

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

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

San Bernardino High School has 97 classrooms, a library, an auditorium, a multipurpose room, a gymnasium, and an administration office. The campus was built in 1929 and modernized in 1993 and 2013. Five new special education classrooms were built in the 2006-07 school year. The facility strongly supports teaching and learning through its ample classroom and athletic space, and a staff resource room.

SBHS cultivates a community of lifelong learners by preparing them for college, career, and citizenship through student-centered, research-based programs.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	424
Grade 10	386
Grade 11	324
Grade 12	306
Total Enrollment	1,440

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	50.9
Non-Binary	0.1
American Indian or Alaska Native	0.2
Asian	0.8
Black or African American	6.3
Filipino	0.3
Hispanic or Latino	89.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.3
White	2.3
English Learners	15.6
Foster Youth	1.2
Homeless	12.1
Socioeconomically Disadvantaged	96.8
Students with Disabilities	16.3

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	67.2	82.87	1973.3	82.38	234405.2	84
Intern Credential Holders Properly Assigned	1.9	2.45	24.8	1.04	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.6	2.08	113.7	4.75	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	0.97	54.8	2.29	11953.1	4.28
Unknown/Incomplete/NA	9.3	11.58	228.7	9.55	15831.9	5.67
Total Teaching Positions	81	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)	64.7	88.88	1971.2	83.53	231142.4	83.24
Intern Credential Holders Properly Assigned	1	1.37	53.5	2.27	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.8	3.85	144.4	6.12	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	52.4	2.22	11746.9	4.23
Unknown/Incomplete/NA	4.2	5.88	138.1	5.86	14303.8	5.15
Total Teaching Positions	72.9	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)	58.5	82.38	1855.2	78.51	230039.4	100
Intern Credential Holders Properly Assigned	0	0	68.6	2.91	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.3	7.46	184.9	7.82	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	1.83	65.9	2.79	12112.8	4.34
Unknown/Incomplete/NA	5.9	8.31	188.3	7.97	13705.8	4.91
Total Teaching Positions	71	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	0.00	0	2.6
Misassignments	1.60	2.8	2.6
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.60	2.8	5.3

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	0.70	0	1.3
Total Out-of-Field Teachers	0.70	0	1.3

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)	4.6	6.4	3.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.5	1.9	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

	<p>Pearson: Experience Biology: The Living Earth (2020)</p> <p>McGraw-Hill: Chemistry (2020)</p> <p>Pearson: Experience Chemistry in the Earth System (2020)</p> <p>Pearson: Human Anatomy & Physiology 11th Edition (2020)</p> <p>Biozone: Physical Science (Continuation & Special Ed.) (2020)</p> <p>Discovery Education: Physics of the Universe (2020)</p>	
History-Social Science	<p>Pearson: My World Interactive World Geography (2018)</p> <p>Pearson: California World History: The Modern World (2018)</p> <p>Cengage: Western Civilization: Since 1300, AP Edition, Updated, 10th Edition-Spielvogel (2018)</p> <p>Bedford, Freeman, & Worth Publishing: America's History, For the AP Course, 9th Edition-Hennretta, Hinderaker, Edwards and Self (2018)</p> <p>Pearson: California United States History: The Twentieth Century (2018)</p> <p>Bedford, Freeman, & Worth Publishing: American Government Stories of a Nation (2018)</p> <p>Pearson: California Economics Principles in Action (2018)</p> <p>Pearson: California Magruder's American Government (2018)</p>	0
Foreign Language	<p>Vista Higher Learning: Senderos 1 (2021)</p> <p>Carnegie Learning: ¡Qué Chévere! 4 2nd Edition (2021)</p> <p>Vista Higher Learning: Galeria de lengua y cultura 1 Español para hispanohablantes (2021)</p> <p>Vista Higher Learning: Galeria de lengua y cultura 2 Español para hispanohablantes (2021)</p> <p>Vista Higher Learning: Intrigas Advanced Spanish through Literature and Film 3rd Edition (2021)</p> <p>Pearson: Reflexiones Introducción a la literature hispánica (2021)</p> <p>Vista Higher Learning: Senderos 2 (2021)</p> <p>Vista Higher Learning: Senderos 3 (2021)</p>	0
Health	<p>Pearson: Pearson Health (2020)</p>	0
Visual and Performing Arts	<p>Glencoe/McGraw-Hill: Art Talk (2002)</p> <p>Glencoe/McGraw-Hill: The Stage and the School (2002)</p>	0

	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

San Bernardino High School has 97 classrooms, a library, an auditorium, a multipurpose room, a gymnasium, a counseling office, and an administration office. The campus was built in 1929 and modernized in 1993 and 2013. Five new special education classrooms were built in the 2006-07 school year. The facility strongly supports teaching and learning through its ample classroom and athletic space, and a staff resource room.

