DAVIDSON ELEMENTARY SCHOOL

2844 Davidson Avenue • San Bernardino, CA 92405 • 909-881-8153 • Joyce Payne, Principal

2008-2009 School Accountability Report Card
Published in 2009-2010

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

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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 (School Year 2008-09)

This section provides information about the school, its program, and its goals.

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 2008-09)

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

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

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

district-level parent and family training opportunities, and increased access to family involvement resources for district schools.

Parent Outreach Contacts:

- **Family Resource Center**
  1525 W. Highland Ave.
  San Bernardino, California 92411
  909-880-4057
  Hours: 8:00 AM - 4:30 PM, M-F
- **Marcelino Serna**, *Parent/Family Involvement Officer*
  909-880-4057, marcelino.serna@sbcusd.com
- **Emily Valdez**, *Parent Outreach Worker*
  909-880-4057, 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

Categorical Parent Involvement Contacts:

- Elementary: **Dee Tarango**, *Coordinator, Elementary, Accountability Department*
  909-381-1256, dee.tarango@sbcusd.com
- Secondary: **Allison Adams**, *Program Specialist, Secondary, Accountability Department*
  909-381-1256, allison.adams@sbcusd.com

Student Enrollment by Grade Level (School Year 2008-09)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	60	Grade 5	105
Grade 1	78	Grade 6	66
Grade 2	66	Ungraded Elementary	0
Grade 3	78	Total Enrollment	522
Grade 4	69		

Student Enrollment by Group (School Year 2008-09)
This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	16.67%	White (not Hispanic)	9.00%
American Indian or Alaska Native	1.15%	Multiple or No Response	2.30%
Asian	0.38%	Economically Disadvantaged	85.00%
Filipino	0.38%	English Learners	28.00%
Hispanic or Latino	69.54%	Students with Disabilities	11.00%
Pacific Islander	0.57%		

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

	2006-07				2007-08				2008-09			
	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	19.3	4	0	0	19.7	3	0	0	20.0	2	1	0
1	19.5	4	0	0	17.0	4	0	0	19.7	3	0	0
2	19.8	4	0	0	19.0	4	0	0	19.3	3	0	0
3	20.0	5	0	0	18.7	3	0	0	19.3	4	0	0
4	28.0	0	3	0	30.0	0	3	0	33.5	0	0	2
5	30.3	0	2	1	33.0	0	1	1	34.0	0	0	3
6	30.3	0	2	1	24.0	1	1	1	32.5	0	1	1
K-3	0.0	0	0	0	0.0	0	0	0	20.0	1	0	0
3-4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4-8	7.0	1	0	0	26.0	1	1	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	14.0	1	0	0

III. School Climate

School Safety Plan (School Year 2008-09)
This section provides information about the school's comprehensive safety plan.

Date of Last Review/Update: *July 2009*
Date Last Reviewed with Faculty: *August 2009*

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) and local 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) for emergency management.

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

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	2.3%	5.3%	4.4%	22.7%	27.3%	34.7%
Rate of Expulsions	0.0%	0.0%	0.0%	0.2%	0.2%	0.2%

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)
This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

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

Age of School Buildings
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, campus 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 July 20, 2009, 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 2008-09 school year, the district budgeted $8,934,122 for the deferred maintenance program. This represents 1.6% of the district's general fund.

Deferred Maintenance Projects

No deferred maintenance projects were scheduled for this school for the 2009-2010 school year.
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School Facility Good Repair Status (School Year 2009-10)
This table displays the results of SBCUSD's annual inspection on July 14, 2009.

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Gas Leaks	N/A	X			
Mechanical Systems	N/A	X			
Windows/Doors/Gates (interior and exterior)	N/A	X			
Interior Surfaces (walls, floors, and ceilings)	N/A	X			
Hazardous Materials (interior and exterior)	N/A	X			
Structural Damage	N/A	X			

Fire Safety	N/A	X			
Electrical (interior and exterior)	N/A	X			
Pest/Vermin infestation	N/A	X			
Drinking Fountains (inside and outside)	N/A	X			
Restrooms	N/A	X			
Sewer	N/A	X			
Playground/School Grounds	N/A	X			
Roofs	N/A	X			
Overall Cleanliness	N/A	X			
Overall Rating	X				N/A

San Bernardino County Superintendent of Schools (SBCSS) Williams Inspection Results (School Year 2009-10)
On an annual basis, representatives from SBCSS conduct Willilams visits to school ranked in deciles 1-3 (currently based on the 2006 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 July 20, 2009.

