

CAJON HIGH SCHOOL

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

SARCs for schools in the San Bernardino City Unified School District are available on the district's web site at <http://www.sbcusd.com>. Hard copies are available upon request from each school or from the district's Communications Department.

- 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 more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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.

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 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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	CAJON HIGH SCHOOL
Street	1200 W. Hill Dr.
City, State, Zip	San Bernardino, CA 92407
Phone Number	(909) 881-8120
Principal	Teenya Bishop
E-mail Address	teenya.bishop@sbcsd.k12.ca.us
Web Site	www.sbcusd.com/cajon
CDS Code	36678763632221

District Contact Information	
District Name	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
Phone Number	(909) 381-1110
Superintendent	Dr. Dale Marsden
E-mail Address	dale.marsden@sbcusd.k12.ca.us
Web Site	www.sbcusd.com

School Description and Mission Statement (School Year 2016-17)

Cajon High School has 119 classrooms, a library, an auditorium, a gymnasium, and an administration office. The campus was built in 1967, and the facility strongly supports teaching and learning through its ample classroom and athletic space, and a staff resource room.

Cajon High School is committed to providing a rigorous instructional program in a safe and secure environment that develops academically proficient learners, effective communicators and responsible citizens.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	757
Grade 10	754
Grade 11	671
Grade 12	654
Total Enrollment	2,836

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	14.9
American Indian or Alaska Native	1
Asian	1.9
Filipino	0.9
Hispanic or Latino	63.6
Native Hawaiian or Pacific Islander	0.9
White	15.4
Two or More Races	0.8
Socioeconomically Disadvantaged	76.6
English Learners	5.9
Students with Disabilities	9.8
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	86	117	100	2,162
Without Full Credential	4	6	7	52
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	9

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments *	0	1	0
Vacant Teacher Positions	0	4	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 Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.8	1.2
All Schools in District	88.7	11.3
High-Poverty Schools in District	88.7	11.3
Low-Poverty Schools in District	0.0	0.0

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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2016

High school textbooks adopted by the San Bernardino City Unified School District Board of Education are standards-based and 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.

Each school purchases textbooks for all students to use in class and to take home. Prior to the purchase of materials for the upcoming school year, an inventory is completed so that sufficient materials are available for the new school year. An inventory is completed for each classroom and reported to the principal. This inventory was completed in March/April each year to prepare for the following year.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt: Collections (2016) California State University: Expository Reading and Writing Course (2014)	Yes	0
Mathematics	Pearson: CA Integrated High School Mathematics Common Core: Mathematics I (2015) Pearson: CA Integrated High School Mathematics Common Core: Mathematics II (2015) Pearson: CA Integrated High School Mathematics Common Core: Mathematics III (2015) Freeman: Practice of Statistics (2015) Pearson: FDWKB Calculus, AP Edition (2015) Pearson Sullivan: Precalculus: Enhanced with Graphing Utilities (2015)	Yes	0
Science	Holt, Rinehart and Winston: Physical Science (2007) McDougal Littell: Biology (2007) Pearson Addison Wesley: Conceptual Physics (2007) Pearson Prentice Hall: Biology AP Ed (2007) Pearson Prentice Hall: Essentials of Anatomy and Physiology (2007) Pearson Prentice Hall: Chemistry (2007) Thompson Learning Brooks/Cole: Physics: Algebra/Trig (2007)	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Glencoe/McGraw-Hill: Economics Today and Tomorrow (2006) Glencoe/McGraw-Hill: The American Vision (2006) Glencoe/McGraw-Hill: US Government: Democracy in Action (2006) Glencoe/McGraw-Hill: World History Modern Times (2006) Houghton Mifflin: American Government (2006) McDougal Littell/Houghton Mifflin: The American Pageant (2006) McDougal Littell: World Geography (2006) Pearson Longman: Economics: Explore and Apply (2006)	Yes	0
Foreign Language	Glencoe/McGraw-Hill: Bon Voyage! Level 1 (2002) Glencoe/McGraw-Hill: Bon Voyage! Level 2 (2002) Glencoe/McGraw-Hill: Bon Voyage! Level 3 (2002) McDougal Littell: Abriendo Puertas (2002) McDougal Littell: En Español! (2002) McDougal Littell: En Español Level II (2002) McDougal Littell: En Español 3 (2002) McDougal Littell: Tu Mundo/Nuestro Mundo (2002) Vista Higher Learning: Imaginez Le Francais Sans Frontieres (2012)	Yes	0
Health	This school does not offer health courses.		
Visual and Performing Arts	Glencoe/McGraw-Hill: Art Talk (2002) Glencoe/McGraw-Hill: The Stage and the School (2002) Glencoe/McGraw-Hill: Music! Its Role and Importance in Our Lives (2002)	Yes	0
Science Laboratory Equipment (grades 9-12)	Sufficient appropriate laboratory equipment is available in all science classrooms		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Each year the district uses state and local funds to maintain and improve school sites. Planned improvements for this school for the 2016-17 school are listed below.