Safety

To ensure student safety before, during and after the school day, rec aides, teachers, and administrators supervise the school grounds including the cafeteria, quad area, and athletic fields. Signs are posted throughout the campus to indicate all visitors must report to and register in the administration office. All staff and visitors wear appropriate identifying badges.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. The District's Mobile Maintenance Teams are proactive and conduct inspections to keep school sites in "good repair" on a continual basis. Also, the district staff at each site reports safety issues as they arise. Maintenance and Operations make necessary repairs to ensure that all schools are clean, safe, and functional. A work order process is used to ensure efficient service and emergency repairs are given the highest priority and work orders are completed in a timely manner.

Cleaning Process and Schedule

The district's Maintenance and Operations department works with the site principal or designee to develop cleaning runs for the site custodian(s). The site principal/designee then works with the site custodian(s) to ensure proper implementation of the cleaning runs to maintain a safe and clean school.

School Facility Improvements

Each year the district uses state and local funds to maintain and improve school sites. Planned improvements for this school for the 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/>

Williams Visit Findings

Visit Date: January 23, 2026

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.

The following extreme deficiencies were observed:

None.

The following good repair deficiencies were observed:

None.

School Facility Conditions and Planned Improvements

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

10/18/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	L Wing Boys RR Stall 2 missing TP dispenser, Stall 1-3 has graffiti B-113 Door not latching, hole in ceiling tile near East wall, gum stains on carpet B-116 Patch and paint West wall B-119 Patch and paint North wall, carpet stained B-124 Patch and paint West wall 2 locations, Door rubs jamb, carpet has gum stains B-127 Outlet cover missing on North wall, repair ceiling tile in center of room B-107 2 stained ceiling tiles, carpet stained B-110 2 stained ceiling tiles TUV-Wing Girls RR One tile missing, and one tile missing grout V-1 Holes in ceiling tiles V-4 Dimmer switch knob broken, reset one ceiling tile V-7 Missing one ceiling tile, room messy W-2 Window molding broken WO166332 W-4 Ceiling tile has damage at corner in center of room W-8 Threshold and panic bar are loose, Fabric wall torn in several places WO166338 W-9 Door slams, reset one ceiling tile, emergency window exit obstructed W-10 Door hard to open, reset 2 ceiling tiles B-132 Reset ceiling tile B-203 Missing multiple 4 cabinet handles and sink strainers B-205 20+ 4 handles missing from cabinets, one outlet missing cover, and one faucet loose. B-206 Paint peeled in hallway B-209 Multiple missing 4 handles, stained ceiling tile, several drawer locks not functioning B-216 Touch up paint on West wall, carpet stained B-218 Touch up paint in hallway, reset ceiling tile B-220 Missing two drawer faces WO166579 B-207 Stained ceiling tile in hallway D-1 Multiple stained ceiling tiles D-4 Stained ceiling tile D-5 Door rubbing on jamb, stained ceiling tile by air scrubber, transition strip loose and carpet torn by air scrubber WO166582 D-6 Paint peeling in hallway

School Facility Conditions and Planned Improvements

			<p>D-7 Door not latching, reset ceiling tile D-11 Reset ceiling tile, stained carpet C-4 Staff Dining Room Reset one ceiling tile Z-1 Cracked ceiling tile, carpet stained Z-2 Replace radar tile Weight Room Water filter red light on - needs filter, patch and paint lower wall by exit door. M-7 Missing fire extinguisher, stained ceiling tile N/W Principals Office Replace stained radar tile - Do not paint M1.1 Paint splattered on wall and all over sinks M-5 Replace/reset ceiling tiles SE-2 W/ Office and RR Carpet/floor dirty, Reset 4 tiles, toilet leaks at stem SE-3 Damaged ceiling tile SE-5 W/ Office and RR Touch up paint by North door and in office by door jamb Staff Room Faucet leaks at handle, Patch and paint wall by door</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>B-113 Door not latching, hole in ceiling tile near East wall, gum stains on carpet B-117 Carpet stained B-119 Patch and paint North wall, carpet stained B-120 Door not latching, carpet has gum stains, data drop hanging from ceiling B-124 Patch and paint West wall 2 locations, Door rubs jamb, carpet has gum stains B-126 Carpet stained. South exit door not latching. B-107 2 stained ceiling tiles, carpet stained B-108 Stained carpet V-7 Missing one ceiling tile, room messy B-204 Cords running across doorway, large stains on carpet B-216 Touch up paint on West wall, carpet stained D-3 Carpet heavily stained D-11 Reset ceiling tile, stained carpet Z-1 Cracked ceiling tile, carpet stained SE-2 W/ Office and RR Carpet/floor dirty, Reset 4 tiles, toilet leaks at stem</p>
<p>Electrical</p>	X		<p>L-Wing Girls RR Stall 1 toilet clogged, stall 4 has graffiti, missing one soap dispenser B-120 Door not latching, carpet has gum stains, data drop hanging from ceiling B-127 Outlet cover missing on North wall, repair ceiling tile in center of room T-1 Data outlet molding plate missing screw, Multiple plug in air fresheners B-227 Outlet cover broken V-3 Electrical panel access obstructed V-4 Dimmer switch knob broken, reset one ceiling tile V-5 Data cable and phone lines hanging from ceiling WO166331 W-11 Missing fire extinguisher, cords crossing walkway B-205 20+ 4 handles missing from cabinets, one outlet missing cover, and one faucet loose.</p>