Item Inspected	Repair Needed and Action Taken or Planned
Gas Leaks	No deficiencies noted
Mechanical Systems	No deficiencies noted
Windows/Doors/Gates (interior and exterior)	No deficiencies noted
Interior Surfaces (walls, floors, and ceilings)	No deficiencies noted
Hazardous Materials (interior and exterior)	No deficiencies noted
Structural Damage	No deficiencies noted
Fire Safety	No deficiencies noted
Electrical (interior and exterior)	No deficiencies noted
Pest/Vermin infestation	No deficiencies noted
Drinking Fountains (inside and outside)	No deficiencies noted
Restrooms	No deficiencies noted
Sewer	No deficiencies noted
Playground/School Grounds	No deficiencies noted
Roofs	No deficiencies noted
Overall Cleanliness	No deficiencies noted

V. Teachers

Teacher Credentials
This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page.

Teacher	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	29	28	25	2533
Without Full Credential	0	0	0	116
Teaching Outside Subject Area of Competence	1	0	0	N/A

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

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	5	6	2
Total Teacher Misassignments	5	6	2
Vacant Teacher Positions	0	0	0

Core Academic Courses Taught by NCLB Compliant Teachers (School Year 2008-09)
This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB-Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	90.9	9.1
All Schools in District	78.3	21.7
High-Poverty Schools in District	80.1	19.9
Low-Poverty Schools in District	N/A	N/A

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)
This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	522.0
Library Media Teacher (Librarian)	0.0	
Library Media Services Staff (paraprofessional)	0.4	
Psychologist	0.4	
Social Worker	0.0	
Nurse	0.2	
Speech/Language Hearing Specialist	0.4	
Resource Specialist (non-teaching)	1.0	
Other	3.0	

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2009-10)
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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 for adopting instructional materials have been suspended until the 2013-14 school year.

All core curriculum materials are available in English and Spanish. It has been the practice of the Board of Education to purchase a textbook for each student in reading/language arts and mathematics in grades K-6 to use in class and to take home. 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 to use in class and to take home. 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. This inventory was completed in March/April of the 2009 school year to prepare for the 2009-10 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 Areas	Quality and Currency of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Textbooks and Instructional Materials
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 Scott 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%

In addition to the core curriculum materials, the Board of Education has purchased supplementary materials for visual and performing arts. These materials have been reviewed for alignment to state and district standards. Class sets have been purchased for use by grade-level teams and district music specialists.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Textbooks and Instructional Materials
Visual & Performing Arts	*Art Connections* McGraw Hill (1999) *Share the Music* McGraw Hill (1995)	0.0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)
This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found

on the CDE Current Expense of Education & Per-pupil Spending Web page and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$7,341	$2,356	$4,985	$71,241
District	N/A	N/A	$6,205	$67,331
Percent Difference–School Site and District	N/A	N/A	19.7%	5.5%
State	N/A	N/A	$5,512	$67,049
Percent Difference–School Site and State	N/A	N/A	9.6%	5.9%

Types of Services Funded (Fiscal Year 2008-09)
This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

The common goal of all categorically funded programs in the San Bernardino City Unified School District (SBCUSD) is to ensure that all students--including English learners, educationally disadvantaged pupils, 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 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$45,282	$42,065
Mid-Range Teacher Salary	$70,171	$67,109
Highest Teacher Salary	$86,760	$86,293
Average Principal Salary (Elementary)	$114,919	$107,115
Average Principal Salary (Middle)	$117,310	$112,279
Average Principal Salary (High)	$131,305	$122,532
Superintendent Salary	$209,626	$216,356
Percent of Budget for Teacher Salaries	38.00%	39.40%
Percent of Budget for Administrative Salaries	5.20%	5.50%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CMA includes ELA for grades three through nine; mathematics for grades three through eleven; and science for grades five, eight, and ten. The CMA is an alternate assessment that is based on modified achievement standards. 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. The CAPA includes ELA, mathematics, and science in grades two through eleven. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	23	26	23	25	28	31	43	46	50
Mathematics	22	26	27	24	27	32	40	43	46

Science	8	14	11	21	26	31	38	46	50
History-Social Science	N/A	N/A	N/A	17	17	22	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)
This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	18	21	6	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	*	*	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	22	27	11	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	40	40	N/A	N/A
Male	23	27	17	N/A
Female	23	27	5	N/A
Economically Disadvantaged	22	25	10	N/A
English Learners	12	19	4	N/A
Students with Disabilities	5	12	12	N/A

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)
The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing (PFT) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.2	25.0	24.1

X. Accountability

Academic Performance Index (API)
The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page.

