

RICHARDSON PREP HI MIDDLE SCHOOL

455 South K Street • San Bernardino, CA 92410 • 909-388-6438 • www.sbcusd.com/richardson • CDS Code: 36678766059513
Dr. Natalie Raymundo, Principal • natalie.raymundo@sbcusd.k12.ca.us



2014-2015 School Accountability Report Card

Published in 2015-2016

San Bernardino City Unified School District

Dr. Dale Marsden, Superintendent • (909) 381-1100 • dale.marsden@sbcusd.k12.ca.us • www.sbcusd.com

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 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.
- 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.

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

School Description and Mission Statement

Vision: Richardson PREP HI students will be well-rounded, creative, college and career focused, critical thinkers who are productive citizens in the global community.

Mission: PREP HI- Personalized Readiness Educational Program Highly Individualized The primary mission of Richardson PREP HI is to provide a positive, supportive and rigorous environment in which to develop responsibility and self-discipline for academic and social excellence through a mutual contractual commitment of parents, students and teachers.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students	Grade Level	Number of Students
Grade 6	208	Grade 8	201
Grade 7	200	Total Enrollment	609

Student Enrollment by Group (School Year 2014-15)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	9.5%	White	9.9%
American Indian or Alaska Native	0.5%	Two or More Races	0.5%
Asian	3.3%	Socioeconomically Disadvantaged	83.4%
Filipino	0.3%	English Learners	2.3%
Hispanic or Latino	74.7%	Students with Disabilities	1.6%
Native Hawaiian or Pacific Islander	0.7%	Foster Youth	0.5%

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	25	24	25	2,206
Without Full Credential	0	0	3	53
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94%	6%
All Schools in District	89%	11%
High-Poverty Schools in District	89%	11%
Low-Poverty Schools in District	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 2015-16)

Year and month in which data were collected: August 2015

Middle school textbooks adopted by our local Board of Education are standards-based 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 an eight-year cycle. Since the release of California approved ELA instructional materials in 2015, the SBCUSD has been working through the adoption process and procedures. New English instructional materials should be available for our students and teachers for the 2016-2017 school year. The chart below lists the core curriculum area, the title and publisher of the materials, and the year the materials were adopted by the SBCUSD Board of Education.

Textbooks and teacher resource kits that include supplementary materials meet the needs of all learners, with materials and activities appropriate for English language learners, advanced learners, at-risk students and special needs students. It has been the practice of the Board of Education to purchase textbooks for each student in 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 2015 to prepare for the 2015-16 school year.

English

The 2002/2003 language arts textbook adoption materials include Prentice Hall's *Timeless Voices, Timeless Themes* for a comprehensive 6-12 English/Language Arts program, and Hampton Brown's *Edge* for English Language Development. Each unit is aligned to the Reading/Language Arts Framework content standards. Units are structured using a pre-teach, teach, assess, and extend model. Supplementary consumable workbooks are replaced annually to meet the needs of each school. The district's reading intervention programs include the use of Scholastic's *READ 180* for students needing support with vocabulary, comprehension and reading fluency and *SRA Reach* for students with more intensive literacy needs.

The textbooks available for each course are listed in the table below.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	% of Students Lacking Own Assigned Copy
English/Language Arts	<i>Timeless Voices, Timeless Themes</i> Prentice Hall (2002)	No	0%

Mathematics

Middle school math textbooks were adopted in 2015, and the new mathematics instructional materials are currently available for students and teachers. The textbooks are aligned to the adopted California math content standards. Pearson Education-CA Digits 2015 textbooks adopted by San Bernardino City Unified School District include ancillary materials, which incorporate a variety of instructional strategies to help build conceptual understanding and address the needs of diverse learners. Consumable math textbooks from Pearson are replaced on a yearly basis.

The textbooks available for each course are listed in the table below.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	% of Students Lacking Own Assigned Copy
Mathematics	<i>CA Digits</i> Pearson (2015)	Yes	0%

Science

Middle school science textbooks were adopted in 2007 and are aligned to the science content standards. They include multiple instructional strategies designed to assist teachers in providing rigorous science instruction. These strategies help teachers capture student interest, provide bridges across content areas, and contribute to an understanding of the nature of science and the methods of scientific inquiry.

