

# COLE ELEMENTARY SCHOOL

1331 Cole Avenue • Highland, CA 92346 • 909-388-6510 • [www.sbcusd.com/cole](http://www.sbcusd.com/cole) • CDS Code: 36678766036834

Angelica Hurtado, Principal • [angelica.hurtado@sbcusd.k12.ca.us](mailto:angelica.hurtado@sbcusd.k12.ca.us)



## 2014-2015 School Accountability Report Card

*Published in 2015-2016*

### San Bernardino City Unified School District

Dr. Dale Marsden, Superintendent • (909) 381-1100 • [dale.marsden@sbcusd.k12.ca.us](mailto:dale.marsden@sbcusd.k12.ca.us) • [www.sbcusd.com](http://www.sbcusd.com)

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

Cole Elementary School serves approximately 480 students in pre-K-6th grades. The school has a strong after-school program for students in grades K-6 that includes sports, tutoring, boy/girl scouts, art, journalism, and technology. The instructional focus is authentic learning through inquiry, presentation, and cooperative learning. Project-based learning with an emphasis on reading and writing through informational text, will prepare students to be successful in college and/or career. Cole staff also emphasize the development of the social/emotional well-being of all students to ensure they are able to develop to their fullest potential.

**Mission Statement:** Cole Elementary will develop literate, proficient, productive students who possess leadership, confidence, character, and the ability to courageously meet future challenges. We are committed to providing well-rounded, multicultural, stimulating educational experiences in a safe environment while nurturing academic excellence; as well as maximizing the power of the union of parents, community, and school working together.

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

Grade Level	Number of Students	Grade Level	Number of Students
Grade K	93	Grade 4	75
Grade 1	52	Grade 5	68
Grade 2	56	Grade 6	63
Grade 3	55	Total Enrollment	462

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	13.4%	White	9.1%
American Indian or Alaska Native	0.9%	Two or More Races	2.4%
Asian	1.5%	Socioeconomically Disadvantaged	94.2%
Filipino	0.2%	English Learners	31.0%
Hispanic or Latino	70.6%	Students with Disabilities	11.9%
Native Hawaiian or Pacific Islander	0.6%	Foster Youth	0.4%

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## Teacher Credentials

Teacher	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	15	12	16	2,206
Without Full Credential	0	2	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	1	0

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

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

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

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	88%	12%
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	<i>Little Treasures</i> MacMillan/McGraw-Hill (2012)  <i>DLM Express – ABE and Dual Immersion Classrooms Only</i> Wright Group/McGraw-Hill (2012)	Yes	0%
Reading/Language Arts	<i>Reading and Lectura</i> Houghton Mifflin (2002)	No	0%
Mathematics	<i>enVisionMath</i> (English and Spanish) Pearson (2015)	Yes	0%
Science	<i>California Science and Ciencias</i> Pearson School Foresman (2007)	Yes	0%
Social Studies	<i>History/Social Science and Historia y Ciencias K &amp; 6</i> Houghton Mifflin (2006)  <i>California Vista and Vistas de California – Grades 1-5</i> MacMillan/McGraw-Hill (2006)	Yes	0%
English Language Development	<i>Moving into English</i> Harcourt Brace (2006)  <i>Shining Star</i> Pearson Longman (2006)	N/A	0%

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

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

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

### General

The district takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district's Mobile Maintenance Teams use the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC). Results of this survey are available from the district's Maintenance and Operations Department. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with an appropriate learning environment.

### Age of School Buildings

Cole Elementary School has 17 classrooms housing preschool, Transitional Kindergarten, and K-6th grades. The campus was built in 1963 and modernized in 2012. The facility strongly supports teaching and learning through its ample classrooms, learning center, and playground space.

### Safety

To ensure student safety before, during and after the school day, rec aides, teachers, and administrators supervise the school grounds including the cafeteria, quad area, and athletic fields. Signs are posted throughout the campus to indicate all visitors must report to and register in the administration office. All staff and visitors wear appropriate identifying badges.

### Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. The District’s Mobile Maintenance Teams are proactive and conduct inspections to keep school sites in “good repair” on a continual basis. Also, the district staff at each site reports safety issues as they arise. Maintenance and Operations make necessary repairs to ensure that all schools are clean, safe, and functional. A work order process is used to ensure efficient service and emergency repairs are given the highest priority and work orders are completed in a timely manner. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order, and as of August 18, 2015, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

### Cleaning Process and Schedule

The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The district’s complete deferred maintenance plan is available at the district office.

### Deferred Maintenance Projects

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

- Floor covering – MU rm, conference, admin, A1, 2, 4, B1-4, C1-4, D1-4, G1, 2, E1-4, F1-5
- Paving – replace asphalt entire site
- Roofing – utility building
- Wall systems – replace RR partitions – B wing B, C wing student G, D wing B/G, E wing B/G, MU B; replace windows – admin, A, B, C, D, E wings

### Modernization/New Construction Projects

No modernization or new construction projects are scheduled for this school in the 2015-16 school year.

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

This table displays the results of SBCUSD’s annual inspection on April 7, 2015. All repairs listed were completed by the end of April 2015.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			Flush water heaters throughout
<b>Interior:</b> Interior Surfaces			X		Secure file cabinet/bookcases in conference rm, D4, E2; missing door stop in nurse office, kitchen; patch/paint wall in work rm; check wall for water damage outside nurse office; baseboard missing in A wing custodial rm; carpet snagged in D1; sink border loose in E1; peeling paint on walls in MU room; check lunch tables in MU room; cracked floor tiles in MU room; cabinet shelf needs peg in kitchen; stained/peeling ceiling tile in Admin, B2

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X			Dirty floors in PS14 staff unisex RR
<b>Electrical:</b> Electrical		X			Check electrical rooms for improper storage throughout; lights have tags in C3, C2, C1, E2
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X		Drinking faucet leaks in field area, D wing; toilet leaks/drips in nurse unisex RR, B wing boys' RR, C wing girls' RR, D wing girls' RR, E wing boys' RR; sink runs continuously in kinder playground; sink drips in PS14 staff unisex RR; turn sink drinking faucet outward in D2; low water pressure to sink drinking faucet in D3; exposed rust on drinking faucet in E wing; faucet loose in E wing boys' RR
<b>Safety:</b> Fire Safety, Hazardous Materials		X			Fire extinguisher taken to M&O for service in A wing; fire extinguisher hook needed in kitchen
<b>Structural:</b> Structural Damage, Roofs		X			Peeling paint on conduit pole in B wing, window sill in D4, poles at MU room; dry rot on skirting planks at G wing; non-stick on ramp almost gone at F3
<b>External:</b> Playground/ School Grounds, Windows/ Doors/ Gates/ Fences			X		Check dumpsters throughout; check trees for overhanging branches on roofs, gutters, power lines throughout; check benches throughout; loose door lock on storage rm W of kitchen; jungle gym slightly loose stair handle; check gates, locks, signage for graffiti/vandalism in parking lot; peeling paint on poles in field area; check lunch tables in kinder playground; keys stick in door locks in E3; oil leaks from door closer in E3; check portable handrails in G wing, F wing; check emergency window latches and screens in G wing, F wing; loose panic bar cap in F5, F4
<b>Overall Facility Rating</b>		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 18, 2015. All repairs listed were completed by the end of September 2015.