- Theater renovation
- New security and surveillance system
- Athletic complex upgrade – new track surface, bleachers, supporting buildings
- Convert 4160 to 480
- Replace roofing, restroom partitions in various locations

The district takes great effort to ensure all schools are clean, safe, and functional. Health and safety concerns are a top priority, and the district's Mobile Maintenance Teams are proactive and conduct inspections to keep school sites in "good repair" on a continual basis. The Mobile Maintenance Teams use the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC), to record inspection results. Results of this site's most recent survey are included below, and any associated repairs were completed by the end of May 2016.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/13/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

Interior: Interior Surfaces		X	ATTENDANCE OFFICE: #4 ADD 1 1/2" CORNER GUARD TO ENTRY (REMEDIED) B-18: #4 CEILING TILE DISLODGED (REMEDIED); #7 LIGHT WITH TAG (REMEDIED) B-21: #4 BASE TORN BY TEACHERS DESK (REMEDIED) B-28: #4 SNAGS AROUND ELECT FLOUR BOXES ALL OVER (REMEDIED); #4 CEILING TILE MISSING EAST CENTER (REMEDIED); #7 SEVERAL FLOOR OUTLET PLUGS (REMEDIED) B-5: #4 CEILING TILE S/W CORNER (REMEDIED); #15 PAINT INTERIOR OF DOOR (REMEDIED) BOYS LOCKER ROOM: #4 ADD 3" CORNER GUARD TO SOUTH ENTRY WAY (REMEDIED); #7 EL SEVERAL LIGHT ARE OUT CIRCUIT (REMEDIED); #7 EL EXIT SIGN NORTH OVERWAY BROKEN (REMEDIED); #4 PAINT WEST WALL AND SOUTH ENTRYWASY 6100 PT (REMEDIED) C-25: #4 PATCH/PAINT HOLES EAST WALL (REMEDIED); #15 PAINT INTERIOR OF DOOR (REMEDIED) C-28: #4 PATCH/PAINT SOUTH WALL BY THE DOOR (REMEDIED) C-37: #4 CP CEILING TILE NORTH PERIMETER (REMEDIED) C-38: #4 CP CEILING TILES S/W MISSING (REMEDIED) C-39: #4 CP CEILING TILE CENTER (REMEDIED) C-40: #4 CP CELILING TILES WEST (REMEDIED) C-41: #4 CEILING TILES CENTER (REMEDIED) C-8: #4 CEILING TILES MISSING (REMEDIED) C-9: #4 CEILING TILE MISSING (REMEDIED); #7 LIGHT W/TAG (REMEDIED) COUNSELOR AREA: #4 CP ADD 3" CORNER GUARD TO SOUTH ENTRY AREA (REMEDIED) E-12: #14 PT TOUCH UP EXT WALL BY RAMP (REMEDIED); #15 PT TOUCH INT OF DOOR (REMEDIED); #4 FM BASE NORTH WALL (REMEDIED) E-16: #4 BASE NORTH & WEST WALLS (REMEDIED) E-21: #10 SITE EM EXIT BLOCKED (REMEDIED); #4 FM BASE WEST WALL (REMEDIED) E-22: #15 CP END CAP ON PANIC BAR GONE (REMEDIED); #4 FM BASE NORTH WALL (REMEDIED); #7 EL LITES W/TAGS (REMEDIED); #10 SITE EM EXIT BLOCKED (REMEDIED) E-6: #4 SIDEWALL TILES HAVE FALLEN IN ON SOUTH (REMEDIED); #15 PAINT INTERIOR OF NORTH DOOR (REMEDIED) E-7: #4 FM SNAGS THROUGHOUT RISER AREA (REMEDIED); #15 PAINT INTERIOR OF NORTH DOOR (REMEDIED) F-1: #4 CP ADD 3" CORNER GUARD AT ENTRYWAY (REMEDIED); #15 PAINT INTERIOR OF MAIN DOOR (REMEDIED) F-3: #4 CEILING TILE BY POWER POWER (REMEDIED)
