

BRADLEY ELEMENTARY SCHOOL

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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.

- 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.

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.

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 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).

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

Contact Information (School Year 2016-17)

| School Contact Information | |
|-----------------------------------|--|
| School Name | BRADLEY ELEMENTARY SCHOOL |
| Street | 1300 Valencia Ave. |
| City, State, Zip | San Bernardino, CA 92404 |
| Phone Number | (909) 388-6317 |
| Principal | Amy Coker |
| E-mail Address | amy.coker@sbcusd.k12.ca.us |
| Web Site | www.sbcusd.com/bradley |
| CDS Code | 36678766036792 |

| District Contact Information | |
|-------------------------------------|---|
| District Name | SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT |
| Phone Number | (909) 381-1110 |
| Superintendent | Dr. Dale Marsden |
| E-mail Address | dale.marsden@sbcusd.k12.ca.us |
| Web Site | www.sbcusd.com |

School Description and Mission Statement (School Year 2016-17)

Bradley Elementary School has 39 classrooms, a multipurpose room, a library, and an administration office. Two new special ed classrooms were added in 2013 to serve the needs of students with moderate to severe disabilities. The campus was built in 1943 and was modernized in 1989 and 2012. The facility strongly supports teaching and learning through its ample classroom and playground space, a Reading Learning Center, and a staff resource room.

Bradley's school community is comprised of caring parents, motivated students, and dedicated staff. Our mission is to promote rigorous academic goals for every student with consistent monitoring and continuous collaboration. Our commitment is to provide an encouraging, safe, and orderly environment built on positive communication. With joint leadership in our school community, we will support each other to establish independent responsibility, learning through respect, and character development.

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 108 |
| Grade 1 | 87 |
| Grade 2 | 73 |
| Grade 3 | 90 |
| Grade 4 | 87 |
| Grade 5 | 78 |
| Grade 6 | 63 |
| Total Enrollment | 586 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|------------------------------------|
| Black or African American | 11.9 |
| American Indian or Alaska Native | 0.2 |
| Asian | 0.3 |
| Filipino | 0.5 |
| Hispanic or Latino | 78.8 |
| Native Hawaiian or Pacific Islander | 0.5 |
| White | 3.4 |
| Two or More Races | 1.4 |
| Socioeconomically Disadvantaged | 99 |
| English Learners | 45.1 |
| Students with Disabilities | 10.6 |
| Foster Youth | 1.2 |

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

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 28 | 25 | 23 | 2,162 |
| Without Full Credential | 1 | 0 | 0 | 52 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 9 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 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 Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.0 | 0.0 |
| All Schools in District | 88.7 | 11.3 |
| High-Poverty Schools in District | 88.7 | 11.3 |
| Low-Poverty Schools in District | 0.0 | 0.0 |

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, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2016

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 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.

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.

In addition to core curriculum materials, 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.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-----------------------------------|--|----------------------------------|---|
| Reading/Language Arts | Grade TK: Houghton Mifflin Harcourt: Big Day (2016) Grades K-6: McGraw-Hill School Education: Reading Wonders/Lectura Maravillas (2016) | Yes | 0 |
| Mathematics | Grade TK: Houghton Mifflin Harcourt: Big Day (2016) Grades K-6: Pearson Scott Foresman: enVision Math (2015) | Yes | 0 |
| Science | Grade TK: Houghton Mifflin Harcourt: Big Day (2016) Grades K-6: Pearson Scott Foresman: California Science (2007) | Yes | 0 |
| History-Social Science | Grade TK: Houghton Mifflin Harcourt: Big Day (2016) Grades K & 6: Houghton Mifflin: Social Science (2006) Grades 1-5: MacMillan/McGraw-Hill: California Vista (2006) | Yes | 0 |
| Visual and Performing Arts | McGraw-Hill: Share the Music (1995) | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Each year the district uses state and local funds to maintain and improve school sites. Planned improvements for this school for the 2016-17 school are listed below.

- New security and surveillance system
- Digital marquee refurbishment/replacement
- Replace restroom fixtures in various locations

The district takes great effort to ensure all schools are clean, safe, and functional. Health and safety concerns are a top priority, and the district’s Mobile Maintenance Teams are proactive and conduct inspections to keep school sites in “good repair” on a continual basis. The Mobile Maintenance Teams use the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC), to record inspection results. Results of this site’s most recent survey are included below, and any associated repairs were completed by the end of May 2016.