Item Inspected	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	<b>Extreme deficiency:</b> AC system not working in F4 (WO# 11463052)
<b>Interior:</b> Interior Surfaces	No deficiencies were noted
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	No deficiencies were noted
<b>Electrical:</b> Electrical	No deficiencies were noted
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	No deficiencies were noted
<b>Safety:</b> Fire Safety, Hazardous Materials	No deficiencies were noted
<b>Structural:</b> Structural Damage, Roofs	No deficiencies were noted
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	No deficiencies were noted

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], 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)	15.0%	27.0%	44.0%
Mathematics (grades 3-8 and 11)	8.0%	17.0%	33.0%

*Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

### CAASPP Assessment Results – English Language Arts (ELA)

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

#### ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	53	51	96.2%	71%	20%	6%	4%
Male		26	49.1%	85%	8%	4%	4%
Female		25	47.2%	56%	32%	8%	4%
Black or African American		7	13.2%	--	--	--	--
American Indian or Alaska Native		0					
Asian		0					
Filipino		0					
Hispanic or Latino		36	67.9%	78%	11%	8%	3%
Native Hawaiian or Pacific Islander		0					
White		6	11.3%	--	--	--	--
Two or More Races		2	3.8%	--	--	--	--
Socioeconomically Disadvantaged		51	96.2%	71%	20%	6%	4%
English Learners		18	34.0%	89%	6%	6%	0%
Students with Disabilities		8	15.1%	--	--	--	--
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	73	98.6%	68%	22%	7%	3%
Male		38	51.4%	84%	8%	5%	3%
Female		35	47.3%	51%	37%	9%	3%
Black or African American		13	17.6%	77%	8%	15%	0%
American Indian or Alaska Native		0		--	--	--	--
Asian		2	2.7%	--	--	--	--
Filipino		0		--	--	--	--
Hispanic or Latino		53	71.6%	66%	26%	4%	4%
Native Hawaiian or Pacific Islander		0		--	--	--	--
White		4	5.4%	--	--	--	--
Two or More Races		1	1.4%	--	--	--	--
Socioeconomically Disadvantaged		70	94.6%	70%	21%	7%	1%
English Learners		27	36.5%	78%	22%	0%	0%
Students with Disabilities		13	17.6%	92%	8%	0%	0%
Foster Youth		--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

#### 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	72	71	98.6%	59%	18%	20%	3%
Male		46	63.9%	59%	20%	17%	4%
Female		25	34.7%	60%	16%	24%	0%
Black or African American		8	11.1%	--	--	--	--

<b>American Indian or Alaska Native</b>		2	2.8%	--	--	--	--
<b>Asian</b>		0					
<b>Filipino</b>		0					
<b>Hispanic or Latino</b>		56	77.8%	57%	23%	16%	4%
<b>Native Hawaiian or Pacific Islander</b>		0					
<b>White</b>		4	5.6%	--	--	--	--
<b>Two or More Races</b>		1	1.4%	--	--	--	--
<b>Socioeconomically Disadvantaged</b>		67	93.1%	60%	19%	18%	3%
<b>English Learners</b>		19	26.4%	79%	21%	0%	0%
<b>Students with Disabilities</b>		10	13.9%	--	--	--	--
<b>Foster Youth</b>		--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

\*Level 1 = Standard not met

Level 2 = Standard nearly met

Level 3 = Standard met

Level 4 = Standard exceeded

## ELA - Grade 6

<b>Student Groups</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
<b>All Students</b>	62	60	96.8%	48%	33%	18%	0%
<b>Male</b>		32	51.6%	63%	25%	13%	0%
<b>Female</b>		28	45.2%	32%	43%	25%	0%
<b>Black or African American</b>		7	11.3%	--	--	--	--
<b>American Indian or Alaska Native</b>		2	3.2%	--	--	--	--
<b>Asian</b>		2	3.2%	--	--	--	--
<b>Filipino</b>		0					
<b>Hispanic or Latino</b>		46	74.2%	46%	35%	20%	0%
<b>Native Hawaiian or Pacific Islander</b>		1	1.6%	--	--	--	--
<b>White</b>		2	3.2%	--	--	--	--
<b>Two or More Races</b>		0					
<b>Socioeconomically Disadvantaged</b>		55	88.7%	53%	33%	15%	0%
<b>English Learners</b>		11	17.7%	64%	36%	0%	0%
<b>Students with Disabilities</b>		13	21.0%	69%	23%	8%	0%
<b>Foster Youth</b>		--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