API Ranks – Three-Year Comparison
This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while

a statewide rank of ten 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 one 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 ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	1	1	1
Similar Schools	1	1	1

"N/A" *means a number is not applicable or not available due to missing data.*

"B" *means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.*

"C" *means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.*

" * " *means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.*

API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	48	20	-17	647
African American	N/A	N/A	N/A	600
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	57	9	-17	645
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	52	19	-22	630
English Learners	61	23	-18	644
Students with Disabilities	N/A	N/A	N/A	N/A

"N/A" *means a number is not applicable or not available due to missing data.*

"*" *means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.*

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page.

AYP Overall and by Criteria (School Year 2008-09)
This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

"Yes" *Met 2009 AYP Criteria*
"No" *Did not Meet 2009 AYP Criteria*

Federal Intervention Program (School Year 2009-10)
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. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page.

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	48
Percent of Schools Currently in Program Improvement	N/A	66.7

XI. School Completion and Postsecondary Preparation

This is an elementary school, and topics normally addressed in this section do not apply to this school.

XII. Instructional Planning and Scheduling

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

The San Bernardino City Unified School District is committed to hiring the best staff available and to providing ongoing opportunities to support and increase professional practice for educators. Beginning Teacher Support and Assessment (BTSA) Support Providers, Peer Assistance Review (PAR) consulting teachers, buddy teachers, content specialists, and coaches work with teachers on a regular basis. Teachers, paraprofessionals, and administrators all participate in professional development programs. Each site regularly analyzes student achievement data to identify academic strengths and weaknesses. The academic strengths and weaknesses are then incorporated in the site's Single Site Plan for Student Achievement and used to guide the development of the site professional development plan. The site administration and the Professional Development Team (PDT) work together to establish the focus of site professional development that takes place during early release Collaboration Days.

SBCUSD offers a variety of professional development opportunities to support the improvement of instructional practice. Specific district-wide training is designed based on needs identified in our Curriculum Management Audit and DAIT LEA Addendum. The goal of all professional development is increases in student achievement. The Superintendent's Blueprint for Success has identified the outline for professional development emphasis. Targeted training is provided in the areas of culturally relevant instruction, strategies to assist English Learners, building a solid foundation in Algebra (K-12), increasing effectiveness of language arts instruction, building mathematics content knowledge, implementing Response to Intervention (RtI), and implementing the tenets of Professional Learning Communities.

Teachers, classified personnel, and administrators participate in professional development in a variety of venues. School sites support the focus of their identified instructional improvements with site-based professional development 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 coaches help to move the professional development strategies into practice—coaches work with principals, new teachers, struggling teachers (through PAR), site programs of improvement, and specific grant initiatives (i.e., QEIA).

All professional development offerings are included in an online registration system that helps administrators and teachers find sessions to meet their individual needs. Our teacher association works together with the district office in the annual presentation of the BRIDGES Conference. This Saturday conference offers a variety of sessions aimed at improving student performance and decreasing achievement gaps.

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

Teachers receive support for implementation from a variety of sources. BTSA supports new teachers using coaching and the Formative Assessment for California Teachers (FACT) system. PAR consulting teachers support struggling teachers in becoming more effective. Site coaches support teachers in implementing improvement strategies based on site focus. Academic vice principals (AAIIACs) support sites and teachers in implementing effective instructional strategies, and administrative coaches support the leadership at designated sites. Many sites have also implemented peer walkthroughs and lesson study to assist in the transfer of newly learned strategies into regular practice. Administrative Learning Walks and walkthroughs of site and district teams are designed to provide feedback on implementation of specific program tenants, teaching strategies and for identifying next steps in program improvement.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress
The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic

content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated
This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated
This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92