DR. MARTIN LUTHER KING, JR. MIDDLE SCHOOL
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

• For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
• For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	DR. MARTIN LUTHER KING, JR. MIDDLE SCHOOL
Street	1250 North Medical Center Dr.
City, State, Zip	San Bernardino, CA 92411
Phone Number	(909) 388-6350
Principal	Maria Jauregui
Email Address	maria.jauregui@sbcusd.k12.ca.us
Website	king.sbcusd.com
County-District-School (CDS) Code	36678766061923

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

School Description and Mission Statement (School Year 2019-20)

Dr. Martin Luther King, Jr. Middle School has 52 classrooms, a library, a multipurpose room, and an administrative office. The campus was built in 1951 and was modernized in 1992. Five new special education classrooms were built in the 2006-07 school year, providing sufficient space for instruction.

The mission of King Middle School is to foster a college-going culture where all students achieve academic success through access to rigorous curriculum taught in highly purposeful, engaging, relevant, and equitable ways. Our teachers will cultivate students that know how to think critically, problem solve, and work collaboratively in order to be prepared for college and beyond. Our vision is that all students will demonstrate excellence through academic achievement, integrity, and perseverance.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	364
Grade 8	329
Total Enrollment	693

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	7.6
American Indian or Alaska Native	0.1
Asian	0.3
Hispanic or Latino	88.9
Native Hawaiian or Pacific Islander	0.9
White	0.6
Two or More Races	1
Socioeconomically Disadvantaged	96.1
English Learners	26.4
Students with Disabilities	12.8
Foster Youth	1.4
Homeless	12.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	31	33	40	2377
Without Full Credential	0	7	2	32
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	21

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Core middle school textbooks adopted by the San Bernardino City Unified School District Board of Education are selected from the State adopted list of materials. All materials are standards-based and rigorously reviewed by San Bernardino City Unified School District textbook adoption committees to assure that selections will meet the unique needs of all learners, including English language learners, advanced learners, at-risk students and special needs students. Textbooks are usually adopted for an eight-year cycle. The district has exercised local control to assure that textbooks not from the most recent State adopted list of materials are
aligned with state standards.

In addition to core curriculum materials, the district purchases supplementary materials for use in middle school visual and performing arts programs. Sufficient materials are available for students participating in the visual and performing arts programs.

The district is phasing in a new science adoption, the previously adopted, state framework aligned, textbooks will remain in use until the new adopted books are implemented at district schools. The new Science adoption is beginning in 2019 and will be in use August of 2020.

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 7-8: Houghton Mifflin Harcourt: California Collections (2016)	Yes	0
Mathematics	Grades 7-8: Pearson: CA Digits (2015)	Yes	0
Science	Grade 7: Glencoe/McGraw-Hill: Focus On Life Science (2007) Grade 8: Glencoe/McGraw-Hill: Focus On Physical Science (2007)	No	0
History-Social Science	Grades 7: Teachers' Curriculum Institute: History Alive! The Medieval World and Beyond (2018) Grade 8: Teachers' Curriculum Institute History Alive! The United States through Industrialism (2018)	Yes	0
Foreign Language	McDougal Littell :¡En espanol!1 & 2 (2002) McDougal Littell: Tu Mundo/Nuestro Mundo (2002)	Yes	0

| Visual and Performing Arts | Glencoe/McGraw-Hill: Art Talk (2002) | No | 0 |
| | MacMillan/McGraw-Hill: Music: Its Role and Importance in Our Lives (2002) | | |

School Facility Conditions and Planned Improvements (Most Recent Year)

General

Dr. Martin Luther King, Jr. Middle School has 52 classrooms, a library, a multipurpose room, and an administrative office. The campus was built in 1951 and was modernized in 1992. Five new special education classrooms were built in the 2006-07 school year.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. The most recent inspection took place on 1/14/19. 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.

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.

Cleaning Process and Schedule

The district's Maintenance and Operations department works with the site principal or designee to develop cleaning runs for the site custodian(s). The site principal/designee then works with the site custodian(s) to ensure proper implementation of the cleaning runs to maintain a safe and clean school.

School Facility Improvements

Each year the district uses state and local funds to maintain and improve school sites. Planned improvements for this school for the 2019-20 school year are listed below.

