MARSHALL ELEMENTARY SCHOOL

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2006-2007 School Accountability Report Card
Published in 2007-2008

San Bernardino City Unified School District
777 North F St. • San Bernardino, CA 92410 • (909) 381-1100 • Dr. Arturo Delgado, Superintendent

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at http://data1.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

School Description and Mission Statement
This section provides information about the school's goals and programs.

Marshall School is committed to providing a positive learning environment in which students, staff, and parents work harmoniously to develop all students' full potential and to encourage them to become creative, responsible citizens.

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), School Advisory Committee (SAC), English Learners Advisory Committee (ELAC), Gifted and Talented Education (GATE) Advisory Committee, 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), African American Parent Advisory Council (AAPAC), 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

- **Emily Valdez**, *Parent Outreach Worker*
  909-381-1256, emily.valdez@sbcusd.com

- **Samuel Casey**, *Parent Outreach Worker*
  909-880-4057, samuel.casey@sbcusd.com

- **Talice Ostrinski**, *Homeless Facilitator*
  909-887-3995, talice.ostrinski@sbcusd.com

- **Vicki Lee**, *Homeless Liaison*
  909-887-2240, vicki.lee@sbcusd.com

Categorical Parent Involvement Contacts:
- Elementary: **Dee Tarango**, *Coordinator Elementary Instructio*n
  909-891-1009, dee.tarango@sbcusd.com

- Secondary: **Allison Adams**, *Program Specialist Accountability Unit*
  909-381-1256, allison.adams@sbcusd.com

Student Enrollment by Grade Level
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	116	Grade 5	104
Grade 1	105	Grade 6	0
Grade 2	103	Ungraded Elementary	0
Grade 3	118	Total Enrollment	653
Grade 4	107		

Student Enrollment by Group
This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	12.7	White (not Hispanic)	9.3
American Indian or Alaska Native	1.2	Multiple or No Response	2.6
Asian	0.3	Socioeconomically Disadvantaged	80.0
Filipino	0.3	English Learners	40.0
Hispanic or Latino	73.2	Students with Disabilities	15.0
Pacific Islander	0.3		

Average Class Size and Class Size Distribution (Elementary)
This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05 Avg. Class Size	2004-05 Number of Classrooms 1-20	2004-05 Number of Classrooms 21-32	2004-05 Number of Classrooms 33+	2005-06 Avg. Class Size	2005-06 Number of Classrooms 1-20	2005-06 Number of Classrooms 21-32	2005-06 Number of Classrooms 33+	2006-07 Avg. Class Size	2006-07 Number of Classrooms 1-20	2006-07 Number of Classrooms 21-32	2006-07 Number of Classrooms 33+
K	19.8	5			20.0	5			18.8	6		
1	19.7	6			19.6	5			20.0	4		
2	20.0	6			19.8	5			20.0	5		
3	20.0	5			20.0	5			20.0	5		
4	33.0			2	27.8		4		27.3		3	
5	33.7			3	27.5		3	1	27.0		3	
6												
K-3												
3-4	19.5	2										
4-8	21.0	1	1		15.7	3			21.0	2		1
Other												

II. School Climate

School Safety Plan
This section provides information about the school's comprehensive safety plan.

Date of Last Review/Update: *June 2007*
Date Last Reviewed with Faculty: *July 2007*

Suspensions and Expulsions
This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	5.2%	5.3%	5.2%	22.2%	22.5%	22.7%
Expulsions	0.0%	0.0%	0.0%	0.3%	0.2%	0.2%

III. School Facilities

School Facility Conditions and Improvements
This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

General
The District takes great effort to ensure that all schools are clean, safe, and functional. 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
This school has 26 classrooms, a library, a multipurpose room, and an administration office. The campus was built in 1936 and was modernized in 1994. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

Safety
To ensure student safety before, during and after the school day, teachers, administrators, and recreation aides supervise the school grounds including the cafeteria, playgrounds, 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. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order, and as of July 24, 2007, 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. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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 2006-07 school year, the District budgeted $3,780,120 for the deferred maintenance program. This represents 0.65% of the District's general fund budget.

Deferred Maintenance Projects

Project Category	Remarks	Fiscal Year	Cost	Total Estimated
Floors	B7	2007	$3,000.00	$3,000.00
Floors	D & F wing B/G RR ceramic tile	2009	$40,000.00	$40,000.00
HVAC	Replace (15) HVAC units – B, C, D, E & F wings	2010	$206,000.00	$260,000.00
Painting	Paint Exterior	2008	$45,000.00	$45,000.00
Paving	Parking lot	2008	$105,000.00	$105,000.00
Plumbing	Replace D & F wing B/G RR fixtures	2010	$20,000.00	$20,000.00
Plumbing	Replace domestic backflow device	2010	$2,000.00	$2,000.00
Roofing	4 Ply roof, Wst walkway and staff room	2007	$5,000.00	$5,000.00
Wall Systems	Replace locks, outside locks worn out	2008	$7,500.00	$7,500.00

School Facility Good Repair Status
This table displays the results of the San Bernardino County Superintendent of Schools (SBCSS) Williams Team inspection on 7/24/07.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status
This table displays the overall summary of the results of SBCUSD's annual inspection on 10/10/07.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	No extreme deficiencies were noted at Marshall Elementary. Minor deficiencies were observed in windows/doors/gates, interior surfaces, structural damage, lighting, restrooms, and playgrounds. The school facility was found to be in fair condition.			

