

# BING WONG ELEMENTARY SCHOOL

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## 2014-2015 School Accountability Report Card

*Published in 2015-2016*

### San Bernardino City Unified School District

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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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.
- SARCs for schools in the San Bernardino City Unified School District are available on the district's web site at <http://www.sbcusd.com>. Hard copies are available upon request from each school or from the district's Communications Department.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page 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., test data, enrollment, high school 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 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.

## About This School

### School Description and Mission Statement

The mission of Bing Wong Elementary School is to ensure that students are held to high expectations. Through high quality instruction, students are inspired and prepared to learn, relearn, and acquire new information through the application of 21st century skills. All stakeholders will collaborate to design, develop, and provide learning experiences that prepare students for college and expose them to a variety of career pathways beyond traditional boundaries in safe, respectful and welcoming environments.

### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students	Grade Level	Number of Students
Grade K	104	Grade 4	117
Grade 1	119	Grade 5	118
Grade 2	125	Grade 6	131
Grade 3	108	Total Enrollment	822

### Student Enrollment by Group (School Year 2014-15)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American		White	
American Indian or Alaska Native		Two or More Races	
Asian		Socioeconomically Disadvantaged	
Filipino		English Learners	
Hispanic or Latino		Students with Disabilities	
Native Hawaiian or Pacific Islander		Foster Youth	

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

### Teacher Credentials

Teacher	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	29	25	29	2,206
Without Full Credential	1	0	1	53
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Core Academic Courses Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97%	3%
All Schools in District	89%	11%
High-Poverty Schools in District	89%	11%
Low-Poverty Schools in District	N/A	N/A

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2015-16)

**Year and month in which data were collected:** August 2015

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 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 are usually adopted for an eight-year cycle; however, due to the constraints of the California budget, the process and procedures of adopting instructional materials were suspended until the 2013-14 school year. The adoption process for math instructional materials was conducted during the 2014-15 school year, and the adoption process for Reading/Language Arts instructional materials will be conducted in the 2015-16 school year. To ensure instruction is aligned to current state standards during this transitional phase, the SBCUSD developed Common Core units of study to supplement the existing reading/language arts materials until new materials are adopted.

All core curriculum materials are available in English and Spanish. The Board of Education ensures that textbooks are purchased for each student in reading/language arts and mathematics in grades TK-6 to use in class, at home, and after school. For science and history/social studies classroom materials, big books have been purchased for K-2 with a textbook purchased for each student in grades 3-6 to use in class, at home, and after school. English Language Development (ELD) materials are standards-aligned and are purchased for each student who is identified as an English learner. An inventory is completed for each classroom at every school site and is reported to the District Office to ensure that sufficient materials are available for the new school year. This inventory is completed in March/April of each year to prepare for the following school year.

The chart below lists the core curriculum area, the publisher of the materials, and the year the materials were adopted by the Board of Education.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	% of Students Lacking Own Assigned Copy
Reading/Language Arts	<i>Reading and Lectura</i> Houghton Mifflin (2002)	No	0%
Mathematics	<i>enVisionMath</i> (English and Spanish) Pearson (2015)	Yes	0%

<b>Science</b>	<i>California Science and Ciencias</i> Pearson School Foresman (2007)	Yes	0%
<b>Social Studies</b>	<i>History/Social Science and Historia y Ciencias K &amp; 6</i> Houghton Mifflin (2006)  <i>California Vista and Vistas de California – Grades 1-5</i> MacMillan/McGraw-Hill (2006)	Yes	0%
<b>English Language Development</b>	<i>Moving into English</i> Harcourt Brace (2006)  <i>Shining Star</i> Pearson Longman (2006)	N/A	0%

In addition to the core curriculum materials cited above, the district has purchased supplementary materials for use in the district’s elementary music program. District music specialists primarily use these materials. Participation in the district’s music program is voluntary and open to students in grades four through six. Sufficient instructional materials are available for all students electing to participate in this music program.

<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/ Year of Adoption</b>
<b>Music</b>	<i>Share the Music</i> McGraw-Hill (1995)

## **School Facility Conditions and Planned Improvements (School Year 2014-15)**

### General

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. 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

Wong Elementary School opened in 2008. The school has 27 general classrooms, an administration building, an academic support center, a Career Simulation Lab, a STEAM Lab, three special education classrooms, a library, and a multipurpose room. The facility strongly supports teaching and learning through its ample classroom and playground space, learning center (intervention), and college and career programs.

