ABRAHAM LINCOLN ELEMENTARY SCHOOL
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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 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.

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

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	ABRAHAM LINCOLN ELEMENTARY SCHOOL
Street	255 West 13th St.
City, State, Zip	San Bernardino, CA 92405
Phone Number	(909) 388-6370
Principal	Kevin Goodly
E-mail Address	kevin.goodly@sbcusd.k12.ca.us
Web Site	lincoln.sbcusd.com
CDS Code	36678766036958

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

School Description and Mission Statement (School Year 2017-18)

Abraham Lincoln Elementary School has 42 classrooms, a library, a multipurpose room, and an administration office. The campus was built in 1968 and was modernized in 2012. Lincoln has an increased capacity to service students more effectively through focusing on K-5 instructional technology, digital learning environments, supplementary online academic intervention supports, career pathway education, and a focus on mastery of Common Core State Standards. Abraham Lincoln Elementary School has 42 classrooms, a library, a multipurpose room, and an administration office. The campus was built in 1968 and was modernized in 2012. Lincoln has an increased capacity to service students more effectively through focusing on K-5 instructional technology, digital learning environments, supplementary online academic intervention supports, career pathway education, and a focus on mastery of Common Core State Standards.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	121
Grade 1	145
Grade 2	132
Grade 3	118
Grade 4	158
Grade 5	154
Total Enrollment	828

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	13
American Indian or Alaska Native	1.3
Asian	0.8
Filipino	0.1
Hispanic or Latino	74.5
Native Hawaiian or Pacific Islander	0.4
White	2.7
Two or More Races	2.1
Socioeconomically Disadvantaged	96.9
English Learners	46.7
Students with Disabilities	8.7
Foster Youth	0.6

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			District
	2015-16	**2016-17**	**2017-18**	**2017-18**
With Full Credential	47	36	31	2,599
Without Full Credential	0	0	1	22
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	21

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: August 2017

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 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.

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.

In addition to core curriculum materials, 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6: McGraw-Hill School Education: Reading Wonders/Lectura Maravillas (2016)	Yes	0
Mathematics	Grades K-6: Pearson Scott Foresman: enVision Math (2015)	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Grades K-6: Pearson Scott Foresman: California Science (2007)	Yes	0
History-Social Science	Grades K & 6: Houghton Mifflin: Social Science (2006) Grades 1-5: MacMillan/McGraw-Hill: California Vista (2006)	Yes	0
Visual and Performing Arts	McGraw-Hill: Share the Music (1995)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

General
Abraham Lincoln Elementary School has 42 classrooms, a library, a multipurpose room, and an administration office. The campus was built in 1968 and was modernized in 2012. Lincoln has an increased capacity to service students more effectively through focusing on K-5 instructional technology, digital learning environments, supplementary online academic intervention supports, career pathway education, and a focus on mastery of Common Core State Standards. 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 3/17/2017. Below is more specific infor-mation on the condition of the school and the efforts made to ensure that students are provided with an appropri-ate 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 ef-ficient 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 2017-18 school year are listed below. Replace floor covering in selected rooms School Facility Good Repair Status (Most Recent Year) Results of this site's most recent survey are included below, and any associated repairs were completed by the end of April 2017.Additionally, representatives from the San Bernardino County Superintendent of Schools (SBCSS) conduct annual Williams visits to schools ranked in deciles 1-3 in San Bernardino County to evaluate their good repair status.

The Williams inspection for this site occurred on 8/21/17. Results from this inspection are included below, and any associated repairs were completed by the end of September 2017.

