ANDERSON SCHOOL

24302 East 4th Street • San Bernardino, CA 92410 • 909-388-6311 • Scott Kerby, Principal

2007-2008 School Accountability Report Card
Published in 2008-2009

San Bernardino City Unified School District
777 North F St. • San Bernardino, CA 92410 • (909) 381-1100 • Dr. Arturo Delgado, Superintendent

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest
DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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 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.

II. About This School

School Description and Mission Statement (School Year 2007-08)
This section provides information about the school, its program, and its goals.

The primary mission of Anderson School is to provide instruction to each student in order to develop the skills, knowledge, and understanding required to promote independence, personal development, and inclusion to the fullest extent for the individual's potential at home, at school, and in the community.

Opportunities for Parental Involvement (School Year 2007-08)
This section provides information about opportunities for parents to become involved with school activities.

Each school provides multiple options for parents to participate in the educational process. Opportunities vary from site to site but include parent centers, parent education programs, Parent Teacher Association (PTA), School Site Council (SSC), School Advisory Committee (SAC), English Learners Advisory Committee (ELAC), Gifted and Talented Education (GATE) Advisory Committee, African American Parent Advisory Council (AAPAC), homework hotlines, auto-callers, parent conferences, family curricular theme nights, parent training and education, classroom and playground volunteers, and leadership opportunities for parents. For more information about these and other opportunities, please contact the school.

At the district level, parents can participate in the District Advisory Committee (DAC), District English Learners Advisory Committee (DELAC), African American Parent Advisory Council (AAPAC), and a variety of short-term, solution-oriented focus groups and advisory committees. Additionally, a Family Resource Center is available from the hours of 8:00 AM - 4:30 PM. Goals of the Family Resource Center include increased home/school communication, increased access to district-level parent and family training opportunities, and increased access to family involvement resources for district schools.

Parent Outreach Contacts:

- **Family Resource Center**
  1525 W. Highland Ave.
  San Bernardino, California 92411
  909-880-4057
  Hours: 8:00 AM - 4:30 PM, M-F

- **Marcelino Serna**, *Parent/Family Involvement Officer*
  909-880-4057, marcelino.serna@sbcusd.com

- **Emily Valdez**, *Parent Outreach Worker*
  909-381-1256, emily.valdez@sbcusd.com

- **Samuel Casey**, *Parent Outreach Worker*
  909-880-4057, samuel.casey@sbcusd.com

- **Talice Ostrinski**, *Homeless Facilitator*
  909-887-3995, talice.ostrinski@sbcusd.com

- **Vicki Lee**, *Homeless Liaison*
  909-887-2240, vicki.lee@sbcusd.com

Categorical Parent Involvement Contacts:

- Elementary: **Dee Tarango**, *Coordinator Elementary Instructio*n
  909-891-1009, dee.tarango@sbcusd.com

- Secondary: **Allison Adams**, *Program Specialist Accountability Unit*
  909-381-1256, allison.adams@sbcusd.com

Student Enrollment by Grade Level (School Year 2007-08)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 7	8
Grade 1	0	Grade 8	13
Grade 2	0	Grade 9	16
Grade 3	0	Grade 10	13
Grade 4	0	Grade 11	17
Grade 5	0	Grade 12	72
Grade 6	3	Ungraded Secondary	0
Ungraded Elementary	0	Total Enrollment	142

Student Enrollment by Group (School Year 2007-08)
This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	21.83	White (not Hispanic)	19.72
American Indian or Alaska Native	0.7	Multiple or No Response	0.0.
Asian	4.93	Economically Disadvantaged	77
Filipino	0.0	English Learners	39
Hispanic or Latino	52.82	Students with Disabilities	100
Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Elementary)
This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| | 2005-06 | | | | 2006-07 | | | | 2007-08 | | | |
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
Grade Level		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
K-3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3-4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4-8	11.6	10	0	0	11.4	8	0	0	11.5	8	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

III. School Climate

School Safety Plan (School Year 2007-08)
This section provides information about the school's comprehensive safety plan.

Date of Last Review/Update: *09/01/2008*
Date Last Reviewed with Faculty: *09/08/2008*

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 school safety plan. Reviewed annually, a school's safety plan is the result of a systematic planning process in cooperation with local law enforcement 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, response, mitigation and prevention, and recovery.

