

# San Andreas 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

<b>School Name</b>	San Andreas High School
<b>Street</b>	3232 East Pacific St.
<b>City, State, Zip</b>	Highland, CA 92346
<b>Phone Number</b>	(909) 388-6521
<b>Principal</b>	Dorie Stratton
<b>Email Address</b>	dorie.stratton@sbcusd.k12.ca.us
<b>School Website</b>	<a href="https://sanandreas.sbcusd.com/">https://sanandreas.sbcusd.com/</a>
<b>Grade Span</b>	10-12
<b>County-District-School (CDS) Code</b>	36678763630308

## 2025-26 District Contact Information

<b>District Name</b>	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
<b>Phone Number</b>	(909) 381-1110
<b>Superintendent</b>	Mauricio Arellano
<b>Email Address</b>	mauricio.arellano@sbcusd.k12.ca.us
<b>District Website</b>	www.sbcusd.com

## 2025-26 School Description and Mission Statement

San Andreas High School is an Alternative High School located in the city of Highland, which takes its name from the nearby San Andreas Fault. San Andreas is one of nine high schools in the San Bernardino City Unified School District, with students coming from all parts of San Bernardino and Highland. The feeder schools include Indian Springs, Cajon, San Bernardino, San Geronio, Pacific, and Arroyo Valley High Schools. The neighborhood is residential with some commercial development north of campus on Highland Avenue and south on Baseline Avenue. The 210 freeway borders the north side of campus; Highland-Pacific Elementary School, the east; Pacific Street, the south; and Central Avenue, the west.

The students are between the ages of 16 to 18 years, with some 19 to 20 year olds. Although identified as an alternative high

## 2025-26 School Description and Mission Statement

school, San Andreas works with an “at-risk” population comparable to that of a typical continuation high school. Most students are referred to San Andreas due to poor attendance and/or disciplinary problems and almost all come to us credit deficient. To reach these students, San Andreas High School (SAHS) offers small classes in an accelerated program for credit recovery . For seniors or 5th year students who have less than 40 credits, poor attendance and/or discipline problems, the Destination Diploma credit recovery program is available on San Andreas’ campus. Students are afforded the opportunity of attending either an AM or PM session. Classes at San Andreas have an average of 20 students, with some exceptions. Students have frequent opportunities for one to one interaction with the principal, vice principal, counselors, and staff members. The school’s motto is “We believe in students. We’re small enough to make a big difference.”

San Andreas has 21 classrooms, a library/community resource center, a multipurpose room, a state of the art hydroponics lab and green house, a student calming center, a patient care lab, a College & Career Center and an administration office . The campus was built in 1951 and was modernized in 1992, 2013 and in 2020. In 2020, through our pathways, a state of the art hydroponics lab and greenhouse was built. The facilities at San Andreas, strongly support teaching and learning through its flexible classroom arrangements, computer labs, and staff resource room

San Andreas will provide an unshakeable foundation, where all students will be able to: Demonstrate respect for themselves and others. Lead safe and responsible lifestyles. Become lifelong learners that will responsibly and successfully influence our world.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	2
Grade 11	166
Grade 12	252
<b>Total Enrollment</b>	<b>420</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.1
Male	56.9
Asian	0.2
Black or African American	9.5
Hispanic or Latino	83.6
Native Hawaiian or Pacific Islander	0.5
Two or More Races	1
White	4.5
English Learners	17.1
Foster Youth	1
Homeless	13.8
Socioeconomically Disadvantaged	97.1
Students with Disabilities	16.7

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.1	71.05	1973.3	82.38	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0.5	1.6	24.8	1.04	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.1	3.72	113.7	4.75	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	6.9	22.21	54.8	2.29	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.4	1.38	228.7	9.55	15831.9	5.67
<b>Total Teaching Positions</b>	31.1	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.1	67.4	1971.2	83.53	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1.3	4.14	53.5	2.27	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.7	8.67	144.4	6.12	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.7	11.95	52.4	2.22	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	2.4	7.81	138.1	5.86	14303.8	5.15
<b>Total Teaching Positions</b>	31.3	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.6	80.59	1855.2	78.51	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	1.1	3.65	68.6	2.91	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.3	4.09	184.9	7.82	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.6	11.58	65.9	2.79	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0.03	188.3	7.97	13705.8	4.91
<b>Total Teaching Positions</b>	31.7	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
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	1.10	2.7	1.3
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.10	2.7	1.3