### 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. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order, and as of August 18, 2015, 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.

### 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. The district's complete deferred maintenance plan is available at the district office.

### Deferred Maintenance Projects

The following deferred maintenance projects are scheduled for this school during the 2015-16 school year.

- Floor covering – admin, conf, secretary, principal, VP, health, staff, library, resource, B103, 105-110, 113; C105-112, D105-112, E100, 101, 104-108, F100-102
- Painting – paint exterior
- Roofing – A, B, C, D, E, F, G wings

### Modernization/New Construction Projects

Work Scope	Construction Start	Construction End	Funding Source
New security and surveillance system	Q1 2015	Q3 2015	Measure N

### **School Facility Good Repair Status**

This table displays the results of SBCUSD's annual inspection on June 1, 2015. All repairs listed were completed by the end of June 2015.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			Flush water heater in C wing; flush valve not working properly in B wing
<b>Interior:</b> Interior Surfaces			X		Secure file cabinet/bookcase in Admin storage room, A115, B108, E100; touch up paint needed in C112; torn baseboard in D106
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			Replace light switch in B113; outlet cover cap missing in B108, E100
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			Toilet leaks in MU boys' RR
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/ School Grounds, Windows/ Doors/ Gates/ Fences		X			Check dumpsters throughout; check trees for overhanging branches on roofs, gutters, power lines between E106, D109, B107, C109; check gates, locks, signage for graffiti, vandalism in parking lot; check lunch benches in field area; sprinkler head missing in C wing area

Overall Facility Rating		X			N/A
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## San Bernardino County Superintendent of Schools (SBCSS) Williams Inspection Results

On an annual basis, representatives from SBCSS conduct Williams visits to school ranked in deciles 1-3 (currently based on the 2012 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 table displays the results of the SBCSS Williams Team annual inspection on August 18, 2015. All repairs listed were completed in August 2015.

Item Inspected	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	No deficiencies were noted
<b>Interior:</b> Interior Surfaces	<b>Good repair deficiency:</b> floor tiles damaged or loose in MPR
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	No deficiencies were noted
<b>Electrical:</b> Electrical	No deficiencies were noted
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	<b>Good repair deficiencies:</b> sink/fountain inaccessible in F100; soap dispensers empty in D wing boys' RR
<b>Safety:</b> Fire Safety, Hazardous Materials	No deficiencies were noted
<b>Structural:</b> Structural Damage, Roofs	No deficiencies were noted
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	No deficiencies were noted

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASSPP], Science California Standards Tests); and
- The percentage of pupils 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.

### California Assessment of Student Performance and Progress (CAASPP) Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding State Standards)		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	17.0%	27.0%	44.0%
Mathematics (grades 3-8 and 11)	8.0%	17.0%	33.0%

Note: Percentages are not calculated 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.

**CAASPP Assessment Results – English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)**  
**ELA - Grade 3**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	108	103	95.4%	65%	25%	8%	2%
Male		51	47.2%	67%	22%	8%	4%
Female		52	48.1%	63%	29%	8%	0%
Black or African American		14	13.0%	64%	21%	7%	7%
American Indian or Alaska Native		1	0.9%	--	--	--	--
Asian		1	0.9%	--	--	--	--
Filipino		0					
Hispanic or Latino		76	70.4%	66%	25%	8%	1%
Native Hawaiian or Pacific Islander		0					
White		2	1.9%	--	--	--	--
Two or More Races		4	3.7%	--	--	--	--
Socioeconomically Disadvantaged		100	92.6%	65%	25%	8%	2%
English Learners		51	47.2%	63%	27%	8%	2%
Students with Disabilities		6	5.6%	--	--	--	--
Foster Youth		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

\*Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

**ELA - Grade 4**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	109	108	99.1%	64%	20%	11%	5%
Male		57	52.3%	75%	16%	7%	2%
Female		51	46.8%	51%	25%	16%	8%
Black or African American		23	21.1%	74%	17%	9%	0%
American Indian or Alaska Native		1	0.9%	--	--	--	--
Asian		0					
Filipino		0					

