

DR. MARTIN LUTHER KING, JR. MIDDLE SCHOOL

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School 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
School Website	
County-District-School (CDS) Code	36678766061923

2021-22 District Contact Information

District Name	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
Phone Number	(909) 381-1110
Superintendent	Harry "Doc" Ervin
Email Address	doc.ervin@sbcusd.k12.ca.us
District Website Address	www.sbcusd.com

2021-22 School Overview

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 vision 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	286
Grade 8	326
Total Enrollment	612

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.6
Asian	1
Black or African American	7.5
Filipino	0.2
Hispanic or Latino	89.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.5
White	0.8
English Learners	22.4
Foster Youth	1
Homeless	12.3
Socioeconomically Disadvantaged	97.4
Students with Disabilities	20.9

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

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.

Williams Visit Findings

Visit Date: 08/13/2021

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.

The following extreme deficiencies were observed:
None.

Year and month in which the data were collected

June 2021

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(s) 7-8: Amplify Education, Inc.: Integrated Science (2020)	Yes	0
History-Social Science	Grades 7: Teachers' Curriculum Institute: History Alive! The Medieval World and Beyond (2018)	Yes	0
	Grade 8: Teachers' Curriculum Institute: History Alive! The United States through Industrialism (2018)		
Foreign Language	Vista Higher Learning: Senderos 1 (2021)	Yes	0
	Vista Higher Learning: Encuentros 1B Comunicacion y Cultura (2021)		
	McGraw-Hill: El español para nosotros, Curso para hispanohablantes Nivel 1 (2021)		

Health	N/A		N/A
Visual and Performing Arts	Glencoe/McGraw-Hill: Art Talk (2002) MacMillan/McGraw-Hill: Music: Its Role and Importance in Our Lives (2002)	No	0
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements

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 facilities inspection took place September, 2020. 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 2021-22 school year are listed below:

Maintenance of PPE in all classrooms in accordance with state and local health authorities to support in-person learning.

School Facility Good Repair Status

Williams Visit Findings

Visit Date: 08/13/2021

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:

School Facility Conditions and Planned Improvements

None observed.

The following good repair deficiencies were observed:

Section 4. Interior Surfaces

G1B - Covid Room: Ceiling tiles are missing (remedied 8/13/21)

Section 7. Electrical

Multi-purpose Room: Lighting fixtures or bulbs are not functioning properly or missing (work order #23666)

Cafeteria/Kitchen: Lighting fixtures or bulbs are not functioning properly or missing (remedied 8/13/21)

E2: Lighting fixtures or bulbs are not functioning properly or missing (work order #23702)

I8 - Band Room: Improper usage of extension cords or extension/electrical cord trip hazard (remedied 8/13/21)

Section 8. Restrooms

F-Wing Boy's Restroom: Fixture/apparatus damaged, broken, missing or unsecured (work order #23673)

K-1 Boy's Restroom: Fixture/apparatus damaged, broken, missing or unsecured (remedied 8/13/21)

Section 10. Fire Safety

Library: Fire extinguisher is discharged (remedied 8/13/21)

Section 12. Structural Damage

Walkway Cover from Admin Building to F-Wing: Damage to fascia board or exterior trim (work order #23669)

Walkway Cover from Admin Building to G-Wing: Damage to fascia board or exterior trim (work order #23669)

Walkway Cover from Admin Building to H-Wing: Damage to fascia board or exterior trim (work order #23669)

Walkway Cover from F-Wing to E-Wing: Damage to fascia board or exterior trim (work order #23669)

Section 14. Playground/School Grounds

Outside of Room E4: Significant cracks, trip hazards, holes or deterioration (work order #23679)

Outdoor Lunch Area: Seating and/or tables are broken, damaged or deteriorating (remedied 8/13/21)

Outside of Admin Office: Low hanging or broken tree branches pose a safety issue (work order #23671)

Section 16. UCP Information Posted

E-1 Computer Lab: Required UCP posting was not found, is incorrect, or is missing required section(s) (remedied 8/13/21)

School Facility Good Repair Status (School Year 2021-22)

Results of this site's most recent survey are included below, and any associated repairs were completed by the end of March 2021.