IV. Teachers

Teacher Credentials
This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teacher	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	32	32	32	2381
Without Full Credential	2	2	2	161
Teaching Outside Subject Area of Competence	N/A	0	2	N/A

Teacher Misassignments and Vacant Teacher Positions
This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	5	1	5
Total Teacher Misassignments	5	1	5
Vacant Teacher Positions	0	0	0

Core Academic Courses Taught by NCLB Compliant Teachers
This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB-Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96.7	3.3
All Schools in District	99.2	0.8
High-Poverty Schools in District	99.6	0.4
Low-Poverty Schools in District	N/A	N/A

V. Support Staff

Academic Counselors and Other Support Staff
This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	1306.0
Library Media Teacher (Librarian)	0.0	
Library Media Services Staff (paraprofessional)	0.5	
Psychologist	0.2	
Social Worker	0.0	
Nurse	0.0	
Speech/Language Hearing Specialist	0.2	

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Resource Specialist (non-teaching)	1.0	
Other	1.0	

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials
This section displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Elementary textbooks that are adopted by our local Board of Education are selected from the State adopted list of materials which have been approved by the State Board of Education. Materials selected from this State-approved list are standards-based materials and are rigorously reviewed by San Bernardino City Unified School District (SBCUSD) textbook adoption committees to assure that the selection will meet the unique needs of SBCUSD. The textbooks selected are usually adopted for a seven year cycle. The chart below lists the core curriculum area, approved years of adoption, the publisher of the materials, and the year the materials were adopted by the SBCUSD Board of Education.

All core curriculum materials are available in English and Spanish. It has been the practice of the Board of Education to purchase a textbook for each student in Reading/Language Arts and Mathematics in grades K-6 to use in class and to take home. 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 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 of the 2007 school year to prepare for the 2007-08 school year.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	*Reading* and *Lectura* Houghton Mifflin (2002)	0.0%
Mathematics	*Mathematics* and *Matemàticas* Harcourt Brace (2001)	0.0%
Science	*California Science* and *Ciencias* Pearson Scott Foresman (2007)	0.0%
Social Studies	*History/Social Science* and *Historia y Ciencias*—K & 6 Houghton Mifflin (2006) *California Vista* and *Vistas de California*—grades 1-5 MacMillan McGraw Hill (2006)	0.0%

In addition to the core curriculum materials, the Board of Education has purchased supplementary materials. The Visual & Performing Arts materials have been reviewed for alignment to State standards and District standards. These materials have been purchased for use by grade-level teams and District music specialists. The ELD materials are standards-aligned and are purchased for each student who is identified as an English learner.

Content Area	Quality, Currency, and Availability of Textbooks and Instructional Materials
Visual & Performing Arts	*Art Connections* McGraw Hill (1999) *Share the Music* McGraw Hill (1995)
English Language Development	*Moving into English* Harcourt Brace (2006) *Shinning Star* Person Longman (2006)

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)
This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$5,524	$739	$4,785	$72,894
District	N/A	N/A	$5,885	$60,549
Percent Difference–School Site and District	N/A	N/A	19%	17%
State	N/A	N/A	$4,943	$60,032
Percent Difference–School Site and State	N/A	N/A	3%	18%

Types of Services Funded
This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

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, 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-Low Income
- No Child Left Behind Act (NCLB) Title V-Innovative Programs
- Economic Impact Aid-State Compensatory Education (EIA/SCE)
- Economic Impact Aid-English Learner Program (EIA/LEP)
- School Improvement/Library Block Grant
- Gifted and Talented Education (GATE)

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 are not used directly on academic instructional programs but rather support District efforts in the areas of:
- Tobacco Use Prevention Education (TUPE)
- Vocational Education Programs (Voc Ed)
- Tenth Grade Counseling
- Safe and Drug Free Schools and Communities (SDFSC)
- NCLB Title II, Part A-Improving Teacher Quality

- NCLB Title II, Part D-Technology
- NCLB Title III, Part A-Language Instruction for English Learners

Some District schools are identified as Program Improvement (PI) schools because they have not meet Adequate Yearly Progress (AYP) criteria for two consecutive years. These schools offer parents of eligible students the option of transferring 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 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 Support Services are 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 Support Services, and related transportation costs are the responsibility of the parent or guardian.

