

# LYTLE CREEK ELEMENTARY SCHOOL

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## 2013-2014 School Accountability Report Card

*Published in 2014-2015*

### San Bernardino City Unified School District

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- SARCs for schools in the San Bernardino City Unified School District are available on the district's web site at <http://www.sbcusd.com>. Hard copies are available upon request from each school or from the district's Communications Department.

## About This School

### School Description and Mission Statement

Lyle Creek Elementary is committed to the academic excellence of all students through focused, creative, and rigorous instruction within a respectful, orderly environment of high expectations.

### Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	103	Grade 4	95
Grade 1	127	Grade 5	97
Grade 2	114	Grade 6	81
Grade 3	104	Total Enrollment	721

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.2	White	1.7
American Indian or Alaska Native	0.0	Two or More Races	0.3
Asian	0.1	Socioeconomically Disadvantaged	98.9
Filipino	0.0	English Learners	65.5
Hispanic or Latino	93.8	Students with Disabilities	3.1
Native Hawaiian or Pacific Islander	0.0		

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teacher	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	40	39	30	1,868
Without Full Credential	0	0	0	34
Teaching Outside Subject Area of Competence	0	0	0	6

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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."

### Core Academic Courses Taught by NCLB Compliant Teachers (School Year 2013-14)

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	83.5	16.5
<b>High-Poverty Schools in District</b>	83.5	16.5
<b>Low-Poverty Schools in District</b>	N/A	N/A

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2014-15)

**Year and month in which data were collected:** August 2014

Textbooks adopted by the San Bernardino City Unified School District Board of Education are selected from the State adopted list of materials. These materials are standards-based and are rigorously reviewed by San Bernardino City Unified School District Textbook Adoption Committees to assure that the selection will meet the unique needs of San Bernardino City Unified School District. The textbooks are usually adopted for an eight year cycle; however, due to the constraints of the California budget, the process and procedures of adopting instructional materials have been suspended until the 2013-14 school year. During the 2014-15 school year, the adoption process for math instructional materials was conducted.

All core curriculum materials are available in English and Spanish. The Board of Education ensures that textbooks are purchased for each student in reading/language arts and mathematics in grades TK-6 to use in class, at home, and after school. For science and history/social studies classroom materials, big books have been purchased for K-2 with a textbook purchased for each student in grades 3-6 to use in class, at home, and after school. English Language Development (ELD) materials are standards-aligned and are purchased for each student who is identified as an English learner. An inventory is completed for each classroom at every school site and is reported to the District Office to ensure that sufficient materials are available for the new school year. This inventory is completed in March/April of each year to prepare for the following school year.

The chart below lists the core curriculum area, the publisher of the materials, and the year the materials were adopted by the Board of Education.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	% of Students Lacking Own Assigned Copy
<b>Transitional Kindergarten (TK) Reading/Language Arts, Mathematics, Science, and Social Studies</b>	<i>Little Treasures</i> MacMillan/McGraw-Hill (2012)  <i>DLM Express – ABE and Dual Immersion Classrooms Only</i> Wright Group/McGraw-Hill (2012)	Yes	0.0
<b>Reading/Language Arts</b>	<i>Reading and Lectura</i> Houghton Mifflin (2002)	Yes	0.0
<b>Mathematics</b>	<i>California Mathematics and California Matemáticas</i> MacMillan/McGraw-Hill (2008)	No	0.0
<b>Science</b>	<i>California Science and Ciencias</i> Pearson School Foresman (2007)	Yes	0.0

<b>Social Studies</b>	<i>History/Social Science and Historia y Ciencias K &amp; 6</i> Houghton Mifflin (2006)  <i>California Vista and Vistas de California – Grades 1-5</i> MacMillan/McGraw-Hill (2006)	Yes	0.0
<b>English Language Development</b>	<i>Moving into English</i> Harcourt Brace (2006)  <i>Shining Star</i> Person Longman (2006)	N/A	0.0

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

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

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

#### General

The district takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses the Facility Inspection Tool (F.I.T.), a survey instrument developed by the State of California Office of Public School Construction (OPSC). Results of this survey are available from the district's Maintenance and Operations Department. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with an appropriate learning environment.

#### Age of School Buildings

Lytle Creek Elementary has 33 classrooms, a library, a computer lab and a staff room. It was last modernized in 2012. The facility strongly supports learning through ample and functional classroom and playground space.

#### Safety

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

#### Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. The District's Quality Control Technicians are proactive and conduct inspections at school sites on a continual basis. Also, the district staff at each site reports safety issues as they arise. Maintenance and Operations make necessary repairs to keep the schools in good repair and working order. A work order process is used to ensure efficient service and emergency repairs are given the highest priority and work orders are completed in a timely manner. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order, and as of August 21, 2014, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

#### Cleaning Process and Schedule

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

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2013-14 school year, the district budgeted \$2,007,171 for the deferred maintenance program. This represents 0.4% of the district's general fund.

