COLONEL JOSEPH C. RODRIGUEZ PREP ACADEMY
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	COLONEL JOSEPH C. RODRIGUEZ PREP ACADEMY
Street	1985 North Guthrie St.
City, State, Zip	San Bernardino, CA 92404
Phone Number	(909) 884-6030
Principal	Sudha Venkatesan
E-mail Address	sudha.venkatesen@sbcusd.k12.ca.us
Web Site	www.sbcusd.com/rodriguez
CDS Code	36678760116178

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)

Rodriguez Prep Academy opened in 2008 and has 26 general classrooms, special education classrooms, a library, a media center, a multiuse room, and an administration building. The facility strongly supports teaching and learning through its ample classroom and athletic space and a staff resource room.

Rodriguez PREP Academy: School of Engineering & Design provides a continuous pathway of education through opportunities that create STEM-literate students ready to accept the challenges of the curriculum at high school, advanced education, and the needs of tomorrow's workforce. The utilization of these components, combined with state-of-the-art technology and a strong curricular program creates an environment of strong academic performance, high self- esteem, and a feeling of pride for the entire community.

Rodriguez PREP transforms the classroom by encouraging a trans-disciplinary curriculum that is driven by problem solving, discovery, exploratory learning, and an experience that requires each student to actively engage in a situation in order to understand its solution. The Project Lead the Way engineering curriculum that Rodriguez PREP has adopted permeates every facet of the school environment— from the moment the student steps onto the campus until he/she advances to high school and the post-secondary world. A dedicated period for engineering and other STEM classes is designed so that students can take courses that include Robotics/Automation, Computer Science, Medical Detectives, Forensics, Design & Modeling, and Architecture. Students are selected for these courses based on the interest form they submit on a yearly basis. In addition to an engineering-focused course, the school offers courses in the visual and performing arts including journalism, student leadership, band, orchestra, choir, and art.

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

Grade Level	Number of Students
Grade 4	144
Grade 5	143
Grade 6	153
Grade 7	189
Grade 8	146
Total Enrollment	775

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	11.6
American Indian or Alaska Native	0.4
Asian	3.4
Filipino	0.6
Hispanic or Latino	75.2
Native Hawaiian or Pacific Islander	1
White	5.8
Two or More Races	0.3
Socioeconomically Disadvantaged	91.7
English Learners	18.6
Students with Disabilities	5.7
Foster Youth	1

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	26	31	30	2,162
Without Full Credential	0	1	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	99.4	0.6
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

K-8 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 rigorously reviewed by San Bernardino City Unified School District textbook adoption committees to assure that selections will meet the unique needs of all learners, including English language learners, advanced learners, at-risk students and special needs students. Textbooks are usually adopted for an eight-year cycle.

Each school purchases textbooks for all students to use in class and to take home. Prior to the purchase of materials for the upcoming school year, an inventory is completed so that sufficient materials are available for the new school year. An inventory is completed for each classroom and reported to the principal. This inventory was completed in March/April each year to prepare for the following year.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 4-5: McGraw-Hill School Education: Reading Wonders (2016) Grades 6-8: Houghton Mifflin Harcourt: California Collections (2016)	Yes	0
Mathematics	Grades 4-5: Pearson Scott Foresman: enVision Math (2015) Grades 6-8: Pearson: CA Digits (2015)	Yes	0
Science	Grades 4-5: Pearson Scott Foresman: California Science (2007) Grade 6: Glencoe/McGraw-Hill: Focus On Earth Science (2007) Grade 7: Glencoe/McGraw-Hill: Focus On Life Science (2007) Grade 8: Glencoe/McGraw-Hill: Focus On Physical Science (2007)	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Grades 4-5: MacMillan/McGraw-Hill: California Vista (2006) Grade 6: Houghton Mifflin: Social Science (2006) Grades 7-8: McDougall Littell: California Middle School Social Studies Series (2006)	Yes	0
Foreign Language	This school does not offer foreign language courses.		
Health	This school does not offer health courses.		
Visual and Performing Arts	Glencoe/McGraw-Hill: Art Talk (2002) MacMillan/McGraw-Hill: Music: Its Role and Importance in Our Lives (2002)	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
- Replace asphalt - playground
- Replace restroom partitions in various locations

The district takes great effort to ensure all schools are clean, safe, and functional. Heath 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 April 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: 4/4/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			J-1: #4 RESET CEILING TILE IN CENTER (REMEDIED)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 4/4/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			L-BLDG 4-6 GR GIRLS R/R: #7 TWO LIGHT FIXTURES OUT LAMP S (REMEDIED); #8 SECURE TOILET SEAT #4 6100 (REMEDIED) LIBRARY: #7 TWO LIGHT FIXTURES OUT, IN CENTER AREA, PLUS MISCELLANEOUS BULBS (REMEDIED) MU ROOM: #7 FOUR LIGHT FIXTURES AND MISCELLANEOUS BULBS OUT IN CENTRAL AREA (REMEDIED)
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		F-3: #9 WATER OFF FOR COUNTER REPLACEMENT (REMEDIED) KITCHEN: #8 HANDWASH SINK VALVES LEAK (REMEDIED) L-BLDG 4-6 GR GIRLS R/R: #7 TWO LIGHT FIXTURES OUT LAMP S (REMEDIED); #8 SECURE TOILET SEAT #4 6100 (REMEDIED) L-BLDG 4-6 GR GIRLS R/R: #8 HANDICAPPED TOILET VALVE LEAKS 6100 (REMEDIED) L-BLDG7-8 GR GIRLS R/R: #8 HANDICAPPED TOILET VALVE LEAKS 6100 (REMEDIED) LIBRARY BLDG 4-6 GR BOYS R/R: #9 FAUCET #1 LEAKS, SECURE FAUCETS #3 & 4 6100 (REMEDIED)
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			GROUNDS: #15 SECURE LATCH STRIKE & PLATES ON PANIC BAR GATES (REMEDIED); #14 BLEACHERS MISSING SIX KICK PANELS AND TWO END PANELS (REMEDIED) H-1: #15 PAINT DOOR (REMEDIED) H-2: #15 PAINT DOOR (REMEDIED) H-3: #15 PAINT DOOR (REMEDIED) H-4: #15 PAINT DOOR (REMEDIED)