Replace carpet entire site except office.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 1/14/2019

Results of this site's most recent survey are included below, and any associated repairs were completed by the end of May 2019.		
System Inspected	**Rating**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	A5 - Carpet stains, gum. (Remedied) B3 - Patch and paint north wall by door. (Remedied) C2 - Patch or replace five ceiling tiles. (Remedied) D3 - 50 ceiling tiles have holes (Remedied) D4 - Five ceiling tiles have holes. (Remedied) D5 - Fourteen ceiling tiles have holes.(Remedied) D6 - Carpet stains. (Remedied) - Fifty-two ceiling tiles have holes. (Remedied) D7 - Five ceiling tiles have holes. (Remedied) E1 - Carpet wrinkled. (Remedied) E2 - 32 ceiling tiles have holes. (Remedied) E3 - Thirty ceiling tiles have holes.(Remedied) E4 - Fourteen ceiling tiles have holes.(Remedied) F2 - 27 ceiling tiles have holes. (Remedied) - Paint has been peeled from the south wall near the west corner. (Remedied) F4 - 37 ceiling tiles have holes. (Remedied) F5 - 17 ceiling tiles have holes. (Remedied) G1 - 18 ceiling tiles have holes. (Remedied) G4 - 28 ceiling tiles have holes. (Remedied) G5 - One diffuser is missing. (Remedied) - 20 ceiling tiles have holes.(Remedied) H2 - Interior door to office has peeling paint. (Remedied) - 16 ceiling tiles have holes. (Remedied) - Re-glue plastic laminate to edge of sink counter. (Remedied) H3 - Four ceiling tiles have holes. (Remedied) H4 - 37 ceiling tiles have holes. (Remedied) I1 - 35 ceiling tiles have holes.(Remedied) I2 - The carpet has been cut by the east and west walls. (Remedied)

		I4 - The carpet is stained and has been cut open by the south door. (Remedied) - The transition strip is missing from the south doorway. (Remedied) - The rubber cove base is damaged. (Remedied) I8 - 17 ceiling tiles have holes. (Remedied) I14 - One ceiling tile is stained. (Remedied) Cafeteria - Rubber cove base is peeling on the east wall. (Remedied)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	C2 - Electrical panels blocked by bookcases. (Remedied) D1 - Holes in forty ceiling tiles. (Remedied) - Carpet stains throughout.(Remedied) E2 - Three way light switch has a problem. (Remedied) F4 - The light switches are loose and the cover plate is missing several screws. (Remedied) I4 - In the storage room the switch cover plate is missing and the outlet cover is broken.(Remedied) I7 - One light switch by the south door is loose. (Remedied)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	SEWing - Toilet leaks in Men's RR. (Remedied) D2 - One light has a tag in it. (Remedied) H3 - The faucet is loose. (Remedied) I1 - The classroom faucet is loose. (Remedied) I2 - Replace the soap dispenser in the RR.(Remedied) Cafeteria - The faucet is loose in the Girls' RR. (Remedied) - A hand dryer cover bolt is loose in the Girls' RR. (Remedied) - The toilet is loose in the Boys' RR. (Remedied)
Safety: Fire Safety, Hazardous Materials	Good	B2 - Re-install fire extinguisher and sign. (Remedied) B3 - Re-install fire extinguisher. (Remedied) F2 - Re-install the fire extinguisher and sign by the north door. (Remedied) G4 - The exit windows are blocked. (Remedied) G5 - The exit windows are blocked. (Remedied)

Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	VPOffice - Hall door to Front Office binds on the jamb.(Remedied) B1 - South door won't close.(Remedied) B3 - Southeast door won't close. (Remedied) B4 - South door won't close. C1 - North door won't close. (Remedied) C2 - Secure closer to north door jamb.(Remedied) D4 - Secure panic bar to north door. (Remedied) E3 - South door won't close. (Remedied) F4 - The panic bar on the south door is loose. (Remedied) F5 - The panic bar on the north door is loose.(Remedied) G2 - The door won't close. (Remedied) HWing - The fountain by H-1/2S has peeling paint. (Remedied) H1 - The south door won't close. (Remedied) H3 - The panic bar on the north door is loose. (Remedied) J1 - The east door won't close. (Remedied) I8 - The panic bar on the southwest door is loose. (Remedied) I10 - Replace the weather strip.(Remedied) I11 - Replace the weather strip.(Remedied) Cafeteria - The northwest door binds and won't close. (Remedied) - The southwest door won't close. (Remedied) Lunch Area - 22 wooden lunch tables need paint. (Remedied) Playground - Bleachers on the basketball courts have a broken wooden foot board, are missing four end caps. (Remedied)
Overall Rating	Fair	

Williams Visit Findings
Visit Date: August 28, 2019

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. Below are the findings from the most recent visit including information regarding any remedial action taken or planned.

The following extreme deficiencies were observed:
None.

