



RICHARDSON PREP HI MIDDLE SCHOOL

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2012-2013 School Accountability Report Card

Published in 2013-2014

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.

- 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 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.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC, see the *2012–13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

School Description and Mission Statement

Vision: All students will leave RPH Middle School with a mastery of the academic, personal, social, and discourse skills necessary for success in Advanced Placement and Honors coursework in high school.

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.

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, 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
- **Emily Valdez**, *Parent Outreach Worker*
909-880-4057, emily.valdez@sbcusd.com
- **Talice Ostrinski**, *Homeless Facilitator*
909-880-4057, talice.ostrinski@sbcusd.com
- **Vicki Lee**, *Homeless Liaison*
909-880-4057, vicki.lee@sbcusd.com

III. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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
English-Language Arts	83%	88%	82%	37%	39%	39%	54%	56%	55%
Mathematics	84%	86%	83%	37%	39%	39%	49%	50%	50%
Science	88%	93%	80%	39%	44%	43%	57%	60%	59%
History-Social Science	65%	80%	66%	29%	32%	32%	48%	49%	49%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	39%	39%	43%	32%
All Students at the School	82%	83%	80%	66%
Male	82%	85%	89%	80%
Female	82%	81%	74%	56%
Black or African American	79%	72%	79%	63%
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	80%	83%	77%	65%
Native Hawaiian or Pacific Islander				
White	93%	92%	100%	79%
Two or More Races				
Socioeconomically Disadvantaged	80%	82%	77%	64%

English Learners				
Students with Disabilities				

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 Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	23.9%	22.9%	40.5%

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.

IV. Accountability

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page 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. 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2010	2011	2012
Statewide	10	10	10
Similar Schools	10	10	10

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-21	12	-22
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			

Hispanic or Latino	-23	10	-16
Native Hawaiian or Pacific Islander			
White	-6		
Two or More Races			
Socioeconomically Disadvantaged	-25	21	-27
English Learners	-49	18	-15
Students with Disabilities			

API Growth by Student Group – 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, district, and state level.

Group	2013 Growth API					
	# of Students	School	# of Students	District	# of Students	State
All Students at the School	562	917	34,816	729	4,655,989	790
Black or African American	58	891	4,562	686	296,463	708
American Indian or Alaska Native	3		205	711	30,394	743
Asian	14		583	841	406,527	906
Filipino	0		169	822	121,054	867
Hispanic or Latino	422	912	25,777	727	2,438,951	744
Native Hawaiian or Pacific Islander	3		174	723	25,351	774
White	56	961	2,819	795	1,200,127	853
Two or More Races	3		357	687	125,025	824
Socioeconomically Disadvantaged	490	912	32,822	723	2,774,640	743
English Learners	184	878	15,531	705	1,482,316	721
Students with Disabilities	9		3,726	564	527,476	615

Adequate Yearly Progress

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

- Participation rate on the state’s standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate – English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient – English-Language Arts	No	No
Met Percent Proficient – Mathematics	No	No

Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2013-14)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations Web page:

<http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		62
Percent of Schools Currently in Program Improvement		88.6%

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students	Grade Level	Number of Students
Grade 6	201	Ungraded Secondary	0
Grade 7	201	Total Enrollment	597
Grade 8	193		

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	11.1%	White	9.7%
American Indian or Alaska Native	0.5%	Two or More Races	0.7%
Asian	2.5%	Socioeconomically Disadvantaged	87.6%
Filipino	0.0%	English Learners	33.7%
Hispanic or Latino	74.5%	Students with Disabilities	1.0%
Native Hawaiian or Pacific Islander	0.5%		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13					
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.2	7	10	14	30.7	3	6	18	28.0	6	12	12
Mathematics	25.1	6	6	6	24.1	6	9	4	24.0	7	6	6
Science	32.8	0	5	7	33.3	1	0	11	33.0		4	8

Social Science	32.8	0	4	8	33.3	0	2	10	33.0		4	8
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*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.

School Safety Plan

Date of Last Review/Update: *August 8, 2013*

Date Last Reviewed with Faculty: *August 1, 2013*

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.

Suspensions and Expulsions

Rate*	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	4.7%	1.6%	3.5%	28.8%	21.4%	21.0%
Expulsions	0.0%	0.2%	0.0%	0.1%	0.1%	0.1%

*The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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

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 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 April 23, 2013, 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 2012-13 school year, the district budgeted \$2,014,186 for the deferred maintenance program. This represents 0.4% of the district's general fund.

Deferred Maintenance Projects

Work Scope	Cost
Replace HVAC pkg units in E & F wings	\$80,000
Replace (2) heaters in MU room	\$20,000

Modernization Projects

Work Scope	Construction Start	Construction End	Cost	Funding Source
Heating, ventilation, and air conditioning upgrades	Q2 2013	Q1 2014	\$1,360,822	Other

New Construction Projects

No new construction projects are scheduled for this school in the 2013-14 school year.