In close cooperation with Southern California Schools Risk Management (Joint-Powers Authority) and local fire departments, the District's Environmental Safety Office 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 fire or earthquake) to prepare students, staff, and other stakeholders to appropriately respond to those emergencies. The District follows California's mandated Standardized Emergency Management System (SEMS) for emergency management.

Suspensions and Expulsions
This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| | School | | | District | | |
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Rate of Suspensions	0.7%	0.0%	2.8%	22.5%	23.2%	27.3%
Rate of Expulsions	0.0%	0.0%	0.0%	0.2%	0.2%	0.2%

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2008-09)
This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

General
The district takes great effort to ensure that all schools are clean, safe, and functional. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with an appropriate learning environment.

Age of School Buildings
Anderson School has 15 classrooms, a multipurpose room, and an administration office. The campus was built in 1971, and the facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

Safety
To ensure student safety before, during and after the school day, campus recreation 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. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order, and as of October 8, 2008, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

Cleaning Process and Schedule
The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget
The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2007-08 school year, the district budgeted $2,386,069 for the deferred maintenance program. This represents 0.4% of the district's general fund budget.

Deferred Maintenance Projects

Project Category	Work Scope	Fiscal Year	Cost
Floors	P3, 4	2009	$5,360

School Facility Good Repair Status (School Year 2008-09)
This table displays the results of SBCUSD's annual inspection on 10/8/08.

	Repair Status			
Item Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin infestation	X			

Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)
This table displays the overall summary of the results of the SBCUSD's annual inspection on 10/8/08.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	No deficiencies were noted at this school. The school facility was found to be in exemplary condition.			

San Bernardino County Superintendent of Schools (SBCSS) Williams Inspection Results (School Year 2008-09)
On an annual basis, representatives from SBCSS conduct Willilams visits to school ranked in deciles 1-3 (currently based on the 2006 Academic Performance Index) in San Bernardino County. Visitation requirements include a facilities inspection that is designed to evaluate the school facility's "good repair" status as well as a School Accountability Report Card review in order to validate that the visit findings from the previous year, as well as any remedial action taken or planned, are accurately reported in the School Accountability Report Card.

This school was not inspected by the SBCSS Williams Team during the 2008-09 school year due to its decile ranking.

V. Teachers

Teacher Credentials
This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Teacher	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	9	8	8	2,585
Without Full Credential	1	0	0	146
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions
This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	12	6	6
Total Teacher Misassignments	12	6	6
Vacant Teacher Positions	0	1	0

Core Academic Courses Taught by NCLB Compliant Teachers (School Year 2006-07)
This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB-Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	95.8	4.2
High-Poverty Schools in District	96.4	3.6
Low-Poverty Schools in District	N/A	N/A

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)
This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Library Media Teacher (Librarian)	0.0	
Library Media Services Staff (paraprofessional)	0.0	
Psychologist	0.5	
Social Worker	0.0	
Nurse	0.5	
Speech/Language Hearing Specialist	0.5	
Resource Specialist (non-teaching)	0.0	
Other	0.0	

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)
This section displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Textbooks adopted by the San Bernardino City Unified School District Board of Education are selected from the State adopted list of materials. These materials are standards-based materials and are rigorously reviewed by San Bernardino City Unified School District Textbook Adoption Committees to assure that the selection will meet the unique needs of San Bernardino City Unified School District. The textbooks selected are usually adopted for a seven year cycle. The chart below lists the core curriculum area, approved years of adoption, the publisher of the materials, and the year the materials were adopted by the Board of Education. Sufficient textbooks were purchased for students to have in class and at home.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Textbooks and Instructional Materials
Reading/Language Arts	Adopted 2002; Houghton Mifflin, High Point, Kaleidoscope use approved for years 2002-2008 *Supplemental materials*: Lakeshore – Manipulative kits developed for each grade (CAPA) level Boardmaker; Handwriting without Tears; Fonts for Teachers; Survival Signs (indoor/outdoor)	0.0%