School Facility Conditions and Planned Improvements

<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		<p>B-Wing Boys RR 2nd Floor Missing soap dispenser, Faucets 1 and 5 are loose. Urinal partitions are missing WO166353 D-Wing Mens RR Handicap stall toilet leaks at stem SE Boys RR Stall 1 and 2 toilets leak, stall 4 loose toilet seat SE Girls RR Missing two soap dispensers, entrance door not latching SE-2 W/ Office and RR Carpet/floor dirty, Reset 4 tiles, toilet leaks at stem U-5 Faucet 2 loose, faucets 2-4 have low pressure B-Wing Boys RR 2nd Floor Missing soap dispenser, Faucets 1 and 5 are loose. Urinal partitions are missing WO166353 B-Wing Girls 2nd Floor Faucet #1 not working B-205 20+ 4 handles missing from cabinets, one outlet missing cover, and one faucet loose. Weight Room Water filter red light on - needs filter, patch and paint lower wall by exit door. Nurses Office W/2 RRs Sink faucet leaks Staff Room Faucet leaks at handle, Patch and paint wall by door</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>T-1 Data outlet molding plate missing screw, Multiple plug in air fresheners W-7 Missing fire extinguisher W-9 Door slams, reset one ceiling tile, emergency window exit obstructed W-11 Missing fire extinguisher, cords crossing walkway B-204 Cords running across doorway, large stains on carpet M-7 Missing fire extinguisher, stained ceiling tile N/W</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>H-5 Replace ramp skirting Boys Locker Room/RR/Adjoining Ramp threshold loose and lifting</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>B-113 Door not latching, hole in ceiling tile near East wall, gum stains on carpet B-124 Patch and paint West wall 2 locations, Door rubs jamb, carpet has gum stains U-6 Panic bar cap missing V-2 Door closure not working W-8 Threshold and panic bar are loose, Fabric wall torn in several places WO166338 W-9 Door slams, reset one ceiling tile, emergency window exit obstructed W-10 Door hard to open, reset 2 ceiling tiles D-5 Door rubbing on jamb, stained ceiling tile by air scrubber, transition strip loose and carpet torn by air scrubber WO166582 D-7 Door not latching, reset ceiling tile M3.1 Several doors not latching SE Girls RR Missing two soap dispensers, entrance door not latching</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
English Language Arts/Literacy (grades 3-8 and 11)	36	32	33	35	47	48
Mathematics (grades 3-8 and 11)	11	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	304	296	97.37	2.63	32.09
Female	148	147	99.32	0.68	40.82
Male	156	149	95.51	4.49	23.49
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	26	26	100.00	0.00	19.23
Filipino	--	--	--	--	--
Hispanic or Latino	266	259	97.37	2.63	34.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	48	44	91.67	8.33	6.82
Foster Youth	--	--	--	--	--
Homeless	32	31	96.88	3.12	29.03
Military	0	0	0	0	0
Socioeconomically Disadvantaged	290	283	97.59	2.41	32.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	49	96.08	3.92	4.08

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	303	296	97.69	2.31	11.15
Female	147	146	99.32	0.68	10.96
Male	156	150	96.15	3.85	11.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	26	26	100.00	0.00	3.85
Filipino	--	--	--	--	--
Hispanic or Latino	265	259	97.74	2.26	11.97
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	48	43	89.58	10.42	0.00
Foster Youth	--	--	--	--	--
Homeless	32	30	93.75	6.25	6.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	289	283	97.92	2.08	11.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	50	98.04	1.96	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	21.15	16.84	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	293	285	97.27	2.73	16.84
Female	153	147	96.08	3.92	14.29
Male	140	138	98.57	1.43	19.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	267	260	97.38	2.62	16.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	39	38	97.44	2.56	0.00
Foster Youth	--	--	--	--	--
Homeless	40	38	95.00	5.00	10.53
Military	0	0	0	0	0
Socioeconomically Disadvantaged	279	271	97.13	2.87	15.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	43	95.56	4.44	2.33