School Facility Good Repair Status (School Year 2013-14)

This table displays the results of SBCUSD's annual inspection on April 23, 2013. All repairs listed were completed by the end of May 2013.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			Check water heater flush valves
Interior: Interior Surfaces			X		Broken student chairs in B2, F5, T1, T3; secure bookcase in C1; carpet lifting in T1; touch up painting needed on wall in library
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			Exterior electrical outlet box cover missing for boys' locker room
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			Loose faucet in B6; stall doors hard to close in teachers' lounge women's RR
Safety: Fire Safety, Hazardous Materials		X			Exterior south fire alarm cover missing for T4
Structural: Structural Damage, Roofs		X			Ceiling tile damaged in B1 storage room, T2
External: Playground/School Grounds, Windows/ Doors/ Gates/Fences		X			Check signs for damage and/or graffiti; check gates and fences for damage and alignment issues; door stop needed on swing doors in back office; room # sign missing for B8; patch and paint exterior wall of kitchen; check lunch tables for repairs in MU room; hinge coming off door in D1; check portables emergency window screens and release handles in F wing
Overall Facility Rating		X			N/A

VII. Teachers

Teacher Credentials

Teacher	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	26	27	27	2,403
Without Full Credential	1	0	0	18
Teaching Outside Subject Area of Competence	0	0	0	6

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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 2012-13)

The Federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor’s degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	88.3%	11.7%
All Schools in District	94.9%	5.1%
High-Poverty Schools in District	94.9%	5.1%
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 25 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Counselor (Academic, Social/Behavioral, and Career Development)**	1.0	597.0
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (Paraprofessional)	0.0	
Psychologist	0.0	
Social Worker	0.4	
Nurse	0.2	
Speech/Language/Hearing Specialist	0.2	
Resource Specialist (non-teaching)	0.6	
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.

IX. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August 2013

Date of Sufficiency Hearing: September 13, 2013

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 a seven year cycle; however, due to the constraints of the California budget, the process and procedures for adopting instructional materials have been suspended until the 2013-14 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 2013 to prepare for the 2013-14 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	% of Students Lacking Own Assigned Copy
English/Language Arts	<i>Timeless Voices, Timeless Themes</i> Prentice Hall (2003)	0.0%
English Language Development-1, 2, and 3	<i>Edge</i> Hampton Brown (2007)	0.0%
English Language Development-Early Advanced and Advanced	<i>Edge</i> Hampton Brown (2007)	0.0%

Mathematics

The adoption process for the new mathematics texts at all secondary levels was completed in spring 2008. The textbooks are aligned to the math content standards. McMillan/McGraw Hill and Holt, Reinhart & Winston 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 materials from McMillan/McGraw Hill and Holt, Reinhart & Winston 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	% of Students Lacking Own Assigned Copy
6 th Grade Math	McMillan/McGraw Hill, <i>California Math, Grade 6,</i> (2008)	0.0%
7 th Grade Math	Holt, Reinhart & Winston, <i>Mathematics Course 2,</i> <i>Pre-Algebra</i> , CA Edition, (2008)	0.0%

Algebra Readiness	Holt, Reinhart & Winston, <i>Algebra Readiness</i> , CA Edition , (2008)	0.0%
Algebra	Holt, Reinhart & Winston, <i>Algebra 1</i> , CA Edition , (2008)	0.0%

Science

Middle school science textbooks were adopted in 2007. The textbooks are aligned to the science content standards. The textbooks adopted by San Bernardino City Unified School District also include multiple instructional strategies needed to teach science. 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	% of Students Lacking Own Assigned Copy
6th Grade Science	<i>Focus on Earth Science</i> Glencoe (2007)	0.0%
7th Grade Science	<i>Focus on Life Science</i> Glencoe (2007)	0.0%
8th Grade Science	<i>Focus on Physical Science</i> Glencoe (2007)	0.0%

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 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	% of Students Lacking Own Assigned Copy
6th Grade Social Studies	<i>World History: Ancient Civilizations</i> Houghton Mifflin (2006)	0.0%
7th Grade Social Studies	<i>World History: Medieval and Early Modern Times</i> McDougal Littell (2006)	0.0%
8th Grade Social Studies	<i>Creating America</i> McDougal Littell (2006)	0.0%

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
Art	<i>Art Talk</i> Glencoe McGraw-Hill (2002)
Music	<i>Music! Its Role and Importance in Our Lives</i> MacMillan/McGraw-Hill (2002)

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6,221	\$415	\$5,806	\$93,717
District			\$4,903	\$65,028
Percent Difference—School Site and District			18.4%	44.1%
State			\$5,537	\$69,704
Percent Difference—School Site and State			4.9%	34.4%

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

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
- Economic Impact Aid-State Compensatory Education (EIA/SCE)
- Economic Impact Aid-English Learner Program (EIA/LEP)
- School Improvement/Library Block Grant

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:

- 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 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 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 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 Educational Support Services, and related transportation costs are the responsibility of the parent or guardian.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,509	\$41,462
Mid-Range Teacher Salary	\$65,874	\$66,133
Highest Teacher Salary	\$81,447	\$85,735
Average Principal Salary (Elementary)	\$113,867	\$107,206
Average Principal Salary (Middle)	\$110,150	\$111,641
Average Principal Salary (High)	\$122,666	\$122,628
Superintendent Salary	\$195,160	\$225,176
Percent of Budget for Teacher Salaries	37%	38%
Percent of Budget for Administrative Salaries	5%	5%

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

XI. School Completion and Postsecondary Preparation

This section is not applicable to middle schools.

XII. Instructional Planning and Scheduling

Professional Development

The San Bernardino City Unified School District is committed to hiring the best staff available and to providing ongoing opportunities to support and increase professional practice for educators. 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 preparing to implement 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.