomically Disadvantaged	6.75	0.58
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.81	0.39

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.

2025-26 School Safety Plan

Date of Last Review/Update: Dec. 1, 2025
Date Last Reviewed with Faculty: Jan. 26, 2026

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.

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	18	56	34	10
Mathematics	22	29	22	9
Science	21	29	15	11
Social Science	20	23	11	12

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	64	35	9
Mathematics	16	57	29	2
Science	14	52	17	5
Social Science	15	38	21	3

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	72	36	8
Mathematics	18	47	31	9
Science	13	57	19	4
Social Science	15	43	20	3

2024-25 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	305.5

2024-25 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)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,772.77	$4,092.67	$7,680.10	$81,247.49
District	N/A	N/A	$8065.05	$106,752
Percent Difference - School Site and District	N/A	N/A	11.1	-27.1
State	N/A	N/A	$11,146	$100,333
Percent Difference - School Site and State	N/A	N/A	-36.8	-21.0

Fiscal Year 2024-25 Types of Services Funded

Types of Services Funded (Fiscal Year 2024-2025)

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-promise students.

Categorical funds are specifically designated for:

additional personnel time
professional development opportunities
supplemental instructional materials
specialized services
equipment
supplies
These funds are supplementary and must not replace or supplant the base program. Categorical Programs at SBCUSD sites implemented programs, including:
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 provide support services and instructional initiatives aimed at improving overall student outcomes.
ESSA Title II, Part A: Supporting effective instruction, professional development of teachers and administrators, and recruitment and retention efforts.
ESSA Title III: 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.

Fiscal Year 2024-25 Types of Services Funded

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 that emphasize accountability, educational partner collaboration, and the targeting of underserved populations through enhanced local needs assessments.
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:

SBCUSD Focus 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 student groups 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$66,593	$60,863
Mid-Range Teacher Salary	$100,142	$93,575
Highest Teacher Salary	$134,052	$125,548
Average Principal Salary (Elementary)	$154,138	$157,645
Average Principal Salary (Middle)	$158,814	$165,341
Average Principal Salary (High)	$184,897	$182,580
Superintendent Salary	$405,133	$357,064
Percent of Budget for Teacher Salaries	25.09%	30.36%
Percent of Budget for Administrative Salaries	3.81%	4.88%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	59.4

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	34
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	2
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	46

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, 2 days in 2025-2026, 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 joblike 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

Professional Development

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 were 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 continuing to receive professional development and coaching around Professional Learning Communities and Universal Design for Learning (UDL).

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This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	2