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School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/13/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				F-314 HALLWAY: #4 CEILING TILE IS MISSING (REMEDIED) F-WING GIRLS R/R: #4 PAINT PARTITION WALL AND DOORS (BLACK (REMEDIED) GYM GIRLS EAST R/R: #4 6100 SM FEMININE PRODUCT DISPENSER VANDALIZED (REMEDIED) MEN R/R F-WING: #4 CP REPLACE BROKEN/MISSING SOAP DISPENSER (REMEDIED); #15 PAINT INT/EXT OF DOOR (REMEDIED)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 4/13/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			B-18: #4 CEILING TILE DISLODGED (REMEDIED); #7 LIGHT WITH TAG (REMEDIED) B-2: #7 RESET 2 FIXTURES INTO THE GRID 6100, NEED SUPPORT WIRE CP 6100 TICKET MADE (REMEDIED) B-28: #4 SNAGS AROUND ELECT FLOUR BOXES ALL OVER (REMEDIED); #4 CEILING TILE MISSING EAST CENTER (REMEDIED); #7 SEVERAL FLOOR OUTLET PLUGS (REMEDIED) B-4: #7 LIGHT OUT IN THE CENTER (REMEDIED) BOYS LOCKER ROOM: #4 ADD 3" CORNER GUARD TO SOUTH ENTRY WAY (REMEDIED); #7 EL SEVERAL LIGHT ARE OUT CIRCUIT (REMEDIED); #7 EL EXIT SIGN NORTH OVERWAY BROKEN (REMEDIED); #4 PAINT WEST WALL AND SOUTH ENTRYWASY 6100 PT (REMEDIED) C-1: #7 LITE WITH TAG (REMEDIED) C-10: #7 EL LIIGHT WITH TAG (REMEDIED) C-14: #7 LIGHT W/TAGS & 2 OTHERS ARE OUT (REMEDIED) C-3: #7 LITE WITH TAG (REMEDIED); #15 PAINT INTERIOR OF DOOR (REMEDIED) C-9: #4 CEILING TILE MISSING (REMEDIED); #7 LIGHT W/TAG (REMEDIED) C-WING BOYS R/R CENTER: #7 EL LIGHT OUT (REMEDIED) E-11: #7 EL 5400 BLANK MISSING (REMEDIED); #10 SITE BLOCKED EM EXIT (REMEDIED) E-22: #15 CP END CAP ON PANIC BAR GONE (REMEDIED); #4 FM BASE NORTH WALL (REMEDIED); #7 EL LITES W/TAGS (REMEDIED); #10 SITE EM EXIT BLOCKED (REMEDIED) E-26: #7 EL LITES W/TAGS (REMEDIED) F-4: #7 EL FIXTURE DOOR OPEN WEST SIDE (REMEDIED) F-6: #15 PAINT INT/EXT OF SOUTH DOOR (REMEDIED); #7 TEN LIGHTS ARE OUT 6100 TO EL (REMEDIED) GYM WEST BOYS R/R: #7 LIGHT WITH TAG (REMEDIED) MU ROOM: #7 EL REPLACE PLASTIC BOX W/ WM 5478 FOR DUPLEX BY STAFF DINING DOOR (REMEDIED)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/13/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			E-11: #7 EL 5400 BLANK MISSING (REMEDIED); #10 SITE BLOCKED EM EXIT (REMEDIED) E-21: #10 SITE EM EXIT BLOCKED (REMEDIED); #4 FM BASE WEST WALL (REMEDIED) E-22: #15 CP END CAP ON PANIC BAR GONE (REMEDIED); #4 FM BASE NORTH WALL (REMEDIED); #7 EL LITES W/TAGS (REMEDIED); #10 SITE EM EXIT BLOCKED (REMEDIED) E-24: #10 SITE EM EXIT BLOCKED (REMEDIED) E-28: #10 SITE EM EXIT BLOCKED (REMEDIED)
Structural: Structural Damage, Roofs	X			

