MIDDLE COLLEGE HIGH SCHOOL

701 S. Mt. Vernon Avenue • San Bernardino, CA 92410 • 909-824-3218 • Bette Vest, Principal

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

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

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

I. About This School

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

Middle College High School offers high school students who are not currently meeting their full potential with an opportunity to achieve their academic and career goals through a program providing high school classes combined with college classes in a challenging, supportive, and motivating college setting. The goals of Middle College High School are: Improved attendance, Improved Grade Point Average (GPA), Higher number of graduates going on to higher education, Students to take responsibility academically and socially, Provide support to all students to succeed through the AVID Program.

Opportunities for Parental Involvement
This section provides information about opportunities for parents to become involved with school activities.

Each school provides multiple options for parents to participate in the educational process. Opportunities vary from site to site but include parent centers, parent education programs, Parent Teacher Association (PTA), School Site Council (SSC), School Advisory Committee (SAC), English Learners Advisory Committee (ELAC), Gifted and Talented Education (GATE) Advisory Committee, homework hotlines, auto-callers, parent conferences, family curricular theme nights, parent training and education, classroom and playground volunteers, and leadership opportunities for parents. For more information about these and other opportunities, please contact the school.

At the district level, parents can participate in the District Advisory Committee (DAC), District English Learners Advisory Committee (DELAC), African American Parent Advisory Council (AAPAC), and a variety of short-term, solution-oriented focus groups and advisory committees. Additionally, a Family Resource Center is available from the hours of 8:00 AM - 4:30 PM. Goals of the Family Resource Center include increased home/school communication, increased access to district-level parent and family training opportunities, and increased access to family involvement resources for district schools.

Parent Outreach Contacts:
- **Family Resource Center**
  1525 W. Highland Ave.
  San Bernardino, California 92411
  909-880-4057
  Hours: 8:00 AM - 4:30 PM, M-F

- **Marcelino Serna**, *Parent/Family Involvement Officer*
  909-880-4057, marcelino.serna@sbcusd.com

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

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

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

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

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

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

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

Grade Level	Number of Students	Grade Level	Number of Students
Grade 9	23	Grade 12	48
Grade 10	51	Ungraded Secondary	0
Grade 11	60	Total Enrollment	182

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	16.5	White (not Hispanic)	17.0
American Indian or Alaska Native	0.0	Multiple or No Response	0.0
Asian	1.1	Socioeconomically Disadvantaged	68.0
Filipino	0.0	English Learners	10.0
Hispanic or Latino	65.4	Students with Disabilities	0.0
Pacific Islander	0.0		

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

Subject	2004-05 Avg. Class Size	Number of Classrooms 1-22	23-32	33+	2005-06 Avg. Class Size	Number of Classrooms 1-22	23-32	33+	2006-07 Avg. Class Size	Number of Classrooms 1-22	23-32	33+
English	23.1	3	4	1	25.6	4	1	3	21.9	3	6	
Mathematics	23.7	2	4		24.4	2	4	1	27.3	1	4	1
Science	23.8	3	2		23.2	3	3		22.3	3	1	
Social Science	26.5	1	2	1	23.3	2	2		25.3	1	1	1

II. School Climate

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

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

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

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	1.2%	1.6%	3.8%	22.2%	22.5%	22.7%
Expulsions	0.0%	0.0%	0.0%	0.3%	0.2%	0.2%

III. School Facilities

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

General
The District takes great effort to ensure that all schools are clean, safe, and functional. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with an appropriate learning environment.

Age of School Buildings
Middle College High School classes are held in a variety of re-locatable classrooms on the San Bernardino Valley College (SBVC) campus. Students and staff have access to all of Valley College's amenities, such as the library, theater, exercise room, administrative offices, campus center, mail room, conference rooms, labs, television station, and radio station. The campus' first buildings were constructed in 1927, and additional buildings were added through the 1970s. Major renovations were begun in 2001 and are expected to continue through 2015. The facility strongly supports teaching and learning through its ample classroom space, supplemental resources, and inherent connections to higher education.

