DAVIDSON ELEMENTARY SCHOOL

2844 Davidson Avenue • San Bernardino, CA 92405 • 909-881-8153 • Ernestine Hopwood, Principal

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

The goal of Davidson School is to provide academic instruction and learning activities which empower each student to reach his/her personal best and full potential. Davidson School strives to provide a nurturing, challenging, and disciplined environment in which all students and staff experience the joy of learning. At Davidson, each student is prepared for a productive work life and democratic participation in a culturally diverse society, and is empowered to make sound moral and ethical decisions.

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
Kindergarten	71	Grade 5	82
Grade 1	63	Grade 6	79
Grade 2	54	Ungraded Elementary	0
Grade 3	81	Total Enrollment	496
Grade 4	66		

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Enrollment	Group	Percent of Enrollment
Black or African American	12.7%	White	7.1%
American Indian or Alaska Native	0.2%	Two or More Races	1.4%
Asian	1.0%	Socioeconomically Disadvantaged	90.1%
Filipino	0.4%	English Learners	38.9%
Hispanic or Latino	77.2%	Students with Disabilities	6.5%
Native Hawaiian or Pacific Islander	0.0%		

Average Class Size and Class Size Distribution (Elementary)

	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
Grade Level		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	3	0	0	21.7	0	3	0	23.3	0	3	0
1	19.7	3	0	0	21.3	0	3	0	23.3	0	3	0

2	19.3	3	0	0	20.8	1	3	0	23.0	1	1	0
3	19.3	4	0	0	20.3	2	1	0	22.8	1	3	0
4	33.5	0	0	2	30.0	0	1	1	32.5	0	1	1
5	34.0	0	0	3	34.0	0	0	2	30.0	0	4	0
6	32.5	0	1	1	29.7	0	3	0	31.0	0	2	0

III. School Climate

School Safety Plan

Date of Last Review/Update: *July 25, 2011*
Date Last Reviewed with Faculty: *November 3, 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

Rate*	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	4.4%	4.9%	8.3%	34.7%	32.3%	28.8%
Expulsions	0.0%	0.0%	0.6%	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
Davidson Elementary School has 25 classrooms, a library, a multipurpose room, and an administration office. The campus was built in 1949 and was modernized in 1994. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

Safety
To ensure student safety before, during and after the school day, recreation 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. 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 August 26, 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 during the 2011-2012 school year.

Modernization Projects

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

New Construction Projects

No new construction projects are scheduled for this school during the 2011-2012 school year.

School Facility Good Repair Status (School Year 2011-12)
This table displays the results of SBCUSD's annual inspection on March 30, 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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	N/A	X			
Electrical: Electrical	N/A	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	X			
Safety: Fire Safety, Hazardous Materials	N/A	X			
Structural: Structural Damage, Roofs	N/A	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	N/A	X			
Overall Rating	X				N/A

San Bernardino County Superintendent of Schools (SBCSS) Williams Inspection Results (School Year 2011-12)
On an annual basis, representatives from SBCSS conduct Williams visits to school ranked in deciles 1-3 (currently based on the 2009 Academic Performance Index) in San Bernardino County. Visitation requirements include a facilities inspection that is designed to evaluate the school facility's "good repair" status as well as a School Accountability Report Card review in order to validate that the visit findings from the previous year, as well as any remedial action taken or planned, are accurately reported in the School Accountability Report Card.

This table displays the results of the SBCSS Williams Team annual inspection on August 26, 2011.

Item Inspected	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	No deficiencies were noted
Interior: Interior Surfaces	No deficiencies were noted
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	No deficiencies were noted
Electrical: Electrical	No deficiencies were noted
Restrooms/Fountains: Restrooms, Sinks/ Fountains	No deficiencies were noted
Safety: Fire Safety, Hazardous Materials	No deficiencies were noted
Structural: Structural Damage, Roofs	No deficiencies were noted
External: Playground/School Grounds, Windows/Doors/Gates/Fences	No deficiencies were noted

V. Teachers

Teacher Credentials

Teacher	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	25	26	23	2,584
Without Full Credential	0	1	1	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	2	0	0
Total Teacher Misassignments	2	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/.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	90.0%	10.0%
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	496.0
Library Media Teacher (Librarian)	0.0	
Library Media Services Staff (paraprofessional)	0.4	
Psychologist	0.3	
Social Worker	0.0	
Nurse	0.2	
Speech/Language/Hearing Specialist	0.3	
Resource Specialist (non-teaching)	1.0	
Other	1.0	

** 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*

Textbooks adopted by the San Bernardino City Unified School District Board of Education are selected from the State adopted list of materials. These materials are standards-based materials and are rigorously reviewed by San Bernardino City Unified School District Textbook Adoption Committees to assure that the selection will meet the unique needs of San Bernardino City Unified School District. The textbooks selected are usually adopted for a seven year cycle; however, due to the constraints of the California budget, the process and procedures adopting instructional materials have been suspended until the 2013-14 school year.