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Textbooks and Instructional Materials
Mathematics	Adopted 2001; Harcourt K-6, use approved for years 2001-2007 *Supplemental materials*: Lakeshore – Manipulative kits developed for each grade (CAPA) level Touch Math; Math Their Way *Functional Academics Math to include*: a. Cooking to Learn a. Money Math (Grocery Store, Super Store, Drug Store) b. Shopping Math c. Restaurant, Cafeteria and menu math	0.0%
Social Skills Curriculum	Adopted 2000; McGraw Hill K-5, McGraw Hill, Holt Rinehart & Winston, Gr. 1-6, use approved for years 2000-2006 *Supplemental materials*: Circles 1 – Intimacy and Relationships Social Skills Stories – Functional Picture Stories for Readers and Non-Readers (K-12)	0.0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)
This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$2,819	$147	$2,672	$73,067
District	N/A	N/A	$5,885	$65,058
Percent Difference–School Site and District	N/A	N/A	55%	11%
State	N/A	N/A	$5,300	$65,008
Percent Difference–School Site and State	N/A	N/A	50%	11%

Types of Services Funded (Fiscal Year 2007-08)
This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

The common goal of all categorically funded programs in the San Bernardino City Unified School District (SBCUSD) is to ensure that all students--including English learners, educationally disadvantaged pupils, gifted and talented pupils, and pupils with exceptional needs--attain mastery of state and local standards.

The educational program at each site is based on an improvement planning process that includes such members of the school community as the principal, teachers, support staff, parents, and students (at the secondary level). These stakeholders form an organizational unit called the School Site Council (SSC). The SSC develops and annually revises a plan called the Single Plan for Student Achievement (SPSA). The SPSA, based on self-study and collaboration, ensures that all of the resources available to the school are coordinated and focused on providing a high-quality educational program in which all students can achieve success.

Some students have difficulty mastering academic state and local content standards. They may be at risk of not meeting graduation requirements. For these students, categorical program funds are provided. Categorical funds are supplemental educational dollars used for supports that augment the core instructional program and increase the academic success of these students. Categorical funds provide items such as additional personnel time, staff development opportunities, supplemental student materials, and other specialized services, equipment, and supplies.

Categorical programs commonly found at SBCUSD sites are:
- No Child Left Behind Act (NCLB) Title I, Part A-Low Income
- No Child Left Behind Act (NCLB) Title V-Innovative Programs
- Economic Impact Aid-State Compensatory Education (EIA/SCE)
- Economic Impact Aid-English Learner Program (EIA/LEP)
- School Improvement/Library Block Grant
- Gifted and Talented Education (GATE)

Additionally, categorical programs have been established at the district level to provide important services and instructional support that help increase student success. Categorical funds in this category are not used directly on academic instructional programs but rather support District efforts in the areas of:
- Tobacco Use Prevention Education (TUPE)
- Vocational Education Programs (Voc Ed)
- Tenth Grade Counseling
- Safe and Drug Free Schools and Communities (SDFSC)
- NCLB Title II, Part A-Improving Teacher Quality
- NCLB Title II, Part D-Technology
- NCLB Title III, Part A-Language Instruction for English Learners

Some District schools are identified as Program Improvement (PI) schools because they have not meet Adequate Yearly Progress (AYP) criteria for two consecutive years. These schools offer parents of eligible students the option of transferring to an available school within the district that has not been identified as a PI school. This option is called Public School Choice. The District covers the cost of transportation.

Schools in their second year of PI identification offer two options to students. In addition to the Public School Choice option described above, these schools offer Supplemental Educational Support Services to students who remain in attendance at the PI school and who qualify based on low socio-economic status as determined by Free and Reduced Lunch eligibility and low achievement as indicated by grades and test scores. Supplemental Educational Support Services are opportunities for students to receive additional tutoring or academic assistance outside the regular school day from a state approved support provider. The District covers the costs of the Supplemental Educational Support Services, and related transportation costs are the responsibility of the parent or guardian.

Teacher and Administrative Salaries (Fiscal Year 2006-07)
This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$43,963	$40,721
Mid-Range Teacher Salary	$50,005	$65,190
Highest Teacher Salary	$84,234	$84,151
Average Principal Salary (Elementary)	$115,153	$104,476
Average Principal Salary (Middle)	$118,544	$108,527
Average Principal Salary (High)	$126,265	$119,210
Superintendent Salary	$209,625	$210,769
Percent of Budget for Teacher Salaries	39.4%	39.9%
Percent of Budget for Administrative Salaries	5.3%	5.5%

IX. Student Performance

California Standards Tests (CSTs)
The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results web page at http://star.cde.ca.gov.