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		B-1: #15 TOUCH UP INTERIOR OF DOOR (REMEDIED) B-12: #15 PAINT INTERIOR OF DOOR (REMEDIED) B-27: #15 PAINT INTERIOR OF HALL DOOR (REMEDIED) B-3: #15 PAINT INT/EXT OF DOOR (REMEDIED) B-5: #4 CEILING TILE S/W CORNER (REMEDIED); #15 PAINT INTERIOR OF DOOR (REMEDIED) B-BOYS OUTSIDE R/R: #15 PAINT INT OF DOOR (REMEDIED) C-25: #4 PATCH/PAINT HOLES EAST WALL (REMEDIED); #15 PAINT INTERIOR OF DOOR (REMEDIED) C-26: #15 PAINT INTERIOR OF DOOR (REMEDIED) C-27: #15 PAINT INTERIOR OF DOOR (REMEDIED) C-3: #7 LITE WITH TAG (REMEDIED); #15 PAINT INTERIOR OF DOOR (REMEDIED) C-WING: #15 PAINT INT/EXT ONE DOORS (REMEDIED); #15 PAINT EXT OF SE DOORS (REMEDIED);#15 CLOSER COVERS MISSING SE DOORS (2) (REMEDIED) E-12: #14 PT TOUCH UP EXT WALL BY RAMP (REMEDIED); #15 PT TOUCH INT OF DOOR (REMEDIED); #4 FM BASE NORTH WALL (REMEDIED) E-15: #15 CP PANIC BAR END CAP OFF (REMEDIED); #15 CP ADD THRESHOLD ON RAMP TO REDUCE ELEV CHANGE (REMEDIED) E-17: #15 PANIT INTERIOR OF DOORWAY (REMEDIED); #14 CP RESECURE BOLTS TO RAMP BUILDING (REMEDIED) E-22: #15 CP END CAP ON PANIC BAR GONE (REMEDIED); #4 FM BASE NORTH WALL (REMEDIED); #7 EL LITES W/TAGS (REMEDIED); #10 SITE EM EXIT BLOCKED (REMEDIED) E-29: #15 PAINT INTERIOR OF DOOR (REMEDIED) E-6: #4 SIDEWALL TILES HAVE FALLEN IN ON SOUTH (REMEDIED); #15 PAINT INTERIOR OF NORTH DOOR (REMEDIED) E-7: #4 FM SNAGS THROUGHOUT RISER AREA (REMEDIED); #15 PAINT INTERIOR OF NORTH DOOR (REMEDIED) F-1: #4 CP ADD 3" CORNER GUARD AT ENTRYWAY (REMEDIED); #15 PAINT INTERIOR OF MAIN DOOR (REMEDIED) F-2: #15 PAINT INTERIOR OF SOUTH DOOR (REMEDIED) F-5: #15 PAINT INT/EXT OF SOUTH DOOR (REMEDIED); #15 CP SPRAY HINGES ON SOUTH DOOR (REMEDIED) F-6: #15 PAINT INT/EXT OF SOUTH DOOR (REMEDIED); #7 TEN LIGHTS ARE OUT 6100 TO EL (REMEDIED) F-7: #15 PAINT INTERIOR OF SOUTH DOOR (REMEDIED) MAIN OFFICES: #15 PAINT INTERIOR OF NORTH VP AREA DOOR (REMEDIED)
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School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/13/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				MEN R/R F-WING: #4 CP REPLACE BROKEN/MISSING SOAP DISPENSER (REMEDIED); #15 PAINT INT/EXT OF DOOR (REMEDIED) SE-1: #15 EAST DOOR BOLTS STICKING OUT ON PULL HANDLE EXT (REMEDIED) SE-2: #15 PAINT INTERIOR OF MAIN DOOR (REMEDIED)

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 4/13/2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	55	65	27	33	44	48
Mathematics	25	24	17	20	34	36

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	644	627	97.4	65.1
Male	11	318	310	97.5	58.4
Female	11	326	317	97.2	71.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Black or African American	11	103	98	95.2	52.0
American Indian or Alaska Native	11	--	--	--	--
Asian	11	15	15	100.0	100.0
Filipino	11	--	--	--	--
Hispanic or Latino	11	408	399	97.8	63.2
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	91	89	97.8	80.9
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	493	480	97.4	61.0
English Learners	11	31	29	93.5	13.8
Students with Disabilities	11	53	51	96.2	9.8
Foster Youth	11	--	--	--	--

Note: 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 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.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	643	629	97.8	23.5
Male	11	317	311	98.1	20.3
Female	11	326	318	97.5	26.7
Black or African American	11	103	98	95.2	13.3
American Indian or Alaska Native	11	--	--	--	--
Asian	11	15	15	100.0	80.0
Filipino	11	--	--	--	--
Hispanic or Latino	11	407	401	98.5	21.9
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	91	89	97.8	32.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	491	481	98.0	22.3
English Learners	11	31	30	96.8	
Students with Disabilities	11	52	51	98.1	
Foster Youth	11	--	--	--	--

Note: 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 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.

