MIDDLE COLLEGE HIGH SCHOOL

701 S. Mt. Vernon Avenue • San Bernardino, CA 92410 • 909-824-3218 • Susan Gasca, Coordinator

2010-2011 School Accountability Report Card
Published in 2011-2012

San Bernardino City Unified School District
777 North F St. • San Bernardino, CA 92410 • (909) 381-1100 • Mrs. Yolanda Ortega, Interim Superintendent

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.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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.

II. About This School

School Description and Mission Statement

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 by providing high school classes combined with college classes in a challenging, supportive, and motivating college setting. The goals of Middle College High School are: (1) Improved attendance, (2) Improved Grade Point Average (GPA), (3) Higher number of graduates going on to higher education, and (4) Socially and academically responsible students.

Opportunities for Parental Involvement (School Year 2010-11)

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

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students	Grade Level	Number of Students
Grade 9	0	Grade 12	50
Grade 10	60	Ungraded Secondary	0
Grade 11	53	Total Enrollment	163

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Enrollment	Group	Percent of Enrollment
Black or African American	9.8%	White	16.6%
American Indian or Alaska Native	0.6%	Two or More Races	0.0%
Asian	1.8%	Socioeconomically Disadvantaged	63.8%
Filipino	1.8%	English Learners	31.9%
Hispanic or Latino	68.7%	Students with Disabilities	0.6%
Native Hawaiian or Pacific Islander	0.0%		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09 Avg. Class Size	2008-09 Number of Classrooms 1-22	2008-09 Number of Classrooms 23-32	2008-09 Number of Classrooms 33+	2009-10 Avg. Class Size	2009-10 Number of Classrooms 1-22	2009-10 Number of Classrooms 23-32	2009-10 Number of Classrooms 33+	2010-11 Avg. Class Size	2010-11 Number of Classrooms 1-22	2010-11 Number of Classrooms 23-32	2010-11 Number of Classrooms 33+
English	24.4	4	4	0	22.6	4	3	0	23.5	2	6	0
Mathematics	25.6	3	2	2	13.2	8	3	0	21.6	4	4	0
Science	23.8	3	3	3	20.0	5	1	0	20.7	5	1	0
Social Science	23.5	1	1	0	20.5	2	0	0	23.6	3	2	0

III. School Climate

School Safety Plan

Date of Last Review/Update: *October 27, 2011*
Date Last Reviewed with Faculty: *October 27, 2011*

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 school safety plan. Reviewed annually, a school's safety plan is the result of a systematic planning process in cooperation with local law enforcement 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, response, mitigation and prevention, and recovery.

In close cooperation with Southern California Schools Risk Management (Joint-Powers Authority), local police and fire departments, the district's Environmental Safety Office 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 fire or earthquake) to prepare students, staff, and other stakeholders 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 Safety Office is also tasked with coordinating the response and recovery of emergencies or other disasters affecting the SBCUSD.

Suspensions and Expulsions

	School			District		
Rate*	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	4.0%	1.1%	1.2%	34.7%	32.3%	28.8%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

General
The district takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility 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
The SBCUSD Board of Education created Middle College High School (MCHS) in partnership with San Bernardino Valley College (SBVC) in 2001. It provides a protective environment where students can thrive. MCHS is a small learning community of around 175 tenth through twelfth grade students, where the ratio of students to teachers is approximately 25 to 1. Middle College High School classes are held in re-locatable classrooms on the SBVC campus. Students and staff have access to all of Valley College's services, such as the library, theater, campus center, as well as the learning and tutoring center. Students are concurrently enrolled in high school and college coursework at the same time. They feel connected with their school, teachers, and the rigorous curriculum. With dedication and determination, some students earn their associate's degree by the time they graduate from high school. The community college-school district partnership provides students the opportunity to work hard, set goals, and achieve the goals. The facility strongly supports teaching and learning through its course offerings, supplemental resources, and inherent connections to higher education.

SBCUSD is currently in the process of constructing a new school structure adjacent to Valley College to provide permanent facilities for MCHS.

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 June 2, 2011, 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 2010-11 school year, the district budgeted $4,364,061 for the deferred maintenance program. This represents 0.8% of the district's general fund.

Deferred Maintenance Projects

No deferred maintenance projects are scheduled for this school for the 2011-2012 school year.

Modernization Projects

No modernization projects are scheduled for this school for the 2011-2012 school year.