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 K-6 to use in class, at home, and after school. For science and history-social studies classroom materials, big books have been purchased for K-2 with a textbook purchased for each student in grades 3-6 use in class, at home, and after school. ELD materials are standards-aligned and are purchased for each student who is identified as an English learner. 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 and the District Office. This inventory is completed in March/April of each year to prepare for the following school year.

The chart below lists the core curriculum area, approved years of adoption, the publisher of the materials, and the year the materials were adopted by the Board of Education.

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	% of Students Lacking Own Assigned Copy
Reading/Language Arts	*Reading and Lectura* Houghton Mifflin (2002)	0.0%
Mathematics	*California Mathematics* MacMillan McGraw Hill (2008)	0.0%
Science	*California Science* and *Ciencias* Pearson School Foresman (2007)	0.0%
Social Studies	*History/Social Science* and *Historia y Ciencias* – K & 6 Houghton Mifflin (2006) *California Vista* and *Vistas de California* – Grades 1-5 MacMillan McGraw Hill (2006)	0.0%
English Language Development	*Moving into English* Harcourt Brace (2006) *Shining Star* Person Longman (2006)	0.0%

The Board of Education is considering the purchase of a new language arts program (*Treasures,* published by McGraw-Hill) for the 2012-2013 school year if money is available.

In addition to the core curriculum materials cited above, the district has purchased supplementary materials for use in the district's elementary music program. These materials are used primarily by district music specialists. Participation in the district's elementary music program is voluntary and open to students in grades four through six. Sufficient instructional materials are available for all students electing to participate in this music program.

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Music	*Share the Music* McGraw Hill (1995)

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	$5,725	$890	$4,835	$68,097
District	N/A	N/A	$4,909	$68,053
Percent Difference–School Site and District	N/A	N/A	-1.5%	7.0%
State	N/A	N/A	$5,455	$69,207
Percent Difference–School Site and State	N/A	N/A	-11.4%	-1.6%

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

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding state standards)								
	School			District			State		
Subject	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	23%	26%	25%	31%	35%	37%	49%	52%	54%
Mathematics	27%	31%	32%	32%	35%	37%	46%	48%	50%
Science	10%	27%	22%	31%	36%	39%	50%	54%	57%
History-Social Science	N/A	N/A	N/A	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

	Percent of Students Scoring at Proficient or Advanced			
Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	37%	37%	39%	29%
All Students at the School	25%	32%	22%	N/A
Male	21%	32%	24%	N/A
Female	30%	31%	20%	N/A
Black or African American	26%	32%	0%	N/A
American Indian or Alaska Native				N/A

Asian				N/A
Filipino				N/A
Hispanic or Latino	24%	32%	20%	N/A
Native Hawaiian or Pacific Islander				N/A
White	45%	32%	0%	N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	24%	32%	20%	N/A
English Learners	15%	28%	11%	N/A
Students with Disabilities	9%	16%	0%	N/A

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

California Physical Fitness Test Results (School Year 2010-11)
The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.5%	25.3%	16.9%

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	1	1	1
Similar Schools	1	1	1

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-17	27	-19
Black or African American			
American Indian or Alaska Native			
Asian			

Filipino			
Hispanic or Latino	-17	23	-11
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	-22	34	-17
English Learners	-18	20	-16
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	320	655	35,235	713	4,683,676	778
Black or African American	39	619	5,002	675	317,856	696
American Indian or Alaska Native	1		206	696	33,774	733
Asian	3		620	835	398,869	898
Filipino	1		165	843	123,245	859
Hispanic or Latino	251	658	25,382	708	2,406,749	729
Native Hawaiian or Pacific Islander	0		188	730	26,953	764
White	19	704	3,283	773	1,258,831	845
Two or More Races	6		159	731	76,766	836
Socioeconomically Disadvantaged	294	648	31,757	703	2,731,843	726
English Learners	125	651	15,941	690	1,521,844	707
Students with Disabilities	31	481	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	No	No
Met Participation Rate – English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient – English-Language Arts	No	No
Met Percent Proficient – Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate	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	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	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

This section is not applicable to elementary schools.

XII. Instructional Planning and Scheduling

Professional Development

The San Bernardino City Unified School District is committed to hiring the best staff available and to providing ongoing opportunities to support and increase professional practice for educators. Beginning Teacher Support and Assessment (BTSA) support providers, Peer Assistance Review (PAR) consulting teachers, buddy teachers and content specialists work with teachers on a regular basis. Teachers, paraprofessionals, and administrators are all provided opportunities to participate in professional development (PD) programs. An analysis of site academic and behavioral data is used to provide focus to each site's Single Site Plan for Student Achievement and used to guide the creation of the site professional development plan. The site administrators and Professional Development Team (PDT) work together to establish the focus of site professional development that takes place during weekly early release Collaboration Days.

SBCUSD offers a variety of professional development opportunities to support the improvement of instructional practice. Mandatory professional development has been identified through School Board Policy and the English Learner Master Plan. Teachers are required to complete 5 days of English Learner Professional Development and 3 days of Equity and Diversity Training. The goal of all professional development is to increase student proficiency in core subject areas. Targeted support is provided in the areas of culturally relevant instruction, strategies to assist English Learners, 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.