CAPTAIN LELAND NORTON ELEMENTARY SCHOOL

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2014-2015 School Accountability Report Card

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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

Our mission is to provide students with foundational skills by balancing technology with rich content curriculum through explicit teaching of complex thinking skills needed to compete in the global economy, by ensuring students learning is relevant to the world around them.

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

Grade Level	Number of Students	Grade Level	Number of Students
Grade K	79	Grade 4	71
Grade 1	79	Grade 5	72
Grade 2	99	Grade 6	73
Grade 3	73	Total Enrollment	546

Student Enrollment by Group (School Year 2014-15)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	13.0%	White	2.6%
American Indian or Alaska Native	0.7%	Two or More Races	1.1%
Asian	1.1%	Socioeconomically Disadvantaged	98.7%
Filipino	0.0%	English Learners	38.5%
Hispanic or Latino	75.3%	Students with Disabilities	7.1%
Native Hawaiian or Pacific Islander	0.0%	Foster Youth	1.6%

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 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	33	29	21	2,206
Without Full Credential	0	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	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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	100%	0%
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
Transitional Kindergarten (TK) Reading/Language Arts, Mathematics, Science, and Social Studies	*Little Treasures* MacMillan/McGraw-Hill (2012)	Yes	0%

	DLM Express – ABE and Dual Immersion Classrooms Only Wright Group/McGraw-Hill (2012)		
Reading/Language Arts	*Reading* and *Lectura* Houghton Mifflin (2002)	No	0%
Mathematics	*enVisionMath* (English and Spanish) Pearson (2015)	Yes	0%
Science	*California Science* and *Ciencias* Pearson School Foresman (2007)	Yes	0%
Social Studies	*History/Social Science* and *Historia y Ciencias* K & 6 Houghton Mifflin (2006) *California Vista* and *Vistas de California* – Grades 1-5 MacMillan/McGraw-Hill (2006)	Yes	0%
English Language Development	*Moving into English* Harcourt Brace (2006) *Shining Star* 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption
Music	*Share the Music* 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
Captain Leland F. Norton Elementary School is a newly built state of the art facility completed in July 2012. Our school sits on 13.0 acres has 36 classrooms, a multipurpose room, library, soccer and baseball fields, ball wall, dedicated student drop-off lanes, an administration building, and ample playground space. The teaching staff strongly supports providing students with foundational skills with rich content curriculum and explicit teaching of critical thinking skills through its Environmental STEM (Science, Technology, Engineering, Math) and project/problem-based learning educational program.

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 October 2, 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

No deferred maintenance projects are scheduled for this school in the 2015-16 school year.

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 October 2, 2015. All repairs listed were completed by the end of October 2015.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			Replace ceiling tile/T-bar in MU rm; patch/paint column corners in MU rm; reglue plastic laminate to edge of bookcase in G2, F4; patch wall holes in F2; secure partition door latch in I wing girls' RR
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			Urinal shows mineral deposits in B wing boys' RR
Electrical: Electrical		X			Light out in I4
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			Broken flush valve in MU women's RR; no water in sink in MU women's RR; faucet aerator missing in I wing girls' RR; faucet aerator plugged in I wing girls' RR, D wing boys' RR; secure toilet to floor in C4 girls' RR
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			

External: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	██████	X			Door doesn't close/latch in B wing girls' RR, B wing boys' RR; gate won't close in I wing, G wing, E wing, between office and library; secure panic bar/handle assembly in E1, E5, D2; touch up paint on gates between office and library
Overall Facility Rating		X			N/A

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 20, 2015. All repairs listed were completed by the end of September 2015.