Hispanic or Latino		77	70.6%	60%	23%	12%	5%
Native Hawaiian or Pacific Islander		0					
White		2	1.8%	--	--	--	--
Two or More Races		0					
Socioeconomically Disadvantaged		105	96.3%	65%	19%	11%	5%
English Learners		45	41.3%	69%	2%	4%	
Students with Disabilities		7	6.4%	--	--	--	--
Foster Youth		--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

\*Level 1 = Standard not met

Level 2 = Standard nearly met

Level 3 = Standard met

Level 4 = Standard exceeded

## ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	127	122	96.1%	62%	20%	16%	2%
Male		63	49.6%	70%	16%	14%	0%
Female		59	46.5%	54%	24%	19%	3%
Black or African American		20	15.7%	60%	35%	5%	0%
American Indian or Alaska Native		0					
Asian		1	0.8%	--	--	--	--
Filipino		0					
Hispanic or Latino		91	71.7%	64%	14%	20%	2%
Native Hawaiian or Pacific Islander		0					
White		5	3.9%	--	--	--	--
Two or More Races		2	1.6%	--	--	--	--
Socioeconomically Disadvantaged		119	93.7%	62%	20%	16%	2%
English Learners		47	37%	85%	6%	9%	0%
Students with Disabilities		11	8.7%	100%	0%	0%	0%
Foster Youth		--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.



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 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

## ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	128	126	98.4%	40%	37%	20%	2%
Male		67	52.3%	48%	28%	19%	3%
Female		59	46.1%	31%	47%	20%	2%
Black or African American		20	15.6%	45%	45%	10%	0%
American Indian or Alaska Native		1	0.8%	--	--	--	--
Asian		2	1.6%	--	--	--	--
Filipino		1	0.8%	--	--	--	--
Hispanic or Latino		95	74.2%	41%	36%	21%	1%
Native Hawaiian or Pacific Islander		0					
White		3	2.3%	--	--	--	--
Two or More Races		3	2.3%	--	--	--	--
Socioeconomically Disadvantaged		121	94.5%	41%	37%	19%	2%
English Learners		33	25.8%	70%	24%	6%	0%
Students with Disabilities		13	10.2%	85%	8%	0%	0%
Foster Youth		--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

## CAASPP Assessment Results – Mathematics

### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

#### Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	108	105	97.2%	59%	27%	11%	3%
Male		52	48.1%	52%	33%	10%	6%
Female		53	49.1%	66%	21%	13%	0%
Black or African American		14	13.0%	50%	43%	7%	0%

<b>American Indian or Alaska Native</b>		1	0.9%	--	--	--	--
<b>Asian</b>		1	0.9%	--	--	--	--
<b>Filipino</b>		0					
<b>Hispanic or Latino</b>		78	72.2%	59%	24%	13%	4%
<b>Native Hawaiian or Pacific Islander</b>		0					
<b>White</b>		2	1.9%	--	--	--	--
<b>Two or More Races</b>		4	3.7%	--	--	--	--
<b>Socioeconomically Disadvantaged</b>		102	94.4%				
<b>English Learners</b>		51	47.2%	55%	27%	14%	4%
<b>Students with Disabilities</b>		6	5.6%	--	--	--	--
<b>Foster Youth</b>		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

\*Level 1 = Standard not met

Level 2 = Standard nearly met

Level 3 = Standard met

Level 4 = Standard exceeded

## Mathematics - Grade 4

<b>Student Groups</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
<b>All Students</b>	109	108	99.1%	53%	39%	8%	0%
<b>Male</b>		57	52.3%	56%	35%	9%	0%
<b>Female</b>		51	46.8%	49%	43%	8%	0%
<b>Black or African American</b>		23	21.1%	74%	22%	4%	0%
<b>American Indian or Alaska Native</b>		1	0.9%	--	--	--	--
<b>Asian</b>		0					
<b>Filipino</b>		0					
<b>Hispanic or Latino</b>		77	70.6%	45%	45%	9%	0%
<b>Native Hawaiian or Pacific Islander</b>		0					
<b>White</b>		2	1.8%	--	--	--	--
<b>Two or More Races</b>		0					
<b>Socioeconomically Disadvantaged</b>		105	96.3%	53%	38%	9%	0%
<b>English Learners</b>		45	41.3%	56%	40%	4%	0%
<b>Students with Disabilities</b>		7	6.4%	--	--	--	--
<b>Foster Youth</b>		--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

## Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	127	124	97.6%	77%	19%	4%	0%
Male		64	50.4%	80%	16%	5%	0%
Female		60	47.2%	73%	23%	3%	0%
Black or African American		20	15.7%	90%	10%	0%	0%
American Indian or Alaska Native		0					
Asian		1	0.8%	--	--	--	--
Filipino		0					
Hispanic or Latino		93	73.2%	73%	22%	5%	0%
Native Hawaiian or Pacific Islander		0					
White		5	3.9%	--	--	--	--
Two or More Races		2	1.6%	--	--	--	--
Socioeconomically Disadvantaged		120	94.5%	77%	20%	3%	0%
English Learners		49	38.6%	86%	12%	2%	0%
Students with Disabilities		11	8.7%	100%	0%	0%	0%
Foster Youth		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

\*Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

## Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	128	126	98.4%	57%	36%	6%	1%
Male		66	51.6%	62%	29%	8%	0%

Female		60	46.9%	52%	43%	3%	2%
Black or African American		20	15.6%	70%	30%	0%	0%
American Indian or Alaska Native		1	0.8%	--	--	--	--
Asian		2	1.6%	--	--	--	--
Filipino		1	0.8%	--	--	--	--
Hispanic or Latino		95	74.2%	57%	36%	6%	0%
Native Hawaiian or Pacific Islander		0					
White		3	2.3%	--	--	--	--
Two or More Races		3	2.3%	--	--	--	--
Socioeconomically Disadvantaged		121	94.5%	58%	36%	5%	1%
English Learners		34	26.6%	82%	18%	0%	0%
Students with Disabilities		14	10.9%	93%	0%	0%	0%
Foster Youth		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- \*Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

### California Standards Test for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	33%	25%	15%	43%	45%	41%	59%	60%	56%

Note: Scores are not shown 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.

### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2014–15)

Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding state standards)
All Students in the LEA	41%
All Students at the School	15%
Male	15%
Female	16%
Black or African American	5%
American Indian or Alaska Native	--
Asian	--

<b>Filipino</b>	--
<b>Hispanic or Latino</b>	18%
<b>Native Hawaiian or Pacific Islander</b>	--
<b>White</b>	--
<b>Two or More Races</b>	--
<b>Socioeconomically Disadvantaged</b>	15%
<b>English Learners</b>	6%
<b>Students with Disabilities</b>	--
<b>Foster Youth</b>	--

*Note: Scores are not shown 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.*

### **State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### **California Physical Fitness Test Results (School Year 2014-15)**

<b>Grade Level</b>	<b>Percent of Students Meeting Fitness Standards</b>		
	<b>Four of Six Standards</b>	<b>Five of Six Standards</b>	<b>Six of Six Standards</b>
<b>5</b>	21.5%	22.3%	15.7%

*Note: Percentages are not calculated 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.*

California Education Code section 51210(g) requires the adopted course of instruction for grades 1 through 6 to include physical education for a total period of time of not less than 200 minutes each 10 schooldays, exclusive of recesses and the lunch period. If you have questions regarding whether physical education minutes are being provided consistent with the Education Code requirement you should first contact your child's teacher or the principal of your child's school. If you are not satisfied with the site level response, you should contact the District's Coordinator of Elementary Physical Education at (909) 891-1008. Additionally, a Physical Education Complaint Form may be obtained from your site principal, the District's Coordinator of Elementary Physical Education, or at <http://www.sbcusd.com/index.aspx?NID=8436>.

## **C. Engagement**

### **State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### **Opportunities for Parental Involvement**

*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), 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), District African American Advisory Council (DAAAC), 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
- **Aldo Ramirez, Family Engagement Director**  
909-880-4057, aldo.ramirez@sbcusd.k12.ca.us
- **Angela Urquides, Principal on Assignment – Foster Youth**  
909-880-4057, angela.urquides@sbcusd.k12.ca.us
- **Travon Martin, Parent Outreach Worker**  
909-891-1018, travon.martin@sbcusd.k12.ca.us
- **Emily Valdez, Parent Outreach Worker**  
909-880-4057, emily.valdez@sbcusd.k12.ca.u
- **Talice Ostrinski, Homeless Facilitator**  
909-880-4057, talice.ostrinski@sbcusd.k12.ca.us
- **Vicki Lee, Homeless Liaison**  
909-880-4057, vicki.lee@sbcusd.k12.ca.us