Additionally, representatives from the San Bernardino County Superintendent of Schools (SBCSS) conduct annual Williams visits to schools ranked in deciles 1-3 in San Bernardino County to evaluate their "good repair" status. The Williams inspection for this site occurred on August 23, 2016. Results from this inspection are included below, and any associated repairs were completed August 23, 2016.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|---------------|------|------|---|
| Year and month of the most recent FIT report: 4/20/2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | PS-2: #9 REFRIGERATED FOUNTAINS SPRAY ALL OVER (REMEDIED); #15 PAINT SKIRTING WEST SIDE (REMEDIED); #3 LEAK, EXTERIOR WEST DISE 6100 (REMEDIED) |
| Interior: Interior Surfaces | X | | | A-3: #4 SECURE PROJECTION SCREEN BRACKET (REMEDIED) C-4: #4 TOUCH UP CEILING TILE STAINS (REMEDIED); #10 INSTALL FIRE EXT SIGN (REMEDIED) |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | J-WING GIRLS R/R: #7 ONE HANDRYER NOT WORKING 6100 EL (REMEDIED) |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | | X | | B-1: #9 FAUCET LEAKS (REMEDIED); #8 PATCH & PAINT IN GIRLS R/R (REMEDIED) B-WING GIRLS R/R: #8 REPLACE BROKEN SEAT COVER DISPENSERS IN STALLS #4 & #5 (REMEDIED) C-1: #8 TOILET VALVE LEAKING CONNECTION BEFORE THE VALVE (REMEDIED); #8 SECURE THE TOILET SEAT (REMEDIED) D-3: #9 FOUNTAINS OUTSIDE IN THE HALL HAVE NO WATER FLOW (REMEDIED) E-3: #9 FOUNTAIN DRIBBLES (REMEDIED) F-WING WOMEN'S R/R: #8 SECURE TOILET SEAT IN STALL #3 (REMEDIED) G-WING R/R'S: #9 GREEN FOUNTAIN ON PLAYGROUND LEAKS 6100 (REMEDIED);#8 IN GIRLS REMOUNT TOILET #2 (REMEDIED) PS-2: #9 REFRIGERATED FOUNTAINS SPRAY ALL OVER (REMEDIED); #15 PAINT SKIRTING WEST SIDE (REMEDIED); #3 LEAK, EXTERIOR WEST DISE 6100 (REMEDIED) • ----- WILLIAMS INSPECTION J Wing Boys' Restroom: Soap dispensers empty (remedied) |
| Safety: Fire Safety, Hazardous Materials | X | | | C-4: #4 TOUCH UP CEILING TILE STAINS (REMEDIED); #10 INSTALL FIRE EXT SIGN (REMEDIED) |
| Structural: Structural Damage, Roofs | X | | | |

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|---------------|------|------|--|
| Year and month of the most recent FIT report: 4/20/2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | F-1: #15 SOUTH DOOR WON'T LATCH (REMEDIED) G-2: #14 PAINT RAMP SKIRTING PANEL (REMEDIED) POD E: #14 PAINT POLES OUTSIDE IN QUAD (REMEDIED) POD F: #14 PAINT POLES OUTSIDE IN QUAD (REMEDIED) PS-2: #9 REFRIGERATED FOUNTAINS SPRAY ALL OVER (REMEDIED); #15 PAINT SKIRTING WEST SIDE (REMEDIED); #3 LEAK, EXTERIOR WEST DISE 6100 (REMEDIED) |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 4/20/2016 | | | | |
|---|-----------|------|------|------|
| Overall Rating | 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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|--------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | 18 | 22 | 27 | 33 | 44 | 48 |
| Mathematics | 13 | 18 | 17 | 20 | 34 | 36 |