Item Inspected	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	No deficiencies were noted
Interior: Interior Surfaces	No deficiencies were noted
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	No deficiencies were noted
Electrical: Electrical	No deficiencies were noted
Restrooms/Fountains: Restrooms, Sinks/ Fountains	No deficiencies were noted
Safety: Fire Safety, Hazardous Materials	No deficiencies were noted
Structural: Structural Damage, Roofs	No deficiencies were noted
External: Playground/School Grounds, Windows/Doors/Gates/Fences	**Good repair deficiency**: gates broken or damaged in playground

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)	16.0%	27.0%	44.0%
Mathematics (grades 3-8 and 11)	14.0%	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	81	78	96.3%	67%	17%	12%	4%
Male		35	43.2%	77%	11%	3%	9%
Female		43	53.1%	58%	21%	19%	0%
Black or African American		12	14.9%	58%	21%	19%	0%
American Indian or Alaska Native		0					
Asian		1	1.2%	--	--	--	--
Filipino		0					
Hispanic or Latino		56	69.1%	71%	16%	7%	4%
Native Hawaiian or Pacific Islander		0					
White		5	6.2%	--	--	--	--
Two or More Races		1	1.2%	--	--	--	--
Socioeconomically Disadvantaged		73	90.1%	67%	18%	11%	3%
English Learners		29	35.8%	76%	17%	3%	0%
Students with Disabilities		5	6.2%	--	--	--	--
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	74	72	97.3%	61%	22%	10%	7%
Male		30	40.5%	67%	17%	7%	10%
Female		42	56.8%	57%	26%	12%	5%
Black or African American		5	6.8%	--	--	--	--

Student Groups		Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
American Indian or Alaska Native		0					
Asian		0					
Filipino		0					
Hispanic or Latino		60	81.1%	62%	23%	10%	5%
Native Hawaiian or Pacific Islander		0					
White		5	6.8%	--	--	--	--
Two or More Races		0					
Socioeconomically Disadvantaged		69	93.2%	61%	23%	10%	6%
English Learners		30	40.5%	73%	23%	3%	0%
Students with Disabilities		7	9.5%	--	--	--	--
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	74	71	95.9%	58%	23%	15%	4%
Male		41	55.4%	59%	20%	20%	2%
Female		30	40.5%	57%	27%	10%	7%
Black or African American		10	13.5%	--	--	--	--
American Indian or Alaska Native		1	1.4%	--	--	--	--
Asian		1	1.4%	--	--	--	--
Filipino		0					
Hispanic or Latino		56	75.7%	54%	25%	16%	5%
Native Hawaiian or Pacific Islander		0					
White		0					
Two or More Races		0					
Socioeconomically Disadvantaged		69	93.2%	59%	20%	16%	4%
English Learners		28	37.8%	75%	18%	7%	0%
Students with Disabilities		5	6.8%	--	--	--	--
Foster Youth		--	--	--	--	--	--

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	74	73	98.6%	51%	36%	12%	1%
Male		38	51.4%	55%	34%	8%	3%
Female		35	47.3%	46%	37%	17%	0%
Black or African American		12	16.2%	50%	42%	8%	0%
American Indian or Alaska Native		0					
Asian		3	4.1%	--	--	--	--
Filipino		0					
Hispanic or Latino		55	74.3%	51%	33%	15%	2%
Native Hawaiian or Pacific Islander		0					
White		1	1.4%	--	--	--	--
Two or More Races		1	1.4%	--	--	--	--
Socioeconomically Disadvantaged		72	97.3%	50%	36%	13%	1%
English Learners		16	21.6%	75%	25%	0%	0%
Students with Disabilities		9	12.2%	--	--	--	--
Foster Youth		--	--	--	--	--	--

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	81	77	95.1%	56%	31%	12%	1%

Male		35	43.2%	60%	31%	6%	3%
Female		42	51.9%	52%	31%	17%	0%
Black or African American		12	14.8%	58%	25%	8%	8%
American Indian or Alaska Native		0					
Asian		1	1.2%	--	--	--	--
Filipino		0					
Hispanic or Latino		55	67.9%	58%	31%	11%	0%
Native Hawaiian or Pacific Islander		0					
White		5	6.2%	--	--	--	--
Two or More Races		1	1.2%	--	--	--	--
Socioeconomically Disadvantaged		72	88.9%	56%	33%	10%	1%
English Learners		28	34.6%	64%	29%	7%	0%
Students with Disabilities		5	6.2%	--	--	--	--
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