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	6.90	3.7	3.6
<b>Total Out-of-Field Teachers</b>	6.90	3.7	3.6

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.3	10.3	2.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	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
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt: Collections ©2017 (2016)	0
	California State University: Expository Reading and Writing Course (2014)	
<b>Mathematics</b>	CPM Core Connections Integrated 1 (2025)	0
	CPM Core Connections Integrated 2 (2025)	
	CPM Core Connections Integrated 3 (2025)	
<b>Science</b>	Pearson: Experience Biology: The Living Earth ( 2020)	0
	Biozone: Physical Science (Continuation & Special Ed.) (2020)	
<b>History-Social Science</b>	Pearson: My World Interactive World Geography (2018)	0
	Pearson: Psychology, 4th Edition-Elmhorst, Minter, Ciccarelli, White (2018)	
	Pearson: The Cultural Landscape: An Introduction to Human Geography, 13th Edition-Rubenstein (2018)	

	<p>Bedford, Freeman, &amp; Worth Publishing: Ways of the World with Sources, for the AP course, 4th edition-Strayer and Nelson (2018)</p> <p>Pearson: California World History: The Modern World (2018)</p> <p>Bedford, Freeman, &amp; Worth Publishing: Psychology for the AP Course, 3rd Edition-Myers (2018)</p> <p>Bedford, Freeman, &amp; Worth Publishing: America's History, For the AP Course, 9th Edition-Hennretta, Hinderaker, Edwards and Self (2018)</p> <p>Pearson: California United States History: The Twentieth Century (2018)</p> <p>Bedford, Freeman, &amp; Worth Publishing: American Government Stories of a Nation (2018)</p> <p>Pearson: California Economics Principles in Action (2018)</p> <p>Pearson: California Magruder's American Government (2018)</p> <p>Oxford University Press: Oxford IB Diploma- Rights &amp; Protest, The Move to Global War, Conflict and Intervention, Causes and Effect of 20th Century Wars, The Cold War: Superpower Tensions &amp; Rivalries, Authoritarian States, History Americas: 1880-1981 (2018)</p> <p>Oxford University Press: Oxford IB Diploma- Rights &amp; Protest, The Move to Global War, Conflict and Intervention, Causes and Effect of 20th Century Wars, The Cold War: Superpower Tensions &amp; Rivalries, Authoritarian States, History Americas: 1880-1981 (2018)</p>	
<b>Foreign Language</b>	N/A	N/A
<b>Health</b>	Glencoe/McGraw-Hill: Health: A Guide to Wellness (2003)	0
<b>Visual and Performing Arts</b>	<p>Glencoe/McGraw-Hill: Art Talk (2002)</p> <p>Glencoe/McGraw-Hill: The Stage and the School (2002)</p> <p>Glencoe/McGraw-Hill: Music! Its Role and Importance in Our Lives (2002)</p>	0
<b>Science Laboratory Equipment (grades 9-12)</b>	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

San Andreas High School has 20 classrooms, a library media center, a multipurpose room, and an administration office. The campus was built in 1951 and was modernized in 1992 and 2013. The facility strongly supports teaching and learning through its flexible classroom arrangements, computer labs, and staff resource room.

## School Facility Conditions and Planned Improvements

### 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/>

### School Facility Good Repair Status

#### 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 October, 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

10/21/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			G-2 Lots of fan noise. E-3 Two lamps are out. The thermostat turns the hvac off constantly.
<b>Interior:</b> Interior Surfaces		X		C-3 One ceiling tile has a round hole and a tube in the hole. H-2 Rubber cove base is loose behind the toilet in the right hand RR. H-1 One lamp is out. A ceiling tile is damaged, and another couple are still out of position. B-5 A ceiling tile is stained. C-2 One ceiling tile is out of position and a couple of others have stains that need more paint.