New Construction Projects

Work Scope	Construction Start	Construction End	Cost	Funding Source
New campus located at 1260 W. Esperanza Street to include 12 general and 4 special day classrooms, will accommodate 400 students	Q4 2011	Q4 2012	$15,400,000	50/50

School Facility Good Repair Status (School Year 2011-12)
This table displays the results of SBCUSD's annual inspection on June 2, 2011. All repairs indicated were completed in June 2011.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			
Interior: Interior Surfaces	N/A		X		Secure bookcase NE side of room 102
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	N/A	X			
Electrical: Electrical	N/A	X			

	N/A	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	X			
Safety: Fire Safety, Hazardous Materials	N/A	X			Secure fire extinguisher hook to wall in room 103; no fire extinguisher tie in room 105
Structural: Structural Damage, Roofs	N/A	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	N/A			X	Check all ramps for repair and chipped paint; check and repair all siding and skirting where rodents can enter; chipped paint siding gutters; touch-up paint interior door in boys and girls RRs and rooms 101-107; door lock loose in staff RR; handicap stall has damaged lock in girls RR; replace room # sign in room 103; secure locking file cabinets to wall in room 104; panic bar won't release in room 106
Overall Rating			X		N/A

V. Teachers

Teacher Credentials

	School			District
Teacher	2008-09	2009-10	2010-11	2010-11
With Full Credential	10	8	8	2,584
Without Full Credential	0	0	0	68
Teaching Outside Subject Area of Competence	0	0	0	29

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	3	0	0
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 2010-11)
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (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/.

	Percent of Classes in Core Academic Subjects	
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	90.5%	9.5%
High-Poverty Schools in District	90.5%	9.5%
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.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Counselor (Academic, Social/Behavioral, and Career Development)**	1.0	163.0
Library Media Teacher (Librarian)	0.0	
Library Media Services Staff (paraprofessional)	0.0	
Psychologist	0.0	
Social Worker	0.8	
Nurse	0.0	
Speech/Language/Hearing Specialist	0.0	
Resource Specialist (non-teaching)	0.0	
Other	0.0	

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

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

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)
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 2011

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 2011 to prepare for the 2011-12 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%
English Language Development-1, 2, and 3	*Edge* Hampton Brown (2007)	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%

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, Algebraic Standards 1, and Algebraic Standards 2	*Algebra 1, CA Edition (Burger)* Holt, Reinhart & Winston (2008)	0.0%
	Algebra Connections, CA Edition College Preparatory Mathematics (2008)	
Geometry, Geometric Standards 1, and Geometric Standards 2	*Geometry, CA Edition (Burger)* Holt, Reinhart & Winston (2008)	0.0%
	Geometry Connections, Version 3 College Preparatory Mathematics (2006)	
Algebra 2	*Algebra 2: CA Edition (Burger)* Holt, Reinhart & Winston (2008)	0.0%
	Algebra Connections, Version 3 College Preparatory Mathematics (2008)	
Trigonometry/Precalculus	*Advanced Mathematical Concepts: Pre-Calculus with Applications* Glencoe/McGraw Hill (2006)	0.0%
	Precalculus with Trigonometry, Version 5.0 College Preparatory Mathematics (2009)	
Calculus	*Calculus, Version 3.0* College Preparatory Mathematics (2003)	0.0%
	Calculus: Graphical, Numerical, Algebraic 3rd Ed. Prentice Hall (2007)	
Integrated Math	*Mathematics in Action: Algebraic, Graphical & Trigonometric Problem Solving, 3rd Ed.* Consortium for Foundation Mathematics (2007)	0.0%
Statistics	*The Basic Practice of Statistics, 4th Ed.* W.H. Freeman and Company (2007)	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* 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%

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	*Glencoe World History* Glencoe/McGraw-Hill (2005)	0.0%
10th Grade: World History	*World History: Modern Times, CA Edition* Glencoe/McGraw-Hill (2005)	0.0%
11th Grade United States History	*The American Vision* Glencoe/McGraw-Hill (2005)	0.0%
12th Grade: US Government	*Government: Democracy in Action* Glencoe/McGraw-Hill (2005)	0.0%
12th Grade: Economics	*Economics Today and Tomorrow* Glencoe/McGraw-Hill (2005)	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	*En Español 1* McDougal Littell (2000)	0.0%
Spanish 2	*En Español 2* McDougal Littell (2000)	0.0%
Spanish 3	*En Español 3* McDougal Littell (2000)	0.0%
AP Spanish	Abriendo Puertas 1 McDougall Littell (2002) *Encuentros Maravillosos* Kanter (1998)	0.0%
Spanish for Native Speakers 1	*Tu Mundo* Prentice Hall (2002)	0.0%
Spanish for Native Speakers 2	*Nuestro Mundo* McDougall Littell (2002)	0.0%
German 1	*Komm Mit! Level 1* Holt (2003)	0.0%
German 2	*Komm Mit! Level 2* Holt (2003)	0.0%
German 3	*Komm Mit! Level 3* Holt (2003)	0.0%

Visual and Performing Arts

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption
Art	*Art Talk* Glencoe (1995)
Sculpture, Form and Process	*Art Talk* Glencoe (1995)
	Pottery: A Beginners Handbook J. Weston Walch (1984)
Theater	*The Stage and the School, 7th Ed.* Glencoe/McGraw-Hill (1997)
Music	*Music! Its Role and Importance in Our Lives* Glencoe McGraw-Hill (2000)

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$9,146	$2,359	$6,787	$80,881
District	N/A	N/A	$4,909	$68,053
Percent Difference–School Site and District	N/A	N/A	38.25%	18.9%
State	N/A	N/A	$5,455	$69,207
Percent Difference–School Site and State	N/A	N/A	24.4%	16.9%

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 2010-11)

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 2010-11)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$44,555	$42,017
Mid-Range Teacher Salary	$69,046	$67,294
Highest Teacher Salary	$85,368	$86,776
Average Principal Salary (Elementary)	$113,125	$108,534
Average Principal Salary (Middle)	$112,955	$112,893
Average Principal Salary (High)	$124,777	$123,331
Superintendent Salary	$204,860	$226,417
Percent of Budget for Teacher Salaries	39%	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/.