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	3.9%	3.5%	2.6%	8.1%	7.9%	6.3%	5.1%	4.4%	3.8%
<b>Expulsions</b>	0.0%	0.0%	0.0%	0.3%	0.3%	0.3%	0.1%	0.1%	0.1%

**School Safety Plan**

Date of Last Review/Update: *October 14, 2015*

Date Last Reviewed with Faculty: *August 20, 2015*

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 Southern 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.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-11	2004-05
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement		63
Percent of Schools Currently in Program Improvement		82.9

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	29	1	2	1	28		4		26	1	3	
1	31		3		27		4		28		4	
2	33		1	2	30		4		24		5	
3	25	1	5		28		4		26		4	
4	33			3	27	1	4		35			2
5	33		3	1	27	1	1	3	32		2	2
6	34			3	27	1	1	2	32		1	3
Other	22	1	1		17	1			20	2		1

\* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Counselor (Academic, Social/Behavioral, and Career Development)**	1.0	822.0
Library Media Teacher (Librarian)	0.0	
Library Media Services Staff (Paraprofessional)	0.0	
Psychologist	0.6	
Social Worker	0.0	
Nurse	0.2	
Speech/Language/Hearing Specialist	1.0	
Resource Specialist (non-teaching)	1.0	
Other	1.0	

\* 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.

\*\*Note: All counselors employed by SBCUSD provide services relating to academics, social/behavioral, and career development issues.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4,544	\$402	\$4,142	\$71,606
District			\$6,968	\$73,599
Percent Difference--School Site and District			-40.6%	-6.6%
State			\$5,348	\$72,971
Percent Difference--School Site and State			-22.6%	-1.9%

### Types of Services Funded (Fiscal Year 2014-15)

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, African American, Hispanic English only, 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

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 support District efforts in the areas of:



- Vocational Education Basic Grant Award (Voc Ed) – Carl D. Perkins Career and Technical Education Improvement Act of 2006
- NCLB Title II, Part A-Improving Teacher Quality
- NCLB Title III, Part A-Language Instruction for English Learners

Some District schools are identified as Program Improvement (PI) schools because they have not met Adequate Yearly Progress (AYP) criteria for two consecutive years. These schools offer parents the option of transferring their eligible students 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 provide 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 2013-14)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,891	\$43,165
Mid-Range Teacher Salary	\$71,118	\$68,574
Highest Teacher Salary	\$87,930	\$89,146
Average Principal Salary (Elementary)	\$112,888	\$111,129
Average Principal Salary (Middle)	\$121,967	\$116,569
Average Principal Salary (High)	\$135,252	\$127,448
Superintendent Salary	\$247,202	\$234,382
Percent of Budget for Teacher Salaries	37.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development – Most Recent Three Years

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 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.

SBCUSD offers a variety of professional development opportunities to support the improvement of instructional practice. Mandatory professional development has been identified through School Board Policy and the English Learner Master Plan. Teachers are required to complete 5 days of English Learner Professional Development and 3 days of Equity and Diversity Training. 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 units of study through Rigorous Curriculum Design, building a solid foundation in Algebra, GATE strategies, implementing Positive Behavior Supports and integrating technology into daily instruction.

School sites support the focus of their identified instructional improvements with site-based professional development and job alike 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 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.

As schools are implementing the new Common Core State Standards, the San Bernardino City Unified School District has embarked on an ambitious plan to build capacity at the schools by employing a trainer-of-trainers model. Administrators, teachers and community members receive professional development through a variety of methods. We make use of job-embedded time, after-school workshops, off-track/vacation training times, conference attendance, collaboration/coordination with local university programs, online delivery of professional development content and individual mentoring. Opportunities are created for development in curriculum writing, assessment of standards and instructional best practices, including teaching to the appropriate depth of knowledge and disciplinary literacy.

Additionally, Special Education offers a variety of PD opportunities to support the Individual Education Plans (IEPs) of identified students. Professional development is focused around current district, state, and national trends in the area of Special Education. At present, available topics include successful implementation of strategies for students with Autism, curriculum for different disability groups, behavior management, data analysis, social skills, English Language Development (ELD), Behavior Support Plans (BSPs), and legally defensible documents that best support students and meet state requirements.