## School Facility Conditions and Planned Improvements

			<p>B-1 One ceiling tile has a hole with a tube in it.</p> <p>A-1 Child Development Center The room smells of garbage that sat all weekend. The west exterior fountain is dirty. Five ceiling tiles are stained.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>A-1 Child Development Center The room smells of garbage that sat all weekend. The west exterior fountain is dirty. Five ceiling tiles are stained.</p>
<p><b>Electrical</b></p>		X	<p>C-2 One south exterior fountain leaks. One lamp is out in the right RR.</p> <p>D-0 Three lamps are out.</p> <p>D-4 Two lamps are out.</p> <p>E-3 Two lamps are out. The thermostat turns the hvac off constantly.</p> <p>E-1 The surface mount channel on the east wall is missing an end cap. Two lamps are out.</p> <p>E-6 Six lamps are out.</p> <p>H-1 One lamp is out. A ceiling tile is damaged, and another couple are still out of position.</p> <p>F-1 One lamp is out.</p> <p>IT-3 No hot water at kitchen faucet. Cold water from the kitchen faucet has much reduced pressure. #FY24-25-00166292. The fountain is not working. The exhaust fan is not working in the right hand RR. The walking gate hangs open. The skirting on the north exterior is rotted and has two holes.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>		X	<p>C-2 One south exterior fountain leaks. One lamp is out in the right RR.</p> <p>MU Rm. The northeast double doors wont shut. Adjust the fountains. A door in the southeast corner still has a Covid sticker on it.</p> <p>IT-3 No hot water at kitchen faucet. Cold water from the kitchen faucet has much reduced pressure. #FY24-25-00166292. The fountain is not working. The exhaust fan is not working in the right hand RR. The walking gate hangs open. The skirting on the north exterior is rotted and has two holes.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X		<p>E-7 An outlet splitter is in use. A plug in air freshener is in use. The electrical breaker panel is covered with a calendar.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X		
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>		X	<p>E-5 Two access ramp skirting panels are damaged.</p> <p>F-2 The west exterior siding is rotted and warped, opening a hole in the wall.</p> <p>Child Development Center Playground The rubber poured in place around the play structure has a hole in the northeast corner. The walking gate, south, binds by the latch.</p> <p>IT-3 No hot water at kitchen faucet. Cold water from the kitchen faucet has much reduced pressure. #FY24-25-00166292. The fountain is not working. The exhaust fan is not working in the right hand RR. The walking gate hangs open. The skirting on the north exterior is rotted and has two holes.</p> <p>D-3 The south door wont shut.</p>

## School Facility Conditions and Planned Improvements

			<p>C-6 The door wont shut.          B-4 The walking gate to the bus loading area wont shut, because the top hinge/closer is loose.          Child Development Center Playground The rubber poured in place around the play structure has a hole in the northeast corner. The walking gate, south, binds by the latch.          IT-3 No hot water at kitchen faucet. Cold water from the kitchen faucet has much reduced pressure.          #FY24-25-00166292. The fountain is not working. The exhaust fan is not working in the right hand RR. The walking gate hangs open. The skirting on the north exterior is rotted and has two holes.</p>
--	--	--	--

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	9	6	33	35	47	48
<b>Mathematics</b> (grades 3-8 and 11)	1	2	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
<b>All Students</b>	184	178	96.74	3.26	6.18
<b>Female</b>	76	74	97.37	2.63	5.41
<b>Male</b>	108	104	96.30	3.70	6.73
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	24	21	87.50	12.50	0.00
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	153	150	98.04	1.96	6.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	--	--	--	--	--
<b>English Learners</b>	33	32	96.97	3.03	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	28	28	100.00	0.00	3.57
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	180	174	96.67	3.33	5.75
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	23	21	91.30	8.70	9.52

## 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	185	177	95.68	4.32	2.26
<b>Female</b>	76	74	97.37	2.63	0.00
<b>Male</b>	109	103	94.50	5.50	3.88
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	24	21	87.50	12.50	0.00
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	154	149	96.75	3.25	2.68
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	33	32	96.97	3.03	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	28	28	100.00	0.00	3.57
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	180	172	95.56	4.44	2.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	23	21	91.30	8.70	4.76

## 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.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	4	5.21	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	99	96	96.97	3.03	5.21
Female	43	41	95.35	4.65	2.44
Male	56	55	98.21	1.79	7.27
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	80	77	96.25	3.75	3.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	19	18	94.74	5.26	0.00
Foster Youth	--	--	--	--	--
Homeless	25	24	96.00	4.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	93	90	96.77	3.23	5.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	13	86.67	13.33	0.00

## 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.

SAN ANDREAS HIGH SCHOOL (2)  
 Business of Science and Technology Academy  
 Business & Technology Pathway (Gold)  
 Health Science Pathway (Gold)

CTE Advisory Board Members:  
 Brad Gates, San Bernardino County Workforce Development  
 Gina King, San Bernardino County Human Resources

## 2024-25 Career Technical Education Programs

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	494
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	30.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	31.6

## 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	95.22
Graduates Who Completed All Courses Required for UC/CSU Admission	0

## 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
-------------	----------------------------------	--	---	---	-----------------------------

## 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

San Andreas offers many opportunities for parents to become involved, including: SSC (School Site Council), ELAC (English Learners Advisory Committee), AAPAC (African American Parent Advisory Committee).