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. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order, and as of September 20, 2007, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

Cleaning Process and Schedule
The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget
The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school Districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2006-07 school year, the District budgeted $3,780,120 for the deferred maintenance program. This represents 0.65% of the District's general fund budget.

Deferred Maintenance Projects
For the 2006-2007 school year, no deferred maintenance projects were approved by the governing board for this school. The District's complete deferred maintenance plan is available at the District office.

School Facility Good Repair Status
This school was not inspected during the 2006-2007 school year.

IV. Teachers

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

	School			District
Teacher	2004-05	2005-06	2006-07	2006-07
With Full Credential	8	7	7	2381
Without Full Credential	0	0	0	161
Teaching Outside Subject Area of Competence	N/A	0	0	N/A

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

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	5	0	3
Total Teacher Misassignments	5	0	3
Vacant Teacher Positions	0	0	0

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

	Percent of Classes in Core Academic Subjects	
Location of Classes	Taught by NCLB-Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.2	0.8
High-Poverty Schools in District	99.6	0.4
Low-Poverty Schools in District	N/A	N/A

V. Support Staff

Academic Counselors and Other Support Staff
This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	182.0
Library Media Teacher (Librarian)	0.0	
Library Media Services Staff (paraprofessional)	0.0	
Psychologist		
Social Worker		
Nurse		
Speech/Language Hearing Specialist		
Resource Specialist (non-teaching)		
Other		

VI. Curriculum and Instructional Materials

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

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 *High Point* for the English Language Development and the Special Education program. Each unit is aligned to the Reading/Language Arts Framework content standards. Units are structured using a pre-teach, teach, assess, and extend model.   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. Supplementary consumable workbooks are replaced annually to meet the needs of each school. The District's reading intervention program includes the use of Scholastic's *READ 180* for students needing support with vocabulary, comprehension and reading fluency. An inventory is completed for each classroom and reported to the principal. This inventory was completed in March/April of the 2007 school year to prepare for the 2007-08 school year.

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
English/Language Arts	*Timeless Voices, Timeless Themes* Prentice Hall (2003)	0.0%
English Language Development-1, 2, and 3	*High Point* Hampton Brown (2003)	0.0%
English Language Development-Early Advanced and Advanced	*Timeless Voices, Timeless Themes* Prentice Hall (2003) and/or *High Point* Hampton Brown (2003)	0.0%

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. An inventory is completed for each

classroom and reported to the principal. This inventory was completed in March/April of the 2007 school year to prepare for the 2007-08 school year.

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
9th Grade: World Geography	*World Geography* McDougal Littell (1999)	0.0%
10th Grade: World History	*World History: Modern Times* Glencoe McGraw-Hill (1999)	0.0%
11th Grade United States History	*American Vision* Glencoe McGraw-Hill (1999)	0.0%
12th Grade: American Government	*American Government: Democracy in Action* Glencoe McGraw-Hill (1999)	0.0%
12th Grade: Economics	*Economics Today and Tomorrow* Glencoe McGraw-Hill (1999)	0.0%

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. An inventory is completed for each classroom and reported to the principal. This inventory was completed in March/April of the 2007 school year to prepare for the 2007-08 school year.

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Physical Science	*Science Spectrum: Physical Science* Holt, Rinehart, and Winston (2007)	0.0%
Biology	*Biology* McDougal Littell (2008)	0.0%
Chemistry	*Chemistry* Pearson-Prentice Hall (2007) and / or *Chemistry & Chemical Reactivity, 6th Ed.* Thomson Learning/ Cengage (2006)	0.0%
Environmental Science	*Environmental Science* Holt, Rinehart, & Winston (2006) and / or *Living in the Environment, 15th Ed.* Thomson Learning/Cengage (2007)	0.0%
Health Science	*Glencoe Health* Glencoe/McGraw Hill *(*2004)	0.0%
Physiology	*Essentials of Anatomy & Physiology, 4th Ed.* Pearson (2007)	0.0%
Physics	*Conceptual Physics, 10th Ed.* Pearson (2006)	0.0%
Science Laboratory Equipment (grades 9-12)	Sufficient appropriate laboratory equipment is available in all science classrooms.	0.0%

High school math textbooks were adopted between 1997 and 2004. The adoption for the new mathematics texts at all secondary levels is in process this year, 2008. The textbooks are aligned to the math content standards. McDougal Littell, Prentice Hall, and Harcourt Brace 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 McDougal Littell are replaced on a yearly basis. An inventory is completed for each classroom and reported to the principal. This inventory was completed in March/April of the 2007 school year to prepare for the 2007-08 school year.

