

PAAKUMA' K-8 SCHOOL

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	PAAKUMA' K-8 SCHOOL
Street	17825 Sycamore Creek Loop Pkwy.
City, State, Zip	San Bernardino, CA 92407
Phone Number	(909) 355-3149
Principal	Victoria Morales-Roberson
Email Address	victoria.moralesroberson@sbcusd.k12.ca.us
School Website	https://paakuma.sbcusd.com/
County-District-School (CDS) Code	36678760128918

2023-24 District Contact Information

District Name	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
Phone Number	(909) 381-1110
Superintendent	Mauricio Arellano
Email Address	mauricio.arellano@sbcusd.k12.ca.us
District Website	www.sbcusd.com

2023-24 School Description and Mission Statement

Paakuma' K-8 School opened in fall of 2015. The school has 45 classrooms, a gymnasium, a multipurpose room, Music building, STEM lab, and an administration office. The facility strongly supports teaching and learning through ample classroom and playground space, and a staff resource room. The school also has the professional office space for support staff (i.e., speech therapist, psychologist, etc.).

The mission of Paakuma' K-8, home of the Huunam, is to ensure that all students are culturally proficient and understand the rich history that has influenced our community. Within this, we will provide opportunities to acquire college and career readiness skills through high academic, behavior and safety expectations. Through the journey, we will encourage student involvement and community voice as we celebrate excellence.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	85
Grade 1	101
Grade 2	112
Grade 3	120
Grade 4	119
Grade 5	111
Grade 6	117
Grade 7	129
Grade 8	88
Total Enrollment	982

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.9%
Male	51.1%
American Indian or Alaska Native	0.6%
Asian	3%
Black or African American	9.3%
Filipino	2.4%
Hispanic or Latino	63.3%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	4.2%
White	15.6%
English Learners	5.7%
Foster Youth	2%
Homeless	2.9%
Socioeconomically Disadvantaged	48.1%
Students with Disabilities	8%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.60	86.57	1928.00	85.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.90	2.28	37.10	1.65	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	64.20	2.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	4.60	66.10	2.93	12115.80	4.41
Unknown	2.80	6.51	163.10	7.22	18854.30	6.86
Total Teaching Positions	43.50	100.00	2258.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	42.50	94.44	1973.30	82.38	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	24.80	1.04	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	113.70	4.75	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.11	54.80	2.29	11953.10	4.28
Unknown	2.00	4.44	228.70	9.55	15831.90	5.67
Total Teaching Positions	45.00	100.00	2395.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.00	0.50
Total Out-of-Field Teachers	2.00	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.8	0.6

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Core K-8 textbooks adopted by the San Bernardino City Unified School District Board of Education are selected from the State adopted list of materials. Transitional Kindergarten materials are from the district's most recent local adoption. These materials are standards-based and are rigorously reviewed by San Bernardino City Unified School District textbook adoption committees to assure that selections will meet the unique needs of all learners, including English language learners, advanced learners, at-risk students and special needs students. Textbooks are usually adopted for an eight-year cycle.

All core curriculum materials are available in English and Spanish. The Board of Education ensures that textbooks are purchased for each student in reading/language arts and mathematics in grades TK-6 to use in class, at home, and after school. For science and history/social studies classroom materials, TK-6 include textbooks and/or consumables, big books and supplemental materials were purchased for each student to use in class, at home, and after school. English Language Development (ELD) materials are standards-aligned and are purchased for each student who is identified as an English learner. An inventory is completed for each classroom at every school site and is reported to the District Office to ensure that sufficient materials are available for the new school year. This inventory is completed in March/April of each year to prepare for the following school year.

In addition to core curriculum materials, the district has purchased supplementary materials for use in the district's music program. District music specialists primarily use these materials. Participation in the district's music program is voluntary and open to students in grades four through eight. Sufficient instructional materials are available for all students electing to participate in this music program.