Throughout the year we have student Orientations for new students entering each block, the end of the block student award assemblies, senior graduation meetings during the school year, IEP meetings and volunteer opportunities which have to be cleared through School Police yearly. Once a year San Andreas hosts an Open House for students and parents to meet staff and visit the San Andreas campus. Additionally, we host a College and Career Fair, and a Health Fair, in which parents/guardians and members of our community are invited to see what local businesses, partners, colleges and trade schools have to offer them. Parents also have many opportunities to provide feedback through surveys such as the Panorama Survey and our Customer Service Feedback form.

We hold several workshops designed to guide students/parents to fill out their FAFSA/CADAA applications in the San Andreas College and Career Center. Each year parents are invited to attend and participate in the Community Gathering for Excellence.

San Andreas keeps parents informed about school events through Parent Square, robo/automated phone calls, our electronic digital outdoor screen, letters sent home, via multiple San Andreas High School social media accounts, as well as encouraging students to share with parents by teachers sharing announcements in class, as well as adding to our daily student announcements.

## 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
<b>Dropout Rate</b>	5.6	6.1	6.1	9.9	9.7	7.5	8.2	8.9	8
<b>Graduation Rate</b>	86.1	90.7	91.2	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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	261	238	91.2
<b>Female</b>	129	123	95.3
<b>Male</b>	132	115	87.1
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	23	20	87.0
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	214	195	91.1
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	14	13	92.9
<b>English Learners</b>	55	50	90.9
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	73	68	93.2
<b>Socioeconomically Disadvantaged</b>	260	237	91.2
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	44	36	81.8

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	547	498	405	81.3
Female	246	218	177	81.2
Male	301	280	228	81.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	56	50	40	80.0
Filipino	--	--	--	--
Hispanic or Latino	446	408	331	81.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	28	27	23	85.2
English Learners	95	85	67	78.8
Foster Youth	--	--	--	--
Homeless	101	94	80	85.1
Socioeconomically Disadvantaged	534	488	400	82.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	99	89	65	73.0

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

### 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
5.15	6.81	2.74	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
0.42	0.51	0.55	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	2.74	0.55
Female	1.22	0.00
Male	3.99	1.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	7.14	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.02	0.67
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.14	0.00
English Learners	3.16	1.05
Foster Youth	0.00	0.00
Homeless	2.97	0.00
Socioeconomically Disadvantaged	2.81	0.56
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.06	1.01

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: Oct. 20, 2025  
 Date Last Reviewed with Faculty: Dec. 2, 2025

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	11	35	2	0
Mathematics	11	26	4	0
Science	14	7	3	0
Social Science	15	18	5	0

## 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	8	30	3	
Mathematics	7	37		
Science	7	18	1	
Social Science	9	31	2	

## 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	8	26	1	
Mathematics	8	29	3	
Science	7	15		
Social Science	7	35		

## 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	226

## 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)	2
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
<b>School Site</b>	\$17,899.44	\$5,531.98	\$12,367.46	\$78,782.42
<b>District</b>	N/A	N/A	\$8065.05	\$106,752
<b>Percent Difference - School Site and District</b>	N/A	N/A	34.3	-30.2
<b>State</b>	N/A	N/A	\$11,146	\$100,333
<b>Percent Difference - School Site and State</b>	N/A	N/A	10.4	-24.1

## 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-risk 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$66,593	\$60,863
<b>Mid-Range Teacher Salary</b>	\$100,142	\$93,575
<b>Highest Teacher Salary</b>	\$134,052	\$125,548
<b>Average Principal Salary (Elementary)</b>	\$154,138	\$157,645
<b>Average Principal Salary (Middle)</b>	\$158,814	\$165,341
<b>Average Principal Salary (High)</b>	\$184,897	\$182,580
<b>Superintendent Salary</b>	\$405,133	\$357,064
<b>Percent of Budget for Teacher Salaries</b>	25.09%	30.36%
<b>Percent of Budget for Administrative Salaries</b>	3.81%	4.88%

## 2024-25 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	0
--	---

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
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## 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).

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