



# YVONNE HARMON ELEMENTARY SCHOOL

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## 2012-2013 School Accountability Report Card

*Published in 2013-2014*

### San Bernardino City Unified School District

777 North F St. • San Bernardino, CA 92410 • (909) 381-1100 • Dr. Dale Marsden, Superintendent • [dale.marsden@sbcusd.com](mailto:dale.marsden@sbcusd.com)

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

The primary mission of Harmon Elementary School is to provide, in conjunction with the education programs of Carmack and Kendall schools, instruction sufficient to develop self-esteem and the skills, knowledge, and understanding required

to promote personal and social development to the fullest extent of the individual's, potential regardless of handicapping condition.

### **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](mailto:marcelino.serna@sbcusd.com)
- **Emily Valdez**, *Parent Outreach Worker*  
909-880-4057, [emily.valdez@sbcusd.com](mailto:emily.valdez@sbcusd.com)
- **Talice Ostrinski**, *Homeless Facilitator*  
909-880-4057, [talice.ostrinski@sbcusd.com](mailto:talice.ostrinski@sbcusd.com)
- **Vicki Lee**, *Homeless Liaison*  
909-880-4057, [vicki.lee@sbcusd.com](mailto:vicki.lee@sbcusd.com)

### **III. Student Performance**

This section is not applicable for this school.

### **IV. Accountability**

This section is not applicable for this school.

## V. School Climate

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

| Grade Level  | Number of Students | Grade Level      | Number of Students |
|--------------|--------------------|------------------|--------------------|
| Kindergarten | 3                  | Grade 4          | 3                  |
| Grade 1      | 0                  | Grade 5          | 2                  |
| Grade 2      | 1                  | Grade 6          | 2                  |
| Grade 3      | 2                  | Total Enrollment | 13                 |

### Student Enrollment by Group (School Year 2012-13)

| Group                               | Percent of Total Enrollment | Group                           | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American           | 15.4%                       | White                           | 0.0%                        |
| American Indian or Alaska Native    | 0.0%                        | Two or More Races               | 0.0%                        |
| Asian                               | 0.0%                        | Socioeconomically Disadvantaged | 84.6%                       |
| Filipino                            | 0.0%                        | English Learners                | 46.2%                       |
| Hispanic or Latino                  | 76.9%                       | Students with Disabilities      | 100.0%                      |
| Native Hawaiian or Pacific Islander | 0.0%                        |                                 |                             |

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

| Grade Level | 2010-11         |                    |       |     | 2011-12         |                    |       |     | 2012-13         |                    |       |     |
|-------------|-----------------|--------------------|-------|-----|-----------------|--------------------|-------|-----|-----------------|--------------------|-------|-----|
|             | Avg. Class Size | Number of Classes* |       |     | Avg. Class Size | Number of Classes* |       |     | Avg. Class Size | Number of Classes* |       |     |
|             |                 | 1-20               | 21-32 | 33+ |                 | 1-20               | 21-32 | 33+ |                 | 1-20               | 21-32 | 33+ |
| K           | 10.0            | 1                  | 0     | 0   | 1.0             | 1                  | 0     | 0   | 3.0             | 1                  | 0     | 0   |
| 1           | 0.0             | 0                  | 0     | 0   | 0.0             | 0                  | 0     | 0   | 0.0             | 0                  | 0     | 0   |
| 2           | 0.0             | 0                  | 0     | 0   | 0.0             | 0                  | 0     | 0   | 1.0             | 1                  | 0     | 0   |
| 3           | 10.0            | 1                  | 0     | 0   | 0.0             | 0                  | 0     | 0   | 2.0             | 1                  | 0     | 0   |
| 4           | 0.0             | 0                  | 0     | 0   | 0.0             | 0                  | 0     | 0   | 2.0             | 1                  | 0     | 0   |
| 5           | 0.0             | 0                  | 0     | 0   | 0.0             | 0                  | 0     | 0   | 3.0             | 1                  | 0     | 0   |
| 6           | 0.0             | 0                  | 0     | 0   | 0.0             | 0                  | 0     | 0   | 2.0             | 1                  | 0     | 0   |

