ARROYO VALLEY HIGH 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

It is the mission of Arroyo Valley High School to provide each student with a safe, secure, challenging, and nurturing learning environment, rich in the arts, which will empower each student to become responsible, productive citizens with the necessary knowledge to find success in a highly competitive, technical, and multicultural society.

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

| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding state standards) | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	30%	34%	36%	37%	39%	39%	54%	56%	55%
Mathematics	11%	11%	12%	37%	39%	39%	49%	50%	50%
Science	34%	46%	38%	39%	44%	43%	57%	60%	59%
History-Social Science	31%	34%	32%	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

| | Percent of Students Scoring at Proficient or Advanced | | | |
Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	39%	39%	43%	32%
All Students at the School	36%	12%	38%	32%
Male	33%	13%	38%	36%
Female	38%	12%	38%	29%
Black or African American	33%	6%	32%	29%
American Indian or Alaska Native				
Asian	48%	35%		59%
Filipino				
Hispanic or Latino	36%	13%	38%	32%
Native Hawaiian or Pacific Islander				
White	40%	18%	43%	24%
Two or More Races	41%	5%		
Socioeconomically Disadvantaged	36%	13%	38%	32%
English Learners	6%	3%	7%	6%
Students with Disabilities	19%	12%	31%	7%

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 High School Exit Examination
The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

CAHSEE Results by Performance Level for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	40%	38%	41%	42%	39%	42%	59%	56%	57%
Mathematics	36%	42%	41%	39%	43%	47%	56%	58%	60%

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.

CAHSEE Grade Ten Results by Student Groups – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	59%	20%	21%	54%	32%	14%
All Students at the School	59%	20%	21%	59%	29%	12%
Male	65%	22%	13%	62%	26%	12%
Female	54%	19%	28%	55%	32%	13%
Black or African American	66%	19%	16%	77%	17%	6%
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	58%	20%	22%	56%	31%	13%
Native Hawaiian or Pacific Islander						
White	38%	38%	25%	69%	13%	19%
Two or More Races	69%	23%	8%	69%	23%	8%
Socioeconomically Disadvantaged	59%	20%	21%	58%	29%	13%
English Learners	95%	5%	0%	89%	10%	1%
Student with Disabilities	98%	2%	0%	92%	8%	0%

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
9	31.7%	22.3%	26.2%

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	2	7	
Similar Schools	7	6	

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-2		B
Black or African American	-5		
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	1		
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-3		
English Learners	6		
Students with Disabilities	8		

Note: "B" means the school did not have a valid API Base and there is no Growth or target information.

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	1,794	687	34,816	729	4,655,989	790
Black or African American	176	631	4,562	686	296,463	708
American Indian or Alaska Native	5		205	711	30,394	743
Asian	26	788	583	841	406,527	906
Filipino	1		169	822	121,054	867
Hispanic or Latino	1,519	693	25,777	727	2,438,951	744
Native Hawaiian or Pacific Islander	12	590	174	723	25,351	774
White	43	688	2,819	795	1,200,127	853
Two or More Races	3		357	687	125,025	824
Socioeconomically Disadvantaged	1,758	686	32,822	723	2,774,640	743
English Learners	925	640	15,531	705	1,482,316	721
Students with Disabilities	176	461	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	No	Yes
Met Graduation Rate	Yes	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	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 5	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 9	707	Grade 12	524
Grade 10	746	Ungraded Secondary	0
Grade 11	613	Total Enrollment	2,596

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	10.5%	**White**	2.9%
American Indian or Alaska Native	0.2%	**Two or More Races**	0.1%
Asian	1.4%	**Socioeconomically Disadvantaged**	97.5%
Filipino	0.0%	**English Learners**	49.5%
Hispanic or Latino	83.4%	**Students with Disabilities**	11.1%
Native Hawaiian or Pacific Islander	0.5%		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11 Avg. Class Size	2010-11 Number of Classes* 1-22	23-32	33+	2011-12 Avg. Class Size	2011-12 Number of Classes* 1-22	23-32	33+	2012-13 Avg. Class Size	2012-13 Number of Classes* 1-22	23-32	33+
English	27.3	36	38	41	28.1	25	27	49	26.0	34	37	33
Mathematics	29.8	22	27	52	30.2	17	24	52	30.0	18	22	45
Science	30.0	9	30	41	29.9	15	28	47	28.0	20	29	37
Social Science	30.8	17	17	40	31.7	12	12	51	30.0	16	23	36