- Section 4. Interior Surfaces
- C6: Carpeting damaged, rippled, or stained (remedied)
- C9: Carpeting damaged, rippled, or stained (remedied)
- Section 14. Playgrounds/School Grounds
- Grounds near E 106: Significant cracks, trip hazards, holes or deterioration (work order#:590656)(remedied)
- Playground/Perimeter: Significant cracks, trip hazards, holes or deterioration (work order#: 590666)(remedied)
- Playground/Perimeter: Area that poses safety hazard(s) to students unsecured (work order#: 590658)(remedied)
- Section 15. Overall Cleanliness
- Playground/Perimeter: Area has unabated graffiti (work order#: 590656)(remedied)
- Wing E101-E206: Graffiti etched in windows/tiles (work order#: 590657)(remedied)

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

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			B-WING HALL: FAUCET AND FOUNTAIN IN COUNTER BY B-3 ARE SHUT OFF (REMEDIED)A-6: DIFFUSER RESET(remedied)
Interior: Interior Surfaces		X		C-9: TOUCH UP PAINT ON THE WALL IN THE CORNER BY THE DOORD-5: CARPET PULLED OUT FROM THRESHOLD (REMEDIED)D-6: REPLACE TOW CABINET LOCKS (REMEDIED)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			E-203: ELECTRICAL PANEL BLOCKED (REMEDIED)D-2: ONE LIGHT OUT (REMEDIED)D-4: DATA OUTLET ON NORTH WALL IS BROKEN (REMEDIED)
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		PS-5: ADULT CEILING TILE STAINED; STUDENT RR DOOR WON'T LATCH (REMEDIED)PS-6: ADULT RR CEILING TILE MISSING, EXIT DOORS BLOCKED (REMEDIED)EAST BOYS RR: URINAL WON'T FLUSH (REMEDIED)EAST BOYS RR: 2 SINKS LOOSE ON WALL (REMEDIED)
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		A-6: SOUTH DOOR WON'T CLOSE (REMEDIED)A-8: SOUTH DOOR WON'T CLOSE (REMEDIED)B:4: NORTH DOOR WON'T CLOSE (REMEDIED)B-5: SOUTHEAST DOOR WON'T CLOSE (REMEDIED)B-6: SOUTH DOOR WON'T CLOSE (REMEDIED)B-7: SOUTH DOOR WON'T CLOSE (REMEDIED)B-8: SOUTH DOOR WON'T CLOSE (REMEDIED)C-1: NORTH DOOR WON'T CLOSE (REMEDIED)C-2: NORTH DOOR WON'T CLOSE (REMEDIED)C-3: NORTH DOOR WON'T CLOSE (REMEDIED)C-5: HALL

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 3/17/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
				DOOR WON'T CLOSE (REMEDIED)COMPUTER LAB: NORTH DOOR WON'T CLOSE (REMEDIED)C-6: NEITHER DOOR WON'T CLOSE (REMEDIED)C-7: SOUTH DOOR WON'T CLOSE (REMEDIED)C-10: SOUTH DOOR WON'T ALWAYS SHUT (REMEDIED)D-2: REPLACE WEATHERSTRIP (REMEDIED)E-103: DOOR WON'T CLOSE (REMEDIED)E-104: DOOR WON'T CLOSE (REMEDIED)LIBRARY: EXTERIOR DOOR WON'T CLOSE (REMEDIED)

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 3/17/2017				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2015-16	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts/Literacy (grades 3-8 and 11)	14	14	33	35	48	48
Mathematics (grades 3-8 and 11)	7	7	20	22	36	37

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	431	423	98.14	14.42
Male	221	215	97.29	8.84

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	210	208	99.05	20.19
Black or African American	59	59	100	10.17
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	329	323	98.18	14.24
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100	27.27
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	412	406	98.54	14.04
English Learners	244	238	97.54	13.87
Students with Disabilities	53	52	98.11	1.92
Foster Youth	--	--	--	--

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	432	429	99.31	7.46
Male	222	220	99.1	5.91
Female	210	209	99.52	9.09
Black or African American	59	59	100	10.17
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	330	328	99.39	7.32
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100	9.09
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	413	411	99.52	7.79
English Learners	244	243	99.59	7.41
Students with Disabilities	53	53	100	3.77
Foster Youth	--	--	--	--

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	25	28	41	38	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.8	22.1	20.8