\*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: *December 10, 2013*

Date Last Reviewed with Faculty: *December 12, 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 |
| <b>Suspensions</b> | 0.0%    | 0.0%    | 0.0%    | 28.8%    | 21.4%   | 21.0%   |
| <b>Expulsions</b>  | 0.0%    | 0.0%    | 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

Built in 1976, Yvonne Harmon Elementary School has 10 classrooms and an administration office. 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, aides, teachers, and administrators supervise the school grounds including the cafeteria, quad area, and athletic fields. Signs are posted throughout the campus to indicate all visitors must report to and register in the administration office. All staff and visitors wear appropriate identifying badges.

#### Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. The District's Quality Control Technicians are proactive and conduct inspections at school sites on a continual basis. Also, the district staff at each site reports safety issues as they arise. Maintenance and Operations make necessary repairs to keep the schools in good repair and working order. A work order process is used to ensure efficient service and emergency repairs are given the highest priority and work orders are completed in a timely manner. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order, and as of March 15, 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

No deferred maintenance projects are scheduled for this school in the 2013-14 school year.

### Modernization Projects

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

### 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 March 15, 2013. All repairs listed were completed March 15, 2013.

| System Inspected                                                 | Repair Status |      |      |      | Repair Needed and Action Taken or Planned                                                                                                                  |
|------------------------------------------------------------------|---------------|------|------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                  | Exemplary     | Good | Fair | Poor |                                                                                                                                                            |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                |               | X    |      |      | Check site water heater flush valves                                                                                                                       |
| <b>Interior:</b> Interior Surfaces                               |               | X    |      |      | Secure cabinet or cubby in break room, room 7; refrigerator handle hits wall; cracked floor tile in pool area; hole in wall tile in room 3 girls' RR       |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation |               | X    |      |      |                                                                                                                                                            |
| <b>Electrical:</b> Electrical                                    |               | X    |      |      | Repair NE corner conduit poles; N exterior night light missing cover; light out in pool area girls' RR, room 7 girls' RR; faucet leaks in room 6 girls' RR |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains           |               | X    |      |      | Sink leaks in room 1 boys' RR; hot water pressure too low in room 7; broken soap dispenser in room 7 boys' RR                                              |
| <b>Safety:</b> Fire Safety, Hazardous Materials                  |               | X    |      |      |                                                                                                                                                            |
| <b>Structural:</b> Structural Damage, Roofs                      |               | X    |      |      |                                                                                                                                                            |

|                                                                                     |   |   |  |  |                                                                                                                                                                            |
|-------------------------------------------------------------------------------------|---|---|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>External:</b> Playground/<br>School Grounds,<br>Windows/ Doors/ Gates/<br>Fences |   | X |  |  | Repair gates/fences of damages or alignment issues; repair signs of damage and/or graffiti; hole in ground E of jungle gym; chipped paint on door in break room women's RR |
| <b>Overall Facility Rating</b>                                                      | X |   |  |  | N/A                                                                                                                                                                        |

## VII. Teachers

### Teacher Credentials

| Teacher                                            | School  |         |         | District |
|----------------------------------------------------|---------|---------|---------|----------|
|                                                    | 2010-11 | 2011-12 | 2012-13 | 2012-13  |
| <b>With Full Credential</b>                        | N/A     | N/A     | N/A     | 2,403    |
| <b>Without Full Credential</b>                     | N/A     | N/A     | N/A     | 18       |
| <b>Teaching Outside Subject Area of Competence</b> | 0       | 0       | 0       | 6        |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                             | 2011-12 | 2012-13 | 2013-14 |
|-------------------------------------------------------|---------|---------|---------|
| <b>Misassignments of Teachers of English Learners</b> | 0       | 0       | 0       |
| <b>Total Teacher Misassignments</b>                   | 0       | 0       | 0       |
| <b>Vacant Teacher Positions</b>                       | 0       | 1       | 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 |
| <b>This School</b>                      | N/A                                          | N/A                                     |
| <b>All Schools in District</b>          | 94.9%                                        | 5.1%                                    |
| <b>High-Poverty Schools in District</b> | 94.9%                                        | 5.1%                                    |
| <b>Low-Poverty Schools in District</b>  | N/A                                          | N/A                                     |

*Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 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)** | 0.0                               | 0.0                                               |
| Library Media Teacher (Librarian)                                 | 0.0                               |                                                   |
| Library Media Services Staff (Paraprofessional)                   | 0.0                               |                                                   |
| Psychologist                                                      | 0.4                               |                                                   |
| Social Worker                                                     | 0.0                               |                                                   |
| Nurse                                                             | 0.3                               |                                                   |
| Speech/Language/Hearing Specialist                                | 0.2                               |                                                   |
| Resource Specialist (non-teaching)                                | 0.0                               |                                                   |
| 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

Students at this school participate in the BASICS curriculum in lieu of the standard academic program offered at regular education schools. The BASICS curriculum is standards-based and focuses on five domains--functional academics, domestic, community, vocational, and recreation and leisure. The BASICS curriculum integrates the four core areas of English language arts, mathematics, science, and social studies throughout the five domains and is designed to help students develop independence as adults. Instructional materials for the BASICS curriculum were adopted by the San Bernardino City Unified School District Board of Education and were selected from the State adopted list of materials. These materials are standards-based and rigorously reviewed to assure they will meet the unique needs of special education students in the San Bernardino City Unified School District. Sufficient instructional materials have been purchased for students to use in class, and additional materials are purchased for student home use as specified by student IEPs.

| Core Curriculum Area   | Textbooks and Instructional Materials                                                                                                                                                                                                                                                                                                                                                                   | % of Students Lacking Instructional Materials |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| Reading/Language Arts  | <u>Attainment Company</u> : <i>Early Literacy Skills Builder</i><br><u>PCI Education</u> : <i>Edmark Functional Words Series</i><br><u>Educator's Publishing Service</u> : <i>Starting Comprehension K-2</i><br><u>Achievement Products</u> : <i>Handwriting Without Tears</i><br><u>Lakeshore</u> : Manipulative kits developed for each grade (CAPA) level<br><u>Attainment</u> - Life Skills Readers | 0.0%                                          |
| Mathematics            | <u>Innovative Learning Concepts</u> : <i>Touch Math</i> and <i>Touch Money</i><br><u>PCI Education</u> : <i>Basic Picture Math, Time Families, Money Math, Shopping Math, and Basic Menu Math Program</i><br><u>Lakeshore</u> : Manipulative kits developed for each grade (CAPA) level                                                                                                                 | 0.0%                                          |
| Science                | <u>PCI Education</u> : <i>Easy Earth &amp; Space Science Series, Easy Life Science, and Easy Physical Science</i><br><u>Attainment Company</u> : <i>Exploring Science Through Symbols and Words</i><br><u>Lakeshore</u> : Manipulative kits developed for each grade (CAPA) level                                                                                                                       | 0.0%                                          |
| Life and Social Skills | <u>PCI Education</u> : <i>Look 'n Cook, Step Wise Cookbooks, Picture Directions: Step by Step Activities, Cooking to Learn, Survival Signs, and Model Me Kids</i><br><u>Mayer-Johnson</u> : <i>Social Skills Stories</i><br><u>Future Horizons</u> : <i>The Social Skills Picture Book</i>                                                                                                              | 0.0%                                          |

## 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 | \$42,531                     | \$3,067                                           | \$39,463                                     | \$24,413               |
| District    |                              |                                                   | \$4,903                                      | \$65,028               |



|                                                    |  |         |          |
|----------------------------------------------------|--|---------|----------|
| <b>Percent Difference—School Site and District</b> |  | 704.9%  | -62.4%   |
| <b>State</b>                                       |  | \$5,537 | \$69,704 |
| <b>Percent Difference—School Site and State</b>    |  | 612.7%  | -65.0%   |

**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 special education 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.