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 4/4/2016				
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	41	52	27	33	44	48
Mathematics	30	42	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	4	139	138	99.3	25.4
	5	140	139	99.3	42.5
	6	149	146	98.0	30.8
	7	176	174	98.9	77.0
	8	143	142	99.3	78.2
Male	4	69	69	100.0	26.1
	5	72	71	98.6	40.9
	6	65	64	98.5	25.0
	7	79	78	98.7	78.2
	8	58	58	100.0	79.3
Female	4	70	69	98.6	24.6
	5	68	68	100.0	44.1
	6	84	82	97.6	35.4
	7	97	96	99.0	76.0
	8	85	84	98.8	77.4
Black or African American	4	23	23	100.0	13.0
	5	12	11	91.7	9.1
	6	21	19	90.5	31.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	14	13	92.9	84.6
	8	14	14	100.0	92.9
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	5	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	4	108	107	99.1	25.2
	5	115	115	100.0	45.2
	6	104	104	100.0	30.8
	7	140	139	99.3	76.3
	8	104	103	99.0	76.7
Native Hawaiian or Pacific Islander	6	--	--	--	--
	8	--	--	--	--
White	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	15	15	100.0	73.3
	8	12	12	100.0	66.7
Two or More Races	6	--	--	--	--
	7	--	--	--	--
Socioeconomically Disadvantaged	4	136	135	99.3	23.7
	5	134	133	99.3	42.1
	6	139	138	99.3	29.7
	7	155	153	98.7	75.2
	8	122	121	99.2	76.0
English Learners	4	44	43	97.7	7.0
	5	28	28	100.0	
	6	33	33	100.0	6.1
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	4	15	15	100.0	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	14	14	100.0	
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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	4	139	137	98.6	19.7
	5	140	138	98.6	24.6
	6	149	146	98.0	36.3
	7	176	174	98.9	64.4
	8	143	142	99.3	59.1
Male	4	69	69	100.0	18.8
	5	72	71	98.6	31.0
	6	65	64	98.5	32.8
	7	79	78	98.7	65.4
	8	58	58	100.0	63.8
Female	4	70	68	97.1	20.6
	5	68	67	98.5	17.9
	6	84	82	97.6	39.0
	7	97	96	99.0	63.5
	8	85	84	98.8	56.0
Black or African American	4	23	23	100.0	8.7
	5	12	11	91.7	18.2
	6	21	19	90.5	31.6
	7	14	13	92.9	46.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	14	14	100.0	78.6
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	5	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	4	108	106	98.2	19.8
	5	115	114	99.1	26.3
	6	104	104	100.0	33.6
	7	140	139	99.3	64.0
	8	104	103	99.0	56.3
Native Hawaiian or Pacific Islander	6	--	--	--	--
	8	--	--	--	--
White	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	15	15	100.0	80.0
	8	12	12	100.0	41.7
Two or More Races	6	--	--	--	--
	7	--	--	--	--
Socioeconomically Disadvantaged	4	136	134	98.5	17.9
	5	134	132	98.5	24.2
	6	139	138	99.3	35.5
	7	155	153	98.7	62.1
	8	122	121	99.2	57.9
English Learners	4	44	43	97.7	2.3
	5	28	28	100.0	
	6	33	33	100.0	15.2
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	4	15	15	100.0	
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	14	14	100.0	7.1
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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)	61	64	71	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	283	280	98.9	70.7
Male	130	129	99.2	79.1
Female	153	151	98.7	63.6
Black or African American	26	25	96.2	60.0
Asian	13	13	100.0	84.6
Hispanic or Latino	219	217	99.1	69.1
White	17	17	100.0	88.2
Socioeconomically Disadvantaged	256	253	98.8	69.6
English Learners	32	32	100.0	28.1
Students with Disabilities	11	11	100.0	63.6

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	23.9	30.4	27.5
7	17.3	33.5	36.4

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.

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@sbcusd.k12.ca.us
- **Angela Urquides**, *Principal on Assignment – Foster Youth*
  909-880-4057, angela.urquides@sbcusd.k12.ca.us
- **Travon Martin**, *Community Relations Worker II*
  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		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Suspensions	3.8	6.3	1.2	7.9	6.3	5.9	4.4	3.8	3.7
Expulsions	0.0	0.1	0.0	0.3	0.3	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Date of Last Review/Update: October 31, 2016
Date Last Reviewed with Faculty: October 18 2016

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	2013-2014	2004-2005
Year in Program Improvement*	Year 1	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 (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	3	18	6	31	2	14	10	26	5	20	2
Mathematics	31		8	4	33		5	8	21	7	7	2
Science	31		8	4	32		7	5	28	3	5	4
Social Science	31		8	4	32		5	7	30		8	3

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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	775
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist	1.0	N/A
Other	2.0	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	$5,791	$279	$5,512	$79,767
District	N/A	N/A	$8,805	$76,890
Percent Difference: School Site and District	N/A	N/A	-37.4	3.7
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-2.9	5.2

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 Sup-port 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 Ser-vices, 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.