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

| Student Group | Grade | Number of Students | | Percent of Students | |
|--|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 91 | 89 | 97.8 | 21.4 |
| | 4 | 82 | 81 | 98.8 | 22.2 |
| | 5 | 77 | 76 | 98.7 | 27.6 |
| | 6 | 61 | 60 | 98.4 | 16.7 |
| Male | 3 | 50 | 49 | 98.0 | 12.2 |
| | 4 | 44 | 43 | 97.7 | 18.6 |
| | 5 | 36 | 36 | 100.0 | 22.2 |
| | 6 | 27 | 27 | 100.0 | 11.1 |
| Female | 3 | 41 | 40 | 97.6 | 32.5 |
| | 4 | 38 | 38 | 100.0 | 26.3 |
| | 5 | 41 | 40 | 97.6 | 32.5 |
| | 6 | 34 | 33 | 97.1 | 21.2 |
| Black or African American | 3 | -- | -- | -- | -- |
| | 4 | 13 | 13 | 100.0 | 7.7 |
| | 5 | 11 | 11 | 100.0 | 27.3 |
| | 6 | -- | -- | -- | -- |
| American Indian or Alaska Native | 5 | -- | -- | -- | -- |
| Asian | 6 | -- | -- | -- | -- |
| Filipino | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | 73 | 72 | 98.6 | 19.4 |
| | 4 | 65 | 64 | 98.5 | 23.4 |
| | 5 | 60 | 60 | 100.0 | 26.7 |
| | 6 | 48 | 48 | 100.0 | 14.6 |
| Native Hawaiian or Pacific Islander | 3 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| White | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| Two or More Races | 3 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | 91 | 89 | 97.8 | 21.4 |
| | 4 | 81 | 80 | 98.8 | 21.3 |
| | 5 | 76 | 75 | 98.7 | 28.0 |

| Student Group | Grade | Number of Students | | Percent of Students | |
|----------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| | 6 | 61 | 60 | 98.4 | 16.7 |
| English Learners | 3 | 32 | 32 | 100.0 | 15.6 |
| | 4 | 34 | 34 | 100.0 | 11.8 |
| | 5 | 27 | 27 | 100.0 | |
| | 6 | 22 | 22 | 100.0 | |
| Students with Disabilities | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | 12 | 11 | 91.7 | |
| | 6 | -- | -- | -- | -- |
| Foster Youth | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 91 | 89 | 97.8 | 27.0 |
| | 4 | 82 | 81 | 98.8 | 23.5 |
| | 5 | 77 | 76 | 98.7 | 7.9 |
| | 6 | 61 | 60 | 98.4 | 11.7 |
| Male | 3 | 50 | 49 | 98.0 | 16.3 |
| | 4 | 44 | 43 | 97.7 | 30.2 |
| | 5 | 36 | 36 | 100.0 | 11.1 |
| | 6 | 27 | 27 | 100.0 | 14.8 |
| Female | 3 | 41 | 40 | 97.6 | 40.0 |
| | 4 | 38 | 38 | 100.0 | 15.8 |
| | 5 | 41 | 40 | 97.6 | 5.0 |
| | 6 | 34 | 33 | 97.1 | 9.1 |
| Black or African American | 3 | -- | -- | -- | -- |
| | 4 | 13 | 13 | 100.0 | 7.7 |

| Student Group | Grade | Number of Students | | Percent of Students | |
|--|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| | 5 | 11 | 11 | 100.0 | |
| | 6 | -- | -- | -- | -- |
| American Indian or Alaska Native | 5 | -- | -- | -- | -- |
| Asian | 6 | -- | -- | -- | -- |
| Filipino | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | 73 | 72 | 98.6 | 27.8 |
| | 4 | 65 | 64 | 98.5 | 26.6 |
| | 5 | 60 | 60 | 100.0 | 10.0 |
| | 6 | 48 | 48 | 100.0 | 8.3 |
| Native Hawaiian or Pacific Islander | 3 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| White | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| Two or More Races | 3 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | 91 | 89 | 97.8 | 27.0 |
| | 4 | 81 | 80 | 98.8 | 22.5 |
| | 5 | 76 | 75 | 98.7 | 8.0 |
| | 6 | 61 | 60 | 98.4 | 11.7 |
| English Learners | 3 | 32 | 32 | 100.0 | 25.0 |
| | 4 | 34 | 34 | 100.0 | 29.4 |
| | 5 | 27 | 27 | 100.0 | |
| | 6 | 22 | 22 | 100.0 | 4.5 |
| Students with Disabilities | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | 12 | 11 | 91.7 | |
| | 6 | -- | -- | -- | -- |
| Foster Youth | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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 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 Test Results in Science for All Students

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 43 | 25 | 25 | 45 | 41 | 38 | 60 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

| Student Group | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|--|------------------|---------------------------------|---------------------------------|--------------------------------------|
| All Students | 77 | 76 | 98.7 | 25.0 |
| Male | 36 | 36 | 100.0 | 27.8 |
| Female | 41 | 40 | 97.6 | 22.5 |
| Black or African American | 11 | 11 | 100.0 | 45.5 |
| Hispanic or Latino | 60 | 60 | 100.0 | 21.7 |
| Socioeconomically Disadvantaged | 76 | 75 | 98.7 | 25.3 |
| English Learners | 27 | 27 | 100.0 | 3.7 |
| Students with Disabilities | 12 | 11 | 91.7 | 18.2 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 21.8 | 14.1 | 16.7 |