The following good repair deficiencies were observed:
Section 4. Interior Surfaces

D-1: Flooring surface poses trip hazard (remedied 8/28/19)
Locker Room Boys' Restroom: Lockers are damaged or non-functional (work order #61011041)
Section 5. Overall Cleanliness

Locker Room Girls' Restroom: Area has unabated graffiti (remedied 8/28/19)
Section 7. Electrical

Psychology SE-1: Lighting covers are missing, damaged or loose (remedied 8/28/19)
G-2 Computer Lab: Improper usage of extension cords or extension/electrical cord trip hazard (remedied 8/28/19)
Section 10. Fire Safety

Locker Room Boys' Restroom: Fire extinguisher is missing tag (remedied 8/28/19)
G-2 Computer Lab: Fire extinguisher is missing tag (remedied 8/28/19)
F-2: Fire extinguisher is missing tag (remedied 8/28/19)
Section 11. Hazardous Materials

B-3: Cleansers not stored properly (remedied 8/28/19)
E-4: Cleansers not stored properly (remedied 8/28/19)
F-3: Cleansers not stored properly (remedied 8/28/19)
Section 12. Structural Damage

Main Office Area: Damage to facia board or exterior trim (work order #610110148)
Outside of D5-B: Damage to facia board or exterior trim (work order #61011042)
Section 14. Playground/School Grounds

Main Office Area: Significant cracks, trip hazards, holes or deterioration
Lunch Area: Seating and/or tables are broken, damaged or deteriorating (remedied 8/28/19)
Section 15. Windows/Doors/Gates/Fences

C-3: Windows are broken or damaged (work order #61011047)

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	27	25	39	40	50	50
Mathematics (grades 3-8 and 11)	24	19	25	27	38	39

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	698	682	97.71	2.29	24.78
Male	335	327	97.61	2.39	15.90
Female	363	355	97.80	2.20	32.96
Black or African American	57	57	100.00	0.00	17.54
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	618	602	97.41	2.59	24.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group					
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	673	658	97.77	2.23	24.77
English Learners	335	328	97.91	2.09	15.24
Students with Disabilities	94	91	96.81	3.19	1.10
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	94	90	95.74	4.26	23.33

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	699	684	97.85	2.15	19.15
Male	336	331	98.51	1.49	16.31
Female	363	353	97.25	2.75	21.81
Black or African American	57	56	98.25	1.75	10.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	619	605	97.74	2.26	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	674	660	97.92	2.08	18.94
English Learners	336	331	98.51	1.49	15.41
Students with Disabilities	95	91	95.79	4.21	1.10
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	95	89	93.68	6.32	23.60

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	27.2	22.4	22.1

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (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 (School Year 2019-20)

Each school provides multiple options for parents to participate in the educational process. Here at King Middle School we believe it's important to have our parents be involved in school activities. It helps create a sense of school pride and being a part of their child' s success. We use several platforms to have parents be involved in school activities. Informational fliers will go out with students, we use School Messenger, our PTO will reach out to parents, teachers will reach out to parents and lastly, we have information in the front office with posters and fliers on the counter and walls.

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:
ARROYO VALLEY HIGH SCHOOL
Sandra Valdez
Bilingual Community Relations Worker II
Family Engagement
1881 W. Baseline St.
San Bernardino, CA 92411
Classroom: B-102
(909) 383-2669

CAJON HIGH SCHOOL
Mitzi Brazfield
Bilingual Community Relations Worker II
Family Engagement
1200 W. Hill Dr.
San Bernardino, CA 92407
Classroom: C-24
(909) 881-8121

INDIAN SPRINGS HIGH SCHOOL
Cathleen Vega
Bilingual Community Relations Worker II
Family Engagement
650 N. Del Rosa Ave.
San Bernardino, CA 92410
Classroom: P-4
(909) 383-1716

PACIFIC HIGH SCHOOL
Martha Lopez de Salcedo
Bilingual Community Relations Worker II
Family Engagement
1020 Pacific St.
San Bernardino, CA 92405
Classroom: Z-9
(909) 388-6431

SAN BERNARDINO HIGH SCHOOL
Mariam Alvarez
Bilingual Community Relations Worker II
Family Engagement
1850 N. E St.
San Bernardino, CA 92404

Classroom: Z-3
(909) 886-7997

SAN GORGONIO HIGH SCHOOL
Olivia Nunez
Bilingual Community Relations Worker II
Family Engagement
2299 Pacific St.
San Bernardino, CA 92404
Classroom: H-1
(909) 388-6526

ARROYO/SAN BERNARDINO CLUSTER
Raul Marmelejo
Community Relations Worker II
Family Engagement

CAJON/PACIFIC CLUSTER
Esmeralda McWilliams
Community Relations Worker II
Family Engagement

INDIAN SPRINGS/SAN GORGONIO CLUSTER
Marco Spears
Community Relations Worker II
Family Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	16.9	1.7	0.6	5.6	5.0	5.4	3.6	3.5	3.5
Expulsions	0.3	0.3	0.0	0.2	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Date of Last Review/Update: Nov. 27, 2019
Date Last Reviewed with Faculty: Nov. 20, 2019

Every student and teacher has the right to attend a school free from physical and psychological harm. To help schools achieve these vital goals, the State of California has mandated that each K-12 school develop a comprehensive school safety plan. Reviewed annually, a school's safety plan is the result of a systematic planning process in cooperation with local public safety agencies, community leaders, parents, pupils, teachers, administrators, and other persons interested in the prevention of campus crime and violence. Each school's safety plan addresses the following key areas: preparedness, mitigation and prevention, response and recovery.