Year and month of the most recent FIT report

09/18/20

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			M. U. Rm. - Rats are entering from the Electrical Room.
Electrical	X			K-Wing Speech Office - One light is out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	637	NT	NT	NT	NT
Female	293	NT	NT	NT	NT
Male	344	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	49	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	565	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	127	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	162	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	617	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	132	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	637	NT	NT	NT	NT
Female	293	NT	NT	NT	NT
Male	344	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	49	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	565	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	127	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	162	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	617	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	132	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	611	482	78.89	21.11	18.67
Female	284	224	78.87	21.13	19.2
Male	327	258	78.9	21.1	18.22
Asian	6	3	*	*	*
Black or African American	46	38	82.61	17.39	18.42

Hispanic or Latino	544	429	78.86	21.14	18.65
Native Hawaiian or Pacific Islander	1	1	*	*	*
Two or More Races	3	2	*	*	*
White	5	4	*	*	*
English Learners	119	83	69.75	30.25	4.82
Foster Youth	6	4	*	*	*
Homeless	75	58	77.33	22.67	18.97
Socioeconomically Disadvantaged	595	469	78.82	21.18	18.55
Students with Disabilities	129	91	70.54	29.46	13.19

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	611	460	75.29	24.71	10
Female	284	217	76.41	23.59	11.06
Male	327	243	74.31	25.69	9.05
Asian	6	3	*	*	*
Black or African American	46	35	76.09	23.91	8.57
Hispanic or Latino	544	409	75.18	24.82	9.78
Native Hawaiian or Pacific Islander	1	1	*	*	*
Two or More Races	3	3	*	*	*
White	5	4	*	*	*
English Learners	119	79	66.39	33.61	0
Foster Youth	6	3	*	*	*
Homeless	75	51	68	32	11.76
Military	1	*	1	*	*
Socioeconomically Disadvantaged	595	448	75.29	24.71	10.04
Students with Disabilities	129	86	66.67	33.33	1.16

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	21.14	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	330	NT	NT	NT	NT
Female	161	NT	NT	NT	NT
Male	169	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	28	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	291	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	62	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	104	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	320	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Opportunities for Parents: Parents are always encouraged to participate in school committees and organizations. Currently we have parents involved in decision making committees such as: School Site Council, English Learner Advisory Committee, and Community Circle. These committees meet regularly to assess student / school progress and make recommendations for improvement and next steps. Additionally, King Middle School has an active Parent Teacher Organization who focuses on supporting school events, fundraising, community outreach, and school safety. In the past years, our PTO has developed a strong working relationship with Mental Health Services (MHS) and their coordinator Mirza Martinez. In collaboration, they have organized community programs for the well-being of our students. Some of these programs resulted in a reduction of expired or no longer needed prescription drugs in the homes of our students and community members. Also, parents have been involved at the state level in developing a program for safe routes to school. Other opportunities for our parents include English classes, and parent workshops. Through our local adult school, we are able to provide our parents and community members English Classes that support those parents who are English Learners or those who are working on their GED. Additionally, we host parent educational workshops such as PIQUE and the Family Leadership Institute to educate parents on the college opportunities that are available their kids.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	652	644	128	19.9
Female	302	298	62	20.8
Male	350	346	66	19.1
American Indian or Alaska Native	0	0	0	0.0
Asian	6	6	2	33.3
Black or African American	54	51	9	17.6
Filipino	1	1	0	0.0
Hispanic or Latino	573	569	113	19.9
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	3	3	1	33.3
White	9	8	1	12.5
English Learners	149	148	35	23.6
Foster Youth	12	10	2	20.0
Homeless	83	83	30	36.1
Socioeconomically Disadvantaged	631	624	127	20.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	135	134	36	26.9