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 schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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@sbcsd.k12.ca.us
- **Angela Urquides**, *Principal on Assignment – Foster Youth*
909-880-4057, angela.urquides@sbcsd.k12.ca.us
- **Travon Martin**, *Community Relations Worker II*
909-891-1018, travon.martin@sbcsd.k12.ca.us
- **Emily Valdez**, *Parent Outreach Worker*
909-880-4057, emily.valdez@sbcsd.k12.ca.us
- **Talice Ostrinski**, *Homeless Facilitator*
909-880-4057, talice.ostrinski@sbcsd.k12.ca.us
- **Vicki Lee**, *Homeless Liaison*
909-880-4057, vicki.lee@sbcsd.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 | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 7.8 | 5.6 | 5.3 | 7.9 | 6.3 | 5.9 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.0 | 0.3 | 0.3 | 0.3 | 0.2 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2016-17)

Date of Last Review/Update: January 5, 2017

Date Last Reviewed with Faculty: January 26, 2017

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.

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.

Federal Intervention Program (School Year 2016-17)

| Indicator | School | District |
|--|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2004-2005 | 2004-2005 |
| Year in Program Improvement* | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 61 |
| Percent of Schools Currently in Program Improvement | N/A | 76.3 |

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2013-14 | | | 2014-15 | | | 2015-16 | | | | | |
|--------------|-----------------|-------------------|-------|---------|-----------------|-------------------|---------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 19 | 4 | | | 18 | 6 | | | 22 | 3 | 2 | |
| 1 | 19 | 5 | | | 19 | 4 | | | 23 | | 3 | |
| 2 | 20 | 4 | | | 19 | 5 | | | 21 | 1 | 2 | |
| 3 | 19 | 6 | | | 18 | 5 | | | 22 | 1 | 3 | |
| 4 | 22 | 1 | 3 | | 23 | 1 | 2 | | 27 | 1 | 1 | 1 |
| 5 | 24 | | 3 | | 23 | 1 | 3 | | 33 | | | 1 |
| 6 | 25 | | 4 | | 22 | | 3 | | 33 | | | 1 |
| Other | 4 | 1 | | | 17 | 1 | | | 22 | 2 | 2 | 1 |

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

Academic Counselors and Other Support Staff (School Year 2015-16)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|--|----------------------------------|---|
| Academic Counselor | 1.0 | 586 |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | 0.4 | N/A |
| Psychologist | 0.5 | N/A |
| Social Worker | | N/A |
| Nurse | 0.3 | N/A |
| Speech/Language/Hearing Specialist | 0.5 | N/A |
| Resource Specialist | 1.0 | N/A |
| Other | 3.0 | N/A |

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

*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 2014-15)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|---|------------------------|-------------------------|--------------------|------------------------|
| | Total | Supplemental/Restricted | Basic/Unrestricted | |
| School Site | \$6,602 | \$1,216 | \$5,385 | \$74,164 |
| District | N/A | N/A | \$8,805 | \$76,890 |
| Percent Difference: School Site and District | N/A | N/A | -38.8 | -3.5 |
| State | N/A | N/A | \$5,677 | \$75,837 |
| Percent Difference: School Site and State | N/A | N/A | -5.1 | -2.2 |

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$48,186 | \$45,092 |
| Mid-Range Teacher Salary | \$74,675 | \$71,627 |
| Highest Teacher Salary | \$92,326 | \$93,288 |
| Average Principal Salary (Elementary) | \$118,527 | \$115,631 |
| Average Principal Salary (Middle) | \$128,065 | \$120,915 |
| Average Principal Salary (High) | \$142,014 | \$132,029 |
| Superintendent Salary | \$247,202 | \$249,537 |
| Percent of Budget for Teacher Salaries | 35% | 37% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

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. Teacher Induction Program (TIP) mentors, 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. 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 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 the Teacher Induction Program (TIP) which focuses on the California Standards for the Teaching Profession.

The San Bernardino City Unified School District employs a trainer-of-trainers model to build capacity in a variety of areas. Administrators, teachers and community members receive professional development through job-embedded time, after-school workshops, off-track/vacation training times, conference attendance, collaboration/ coordination with local university programs, online delivery of professional development content and individual mentoring. Opportunities are created for development in curriculum writing, assessment of standards and instructional best practices, including teaching to the appropriate depth of knowledge and disciplinary literacy.

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