In close cooperation with the California Schools Risk Management (Joint-Powers Authority), local police and fire departments, the district's Office of Safety and Emergency Management conducts periodic safety inspections of district sites and provides correction reports to site administrators. A follow-up system is in place to ensure timely compliance and correction of discrepancies.

School sites also conduct scheduled drills for anticipated emergency situations (such as fires, earthquakes and lockdowns) to prepare students, staff, and other stakeholders how to appropriately respond to those emergencies. The district follows California's mandated Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for emergency management. The Office of Safety and Emergency Management is also tasked with coordinating the response and recovery of emergencies or other disasters affecting the SBCUSD.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	20	31	33	5	28	4	20	6	29	4	14	11
Mathematics	22	20	25	11	17	21	18		18	18	17	3
Science	23	15	14	2	26	5	13	7	26	6	15	6
Social Science	28	4	11	10	28	3	15	5	26	6	14	7

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	346.5

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,362	$514	$6,848	$59,948
District	N/A	N/A	$7,246	$85,252.00
Percent Difference - School Site and District	N/A	N/A	-5.6	-34.9
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-9.2	-31.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 members of the school community such as the principal, teachers, support staff, parents, and students (at the secondary level). These stakeholders form the School Site Council (SSC). The SSC develops and annually monitors, evaluates and revises a plan called the School 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:
- Every Student Succeeds Act (ESSA) Title I, Part A
- Local Control Funding Formula (LCFF)

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
- ESSA Title II, Part A – Supporting Effective Instruction
- ESSA Title III, Part A – Language Instruction for English Learners (EL) and Language Instruction for Immigrant Students

Continuous Improvement

LEAs are encouraged to use evidence-based interventions that are reasonable, necessary, and consistent with Title I, Part A of the ESSA, to improve student achievement for those students not meeting grade level standards. At the local level, SBCUSD identifies schools with greatest needs, based on a variety of data, including local and state student progress indicators, to provide additional resources and services to the schools (referred to as Targeted Support for School Progress or TSSP). Additionally, the California Dashboard is used to identify schools and student groups in need of Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI).

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,417	$48,612
Mid-Range Teacher Salary	$82,780	$74,676
Highest Teacher Salary	$107,530	$99,791
Average Principal Salary (Elementary)	$131,399	$125,830
Average Principal Salary (Middle)	$141,977	$131,167
Average Principal Salary (High)	$161,365	$144,822
Superintendent Salary	$337,203	$275,796
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	2

The San Bernardino City Unified School District is committed to hiring the best staff available and to providing ongoing opportunities to support and increase professional practice for educators. Teacher Induction Program (TIP) mentors, Peer Assistance Review (PAR) consulting teachers, peer mentors, 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. Additionally, the district provided 3 days of staff development in 2016-17 and 2017-18 and 2 days of staff development in 2018-19.

SBCUSD offers a variety of professional development opportunities to support the improvement of instructional practice. The goal of all professional development is to increase student proficiency in core subject areas. Targeted support is provided in the areas of culturally relevant instruction, strategies to assist English Learners, essential components of an ELD lesson, implementation of the Common Core State Standards, creating rigorous standards-aligned units of study, building a solid foundation in Algebra, GATE strategies, implementing Positive Behavior Supports and integrating technology into daily instruction.

School sites support the focus of their identified instructional improvements with site-based professional development, and job alike learning communities work through issues using work-embedded time. District-wide banked-time (Collaboration Days) provides an opportunity for sites to develop their Professional Learning Communities and levels of collaboration focused on student achievement. New teachers and teacher interns participate in the Teacher Induction Program (TIP) which focuses on the California Standards for the Teaching Profession.

The San Bernardino City Unified School District uses individualized, job-embedded coaching focused on the CSTP (teachers) and CPSELs (administrators) and in-person workshops with on the job follow up feedback. Administrators, teachers and community members receive professional development through job-embedded time, after-school workshops, off-track/vacation training times, conference attendance, collaboration/ coordination with local university programs, online delivery of professional development content and individual mentoring. Opportunities are created for development in curriculum writing, assessment of standards and instructional best practices, including teaching to the appropriate depth of knowledge and disciplinary literacy.

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