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Algebraic Standards 1 & Algebra	*Algebra1: Concepts & Skills* McDougal Littell (2001)	0.0%
Algebra 1	*Algebra 1: Applications, Equations, Graphs* McDougal Littell (2004)	0.0%
	Change From Within CPM Math 1 (Algebra) CPM Educational Program UC Davis (1997)	
Geometry	*Geometry: Applying, Reasoning, Measuring* McDougal Littell (2004)	0.0%
	Change From Within CPM Math 2 (Geometry) CPM Educational Program UC Davis (1997)	
Algebra 2	*Algebra 2: Applications, Equations, Graphs* McDougal Littell (2004)	0.0%
	Change From Within CPM Math 3 (Algebra 2) CPM Educational Program UC Davis (1997)	
Trigonometry/Precalculus	*Change From Within CPM Math 4 (Math Analysis)* CPM Educational Program UC Davis (1997)	0.0%
	Precalculus: Graphical, Numerical, Algebraic Prentice Hall (2003)	
	Precalculus with Trigonometry Concepts and Applications Key Curriculum Press (2003)	
	Advanced Mathematical Concepts: Precalculus with Applications Glencoe (2003)	
Calculus	*Change From Within CPM Math 5 (Calculus)* CPM Educational Program UC Davis (1997)	0.0%
	Calculus: Graphical, Numerical, Algebraic 3rd Ed. Prentice Hall (2003)	
Integrated Math	*Integrated Mathematics 2* McDougal Littell (2001)	0.0%
Statistics	*The Basic Practice of Statistics* W.H. Freeman and Company (1997)	0.0%

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)
This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$6,273	$355	$5,918	$79,345
District	N/A	N/A	$5,885	$60,549
Percent Difference–School Site and District	N/A	N/A	1%	24%
State	N/A	N/A	$4,943	$60,032
Percent Difference–School Site and State	N/A	N/A	16%	24%

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

The common goal of all categorically funded programs in the San Bernardino City Unified School District (SBCUSD) is to ensure that all students--including English learners, educationally disadvantaged pupils, gifted and talented pupils, and pupils with exceptional needs--attain mastery of state and local standards.

The educational program at each site is based on an improvement planning process that includes such members of the school community as the principal, teachers, support staff, parents, and students (at the secondary level). These stakeholders form an organizational unit called the School Site Council (SSC). The SSC develops and annually revises a plan called the Single Plan for Student Achievement (SPSA). The SPSA, based on self-study and collaboration, ensures that all of the resources available to the school are coordinated and focused on providing a high-quality educational program in which all students can achieve success.

Some students have difficulty mastering academic state and local content standards. They may be at risk of not meeting graduation requirements. For these students, categorical program funds are provided. Categorical funds are supplemental educational dollars used for supports that augment the core instructional program and increase the academic success of these students. Categorical funds provide items such as additional personnel time, staff development opportunities, supplemental student materials, and other specialized services, equipment, and supplies.

Categorical programs commonly found at SBCUSD sites are:
- No Child Left Behind Act (NCLB) Title I, Part A-Low Income
- No Child Left Behind Act (NCLB) Title V-Innovative Programs
- Economic Impact Aid-State Compensatory Education (EIA/SCE)
- Economic Impact Aid-English Learner Program (EIA/LEP)
- School Improvement/Library Block Grant
- Gifted and Talented Education (GATE)

Additionally, categorical programs have been established at the district level to provide important services and instructional support that help increase student success. Categorical funds in this category are not used directly on academic instructional programs but rather support District efforts in the areas of:
- Tobacco Use Prevention Education (TUPE)
- Vocational Education Programs (Voc Ed)
- Tenth Grade Counseling
- Safe and Drug Free Schools and Communities (SDFSC)
- NCLB Title II, Part A-Improving Teacher Quality
- NCLB Title II, Part D-Technology
- NCLB Title III, Part A-Language Instruction for English Learners

Some District schools are identified as Program Improvement (PI) schools because they have not meet Adequate Yearly Progress (AYP) criteria for two consecutive years. These schools offer parents of eligible students the option of transferring to an available school within the district that has not been identified as a PI school. This option is called Public School Choice. The District covers the cost of transportation.