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 BERNARDINO HIGH SCHOOL
 Engineering Pathway (Silver)
 Graphic Production Pathway
 California Partnership Academies
 eBusiness Academy (Silver)
 Public Safety Academy (Silver)
 Arts, Media, and Entertainment Pathways
 Performing Arts Pathway

2024-25 Career Technical Education Programs

Visual Media and Digital Arts Pathway (Silver)

CTE Advisory Board Members:

Brad Gates, San Bernardino County Workforce Development
 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	1027
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	22.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	14.3

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	97.57
Graduates Who Completed All Courses Required for UC/CSU Admission	46.74

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	95.8	95.6	95.4	95.1	95.4

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

There are multiple opportunities for parents to participate in activities and events at San Bernardino High School. Parent advisory meetings, such as the School Site Council (SSC) and English Learner's Advisory Committee (ELAC), and African American Parent Advisory Council (AAPAC), are arranged to accommodate the parents to ensure the best opportunity for participation. In addition, other meetings and events are held at various times throughout the day in order to accommodate as many people as possible, sometimes offering both AM and PM sessions of the same event/meeting. With the assistance of the parents, the school will prioritize activities, trainings, and events identified to enhance, encourage, and enable all parents to become active participants in their student's academic achievement by actively soliciting parents for feedback and input in the development of parent involvement activities. One example of this is when ELAC parents attended a CABE conference and requested that SBHS contract with Disciplina Positiva when they reported out what they learned- the site has contracted with Disciplina Positiva for the past two years. Besides this parent program, SBHS also provides the following opportunities for parents to assist them in helping their child(ren) improve academic achievement through parent-based conferences (CABE, NABSE, etc...), educational workshops and classes through the Family Engagement Center, such as: Community-based English Tutoring classes, Nutrition classes, Computer Literacy etc. so parents can assist their children with mastering the standards, and other District parent engagement offerings. Additionally, there are opportunities for Parent Engagement at the site: Principal Meet and Greet, Coffee with the Counselors, workshops, volunteering/chaperoning, attending school activities (sports, plays, musical ensembles, etc.)

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 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	5.7	4.4	9.9	9.7	7.5	8.2	8.9	8
Graduation Rate	89.2	92.7	92.1	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	316	291	92.1
Female	161	154	95.7
Male	155	137	88.4
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	14	12	85.7
Filipino	--	--	--
Hispanic or Latino	284	263	92.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	68	60	88.2
Foster Youth	--	--	--
Homeless	65	59	90.8
Socioeconomically Disadvantaged	303	281	92.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	52	39	75.0

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	1654	1557	444	28.5
Female	799	761	245	32.2
Male	853	795	199	25.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	2	13.3
Black or African American	114	104	36	34.6
Filipino	--	--	--	--
Hispanic or Latino	1456	1376	385	28.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	41	37	14	37.8
English Learners	299	274	94	34.3
Foster Youth	31	26	12	46.2
Homeless	228	202	70	34.7
Socioeconomically Disadvantaged	1600	1506	439	29.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	273	256	94	36.7

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 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
11.44	7.79	6.71	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
0.34	0.29	0	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	6.71	0.00
Female	6.88	0.00
Male	6.57	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	6.67	0.00
Black or African American	19.30	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.84	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.88	0.00
English Learners	8.36	0.00
Foster Youth	19.35	0.00
Homeless	10.53	0.00
Socioeconomically Disadvantaged	6.94	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.06	0.00

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

2025-26 School Safety Plan

Date of Last Review/Update: Oct. 1, 2025
Date Last Reviewed with Faculty: Oct. 20, 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	14	97	19	10
Mathematics	21	31	20	18
Science	18	43	24	8
Social Science	18	42	26	6

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	106	17	4
Mathematics	16	63	25	4
Science	14	66	27	2
Social Science	15	63	19	8

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	14	88	28	5
Mathematics	15	58	29	5
Science	14	76	20	3
Social Science	13	76	20	4

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	295

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)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 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	\$11,632.22	\$3,682.13	\$7,950.09	\$88,199.70
District	N/A	N/A	\$8065.05	\$106,752
Percent Difference - School Site and District	N/A	N/A	8.4	-19.0
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-33.5	-12.9

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
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	24.8
--	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	6
Mathematics	5
Science	1
Social Science	16
Total AP Courses Offered	28

Where there are student course enrollments of at least one student.

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