Teacher and Administrative Salaries (Fiscal Year 2005-06)
This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$41,474	$38,937
Mid-Range Teacher Salary	$64,271	$61,080
Highest Teacher Salary	$79,465	$76,443
Average Principal Salary (Elementary)	$107,143	$99,694
Average Principal Salary (Middle)	$109,332	$103,687
Average Principal Salary (High)	$118,395	$112,983
Superintendent Salary	$192,000	$195,054
Percent of Budget for Teacher Salaries	38.8	40.1
Percent of Budget for Administrative Salaries	5.3	5.4

VIII. Student Performance

California Standards Tests (CSTs)
The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison
This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

	School			District			State		
Subject	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	18	20	19	22	23	25	40	42	43
Mathematics	27	22	26	22	24	24	38	40	40
Science	8	18	4	10	18	21	27	35	38
History-Social Science	N/A	N/A	N/A	18	18	17	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	16	18	0	N/A
American Indian or Alaska Native	*	*	*	N/A
Asian	*	*	*	N/A
Filipino	*	*	*	N/A
Hispanic or Latino	16	26	6	N/A
Pacific Islander	*	*	*	N/A
White (not Hispanic)	44	36	*	N/A
Male	14	24	5	N/A
Female	24	28	2	N/A
Socioeconomically Disadvantaged	18	25	5	N/A
English Learners	15	20	0	N/A
Students with Disabilities	4	6	*	N/A

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	25	17	25	23	25	25	41	42	42
Mathematics	39	30	37	36	36	36	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	25	25
American Indian or Alaska Native	*	*
Asian		
Filipino	*	*
Hispanic or Latino	20	34
Pacific Islander		
White (not Hispanic)	*	*
Male	23	37
Female	28	38
Socioeconomically Disadvantaged	23	37

English Learners	14	27
Student with Disabilities	6	6

California Physical Fitness Test Results
The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	27.9

IX. Accountability

Academic Performance Index (API)
The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks – Three-Year Comparison
This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	2	1	1
Similar Schools	3	1	1

API Changes by Student Group – Three-Year Comparison
This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	-19	-14	18	623
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	7	-10	22	614
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	-13	-12	17	611
English Learners	N/A	-1	20	593
Students with Disabilities	N/A	-57		

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	No	No
Percent Proficient – Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2005-2006	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	48
Percent of Schools Currently in Program Improvement	N/A	69.6

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The San Bernardino City Unified School District (SBCUSD) 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, content specialists, and coaches work with teachers on a regular basis. Teachers, paraprofessionals, and administrators all participate in professional development programs. Each site regularly analyzes student achievement data to identify academic strengths and weaknesses. The academic strengths and weaknesses are then incorporated in the site's Instructional Improvement Plan (IIP) and used to guide professional development for the site's three annual staff development days.

SBCUSD offers a variety of professional development opportunities to support the improvement of instructional practice. Specific District-wide training is designed based on needs identified in our Curriculum Management Audit and student

assessment data. The Superintendent's Blueprint for Success has identified the outline for professional development emphasis. Targeted training is provided in the areas of culturally relevant instruction, strategies to assist English Learners, building a solid foundation in Algebra (K-12), increasing effectiveness of language arts instruction, building mathematics content knowledge, implementing Response to Intervention, creating safe and orderly schools, providing equity and access for all students, and implementing the tenants of Professional Learning Communities.

Teachers, classified personnel, and administrators participate in professional development in a variety of venues. School sites support the focus of their identified instructional improvements with site-based professional development, selected topics provide the basis for district-wide buy-back topics, and job alike learning communities work through issues using work-embedded time. 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.   A variety of coaches help to move the professional development strategies into practice— coaches work with principals, new teachers, struggling teachers (through PAR), site programs of improvement, and specific grant initiatives (i.e., Reading First).

All professional development offerings are included in an online registration system that helps administrators and teachers find professional development to meet their individual needs. Our teacher association works together with the district office to offer professional development that targets struggling professionals. "I CAN DO IT" and "I HAVE DONE IT" (CTA modules) are presented annually. The association has teamed up with the central office to present a Saturday workshop offering a variety of sessions aimed at improving student performance and decreasing achievement gaps.

A variety of methods are employed to deliver professional development in San Bernardino City Unified School District. We make use of job-embedded time, after-school workshops, off-track/vacation training times, conference attendance, collaboration/coordination with local university programs, coaching, and individual mentoring.

Teachers receive support for implementation from a variety of sources. BTSA supports new teachers using coaching and the California Formative Assessment and Support System for Teachers (CFASST) system. PAR consulting teachers support struggling teachers in becoming more effective. Site coaches support teachers in implementing improvement strategies based on site focus. Reading First coaches support elementary teachers in the effective implementation of their core curriculum at specific sites. Academic vice principals support sites and teachers in implementing effective instructional strategies, and administrative coaches support the leadership at designated sites. Many sites have also implemented peer walkthroughs and lesson study to assist in the transfer of strategies into practice. Administrative walkthroughs of site and district teams are designed to provide feedback on implementation of specific program tenants and teaching strategies.