Mathematics - 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	74	72	97.3%	24%	46%	21%	10%
Male		30	40.5%	23%	40%	20%	17%
Female		42	56.8%	24%	50%	21%	5%
Black or African American		5	6.8%	--	--	--	--
American Indian or Alaska Native		0					
Asian		0					
Filipino		0					
Hispanic or Latino		60	81.1%	22%	50%	18%	10%
Native Hawaiian or Pacific Islander		0					
White		5	6.8%	--	--	--	--
Two or More Races		0					
Socioeconomically Disadvantaged		69	93.2%	23%	46%	22%	9%

				Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
English Learners		30	40.5%	27%	53%	20%	0%
Students with Disabilities		7	9.5%	--	--	--	--
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

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	74	70	94.6%	66%	27%	1%	6%
Male		40	54.1%	63%	30%	3%	5%
Female		30	40.5%	70%	23%	0%	7%
Black or African American		10	13.5%	--	--	--	--
American Indian or Alaska Native		1	1.4%	--	--	--	--
Asian		1	1.4%	--	--	--	--
Filipino		0					
Hispanic or Latino		55	74.3%	60%	33%	2%	5%
Native Hawaiian or Pacific Islander		0					
White		0					
Two or More Races		0					
Socioeconomically Disadvantaged		68	91.9%	66%	26%	1%	6%
English Learners		27	36.5%	81%	15%	4%	0%
Students with Disabilities		5	6.8%	--	--	--	--
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

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	74	73	98.6%	64%	29%	7%	0%
Male		38	51.4%	63%	29%	8%	0%
Female		35	47.3%	66%	29%	6%	0%
Black or African American		12	16.2%	83%	8%	8%	0%
American Indian or Alaska Native		0					
Asian		3	4.1%	--	--	--	--
Filipino		0					
Hispanic or Latino		55	74.3%	62%	31%	7%	0%
Native Hawaiian or Pacific Islander		0					
White		1	1.4%	--	--	--	--
Two or More Races		1	1.4%	--	--	--	--
Socioeconomically Disadvantaged		72	97.3%	65%	28%	7%	0%
English Learners		16	21.6%	94%	6%	0%	0%
Students with Disabilities		9	12.2%	--	--	--	--
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.

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

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

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding state standards)								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	47%	45%	42%	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	42%
Male	52%
Female	29%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	39%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	41%
English Learners	13%
Students with Disabilities	--
Foster Youth	--

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)

	Percent of Students Meeting Fitness Standards		
Grade Level	**Four of Six Standards**	**Five of Six Standards**	**Six of Six Standards**
5	25.8%	21.0%	25.8%

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
Suspensions	3.2%	2.6%	3.7%	8.1%	7.9%	6.3%	5.1%	4.4%	3.8%
Expulsions	0.1%	0.0%	0.0%	0.3%	0.3%	0.3%	0.1%	0.1%	0.1%

School Safety Plan

Date of Last Review/Update: *August 17, 2015*
Date Last Reviewed with Faculty: *August 31, 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	2012-13	2004-05
Year in Program Improvement*	Year 2	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	15	8			18	6			20	4		
1	19	6			20	5			16	5		
2	20	6			19	6			17	6		
3	19	4			20	6			15	5		

4	25		3		25		3		24	3	
5	25		3		25		4		24	3	
6	24		3		25		3		24	3	

* 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	546.0
Library Media Teacher (Librarian)	0.0	
Library Media Services Staff (Paraprofessional)	0.3	
Psychologist	0.4	
Social Worker	0.0	
Nurse	0.2	
Speech/Language/Hearing Specialist	0.4	
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	$4,793	$398	$4,395	$83,107
District			$6,968	$73,599
Percent Difference–School Site and District			-36.9%	8.4%
State			$5,348	$72,971
Percent Difference–School Site and State			-17.8%	13.9%

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.