C. 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.63	0.00	5.45	0.01	3.47	0.20
Expulsions	0.00	0.00	0.06	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.58	3.66	2.45
Expulsions	0.25	0.07	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Date of Last Review/Update: Nov. 12, 2021
Date Last Reviewed with Faculty: Nov. 30, 2021

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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	4	14	11
Mathematics	18	18	17	3
Science	26	6	15	6
Social Science	26	6	14	7

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	3	14	10
Mathematics	28	2	22	2
Science	27	5	20	2
Social Science	28	4	21	1

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	71	2	
Mathematics	7	79		
Science	8	72	1	
Social Science	10	59	1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	306

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,422	\$467	\$6,955	\$68,318
District	N/A	N/A	\$7,388	\$89,464
Percent Difference - School Site and District	N/A	N/A	-6.0	-26.8
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-19.3	-21.4

2020-21 Types of Services Funded

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

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).

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,050	\$50,897
Mid-Range Teacher Salary	\$85,311	\$78,461
Highest Teacher Salary	\$110,817	\$104,322
Average Principal Salary (Elementary)	\$128,110	\$131,863
Average Principal Salary (Middle)	\$145,527	\$137,086
Average Principal Salary (High)	\$161,367	\$151,143
Superintendent Salary	\$345,616	\$297,037
Percent of Budget for Teacher Salaries	30%	32%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

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 districtwide staff development: 3 days in 2019-20, 4 days in 2020-21, and 3 days in 2021-22.

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.

This year the emphasis of the districtwide PD was placed on Social Emotional Learning (SEL) resources and techniques to assist staff and students with the return to in-person learning. Training was delivered on the use of a districtwide formative assessment and diagnostic software platform, which provides teachers with data to identify student learning needs and maximize instruction. Additionally, District administrators are receiving continuing PD around Professional Learning Communities.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	4	3

SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
Phone Number	(909) 381-1110
Superintendent	Harry "Doc" Ervin
Email Address	doc.ervin@sbcusd.k12.ca.us
District Website Address	www.sbcusd.com

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	25525	97	0.38	99.62	49.48
Female	12372	39	0.32	99.68	69.23
Male	13153	58	0.44	99.56	36.21
American Indian or Alaska Native	66	0	--	100.00	--
Asian	354	1	0.28	99.72	--
Black or African American	2493	15	0.60	99.40	13.33
Filipino	94	1	1.06	98.94	--
Hispanic or Latino	20642	74	0.36	99.64	59.46
Native Hawaiian or Pacific Islander	85	1	1.18	98.82	--
Two or More Races	618	1	0.16	99.84	--
White	1173	4	0.34	99.66	--
English Learners	5197	2	0.04	99.96	--
Foster Youth	271	1	0.37	99.63	--
Homeless	4222	6	0.14	99.86	--
Military	369	9	2.44	97.56	--
Socioeconomically Disadvantaged	23267	93	0.40	99.60	48.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	3474	45	1.30	98.70	0.00

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	25526	81	0.32	99.68	17.28
Female	12373	28	0.23	99.77	21.43
Male	13153	53	0.40	99.60	15.09
American Indian or Alaska Native	66	0	--	100.00	--
Asian	354	1	0.28	99.72	--
Black or African American	2494	12	0.48	99.52	0.00
Filipino	94	1	1.06	98.94	--
Hispanic or Latino	20642	60	0.29	99.71	21.67
Native Hawaiian or Pacific Islander	85	2	2.35	97.65	--
Two or More Races	618	1	0.16	99.84	--
White	1173	4	0.34		--
English Learners	5197	2	0.04	99.96	--
Foster Youth	272	1	0.37	99.63	--
Homeless	4222	6	0.14	99.86	--
Military	369	6	1.63	98.37	--
Socioeconomically Disadvantaged	23268	76	0.33	99.67	15.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	3474	44	1.27	98.73	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.