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: *July 1, 2013*
Date Last Reviewed with Faculty: *August 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
Suspensions	32.0%	40.2%	27.7%	28.8%	21.4%	21.0%
Expulsions	0.2%	0.1%	0.2%	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
Arroyo Valley High School has 126 classrooms, a library, an auditorium, a multipurpose room, and an administration office. The campus was built in 2000, and 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 August 28, 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 floor covering in Infant Toddler; D001, 012, 101, 102, 103, 104, 105, 106, 108, 109, 110, 111	$29,500
Replace floor covering inPrincipal, Reception, A110, 111, 113, 114, 204, 205, 212, 213, 216, 217, 218, 219	$36,000
Resurface gym floor and upstairs dance floor	$7,500

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 April 18, 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 valve in Admin, F wing, N wing, kitchen, I wing, C wing, D wing, E wing, H wing
Interior: Interior Surfaces			X		Repair desk locks in Admin; secure bookcases/cabinets in counselors' office, girls locker room, F002, F003, F011, F106, F201, F202, N101, N106, N109, N107, G106, C105, C201, C203; paint chipped/peeling in career center; cracked chair in upstairs dance room; repair damaged lockers in boys' locker room; graffiti in boys' locker room RR, N205, C103, K wing men's RR; touch up wall paint in theater foyer, F209, B029; snagged/ rippled carpet in F103, F202, F207; patch/paint in F201, F205, C209; file cabinet lock not working in F201, C201, D106; workstation needs

	███			baseboard in I201, I101, C202; repair/ replace cabinet door handle in I101, C106, C206, D106; replace corner guard in C102; wall fabric peeling in C103; hole in floor tile in C104
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	███	X		
Electrical: Electrical	███	X		Lights out in principal conf room, E103; exterior night light needs cover outside gym hall of fame; repair electrical boxes in gym; replace ballasts in gym girls' RR; exposed TV wires in N106; light cover cracked in N210, H103
Restrooms/Fountains: Restrooms, Sinks/ Fountains	███		X	Fountain clogged at NW baseball field, N wing downstairs, D wing near boys' RR; fountain has no water at baseball field E of K wing, gym main court; faucets loose in Admin hallway, principal conf room, boys' locker room RR, N wing boys' RR, I202, I102, I101, C108, C106, C105, C101, C102, C103, C202, C203, C209, C206, D wing boys' RR, E wing girls' RR, H105; loose toilet seat in Admin Men's RR, theater women's RR, D012 S RR, E wing girls' RR, E020 N RR, E020 S RR, preschool boys' RR, preschool girls' RR; toilet leaks in gym girls' RR, N wing girls' RR, C011 W RR; repair/ replace soap dispenser in boys' locker room RR, MU room boys' RR; shower leaking in boys' locker room RR; urinal covers cracked in N wing boys' RR; sink has no water in N wing girls' RR, K wing men's RR; toilet loose in D wing boys' RR; hand dryer missing push button coil in D wing boys' RR; hand dryer not working in E wing girls' RR; faucets missing push button caps in E wing girls' RR; TP dispenser broken in K wing men's RR
Safety: Fire Safety, Hazardous Materials	███	X		Fire extinguisher box cover door loose in gym; install fire extinguisher decal in G202
Structural: Structural Damage, Roofs	███	X		Damaged/missing ceiling tile in upstairs dance room, F105, I104, C106, C102, D106
External: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	███	X		NW baseball field backstop board has sharp edges; door handle loose in upstairs staff RR; paint handrails near gym hall of fame, theater stage area; cracked door window in theater; check/ adjust door closer in N103, N210, E111; replace door stop in N209; replace door kickdown in kitchen; check lunch tables for repairs in MU room; touch up paint on door in C105; replace kickdown rubber tip in E wing girls' RR; replace door handle bumper in E101, H018
Overall Facility Rating		X		N/A

San Bernardino County Superintendent of Schools (SBCSS) Williams Inspection Results (School Year 2013-14)
On an annual basis, representatives from SBCSS conduct Williams visits to school ranked in deciles 1-3 (currently based on the 2012 Academic Performance Index) in San Bernardino County. Visitation requirements include a facilities inspection that is designed to evaluate the school facility's "good repair" status as well as a School Accountability Report Card review in order to validate that the visit findings from the previous year, as well as any remedial action taken or planned, are accurately reported in the School Accountability Report Card.

This table displays the results of the SBCSS Williams Team annual inspection on August 28, 2013. All repairs listed were completed by the end of September 2013.