IX. Student Performance

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

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

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

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

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

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

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding state standards)								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	70%	78%	84%	31%	35%	37%	49%	52%	54%
Mathematics	25%	42%	34%	32%	35%	37%	46%	48%	50%
Science	64%	90%	96%	31%	36%	39%	50%	54%	57%
History-Social Science	30%	43%	59%	22%	25%	29%	41%	44%	48%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	37%	37%	39%	29%
All Students at the School	84%	34%	96%	59%
Male	83%	38%	96%	72%
Female	85%	31%	95%	49%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	80%	31%	94%	56%
Native Hawaiian or Pacific Islander				
White	88%	47%	0%	60%
Two or More Races				
Socioeconomically Disadvantaged	83%	29%	95%	60%
English Learners				
Students with Disabilities				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California 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 ESEA, also known as 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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	85%	92%	87%	33%	36%	41%	52%	54%	59%
Mathematics	76%	86%	94%	36%	35%	38%	53%	54%	56%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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%	21%	20%	62%	26%	12%
All Students at the School	13%	26%	62%	6%	53%	40%
Male	12%	27%	62%	4%	54%	42%
Female	14%	24%	62%	10%	52%	38%
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	14%	31%	56%	8%	56%	36%
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	15%	23%	62%	8%	56%	36%
English Learners						
Student with Disabilities						

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. 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	2008	2009	2010
Statewide	10	10	10
Similar Schools	10	10	10

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	21	35	-1
Black or African American			
American Indian or Alaska Native			

Asian			
Filipino			
Hispanic or Latino	35	33	-12
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	44	18	2
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or district to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

API Growth by Student Group – 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, district, and state level.

	2011 Growth API					
Group	# of Students	School	# of Students	District	# of Students	State
All Students at the School	95	891	35,235	713	4,683,676	778
Black or African American	6		5,002	675	317,856	696
American Indian or Alaska Native	1		206	696	33,774	733
Asian	2		620	835	398,869	898
Filipino	2		165	843	123,245	859
Hispanic or Latino	66	882	25,382	708	2,406,749	729
Native Hawaiian or Pacific Islander	0		188	730	26,953	764
White	17	910	3,283	773	1,258,831	845
Two or More Races	0		159	731	76,766	836
Socioeconomically Disadvantaged	76	887	31,757	703	2,731,843	726
English Learners	9	846	15,941	690	1,521,844	707
Students with Disabilities	2		3,637	542	521,815	595

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 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate – English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient – English-Language Arts	Yes	No
Met Percent Proficient – Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	47
Percent of Schools Currently in Program Improvement	N/A	60.3

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/. (Outside source)

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. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	1.7	5.6	1.7	5.9	7.7	7.0	4.9	5.7	4.6
Graduation Rate	98.2	84.0	87.2	72.4	64.9	66.6	80.2	78.6	80.4

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

Completion of High School Graduation Requirements
This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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.

Group	Graduating Class of 2011		
	School	District	State
All Students at the School	94.0%	74.7%	N/D
Black or African American	100.0%	63.3%	N/D
American Indian or Alaska Native	N/A	86.5%	N/D
Asian	100.0%	81.5%	N/D
Filipino	100.0%	100.0%	N/D
Hispanic or Latino	97.1%	71.9%	N/D
Native Hawaiian or Pacific Islander	N/A	52.9%	N/D
White	80.0%	81.7%	N/D
Two or More Races	N/A	500.0%*	N/D
Socioeconomically Disadvantaged	102.9%*	67.8%	N/D
English Learners	0.0%	51.6%	N/D
Students with Disabilities	N/A	2.3%	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

*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 (School Year 2010-11)

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 11 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 Career Technical Education Model Curriculum Standards.* In addition, many courses include an internship component offering the benefits of applied, problem/project-based learning in a real world setting.

California Industry Sectors	Number of SBCUSD Sections	
	CTE	ROP
Arts, Media, and Entertainment	5	0
Building Trades and Construction	5	12
Education, Child Development, and Family Services	5	12
Engineering and Design	1	4
Finance and Business	12	0
Health Science and Medical Technology	0	12
Hospitality, Tourism, and Recreation	5	9
Information Technology	39	12
Manufacturing and Product Development	5	13
Marketing, Sales, and Service	0	9
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 viable, contributing members of the community and society at large. Program effectiveness is measured through data analysis and post-secondary surveys to assess student achievement and post-secondary success.

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	7
Percent of pupils completing a CTE program and earning a high school diploma	100.0%
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
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	65.0%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	9.8%

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	0.0%

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, 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.

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, online delivery of professional development content and individual mentoring.

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.