Year and month in which the data were collected

June 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5: McGraw-Hill School Education: Reading Wonders (2016)	Yes	0
	Grades 6-8: Houghton Mifflin Harcourt: California Collections (2016)		
Mathematics	Grades K-5: Pearson Scott Foresman: enVision Math (2015)	Yes	0
	Grades 6-8: Pearson: CA Digits (2015)		
Science	Grade(s) 6: Amplify Education, Inc.: 6th Grade Integrated Science (2020)	Yes	0
	Grade(s) K – 5: Pearson Publishing: California elevate Science (2020)		
	Grade(s) 7-8: Amplify Education, Inc.: Integrated Science (2020)		
History-Social Science	Grades K-5: Pearson: CA History Social-Science myWorld (2018)	Yes	0
	Grade 6: Teachers' Curriculum Institute: History Alive! The Ancient World(2018)		
	Grade 7: Teachers' Curriculum Institute: History Alive! The Medieval World and Beyond (2018)		

	Grade 8: Teachers' Curriculum Institute: History Alive! The United States through Industrialism (2018)		
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	Glencoe/McGraw-Hill: Art Talk (2002) MacMillan/McGraw-Hill: Music: Its Role and Importance in Our Lives (2002)	No	0

School Facility Conditions and Planned Improvements

General

Paakuma' K-8 School opened in fall of 2015. The school has 39 classrooms, a gymnasium, a multipurpose room, computer lab, and an administration office. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room. The school also has professional office space for support staff (i.e., speech therapist, psychologist, etc.).

The district takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district's Mobile Maintenance Teams use the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC). Results of this survey are available from the district's Maintenance and Operations Department. The most recent facilities inspection took place November, 2021. 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.

Safety

To ensure student safety before, during and after the school day, rec aides, teachers, and administrators supervise the school grounds including the cafeteria, quad area, and athletic fields. Signs are posted throughout the campus to indicate all visitors must report to and register in the administration office. All staff and visitors wear appropriate identifying badges.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. The District's Mobile Maintenance Teams are proactive and conduct inspections to keep school sites in "good repair" on a continual basis. Also, the district staff at each site reports safety issues as they arise. Maintenance and Operations make necessary repairs to ensure that all schools are clean, safe, and functional. A work order process is used to ensure efficient service and emergency repairs are given the highest priority and work orders are completed in a timely manner.

Cleaning Process and Schedule

The district's Maintenance and Operations department works with the site principal or designee to develop cleaning runs for the site custodian(s). The site principal/designee then works with the site custodian(s) to ensure proper implementation of the cleaning runs to maintain a safe and clean school.

School Facility Improvements

Each year the district uses state and local funds to maintain and improve school sites. Planned improvements for this school for the 2023-24 school year are listed below:

The following improvements are made district-wide where necessary:

- Interior and exterior paint
- Repair or Replace of HVAC systems
- Repair or Replace of gymnasium flooring
- Repair or Replace of floor tiles and carpeting
- Upgrade classroom technology

Large projects and school modernization information can be found at <https://sbcusdfacilities.com/>

School Facility Good Repair Status

School Facility Good Repair Status (School Year 2022-23)

Results of this site's most recent survey are included below, and any associated repairs were completed by the end of March 2022.

Year and month of the most recent FIT report

1/9/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			D girls - Paper wad stuck to ceiling
Electrical	X			C7 - Clock not working E7 - Four lights at North East corner don?t come on F3 - Lights out at South East corner of class South door slams closed F8 - Lights out front side of classroom
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			E4 - Items stored overhead at front of classroom E9 - Items stored above head level on top of cabinets F2 - Items stored overhead above cabinetry Boys locker room - Items stored on top of lockers D4 - Trophy and artwork on top of cabinet in front of class need to be anchored D7 - Door to playground closes too hard C6 - Walker stored on top of cabinet at front of classroom
Structural: Structural Damage, Roofs	X			E8 - Stain ceiling tile at North end of classroom C8 - Stain on the ceiling possible roof leak
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			A1 - East door difficult to open past halfway F6 - North side door closest to hard D7 - Door to playground closes too hard