Item Inspected	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	**Extreme deficiency**: A building AC not working (work order #900447681)
Interior: Interior Surfaces	**Good repair deficiencies**: floor tiles damaged/ loose in kitchen (work order #11398184) and girls hall of fame RR
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	**Good repair deficiencies**: evidence of ants in C101, C102; gopher holes, trip hazards in sports fields and surrounding areas; unsecured cabinet/ shelving in G104, G103; flooring excessively dirty/stained in G104, cafeteria, cafeteria control room, G103, counselor offices, gym upstairs dance studio; unabated graffiti in JV baseball field, varsity baseball field, basketball courts, cafeteria, G103, home and visitor football bleachers, gym, gym upstairs dance studio, J building, K building, library, boys' locker room, cafeteria boys' RR, D wing boys' RR, hall of fame boys' RR, sports fields and surrounding areas; accumulated refuse in basketball courts, parking lot, sports fields and surrounding areas; cluttered classroom or storeroom in G106, admin building data/voice room; unsecured items stored too high in G103, kitchen, pool area; graffiti etched in windows/ tiles in J building, K building, D wing boys' RR, hall of fame snack bar I
Electrical: Electrical	**Good repair deficiencies**: improper use of extension cords or extension/ electrical cord trip hazard in G103; electrical outlet/ junction box covers or light switch covers damaged/ missing in football bleachers home side
Restrooms/Fountains: Restrooms, Sinks/ Fountains	**Good repair deficiencies**: classroom sink paper towel dispenser empty in G104, snack bar I – hall of fame; sink/ fountain not working properly in gym; sink/ fountain fixture loose in I202; shower not working in girls locker room; toilet damaged, broken, or clogged in E wing girls' RR; soap dispensers empty in football visitor side girls' RR; soap dispensers damaged, broken or missing in girls' hall of fame RR
Safety: Fire Safety, Hazardous Materials	**Good repair deficiencies**: paint peeling/ chipping/ cracking in basketball courts; elevator/ wheel chair lift permit not current in admin wing, performing arts, band room, cafeteria; fire extinguisher missing in training room; elevator/ wheel chair lift not functioning in performing arts
Structural: Structural Damage, Roofs	No deficiencies were noted
External: Playground/School Grounds, Windows/Doors/Gates/Fences	**Good repair deficiencies**: C building fence has damaged or missing posts/ crossbars/ top rail (work order #11397034); locks and other security hardware not functioning properly in G106, G103; doors or door jambs broken/ damaged in football sound booth home side; overgrown vegetation poses trip hazard in varsity baseball field, softball field; sprinkler/ covers missing, broken, and /or damaged in football bleachers visitor side (work order #11399050); seating and tables broken, damaged or deteriorating in quad eating area (work order #900448304)

VII. Teachers

Teacher Credentials

Teacher	School			District
	2010-11	**2011-12**	**2012-13**	**2012-13**
With Full Credential	135	133	126	2,403
Without Full Credential	2	1	0	18
Teaching Outside Subject Area of Competence	3	0	1	6

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	2	3	4
Total Teacher Misassignments	3	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	95.7%	4.3%
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)**	10.0	259.6
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (Paraprofessional)	0.0	
Psychologist	1.0	
Social Worker	1.0	

Nurse	0.3	
Speech/Language/Hearing Specialist	0.1	
Resource Specialist (non-teaching)	6.0	
Other	2.0	

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

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

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*

High 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	*Timeless Voices, Timeless Themes* Prentice Hall (2003)	0.0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	% of Students Lacking Own Assigned Copy
English Language Development-1, 2, and 3	*Edge* Hampton Brown (2007)	0.0%
English Language Development-Early Advanced and Advanced	*Edge* Hampton Brown (2007)	0.0%

Mathematics

High school math textbooks were adopted in 2008. The textbooks are aligned to the math content standards. Holt, Reinhart & Winston, College Preparatory Mathematics, Glencoe/ McGraw Hill, Prentice Hall, Consortium for the Foundation of Mathematics and W.H. Freeman and Company 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 Holt 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
Algebra 1	*Algebra 1, CA Edition* Holt, Reinhart & Winston (2008)	0.0%
Algebraic Standards 1 and 2	*Algebra 1, CA Edition* Holt, Reinhart & Winston (2008) *Algebra Connections, CA Edition* College Preparatory Mathematics (2008)	0.0%
Algebra 2	*Algebra 2: CA Edition* Holt, Reinhart & Winston (2008) *Algebra 2 Connections, Version 3* University of California (2008)	0.0%
Calculus AP	*Calculus: Graphical, Numerical, Algebraic*, 3rd Ed. Prentice Hall (2008) *Calculus, Version 3.0* College Preparatory Mathematics (2008)	0.0%
Geometry, Geometric Standards 1, and Geometric Standards 2	*Geometry, CA Edition* Holt, Reinhart & Winston (2008)	0.0%
Integrated Math	*Mathematics in Action: Algebraic, Graphical & Trigonometric Problem Solving, 3rd Ed.* Consortium for Foundation Mathematics (2008)	0.0%
Statistics	*The Basic Practice of Statistics, 4th Ed.* W.H. Freeman and Company (2008)	0.0%
Statistics AP	*Introduction to Statistics & Data Analysis* Duxbury Press (2008) *The Practice of Statistics, 3rd Ed.* W.H. Freeman (2008)	0.0%