Note: 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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	44	42	40	45	41	38	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	751	716	95.3	39.8
Male	403	381	94.5	41.2
Female	348	335	96.3	38.2
Black or African American	123	115	93.5	36.5
American Indian or Alaska Native	11	10	90.9	20.0
Asian	16	16	100.0	87.5
Hispanic or Latino	482	464	96.3	36.2
White	95	90	94.7	57.8
Socioeconomically Disadvantaged	597	568	95.1	36.8
English Learners	51	46	90.2	6.5
Students with Disabilities	64	54	84.4	40.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Career Technical Education Programs (School Year 2015-16)

As a contributing partner in the development of the region's workforce, the San Bernardino City Unified School District offers a wide variety of high quality CTE courses in 13 of the 15 industry sectors identified by the State of California. Each CTE course addresses the current job market and is part of a sequence of courses that form Programs of Study (Career Pathways) that link high school and post-secondary programs. The course curriculum is rigorous, relevant, and aligned to the *California Department of Education Career Technical Education Model Curriculum Standards*. In addition, many courses include a work-based learning component offering the benefits of authentic application of knowledge and skills in a real world setting.

California Industry Sectors - Number of SBCUSD CTE Sections

- Agriculture and Natural Resources - 5
- Arts, Media, and Entertainment - 21
- Building and Construction Trades - 11
- Business and Finance - 17
- Education, Child Development, and Family Services - 12
- Energy, Environment, and Utilities - 2
- Engineering and Architecture - 7
- Health Science and Medical Technology - 13
- Hospitality, Tourism, and Recreation - 21
- Information and Communication Technologies - 36
- Manufacturing and Product Development - 11
- Public Services - 11
- Transportation - 16

Program goals focus on increasing the number of students completing high school, entering post-secondary, successfully entering the workforce, and thus becoming a viable, contributing member of the community and society at large. Program effectiveness is measured by completion of a program of study, certification, data analysis, and matriculation to post-secondary education and the workforce.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	481
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	96.51
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	47.6

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	24.6	21.8	21.7

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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
- **Aldo Ramirez**, *Family Engagement Director*
909-880-4057, aldo.ramirez@sbcusd.k12.ca.us
- **Angela Urquides**, *Principal on Assignment – Foster Youth*
909-880-4057, angela.urquides@sbcusd.k12.ca.us
- **Travon Martin**, *Community Relations Worker II*
909-891-1018, travon.martin@sbcusd.k12.ca.us
- **Emily Valdez**, *Parent Outreach Worker*
909-880-4057, emily.valdez@sbcusd.k12.ca.u
- **Talice Ostrinski**, *Homeless Facilitator*
909-880-4057, talice.ostrinski@sbcusd.k12.ca.us
- **Vicki Lee**, *Homeless Liaison*
909-880-4057, vicki.lee@sbcusd.k12.ca.us

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	6.70	3.50	2.60	12.60	10.40	10.60	11.40	11.50	10.70
Graduation Rate	90.08	93.04	95.53	75.54	79.92	84.98	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	94	86	86
Black or African American	96	85	78
American Indian or Alaska Native	100	78	78
Asian	94	92	93
Filipino	100	95	93
Hispanic or Latino	91	85	83
Native Hawaiian/Pacific Islander	100	90	85
White	96	87	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	58	63	66
English Learners	43	54	54
Students with Disabilities	96	87	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	10.4	9.7	7.6	7.9	6.3	5.9	4.4	3.8	3.7
Expulsions	0.4	0.9	0.2	0.3	0.3	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Date of Last Review/Update: September 6, 2016

Date Last Reviewed with Faculty: October 4, 2016

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

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	61
Percent of Schools Currently in Program Improvement	N/A	76.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	32	16	13	64	30	16	33	56	30	18	32	51
Mathematics	33	7	22	53	31	9	31	54	30	12	40	42
Science	32	10	19	47	30	12	27	46	31	10	37	47
Social Science	33	6	16	50	32	8	26	48	33	6	18	60

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	9.0	315
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1.5	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist	8.0	N/A
Other	11.0	N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,731	\$238	\$5,493	\$72,903
District	N/A	N/A	\$8,805	\$76,890
Percent Difference: School Site and District	N/A	N/A	-37.6	-5.2
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-3.2	-3.9

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

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

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
- 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 met 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 provide 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,186	\$45,092
Mid-Range Teacher Salary	\$74,675	\$71,627
Highest Teacher Salary	\$92,326	\$93,288
Average Principal Salary (Elementary)	\$118,527	\$115,631
Average Principal Salary (Middle)	\$128,065	\$120,915
Average Principal Salary (High)	\$142,014	\$132,029
Superintendent Salary	\$247,202	\$249,537
Percent of Budget for Teacher Salaries	35%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2015-16)

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

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

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, 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. 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 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 the Teacher Induction Program (TIP) which focuses on the California Standards for the Teaching Profession.

The San Bernardino City Unified School District employs a trainer-of-trainers model to build capacity in a variety of areas. 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.