Schools in their second year of PI identification offer two options to students. In addition to the Public School Choice option described above, these schools offer Supplemental Support Services to students who remain in attendance at the PI school and who qualify based on low socio-economic status as determined by Free and Reduced Lunch eligibility and low achievement as indicated by grades and test scores. Supplemental Support Services are opportunities for students to receive additional tutoring or academic assistance outside the regular school day from a state approved support provider. The District covers the costs of the Supplemental Support Services, and related transportation costs are the responsibility of the parent or guardian.

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

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

VIII. Student Performance

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

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

	School			District			State		
Subject	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	56	62	59	22	23	25	40	42	43
Mathematics	13	22	24	22	24	24	38	40	40
Science	45	68	58	10	18	21	27	35	38
History-Social Science	32	33	32	18	18	17	32	33	33

CST Results by Student Group – Most Recent Year
This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	57	27	62	*
American Indian or Alaska Native				
Asian	*	*		*
Filipino				
Hispanic or Latino	58	21	54	35
Pacific Islander				
White (not Hispanic)	67	29	73	*
Male	67	36	80	44
Female	52	15	44	19
Socioeconomically Disadvantaged	61	26	60	38
English Learners	23	8	*	*
Students with Disabilities				

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	78.4	33.8	49.0	80.8	34.2	51.1	67.2	31.5	48.6
Mathematics	64.7	29.2	45.2	75.3	32.3	46.8	71.9	34.0	49.9

CAHSEE Results by Student Group – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	32.8	37.5	29.7	28.1	53.1	18.8
Male	34.6	34.6	30.8	34.6	42.3	23.1
Female	31.6	39.5	28.9	23.7	60.5	15.8
African American	16.7	50.0	33.3	16.7	58.3	25.0
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	38.1	35.7	26.2	31.0	50.0	19.0
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	34.0	37.7	28.3	30.2	49.1	20.8
Student with Disabilities	*	*	*	*	*	*

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

Grade Level	Percent of Students Meeting Fitness Standards
9	N/A

IX. Accountability

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

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

API Rank	2004	2005	2006
Statewide	10	10	9
Similar Schools	N/A	N/A	10

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

	Actual API Change			API Score
Group	2004-05	2005-06	2006-07	2007
All Students at the School	B	15	21	832
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino		11	26	827
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged		47	34	842
English Learners	N/A			
Students with Disabilities	N/A			

Adequate Yearly Progress
The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:
- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics

- API as an additional indicator
- Graduation rate (for secondary schools)

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

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

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

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

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2004-2005
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	48
Percent of Schools Currently in Program Improvement	N/A	69.6

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate
This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	1.3	0.6	N/A	5.6	5.7	8.0	3.2	3.1	3.5
Graduation Rate	100.0	97.1	96.9	77.2	76.9	69.7	85.3	85.0	83.0

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/hs/. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students at the School	83.3%	96.5%	N/A
African American	N/A	99.2%	N/A
American Indian or Alaska Native	N/A	135.3%*	N/A
Asian	N/A	95.3%	N/A
Filipino	N/A	107.7%*	N/A
Hispanic or Latino	N/A	96.5%	N/A
Pacific Islander	N/A	105.3%*	N/A
White (not Hispanic)	N/A	93.3%	N/A
Socioeconomically Disadvantaged	N/A	110.9%*	N/A
English Learners	N/A	60.0%	N/A
Students with Disabilities	N/A	69.6%	N/A

*Reported percentages reflect the total number of graduates for the year divided by the number of grade 12 students enrolled at CBEDS time. Because the number of grade 12 students can increase throughout the year due to transfers and students reaching senior credits mid-year, some populations may show completion rates greater than 100 percent.