| Trigonometry/Precalculus | *Advanced Mathematical Concepts: Pre-Calculus with Applications*
Glencoe/McGraw Hill (2008)

Precalculus with Trigonometry, Version 5
College Preparatory Mathematics (2008) | 0.0% |

Science

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	% of Students Lacking Own Assigned Copy
Physical Science	*Science Spectrum: Physical Science, CA Edition* Holt, Rinehart, and Winston (2007)	0.0%
Biology 1	*Biology, CA Edition* McDougal Littell (2007)	0.0%
Biology 2AP and IB	*Biology, AP Edition, 7th Ed.* Pearson (2007) *AP Test Prep Workbook* (2007)	0.0%
Chemistry 1	*Chemistry, CA Edition* Pearson-Prentice Hall (2007)	0.0%
Chemistry 2AP	*Chemistry & Chemical Reactivity, 6th Ed.* Thomson Learning/Cengage (2007)	0.0%
Chemistry 2IB	*Chemistry, AP Edition, 7th Ed.* Houghton Mifflin (2007)	0.0%
Environmental Science	*Environmental Science* Holt, Rinehart, & Winston (2007)	0.0%
Environmental Science AP	*Living in the Environment, 15th Ed.* Brooks/Cole (2007)	0.0%
Health Science	*Health, 8th Ed.* Glencoe/McGraw Hill (2004)	0.0%
Physics	*Conceptual Physics, 10th Ed.* Pearson (2007) *Practicing Physics Workbook* Pearson (2007)	0.0%
Physics AP and IB	*Physics: Algebra/Trig* Brooks/Cole (2007)	0.0%

	Essentials of Anatomy & Physiology, 4th Ed.	
Physiology	*Essentials of Anatomy & Physiology, 4th Ed.* Pearson (2007) *Laboratory Investigations in Anatomy & Physiology* Pearson (2007) *Essentials of Human Anatomy and Physiology Laboratory Manual* Pearson (2007)	0.0%
Science Laboratory Equipment (grades 9-12)	Sufficient appropriate laboratory equipment is available in all science classrooms.	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 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	% of Students Lacking Own Assigned Copy
9th Grade: World Geography	*World Geography* McDougall Littell (2006)	0.0%
10th Grade: World History	*World History: Modern Times, CA Edition* Glencoe/McGraw-Hill (2006)	0.0%
11th Grade United States History	*The American Vision: Modern Times* Glencoe/McGraw-Hill (2006)	0.0%
12th Grade: US Government	*United States Government: Democracy in Action* Glencoe/McGraw-Hill (2006)	0.0%
12th Grade: Economics	*Economics Today and Tomorrow* Glencoe/McGraw-Hill (2006)	0.0%
Psychology	*Psychology Principles in Practice* Holt Rhinehart Winston (2006)	0.0%

Foreign Language

Foreign Language textbooks were adopted between 2000 and 2003. The textbooks provide the opportunity for students to develop increasing levels of fluency in another language. The textbooks utilize a variety of strategies to encourage learning of the structures, grammar and vocabulary of the language while providing cultural awareness of the native speakers.

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
Spanish 1, 1H	*En Español 1* McDougal Littell (2002)	0.0%
Spanish 2, 2H	*En Español 2* McDougal Littell (2002)	0.0%