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated 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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	53	51	33	31	47	46
Mathematics (grades 3-8 and 11)	40	40	18	19	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	685	683	99.71	0.29	51.24
Female	341	341	100.00	0.00	59.82
Male	344	342	99.42	0.58	42.69
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	61.11
Black or African American	69	69	100.00	0.00	46.38
Filipino	17	17	100.00	0.00	76.47
Hispanic or Latino	432	430	99.54	0.46	47.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	37	100.00	0.00	56.76
White	104	104	100.00	0.00	62.50
English Learners	34	32	94.12	5.88	25.00
Foster Youth	--	--	--	--	--
Homeless	24	23	95.83	4.17	43.48
Military	27	27	100.00	0.00	55.56
Socioeconomically Disadvantaged	354	353	99.72	0.28	43.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	73	100.00	0.00	16.44

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	685	685	100.00	0.00	39.71
Female	341	341	100.00	0.00	37.24
Male	344	344	100.00	0.00	42.15
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	55.56
Black or African American	69	69	100.00	0.00	34.78
Filipino	17	17	100.00	0.00	58.82
Hispanic or Latino	432	432	100.00	0.00	35.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	37	100.00	0.00	62.16
White	104	104	100.00	0.00	50.96
English Learners	34	34	100.00	0.00	11.76
Foster Youth	--	--	--	--	--
Homeless	24	24	100.00	0.00	20.83
Military	27	27	100.00	0.00	44.44
Socioeconomically Disadvantaged	354	354	100.00	0.00	30.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	73	100.00	0.00	16.44

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	35.82	31.84	17.39	17.88	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	201	201	100.00	0.00	31.84
Female	92	92	100.00	0.00	34.78
Male	109	109	100.00	0.00	29.36
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	23	23	100.00	0.00	30.43
Filipino	--	--	--	--	--
Hispanic or Latino	119	119	100.00	0.00	28.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	36	36	100.00	0.00	36.11
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	107	107	100.00	0.00	28.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	11.11

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.3	98.2	98.2	98.2	98.2
Grade 7	98.4	98.4	98.4	98.4	98.4

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement
Parents are given the opportunity to participate in decision-making by attending school and district level meetings, being part of the School Plan for Student Achievement process (SPSA), taking part in school or district surveys, participation in parent workshops, such as California Association for Bilingual Education (CABE), Latino Family Literacy Project, and the Multi-Tiered Student Support (MTSS) process. School site works closely with the Family Engagement Center in partnership with school Bilingual Community Resource Worker to provide additional parent workshops, such as Bully Proof Workshop, Parent Institute, and CAASPP readiness workshop.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1036	1017	220	21.6
Female	502	494	107	21.7
Male	534	523	113	21.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	6	0	0.0
Asian	31	30	6	20.0
Black or African American	99	99	24	24.2
Filipino	24	24	4	16.7
Hispanic or Latino	658	641	150	23.4
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	43	43	7	16.3
White	159	158	26	16.5
English Learners	67	64	13	20.3
Foster Youth	23	21	7	33.3
Homeless	45	42	17	40.5
Socioeconomically Disadvantaged	531	520	132	25.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	120	115	31	27.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.44	3.28	0.01	4.68	5.14	0.20	3.17	3.60
Expulsions	0.00	0.00	0.19	0.00	0.18	0.17	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.28	0.19
Female	1	0
Male	5.43	0.37
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	3.23
Black or African American	3.03	0
Filipino	4.17	0
Hispanic or Latino	3.8	0.15
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.33	0
White	2.52	0
English Learners	5.97	0
Foster Youth	8.7	0
Homeless	2.22	0
Socioeconomically Disadvantaged	4.52	0.19
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.67	0