Career Technical Education Programs

This section provides information about programs and lists career technical education Career Technical Education (CTE) programs offered at the school.

The San Bernardino City Unified School District offers 50 Career Technical Education (CTE) and 23 Regional Occupational Program (ROP) courses that integrate industry-specific knowledge and skills with core academic standards, and satisfy the 20 unit Career Development graduation requirement. Course offerings representing 11 of California's CTE Industry Sectors include the following:

1. Building Trades and Construction (4 CTE/1 ROP);
2. Education, Child Development, and Family Services (6 CTE/1 ROP);
3. Engineering and Design (4 CTE/1 ROP);
4. Finance and Business (3 CTE);
5. Health Science and Medical Technology (8 ROP);
6. Hospitality, Tourism, and Recreation (2 CTE/2 ROP);
7. Information Technology (14 CTE/2 ROP);
8. Manufacturing and Product Development (2 CTE/6 ROP);
9. Marketing, Sales, and Service (9 CTE/2 ROP);
10. Public Services (3 CTE); and
11. Transportation (3 CTE).

Courses are generally organized into a sequence or career pathway specifically developed to prepare students for entry into post-secondary education and/or direct entry into industry. Courses are also aligned to the California Career Technical Education Model Curriculum Standards, core academic standards, and the competencies outlined by the *Secretary's Commission on Achieving Necessary Skills* (SCANS*).* In addition, all programs, through annual advisory committee meetings, use the advice of industry, community based organizations, and post-secondary members to guide the curriculum, instruction, assessment, and professional development of each to ensure that industry standards are met.

To create a seamless transition to post-secondary programs, seven CTE and eight ROP post-secondary articulation agreements have been established, which allow students to receive college credit for equivalent courses successfully completed at a secondary or ROP level and thereby avoid unnecessary repetition of course work once in college. To compliment the Education/Teacher Training Academy/Pathway, California State University, San Bernardino is currently teaching an education course on the high school campus.

Career Technical Education Participation
This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission
This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	93.2
Graduates Who Completed All Courses Required for UC/CSU Admission	41.9

XI. Instructional Planning and Scheduling

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

The San Bernardino City Unified School District (SBCUSD) is committed to hiring the best staff available and to providing ongoing opportunities to support and increase professional practice for educators. Beginning Teacher Support and Assessment (BTSA) support providers, Peer Assistance Review (PAR) consulting teachers, buddy teachers, content specialists, and coaches work with teachers on a regular basis. Teachers, paraprofessionals, and administrators all participate in professional development programs. Each site regularly analyzes student achievement data to identify academic strengths and weaknesses. The academic strengths and weaknesses are then incorporated in the site's Instructional Improvement Plan (IIP) and used to guide professional development for the site's three annual staff development days.

SBCUSD offers a variety of professional development opportunities to support the improvement of instructional practice. Specific District-wide training is designed based on needs identified in our Curriculum Management Audit and student assessment data. The Superintendent's Blueprint for Success has identified the outline for professional development emphasis. Targeted training is provided in the areas of culturally relevant instruction, strategies to assist English Learners, building a solid foundation in Algebra (K-12), increasing effectiveness of language arts instruction, building mathematics content knowledge, implementing Response to Intervention, creating safe and orderly schools, providing equity and access for all students, and implementing the tenants of Professional Learning Communities.

Teachers, classified personnel, and administrators participate in professional development in a variety of venues. School sites support the focus of their identified instructional improvements with site-based professional development, selected topics provide the basis for district-wide buy-back topics, and job alike learning communities work through issues using work-embedded time. New teachers and teacher interns participate in articulated programs of professional development focused on the California Standards for the Teaching Profession. The district BTSA program serves as a credentialing

agent under the 2042 Grant. A variety of coaches help to move the professional development strategies into practice—coaches work with principals, new teachers, struggling teachers (through PAR), site programs of improvement, and specific grant initiatives (i.e., Reading First).

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

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

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