The textbooks available for each course are listed in the table below.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	% of Students Lacking Own Assigned Copy
Science	<i>Focus on Earth Science, CA Ed</i> Glencoe/McGraw Hill (2007) <i>Focus on Life Science, CA Ed</i> Glencoe/McGraw Hill (2007) <i>Focus on Physical Science, CA Ed</i> Glencoe/McGraw Hill (2007)	Yes	0%

History-Social Science

History/Social Science textbooks were adopted in 2006. The texts are aligned to the History/Social Science Framework content standards. The content standards unite excellence with equity and challenge teachers to raise student achievement at all levels of schooling. To that end, San Bernardino City Unified School District has developed instructional resource guides and provides training opportunities for each grade level.

The textbooks available for each course are listed in the table below.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	% of Students Lacking Own Assigned Copy
History/Social Science	<i>World History: Ancient Civilizations</i> Houghton Mifflin (2006) <i>World History: Medieval and Early Modern Times</i> McDougal Littell (2006) <i>Creating America: A History of the United States</i> McDougal Littell (2006)	Yes	0%

Visual and Performing Arts

The textbooks available for each course are listed in the table below. These textbooks are used primarily as reference material and are used in conjunction with other course-appropriate instructional supplies. Sufficient instructional materials are available for all students enrolled in visual and performing arts classes at this school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption
Visual and Performing Arts	<i>Art Talk</i> Glencoe/McGraw-Hill (2002) <i>Music! Its Role and Importance in Our Lives</i> MacMillan/McGraw-Hill (2002)

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'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. 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

Richardson PREP HI Middle School has 24 classrooms, a library, multipurpose room, and an administration office. The campus was built in 1951 and modernized in 1992 and 2012. The facility strongly supports teaching and learning through its ample classroom and athletic space, and a staff resource room.

Safety

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

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. The District's Mobile Maintenance Teams are proactive and conduct inspections to keep school sites in "good repair" on a continual basis. Also, the district staff at each site reports safety issues as they arise. Maintenance and Operations make necessary repairs to ensure that all schools are clean, safe, and functional. A work order process is used to ensure efficient service and emergency repairs are given the highest priority and work orders are completed in a timely manner. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order, and as of October 22, 2015, 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. The district's complete deferred maintenance plan is available at the district office.

Deferred Maintenance Projects

The following deferred maintenance projects are scheduled for this school during the 2015-16 school year.

- Floor covering – A104, 106, 110, 111, B0, 4, 5, 106, 111, 113, C1, 2, E3, 4, F1-5, MU
- HVAC – E and F wings replace HVAC pkg units
- Painting – paint exterior
- Paving – quad area replace concrete
- Roofing – A, B, C wings, S1, MU rm, PE, library – BUR; repair metal roofs - E3, 4, S2
- Wall systems – replace panic bars entire site

Modernization/New Construction Projects

Work Scope	Construction Start	Construction End	Funding Source
Lunch shelters	Q3 2015	Q4 2015	Measure T
New security and surveillance system	Q1 2015	Q3 2015	Measure N

School Facility Good Repair Status

This table displays the results of SBCUSD's annual inspection on October 22, 2015. All repairs listed were completed by the end of November 2015.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			Stained carpet in C1, F1; touch up wall paint in C1, equipment storage; loose ceiling tile in F3
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			Tighten floor box in library; duplex cover needed in F1; single blank needed in F1
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			Clutter by fire extinguisher in F2, F1
Structural: Structural Damage, Roofs		X			

External: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences		X			Need new room decal at B3; paint door jamb at library; adjust door closer in library; touch up interior doors in library, D1; replace door stop in serving kitchen; paint exterior above doors at F1, F3, F4, F5
Overall Facility Rating		X			N/A

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 [CAASPP], Science California Standards Tests); 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 (CAASPP) Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding State Standards)		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	73.0%	27.0%	44.0%
Mathematics (grades 3-8 and 11)	62.0%	17.0%	33.0%