2023-24 School Safety Plan

Date of Last Review/Update: Nov. 16, 2023
Date Last Reviewed with Faculty: Dec. 9, 2023

Every student and teacher has the right to attend a school free from physical and psychological harm. To help schools achieve these vital goals, the State of California has mandated that each K-12 school develop a comprehensive school safety plan. Reviewed annually, a school's safety plan is the result of a systematic planning process in cooperation with local public safety agencies, community leaders, parents, pupils, teachers, administrators, and other persons interested in the prevention of campus crime and violence. Each school's safety plan addresses the following key areas: preparedness, mitigation and prevention, response and recovery.

In close cooperation with the California Schools Risk Management (Joint-Powers Authority), local police and fire departments, the district's Office of Safety and Emergency Management conducts periodic safety inspections of district sites and provides correction reports to site administrators. A follow-up system is in place to ensure timely compliance and correction of discrepancies.

School sites also conduct scheduled drills for anticipated emergency situations (such as fires, earthquakes and lockdowns) to prepare students, staff, and other stakeholders how to appropriately respond to those emergencies. The district follows California's mandated Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for emergency management. The Office of Safety and Emergency Management is also tasked with coordinating the response and recovery of emergencies or other disasters affecting the SBCUSD.

D. Other SARC Information**Information Required in the SARC**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	24		5	
2	24		5	
3	24		4	
4	26	12	12	8
5	28	6	24	2
6	25	7	18	
Other	29	1	1	2

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	3	
1	21	2	3	
2	22	1	4	
3	23	1	4	
4	28		24	2
5	31	6	6	8
6	30	2	7	8
Other	25	2	1	1

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	2	0
1	20	3	2	0
2	19	1	4	0
3	23	0	5	0
4	31	6	0	14
5	29	0	24	2
6	24	15	6	9
Other	32	0	1	1

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	491

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,949	\$228	\$8,721	\$95,170
District	N/A	N/A	\$8,523	\$83,861
Percent Difference - School Site and District	N/A	N/A	2.3	12.6
State	N/A	N/A	\$17,020	\$88,508
Percent Difference - School Site and State	N/A	N/A	-64.5	7.3

Fiscal Year 2022-23 Types of Services Funded

Types of Services Funded (Fiscal Year 2023-2024)

The overarching objective of all categorically funded programs within the San Bernardino City Unified School District (SBCUSD) is to guarantee that every student, encompassing English learners, educationally disadvantaged pupils, African American individuals, American Indian students, Asian students, English Learners, Filipino students, Foster Youth, Hispanic students, Homeless students, Long-Term English Learners (LTEL), Pacific Islander students, Socioeconomically Disadvantaged (Low-Income) students, Students with Disabilities, Two or More Races students, and White students, achieves proficiency in both state and local standards.

The educational program at each site follows a continuous improvement planning process known as Plan, Do, Study, Act (PDSA). This process actively involves members of the school community, including the principal, teachers, support staff, parents, and, at the secondary level, students. Together, these Educational Partners constitute the School Site Council (SSC). The SSC is responsible for developing, annually monitoring, evaluating, and revising a comprehensive plan known as the School Plan for Student Achievement (SPSA). Rooted in self-study and collaborative efforts, the SPSA ensures the effective coordination of all available resources at the school, directing them towards the common goal of delivering a high-quality educational program that facilitates success for all students.

Certain students may encounter challenges in achieving proficiency in academic state and local content standards, putting them at risk of not meeting graduation requirements. To address this, categorical program funds are allocated. It is crucial to emphasize that these funds are supplementary educational resources designed to enhance the core instructional program and boost the academic success of these students. Categorical funds are specifically earmarked for additional personnel time, staff development opportunities, supplemental student materials, and other specialized services, equipment, and supplies. Importantly, these supports are intended to supplement the base program and not replace or supplant it.