### Deferred Maintenance Projects

Work Scope	Cost
Replace ceramic tile in B1 kinder RR	\$5,000
Replace RR partitions in B wing B/G; C wing B/G; D wing B/G; A wing staff	\$50,000

### Modernization Projects

No modernization projects are scheduled for this school in the 2014-15 school year.

### Overcrowding Relief Grant (ORG) and Special Day Classroom (SDC) Project

Work Scope	Construction Start	Construction End	Cost	Funding Source
New two-story classroom building with support services, new kindergarten building	Q1 2014	Q2 2015	\$8,986,632	50/50

### School Facility Good Repair Status

This table displays the results of SBCUSD's annual inspection on February 25, 2014. All repairs listed were completed by the end of March 2014.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			Check water heater flush valves throughout; check water heater in staff room
<b>Interior:</b> Interior Surfaces				X	Wall paint chipped in staff room; secure cubby/file cabinet/bookcase in B1, A1, A2, D4, T6, T7, T8, T9, T10, T11, T5, T4, T3, T2, T1; baseboard loose in B2; carpet snagged in B3; touch up wall in B4; patch/paint wall in B4; cabinet door handle broken in E2; cracked floor tiles in C3; wall fabric torn in E12; check lunch tables for repairs in MU room
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X			
<b>Electrical:</b> Electrical			X		Light switch plate loose in admin men's exterior RR; electrical outlet loose/exposed wires in admin women's RR; install electrical outlet in A1, E10, E11; light with tag in E8, E12; box cover loose in E wing; outlet plate cover loose in MU room; outlet not working in kitchen
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X			Recaulk wall tiles in health aide RR; faucet loose in B1, A1; no water at fountain in D1; recaulk sink in D wing girls' RR
<b>Safety:</b> Fire Safety, Hazardous Materials		X			Recharge fire extinguisher in D3

<b>Structural:</b> Structural Damage, Roofs		X			Chipped paint on awning poles outside admin, B wing; chipped paint on picnic tables in kinder playground; paint eave boards outside C wing girls' RR; chipped wall paint outside CAPS office; paint wall outside counselor office; stained ceiling tile in E9, preschool girls' RR; corner dry rotted in E11; paint chipped handrails where needed in E wing
<b>External:</b> Playground/School Grounds, Windows/ Doors/ Gates/ Fences		X			Check signs throughout for damage/graffiti; check gates/fences throughout for damage and alignment issues; check dumpsters; replace kickdown in secretary office; touch up door in admin women's RR; panic bar glide not closing in A1; check emergency window screen release handles in E wing; picnic tables need paint in playground; plank on picnic table not bolted in playground
<b>Overall Facility Rating</b>		X			N/A

### San Bernardino County Superintendent of Schools (SBCSS) Williams Inspection Results

On an annual basis, representatives from SBCSS conduct Williams visits to school ranked in deciles 1-3 (currently based on the 2012 Academic Performance Index) in San Bernardino County. Visitation requirements include a facilities inspection that is designed to evaluate the school facility's "good repair" status as well as a School Accountability Report Card review in order to validate that the visit findings from the previous year, as well as any remedial action taken or planned, are accurately reported in the School Accountability Report Card.

This table displays the results of the SBCSS Williams Team annual inspection on August 21, 2014. All repairs listed were completed August 21, 2014.

Item Inspected	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	No deficiencies were noted
<b>Interior:</b> Interior Surfaces	No deficiencies were noted
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	No deficiencies were noted
<b>Electrical:</b> Electrical	No deficiencies were noted
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	<b>Good repair deficiencies:</b> sink/fountain turned off in C2, C wing boys' RR; electric hand dryers damaged or broken in B wing boys' RR, B wing girls' RR, C wing girls' RR, C wing boys' RR; soap dispensers empty in B1
<b>Safety:</b> Fire Safety, Hazardous Materials	<b>Good repair deficiencies:</b> fire extinguisher out of date or missing monthly inspection sign-off in A1, A2, B1, C2, cafeteria/MU room, library, office, psychologist office, staff room
<b>Structural:</b> Structural Damage, Roofs	No deficiencies were noted
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	No deficiencies were noted

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	43	32	40	44	43	46	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013–14)

Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding state standards)
All Students in the LEA	46
All Students at the School	40
Male	50
Female	26
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	40
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	40
English Learners	7
Students with Disabilities	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10. 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.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>English-Language Arts</b>	41	38	32	37	39	39	54	56	55