**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	53	50	94.3%	56%	30%	10%	4%
Male		25	47.2%	68%	16%	8%	8%
Female		25	47.2%	44%	44%	12%	0%
Black or African American		7	13.2%	--	--	--	--
American Indian or Alaska Native		0					
Asian		0					
Filipino		0					
Hispanic or Latino		35	66.0%	57%	31%	6%	6%
Native Hawaiian or Pacific Islander		0					
White		6	11.3%	--	--	--	--
Two or More Races		2	3.8%	--	--	--	--
Socioeconomically Disadvantaged		50	94.3%	56%	30%	10%	4%
English Learners		18	34.0%	72%	28%	0%	0%
Students with Disabilities		8	15.1%	--	--	--	--
Foster Youth		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

**Mathematics - Grade 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	73	98.6%	59%	37%	4%	0%

Male		38	51.4%	68%	29%	3%	0%
Female		35	47.3%	49%	46%	6%	0%
Black or African American		13	17.6%	77%	23%	0%	0%
American Indian or Alaska Native		0					
Asian		2	2.7%	--	--	--	--
Filipino		0					
Hispanic or Latino		53	71.6%	57%	38%	6%	0%
Native Hawaiian or Pacific Islander		0					
White		4	5.4%	--	--	--	--
Two or More Races		1	1.4%	--	--	--	--
Socioeconomically Disadvantaged		70	94.6%	61%	36%	3%	0%
English Learners		27	36.5%	78%	22%	0%	0%
Students with Disabilities		13	17.6%	92%	8%	0%	0%
Foster Youth		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

## Mathematics - Grade 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	72	71	98.6%	70%	25%	1%	3%
Male		46	63.9%	65%	33%	2%	0%
Female		25	34.7%	80%	12%	0%	8%
Black or African American		8	11.1%	--	--	--	--
American Indian or Alaska Native		2	2.8%	--	--	--	--
Asian		0					
Filipino		0					
Hispanic or Latino		56	77.8%	73%	23%	2%	2%
Native Hawaiian or Pacific Islander		0					
White		4	5.6%	--	--	--	--
Two or More Races		1	1.4%	--	--	--	--
Socioeconomically Disadvantaged		67	93.1%	73%	25%	1%	0%

<b>English Learners</b>		19	26.4%	89%	11%	0%	0%
<b>Students with Disabilities</b>		10	13.9%	--	--	--	--
<b>Foster Youth</b>		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

## Mathematics - Grade 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*
<b>All Students</b>	62	60	96.8%	68%	20%	10%	2%
<b>Male</b>		32	51.6%	66%	25%	6%	3%
<b>Female</b>		28	45.2%	71%	14%	14%	0%
<b>Black or African American</b>		7	11.3%	--	--	--	--
<b>American Indian or Alaska Native</b>		2	3.2%	--	--	--	--
<b>Asian</b>		2	3.2%	--	--	--	--
<b>Filipino</b>		0					
<b>Hispanic or Latino</b>		46	74.2%	61%	24%	13%	2%
<b>Native Hawaiian or Pacific Islander</b>		1	1.6%	--	--	--	--
<b>White</b>		2	3.2%	--	--	--	--
<b>Two or More Races</b>		0					
<b>Socioeconomically Disadvantaged</b>		55	88.7%	71%	18%	9%	2%
<b>English Learners</b>		11	17.7%	91%	9%	0%	0%
<b>Students with Disabilities</b>		13	21.0%	77%	15%	8%	0%
<b>Foster Youth</b>		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	32%	32%	28%	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	28%
Male	28%
Female	28%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	25%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	26%
English Learners	5%
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)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	32.4%	13.2%	7.4%

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.