Categorical programs commonly found at SBCUSD sites are:

- * Every Student Succeeds Act (ESSA) Title I, Part A
 - * Local Control Funding Formula (LCFF), Supplemental and Concentration Funds
- 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:
- * Vocational Education Basic Grant Award (Voc Ed) – Carl D. Perkins Career and Technical Education Improvement Act of 2006
 - * ESSA Title II, Part A – Supporting Effective Instruction
 - * ESSA Title III, Part A – Language Instruction for English Learners (EL) and Language Instruction for Immigrant Students
 - * Title IV, Part A -School conditions for student learning in order to create a healthy and safe school environment

Access to, and opportunities for, a well-rounded education for all students; and
Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

LEAs are encouraged to use evidence-based interventions that are reasonable, necessary, and consistent with Title I, Part A of the ESSA, to improve student achievement for those students not meeting grade level standards. At the local level, SBCUSD identifies schools with greatest needs, based on a variety of data, including local and state student progress indicators, to provide additional resources and services to the schools (referred to as Targeted Support for School Progress or TSSP). Additionally, the California Dashboard is used to identify schools and student groups in need of Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI).

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,713	\$55,550
Mid-Range Teacher Salary	\$88,292	\$80,703
Highest Teacher Salary	\$118,190	\$109,418
Average Principal Salary (Elementary)	\$129,442	\$137,703
Average Principal Salary (Middle)	\$154,376	\$143,760
Average Principal Salary (High)	\$171,180	\$159,021
Superintendent Salary	\$353,808	\$319,443
Percent of Budget for Teacher Salaries	31.72%	30.35%
Percent of Budget for Administrative Salaries	4.48%	4.87%

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. Teacher Induction Program (TIP) mentors, Peer Assistance Review (PAR) consulting teachers, peer mentors, 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. Additionally, the district provided district wide staff development which included 3 days in 2019-20, 4 days in 2020-21, 3 days in 2021-22, 3 days in 2022-23, and 3 days in 2023-24.

SBCUSD offers a variety of professional development opportunities to support the improvement of instructional practice. The goal of all professional development is to increase student proficiency in core subject areas. Targeted support is provided in the areas of culturally relevant instruction, strategies to assist English Learners, essential components of an ELD lesson, implementation of the Common Core State Standards, creating rigorous standards-aligned units of study, building a solid foundation in Algebra, GATE strategies, implementing Positive Behavior Supports, restorative practices, and integrating technology into daily instruction.

School sites support the focus of their identified instructional improvements with site-based professional development, and job-like 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 the Teacher Induction Program (TIP) which focuses on the California Standards for the Teaching Profession.

The San Bernardino City Unified School District uses individualized, job-embedded coaching focused on the CSTP (teachers) and CPSELs (administrators) and in-person workshops with on the job follow up feedback. Administrators, teachers and community members receive professional development through job-embedded time, after-school workshops, off-track/vacation training times, conference attendance, collaboration/ coordination with local university programs, online delivery of professional development content and individual mentoring. Opportunities are created for development in curriculum writing, assessment of standards and instructional best practices, including teaching to the appropriate depth of knowledge and disciplinary literacy. Additionally, Special Education offers a variety of PD opportunities to support the Individual Education Plans (IEPs) of identified students. Professional development is focused around current district, state, and national trends in the area of Special Education. At present, available topics include successful implementation of strategies for students with Autism, curriculum for different disability groups, behavior management, data analysis, social skills, English Language Development (ELD), Behavior Support Plans (BSPs), and legally defensible documents that best support students and meet state requirements.

This year the emphasis of the districtwide PD was placed on Social Emotional Learning (SEL) resources and techniques to assist staff and students with the return to in-person learning. Training was delivered on the use of a districtwide formative assessment and diagnostic software platform, which provides teachers with data to identify student learning needs and maximize instruction. Additionally, District administrators and educators are receiving continuing PD around Professional

Professional Development

Learning Communities and Universal Design for Learning (UDL).

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3