<b>Mathematics</b>	56	51	44	37	39	39	49	50	50
<b>History-Social Science</b>	N/A	N/A	N/A	29	32	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

### Academic Performance Index (API) Ranks – Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
<b>Statewide</b>	3	2	2
<b>Similar Schools</b>	8	4	3

Note: for 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
<b>All Students at the School</b>	25	-26	-19
<b>Black or African American</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>			
<b>Filipino</b>			
<b>Hispanic or Latino</b>	25	-29	-17
<b>Native Hawaiian or Pacific Islander</b>			
<b>White</b>			
<b>Two or More Races</b>			
<b>Socioeconomically Disadvantaged</b>	22	-28	-19
<b>English Learners</b>	24	-32	-7
<b>Students with Disabilities</b>			

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	25.6	32.2	15.6

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 Parental Involvement State Priority (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

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

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

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

### Parent Outreach Contacts:

- **Family Resource Center**  
1525 W. Highland Ave.  
San Bernardino, California 92411  
909-880-4057  
Hours: 8:00 AM - 4:30 PM, M-F
- **Marcelino Serna**, Parent/Family Involvement Officer  
909-880-4057, [marcelino.serna@sbcusd.com](mailto:marcelino.serna@sbcusd.com)
- **Emily Valdez**, Parent Outreach Worker  
909-880-4057, [emily.valdez@sbcusd.com](mailto:emily.valdez@sbcusd.com)
- **Talice Ostrinski**, Homeless Facilitator  
909-880-4057, [talice.ostrinski@sbcusd.com](mailto:talice.ostrinski@sbcusd.com)
- **Vicki Lee**, Homeless Liaison  
909-880-4057, [vicki.lee@sbcusd.com](mailto:vicki.lee@sbcusd.com)

## State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	2.8	1.6	1.5	7.3	8.1	7.8	5.7	5.1	4.4
<b>Expulsions</b>	0.0	0.1	0.0	0.0	0.3	0.3	0.1	0.1	0.1

## School Safety Plan

Date of Last Review/Update: *September 18, 2014*

Date Last Reviewed with Faculty: *November 3, 2014*

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

prevention of campus crime and violence. Each school's safety plan addresses the following key areas: preparedness, mitigation and prevention, response and recovery.

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

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

## D. Other SARC Information

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		N/A*
Met Participation Rate - English-Language Arts		N/A*
Met Participation Rate - Mathematics		N/A*
Met Percent Proficient - English-Language Arts		N/A*
Met Percent Proficient - Mathematics		N/A*
Met Graduation Rate	N/A	N/A*

\*For 2014, only high schools and high school local educational agencies (LEAs) received an AYP Report. Because students in grades 3-8 participated in the Smarter Balanced Field Test during the 2013-14 academic year, the US Department of Education approved a determination waiver for California which exempts elementary schools, middle schools, elementary school districts, and unified school districts from receiving a 2014 AYP Report.

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement		63
Percent of Schools Currently in Program Improvement		82.9

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	6	0	0	19	6	0	0	17	6	0	0
1	22	5	0	1	16	7	0	0	18	7	0	0
2	17	6	0	0	17	7	0	0	16	7	0	0
3	19	6	0	0	15	7	0	0	17	5	1	0

4	22	3	2	0	19	3	2	0	19	3	2	0
5	21	3	2	0	14	4	3	0	19	3	2	0
6	19	3	0	0	19	2	3	0	20	2	2	0

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

### Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Counselor (Academic, Social/Behavioral, and Career Development)**	1.0	721.0
Library Media Teacher (Librarian)	0.0	
Library Media Services Staff (Paraprofessional)	0.6	
Psychologist	0.4	
Social Worker	0.0	
Nurse	0.2	
Speech/Language/Hearing Specialist	0.3	
Resource Specialist (non-teaching)	0.6	
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.

\*\*Note: All counselors employed by SBCUSD provide services relating to academics, social/behavioral, and career development issues.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6,185	\$1,579	\$4,605	\$72,735
District			\$5,071	\$65,791
Percent Difference--School Site and District			-9.2	10.6
State			\$4,690	\$70,720
Percent Difference--School Site and State			-45.5	2.9

### Types of Services Funded (Fiscal Year 2013-14)

The common goal of all categorically funded programs in the San Bernardino City Unified School District (SBCUSD) is to ensure that all students--including English learners, educationally disadvantaged pupils, African American, Hispanic English only, gifted and talented pupils, and pupils with exceptional needs--attain mastery of state and local standards.