California Education Code section 51210(g) requires the adopted course of instruction for grades 1 through 6 to include physical education for a total period of time of not less than 200 minutes each 10 schooldays, exclusive of recesses and the lunch period. If you have questions regarding whether physical education minutes are being provided consistent with the

Education Code requirement you should first contact your child's teacher or the principal of your child's school. If you are not satisfied with the site level response, you should contact the District's Coordinator of Elementary Physical Education at (909) 891-1008. Additionally, a Physical Education Complaint Form may be obtained from your site principal, the District's Coordinator of Elementary Physical Education, or at <http://www.sbcusd.com/index.aspx?NID=8436>.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement

*This section provides information about opportunities for parents to become involved with school activities.*

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

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

#### Parent Outreach Contacts:

- **Family Resource Center**  
1525 W. Highland Ave.  
San Bernardino, California 92411  
909-880-4057  
Hours: 8:00 AM - 4:30 PM, M-F
- **Aldo Ramirez**, *Family Engagement Director*  
909-880-4057, aldo.ramirez@sbcusd.k12.ca.us
- **Angela Urquides**, *Principal on Assignment – Foster Youth*  
909-880-4057, angela.urquides@sbcusd.k12.ca.us
- **Travon Martin**, *Parent Outreach Worker*  
909-891-1018, travon.martin@sbcusd.k12.ca.us
- **Emily Valdez**, *Parent Outreach Worker*  
909-880-4057, emily.valdez@sbcusd.k12.ca.u
- **Talice Ostrinski**, *Homeless Facilitator*  
909-880-4057, talice.ostrinski@sbcusd.k12.ca.us
- **Vicki Lee**, *Homeless Liaison*  
909-880-4057, vicki.lee@sbcusd.k12.ca.us

### State Priority: School Climate

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

- Pupil suspension rates;

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

## Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	5.1%	4.0%	2.0%	8.1%	7.9%	6.3%	5.1%	4.4%	3.8%
<b>Expulsions</b>	0.7%	0.0%	0.0%	0.3%	0.3%	0.3%	0.1%	0.1%	0.1%

## School Safety Plan

Date of Last Review/Update: *January 25, 2016*

Date Last Reviewed with Faculty: *January 25, 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 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
<b>Made AYP Overall</b>	Yes	Yes	Yes
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes	Yes
<b>Met Participation Rate - Mathematics</b>	Yes	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient - Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	Yes	Yes	Yes
<b>Met Graduation Rate</b>	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	1998-99	2004-05
Year in Program Improvement*	Year 5	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	19	2	2		22	3	1		23	2	2	
1	29		1		30		2		26		2	
2	33			2	30		1		28		2	
3	32		1	1	30		3		28		2	
4	31		2		32		1	1	34			2
5	34			1	34			1	31		2	
6	33			2	34			2	26	1	2	
Other	31		1									

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

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Counselor (Academic, Social/Behavioral, and Career Development)**	0.5	924.0
Library Media Teacher (Librarian)	0.0	
Library Media Services Staff (Paraprofessional)	0.3	
Psychologist	0.2	
Social Worker	0.2	
Nurse	0.2	
Speech/Language/Hearing Specialist	0.5	
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	\$5,600	\$1,554	\$4,046	\$80,011
District			\$6,968	\$73,599
Percent Difference—School Site and District			-41.9%	4.3%

<b>State</b>		\$5,348	\$72,971
<b>Percent Difference–School Site and State</b>		-24.3%	9.7%

### 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
<b>Beginning Teacher Salary</b>	\$45,891	\$43,165
<b>Mid-Range Teacher Salary</b>	\$71,118	\$68,574
<b>Highest Teacher Salary</b>	\$87,930	\$89,146
<b>Average Principal Salary (Elementary)</b>	\$112,888	\$111,129

<b>Average Principal Salary (Middle)</b>	\$121,967	\$116,569
<b>Average Principal Salary (High)</b>	\$135,252	\$127,448
<b>Superintendent Salary</b>	\$247,202	\$234,382
<b>Percent of Budget for Teacher Salaries</b>	37.0%	38.0%
<b>Percent of Budget for Administrative Salaries</b>	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.