Spanish 3, 3H	*En Español 3* McDougal Littell (2002)	0.0%
Spanish 4AP	*Abriendo Paso-Lectura & Grammatica* Prentice Hall (2002)	0.0%
Spanish 5AP	*Abriendo Puertas I & II* McDougal Lilttell (2002)	0.0%
Spanish 4IB, 5IB	*Galeria de Arte y Vida* Glencoe (2002) *Abriendo Puertas I* McDougal Littell (2002)	0.0%
Spanish for Native Speakers 1	*Tu Mundo* McDougal Littell (2002) *Encuentros Maravillosos* Prentice Hall (2002)	0.0%
Spanish for Native Speakers 2	*Abriendo Puertas I* McDougal Littell (2002) *Nuestro Mundo* McDougal Littell (2002)	0.0%
French 1, 1H	*Bon Voyage! Level 1* Glencoe (2002)	0.0%
French 2, 2H	*Bon Voyage! Level 2* Glencoe (2002)	0.0%
French 3, 3H	*Bon Voyage! Level 3* Glencoe (2002)	0.0%
German 1	*Komm Mit! Level 1* Holt (2002)	0.0%
German 2	*Komm Mit! Level 2* Holt (2002)	0.0%
German 3	*Komm Mit! Level 3* Holt (2002)	0.0%
German 4AP	*German in Review, 3rd Ed.* Heinle (2002)	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
Visual Art	*Art Talk* Glencoe/McGraw-Hill (2002)
Theater	*The Stage and the School* Glencoe/McGraw-Hill (2002)
Music	*Music! Its Role and Importance in Our Lives* Glencoe/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	$5,676	$1,333	$4,343	$75,401
District			$4,903	$65,028
Percent Difference–School Site and District			-11.4%	16.0%
State			$5,537	$69,704
Percent Difference–School Site and State			-21.6%	8.2%

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

Admission Requirements for California's Public Universities

University of California
Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at http://www.universityofcalifornia.edu/admissions/.

California State University
Eligibility for admission to the California State University (CSU) is determined by three factors:
- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at http://www.calstate.edu/admission/admission.shtml.

Dropout Rate and Graduation Rate

	School			District			State		
Indicator	**2009-10**	**2010-11**	**2011-12**	**2009-10**	**2010-11**	**2011-12**	**2009-10**	**2010-11**	**2011-12**
Dropout Rate (1-year)	21.4	17.4	13.8	27.6	22.0	15.4	16.6	14.7	13.1
Graduation Rate	71.5	75.0	80.8	62.2	66.8	73.5	74.7	77.1	78.7

Completion of High School Graduation Requirements
This table displays, by student group, the number of students who began the 2011–12 school year in grade twelve and met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note that data for the graduating class of 2012 was included in last year's SARC. However, due to recent changes in SARC graduation reporting requirements, numbers for the graduating class of 2012 are being included in this year's SARC again in a different format.

	Graduating Class of 2012		
Group	**School**	**District**	**State**
All Students	516	3,133	418,598
Black or African American	69	462	28,078
American Indian or Alaska Native	2	15	3,123
Asian	17	84	41,700
Filipino	1	13	12,745
Hispanic or Latino	408	2,144	193,516
Native Hawaiian or Pacific Islander	0	16	2,585
White	18	361	127,801
Two or More Races	0	4	6,790
Socioeconomically Disadvantaged	482	2,731	217,915
English Learners	229	1,041	93,297
Students with Disabilities	41	277	31,683

Career Technical Education Programs (School Year 2012-13)

As a contributing partner in the development of the region's workforce, the San Bernardino City Unified School District offers a wide variety of high quality CTE and ROP courses in 13 of the 15 industry sectors identified by the State of California. Each CTE/ROP course addresses the current job market and is part of a sequence of courses that form Programs of Study (Career Pathways) that link high school and post-secondary programs. The course curriculum is rigorous, relevant, and aligned to the *California Department of Education Career Technical Education Model Curriculum Standards.* In addition, many courses include an internship component offering the benefits of authentic application of knowledge and skills in a real world setting.

	Number of SBCUSD Sections	
California Industry Sectors	**CTE**	**ROP**
Agriculture and Natural Resources	1	0
Arts, Media, and Entertainment	6	0
Building Trades and Construction	5	12
Business and Finance	2	0
Education, Child Development, and Family Services	5	9
Engineering and Architecture	3	5
Health Science and Medical Technology	4	30
Hospitality, Tourism, and Recreation	5	10
Information and Communication Technologies	46	24
Manufacturing and Product Development	8	13
Marketing, Sales, and Service	10	11
Public Services	5	0
Transportation	20	0

Program goals focus on increasing the number of students completing high school, passing the CAHSEE, entering post-secondary, successfully entering the workforce, and thus becoming a viable, contributing member of the community and society at large. Program effectiveness is measured by certification, data analysis and post-secondary surveys to assess student achievement and post-secondary success.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	744
Percent of pupils completing a CTE program and earning a high school diploma	88.1%
Percent of the CTE courses sequenced between the school and institutions of postsecondary education	100.0%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	71.8%
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	23.3%

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	0	
English	2	
Fine and Performing Arts	0	
Foreign Language	8	
Mathematics	3	
Science	4	
Social Science	2	
All courses	19	3.2%

Where there are student course enrollments.

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.