The educational program at each site is based on an improvement planning process that includes such members of the school community as the principal, teachers, support staff, parents, and students (at the secondary level). These stakeholders form an organizational unit called the School Site Council (SSC). The SSC develops and annually revises a plan called the Single Plan for Student Achievement (SPSA). The SPSA, based on self-study and collaboration, ensures that all of the resources available to the school are coordinated and focused on providing a high-quality educational program in which all students can achieve success.

Some students have difficulty mastering academic state and local content standards. They may be at risk of not meeting graduation requirements. For these students, categorical program funds are provided. Categorical funds are supplemental educational dollars used for supports that augment the core instructional program and increase the academic success of these students. Categorical funds provide items such as additional personnel time, staff development opportunities, supplemental student materials, and other specialized services, equipment, and supplies.

Categorical programs commonly found at SBCUSD sites are:

- No Child Left Behind Act (NCLB) Title I, Part A

Additionally, categorical programs have been established at the district level to provide important services and instructional support that help increase student success. Categorical funds in this category support District efforts in the areas of:

- Vocational Education Programs (Voc Ed)
- Safe and Drug Free Schools and Communities (SDFSC)
- NCLB Title II, Part A-Improving Teacher Quality
- NCLB Title III, Part A-Language Instruction for English Learners

Some District schools are identified as Program Improvement (PI) schools because they have not met Adequate Yearly Progress (AYP) criteria for two consecutive years. These schools offer parents the option of transferring their eligible students to an available school within the district that has not been identified as a PI school. This option is called Public School Choice. The District covers the cost of transportation.

Schools in their second year of PI identification offer two options to students. In addition to the Public School Choice option described above, these schools offer Supplemental Educational Support Services to students who remain in attendance at the PI school and who qualify based on low socio-economic status as determined by Free and Reduced Lunch eligibility and low achievement as indicated by grades and test scores. Supplemental Educational Support Services provide opportunities for students to receive additional tutoring or academic assistance outside the regular school day from a state approved support provider. The District covers the costs of the Supplemental Educational Support Services, and related transportation costs are the responsibility of the parent or guardian.

### Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,509	\$41,761
Mid-Range Teacher Salary	\$65,874	\$66,895
Highest Teacher Salary	\$81,447	\$86,565
Average Principal Salary (Elementary)	\$113,867	\$108,011
Average Principal Salary (Middle)	\$110,150	\$113,058
Average Principal Salary (High)	\$122,666	\$123,217
Superintendent Salary	\$240,000	\$227,183
Percent of Budget for Teacher Salaries	37.0	38.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

### Professional Development – Most Recent Three Years

The San Bernardino City Unified School District is committed to hiring the best staff available and to providing ongoing opportunities to support and increase professional practice for educators. Beginning Teacher Support and Assessment (BTSA) support providers, Peer Assistance Review (PAR) consulting teachers, buddy teachers and content specialists work with teachers on a regular basis. Teachers, paraprofessionals, and administrators are all provided opportunities to participate in professional development (PD) programs. An analysis of site academic and behavioral data is used to provide focus to each site's Single Site Plan for Student Achievement and used to guide the creation of the site professional development plan. The site administrators and Professional Development Team (PDT) work together to establish the focus of site professional development that takes place during weekly early release Collaboration Days.

SBCUSD offers a variety of professional development opportunities to support the improvement of instructional practice. Mandatory professional development has been identified through School Board Policy and the English Learner Master Plan. Teachers are required to complete 5 days of English Learner Professional Development and 3 days of Equity and Diversity Training. The goal of all professional development is to increase student proficiency in core subject areas.

Targeted support is provided in the areas of culturally relevant instruction, strategies to assist English Learners, essential components of an ELD lesson, implementation of the Common Core State Standards, creating units of study through Rigorous Curriculum Design, building a solid foundation in Algebra, GATE strategies, implementing Positive Behavior Supports and integrating technology into daily instruction.

School sites support the focus of their identified instructional improvements with site-based professional development and job alike learning communities work through issues using work-embedded time. District-wide banked-time (Collaboration Days) provides an opportunity for sites to develop their Professional Learning Communities and levels of collaboration focused on student achievement. New teachers and teacher interns participate in articulated programs of professional development focused on the California Standards for the Teaching Profession. The district BTSA program serves as a credentialing agent under the 2042 Grant.

As schools are implementing the new Common Core State Standards, the San Bernardino City Unified School District has embarked on an ambitious plan to build capacity at the schools by employing a trainer-of-trainers model. Administrators, teachers and community members receive professional development through a variety of methods. We make use of job-embedded time, after-school workshops, off-track/vacation training times, conference attendance, collaboration/coordination with local university programs, online delivery of professional development content and individual mentoring. Opportunities are created for development in curriculum writing, assessment of standards and instructional best practices, including teaching to the appropriate depth of knowledge and disciplinary literacy.

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