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 Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	206	205	99.5%	3%	27%	55%	15%
Male		108	52.4%	3%	26%	55%	17%
Female		97	47.1%	4%	28%	55%	13%
Black or African American		18	8.7%	0%	17%	61%	22%
American Indian or Alaska Native		1	0.5%	--	--	--	--
Asian		7	3.4%	--	--	--	--
Filipino		1	0.5%	--	--	--	--
Hispanic or Latino		156	75.7%	4%	30%	52%	14%
Native Hawaiian or Pacific Islander		0					
White		19	9.2%	5%	21%	63%	11%
Two or More Races		2	1.0%	--	--	--	--

Socioeconomically Disadvantaged		160	77.7%	4%	29%	53%	14%
English Learners		4	1.9%	--	--	--	--
Students with Disabilities		3	1.5%	--	--	--	--
Foster Youth		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

*Level 1 = Standard not met

Level 2 = Standard nearly met

Level 3 = Standard met

Level 4 = Standard exceeded

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	202	199	98.5%	5%	24%	58%	13%
Male		95	47.0%	2%	29%	57%	12%
Female		104	51.5%	8%	18%	60%	14%
Black or African American		17	8.4%	0%	29%	59%	12%
American Indian or Alaska Native		2	1.0%	--	--	--	--
Asian		5	2.5%	--	--	--	--
Filipino		1	0.5%	--	--	--	--
Hispanic or Latino		154	76.2%	6%	25%	58%	10%
Native Hawaiian or Pacific Islander		2	1.0%	--	--	--	--
White		16	7.9%	0%	6%	56%	38%
Two or More Races		0					
Socioeconomically Disadvantaged		163	80.7%	6%	25%	60%	10%
English Learners		4	2.0%	--	--	--	--
Students with Disabilities		4	2.0%	--	--	--	--
Foster Youth		--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

*Level 1 = Standard not met

Level 2 = Standard nearly met

Level 3 = Standard met

Level 4 = Standard exceeded

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	195	195	100%	1%	21%	63%	16%
Male		76	39%	1%	25%	59%	14%
Female		119	61%	1%	18%	65%	17%
Black or African American		14	7.2%	0%	29%	50%	21%
American Indian or Alaska Native		0					
Asian		8	4.1%	--	--	--	--
Filipino		0					
Hispanic or Latino		148	75.9%	1%	22%	63%	14%
Native Hawaiian or Pacific Islander		2	1%	--	--	--	--
White		22	11.3%	0%	5%	68%	27%
Two or More Races		1	0.5%	--	--	--	--
Socioeconomically Disadvantaged		164	84.1%	1%	21%	65%	13%
English Learners		0					
Students with Disabilities		4	2.1%	--	--	--	--
Foster Youth		--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- *Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

CAASPP Assessment Results – Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)
Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	206	205	99.5%	12%	40%	36%	13%
Male		108	52.4%	5%	41%	38%	15%
Female		97	47.1%	18%	38%	33%	11%
Black or African American		18	8.7%	11%	50%	28%	11%
American Indian or Alaska Native		1	0.5%	--	--	--	--
Asian		7	3.4%	--	--	--	--
Filipino		1	0.5%	--	--	--	--

Hispanic or Latino		156	75.7%	13%	42%	34%	12%
Native Hawaiian or Pacific Islander		0					
White		19	9.2%	11%	32%	32%	26%
Two or More Races		2	1.0%	--	--	--	--
Socioeconomically Disadvantaged		160	77.7%	12%	44%	33%	11%
English Learners		4	1.9%	--	--	--	--
Students with Disabilities		3	1.5%	--	--	--	--
Foster Youth		--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

*Level 1 = Standard not met

Level 2 = Standard nearly met

Level 3 = Standard met

Level 4 = Standard exceeded

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	202	199	98.5%	4%	30%	44%	23%
Male		95	47.0%	0%	24%	48%	27%
Female		104	51.5%	7%	35%	40%	18%
Black or African American		17	8.4%	0%	41%	29%	29%
American Indian or Alaska Native		2	1.0%	--	--	--	--
Asian		5	2.5%	--	--	--	--
Filipino		1	0.5%	--	--	--	--
Hispanic or Latino		154	76.2%	5%	31%	47%	18%
Native Hawaiian or Pacific Islander		2	1.0%	--	--	--	--
White		16	7.9%	0%	6%	38%	56%
Two or More Races		0					
Socioeconomically Disadvantaged		163	80.7%	4%	34%	45%	17%
English Learners		4	2.0%	--	--	--	--
Students with Disabilities		4	2.0%	--	--	--	--
Foster Youth		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

*Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	195	195	100%	6%	24%	38%	32%
Male		76	39%	5%	24%	30%	41%
Female		119	61%	6%	24%	43%	27%
Black or African American		14	7.2%	7%	43%	29%	21%
American Indian or Alaska Native		0					
Asian		8	4.1%	--	--	--	--
Filipino			%	--	--	--	--
Hispanic or Latino		148	75.9%	7%	24%	42%	27%
Native Hawaiian or Pacific Islander		2	1%	--	--	--	--
White		22	11.3%	0%	14%	23%	64%
Two or More Races		1	0.5%	--	--	--	--
Socioeconomically Disadvantaged		164	84.1%	6%	28%	38%	27%
English Learners		0					
Students with Disabilities		4	2.1%	--	--	--	--
Foster Youth		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

*Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

California Standards Test 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	80%	84%	84%	43%	45%	41%	59%	60%	56%

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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2014–15)

Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding state standards)
All Students in the LEA	41%
All Students at the School	84%
Male	92%
Female	78%
Black or African American	78%
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	81%
Native Hawaiian or Pacific Islander	--
White	90%
Two or More Races	--
Socioeconomically Disadvantaged	81%
English Learners	--
Students with Disabilities	--
Foster Youth	--

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.

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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	28.1%	16.1%	42.7%

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 school site.

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
- **Aldo Ramirez**, *Family Engagement Director*
909-880-4057, aldo.ramirez@sbcusd.k12.ca.us
- **Angela Urquides**, *Principal on Assignment – Foster Youth*
909-880-4057, angela.urquides@sbcusd.k12.ca.us
- **Travon Martin**, *Parent Outreach Worker*
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 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		
	2012-13	2013-14	2014-15	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	2.5%	1.8%	0.2%	8.1%	7.9%	6.3%	5.1%	4.4%	3.8%
Expulsions	0.5%	0.0%	0.0%	0.3%	0.3%	0.3%	0.1%	0.1%	0.1%

School Safety Plan

Date of Last Review/Update: *August 6, 2015*

Date Last Reviewed with Faculty: *August 17, 2015*

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 2014-15)

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

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-05
Year in Program Improvement*		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 (Secondary)

Subject	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	6	12	12	30	5	4	20	30	4	8	16
Mathematics	24	7	6	6	22	12	7	2	26	5	7	4
Science	33		4	8	34		3	9	33		4	8
Social Science	33		4	8	34		2	10	33		4	8

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Counselor (Academic, Social/Behavioral, and Career Development)**	1.0	609.0
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (Paraprofessional)	0.0	
Psychologist	0.0	
Social Worker	0.0	
Nurse	0.2	
Speech/Language/Hearing Specialist	0.2	
Resource Specialist (non-teaching)	0.2	
Other	0.0	

* 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 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6,141	\$1,457	\$4,684	\$69,263
District			\$6,968	\$73,599
Percent Difference—School Site and District			-32.8%	-9.7%
State			\$5,348	\$72,971
Percent Difference—School Site and State			-12.4%	-5.1%

Types of Services Funded (Fiscal Year 2014-15)

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 Basic Grant Award (Voc Ed) – Carl D. Perkins Career and Technical Education Improvement Act of 2006
- 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 2013-14)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,891	\$43,165
Mid-Range Teacher Salary	\$71,118	\$68,574
Highest Teacher Salary	\$87,930	\$89,146
Average Principal Salary (Elementary)	\$112,888	\$111,129
Average Principal Salary (Middle)	\$121,967	\$116,569
Average Principal Salary (High)	\$135,252	\$127,448
Superintendent Salary	\$247,202	\$234,382
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.