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

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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
- Travon Martin, Community Relations Worker II
909-891-1018, travon.martin@sbcusd.k12.ca.us
- Emily Valdez, Parent Outreach Worker
909-880-4057, emily.valdez@sbcusd.k12.ca.u
- Talice Ostrinski, Homeless Facilitator
909-880-4057, talice.ostrinski@sbcusd.k12.ca.us
- Vicki Lee, Homeless Liaison
909-880-4057, vicki.lee@sbcusd.k12.ca.us

State Priority: School Climate

The SARC provides the following information relevant to the 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.2	5.0	2.5	6.2	5.8	5.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.3	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Date of Last Review/Update: November 14, 2017
Date Last Reviewed with Faculty: November 27, 2017

Every student and teacher has the right to attend a school free from physical and psychological harm. To help schools achieve these vital goals, the State of California has mandated that each K-12 school develop a comprehensive school safety plan. Reviewed annually, a school's safety plan is the result of a systematic planning process in cooperation with local public safety agencies, community leaders, parents, pupils, teachers, administrators, and other persons interested in the prevention of campus crime and violence. Each school's safety plan addresses the following key areas: preparedness, mitigation and prevention, response and recovery. In close cooperation with the California Schools Risk Management (Joint-Powers Authority), local police and fire departments, the district's Office of Safety and Emergency Management conducts periodic safety inspections of district sites and provides correction reports to site administrators. A follow-up system is in place to ensure timely compliance and correction of discrepancies. School sites also conduct scheduled drills for anticipated emergency situations (such as fires, earthquakes and lockdowns) to prepare students, staff, and other stakeholders how to appropriately respond to those emergencies. The district follows California's mandated Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for emergency management. The Office of Safety and Emergency Management is also tasked with coordinating the response and recovery of emergencies or other disasters affecting the SBCUSD.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	61
Percent of Schools Currently in Program Improvement	N/A	73.5

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	7			24		6		20	3	3	
1	19	7			22	2	5		21	4	3	
2	20	5	3		23		6		22	1	5	
3	19	9			22	3	5		23		5	
4	22	2	4		29		6		31		5	
5	23	1	4		27	1	3	2	27	1	4	1
6	13	1										

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	828
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.6	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	2.0	N/A
Other	3.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$6,280	$275	$6,004	$74,089
District	N/A	N/A	$8,466	$78,962
Percent Difference: School Site and District	N/A	N/A	-34.0	-6.4
State	N/A	N/A	$6,574	$79,228
Percent Difference: School Site and State	N/A	N/A	-9.1	-6.7

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

Types of Services Funded (Fiscal Year 2016-17)

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:
* 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

Program Improvement

Beginning in the 2017–18 School Year (SY), LEAs and schools will no longer be identified for Program Improvement (PI) or be required to implement specific PI-related activities. In addition, LEAs will not be required to set aside any PI reservations for the 2017–18 SY. LEAs and schools previously identified for PI are encouraged to use evidence-based interventions, which may include alternative supports that are designed to improve the academic achievement of socioeconomically disadvantaged students.

Alternative Supports

For the 2017–18 SY, LEAs will not be required to set aside a reasonable amount of Title I, Part A funds for alternative supports. LEAs are encouraged to use evidence-based interventions that are reasonable, necessary, and consistent with Title I, Part A of the ESSA.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,150	$47,808
Mid-Range Teacher Salary	$76,169	$73,555
Highest Teacher Salary	$94,173	$95,850
Average Principal Salary (Elementary)	$120,897	$120,448
Average Principal Salary (Middle)	$130,625	$125,592
Average Principal Salary (High)	$144,855	$138,175
Superintendent Salary	$294,302	$264,457
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

The San Bernardino City Unified School District is committed to hiring the best staff available and to providing ongoing opportunities to support and increase professional practice for educators. Teacher Induction Program (TIP) mentors, Peer Assistance Review (PAR) consulting teachers, 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.

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.