CST Results for All Students – Three-Year Comparison
This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	N/A	N/A	69	23	25	28	42	43	46
Mathematics	N/A	N/A	45	24	24	27	40	40	43
Science	N/A	N/A	N/A	18	21	26	35	38	46
History-Social Science	N/A	N/A	N/A	18	17	17	33	33	36

California Physical Fitness Test Results (School Year 2007-08)
The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
7	N/A
9	0

X. Accountability

Academic Performance Index (API)
The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks – Three-Year Comparison
This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	C	C	C
Similar Schools	C	C	C

API Changes by Student Group – Three-Year Comparison
This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

	Actual API Change			API Score
Group	2005-06	2006-07	2007-08	2008
All Students at the School	196	-27	209	796
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	193	N/A	N/A	775
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	196	N/A	N/A	796

Adequate Yearly Progress
The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:
- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria (School Year 2007-08)
This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	Yes	No
Percent Proficient – Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2008-09)
Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2004-2005
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	50
Percent of Schools Currently in Program Improvement	N/A	71.4%

XI. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate
This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	7.9	5.7	5.0	5.7	8.0	8.3	3.1	3.5	4.4
Graduation Rate	85.7	69.7	71.5	76.9	69.7	71.5	85.0	83.0	79.5

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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. Beginning Teacher Support and Assessment (BTSA) Support Providers, Peer Assistance Review (PAR) consulting teachers, buddy teachers, content specialists, and coaches work with teachers on a regular basis. Teachers, paraprofessionals, and administrators all participate in professional development programs. Each site regularly analyzes student achievement data to identify academic strengths and weaknesses. The academic strengths and weaknesses are then incorporated in the site's Single Site Plan for Student Achievement and used to guide professional development for the site's three annual staff development days.

SBCUSD offers a variety of professional development opportunities to support the improvement of instructional practice. Specific district-wide training is designed based on needs identified in our Curriculum Management Audit and DAIT LEA Addendum. The goal of all professional development is increases in student achievement. The Superintendent's Blueprint for Success has identified the outline for professional development emphasis. Targeted training is provided in the areas of culturally relevant instruction, strategies to assist English Learners, building a solid foundation in Algebra (K-12), increasing effectiveness of language arts instruction, building mathematics content knowledge, implementing Response to Intervention (RtI), and implementing the tenants of Professional Learning Communities.

Teachers, classified personnel, and administrators participate in professional development in a variety of venues. School sites support the focus of their identified instructional improvements with site-based professional development; selected topics provide the basis for district-wide buy-back topics, and job alike learning communities work through issues using work-embedded time. District-wide banked-time (MOU) 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 articulated programs of professional development focused on the California Standards for the Teaching Profession. The district BTSA program serves as a credentialing agent under the 2042 Grant. A variety of coaches help to move the professional development strategies into practice—coaches work with principals, new teachers, struggling teachers (through PAR), site programs of improvement, and specific grant initiatives (i.e., Reading First, QEIA).

All professional development offerings are included in an online registration system that helps administrators and teachers find sessions to meet their individual needs. Our teacher association works together with the district office in the annual presentation of the BRIDGES Conference. This Saturday conference offers a variety of sessions aimed at improving student performance and decreasing achievement gaps.

A variety of methods are employed to deliver professional development in San Bernardino City Unified School District. We make use of job-embedded time, after-school workshops, off-track/vacation training times, conference attendance, collaboration/coordination with local university programs, coaching, and individual mentoring.

Teachers receive support for implementation from a variety of sources. BTSA supports new teachers using coaching and the Formative Assessment for California Teachers (FACT) system. PAR consulting teachers support struggling teachers in becoming more effective. Site coaches support teachers in implementing improvement strategies based on site focus. Reading First coaches support elementary teachers in the effective implementation of their core curriculum at specific sites. Academic vice principals support sites and teachers in implementing effective instructional strategies, and administrative coaches support the leadership at designated sites. Many sites have also implemented peer walkthroughs and lesson study to assist in the transfer of strategies into practice. Administrative walkthroughs of site and district teams are designed to provide feedback on implementation of specific program tenants and teaching strategies.