

# Cajon High School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



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

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Cajon High School
<b>Street</b>	1200 W. Hill Dr.
<b>City, State, Zip</b>	San Bernardino, CA 92407
<b>Phone Number</b>	(909) 881-8120
<b>Principal</b>	Teenya Bishop
<b>Email Address</b>	teenya.bishop@sbcusd.k12.ca.us
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	36678763632221

## 2021-22 District Contact Information

<b>District Name</b>	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
<b>Phone Number</b>	(909) 381-1110
<b>Superintendent</b>	Harry "Doc" Ervin
<b>Email Address</b>	doc.ervin@sbcusd.k12.ca.us
<b>District Website Address</b>	www.sbcusd.com

## 2021-22 School Overview

Cajon High School is located in the northwest quadrant of San Bernardino City and is within 1 mile of California State University, San Bernardino. Cajon High School was built in 1969, named in September of 1968 and opened its doors in 1970. It is one of six comprehensive schools in the San Bernardino Unified School District. Cajon High School sits on 48 acres and has 11 buildings that house 119 classrooms, a cafeteria with an industrial kitchen, a library, a theater, a gymnasium, and administration offices. The San Bernardino City Unified School District serves a population of over 53,000 students. Over 75% of the school district's children/ families qualify for Title 1 services. Cajon received its most recent six-year WASC accreditation during the 2017-2018 school year. Cajon's graduation rate for the class of 2020 was 97%, while the district's graduation rate for the same year was 93.6%. This 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. Cajon offers a wide curriculum of college preparatory courses including the continuation of the International Baccalaureate Middle Years program through 10th grade. Advanced courses are available through the rigorous International Baccalaureate Diploma Program. Students may also concurrently attend San Bernardino Valley College or the CSU San Bernardino High School University Program.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	784
Grade 10	805
Grade 11	667
Grade 12	687
Total Enrollment	2,943

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
American Indian or Alaska Native	0.5
Asian	1.5
Black or African American	12.1
Filipino	0.6
Hispanic or Latino	72.3
Native Hawaiian or Pacific Islander	0.5
Two or More Races	1.7
White	10.3
English Learners	5
Foster Youth	0.7
Homeless	3.6
Socioeconomically Disadvantaged	82.2
Students with Disabilities	10.3

## A. Conditions of Learning

### State Priority: Basic

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

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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

June 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt: Collections © 2017 (2016)	Yes	0
	California State University: Expository Reading and Writing Course (2014)		
Mathematics	Pearson: CA Integrated High School Mathematics Common Core: Mathematics I (2015)	Yes	0
	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)		
Science	Pearson: Experience Biology: The Living Earth ( 2020)	Yes	0
	Pearson: Campbell Biology (2020)		
	Pearson: Human Anatomy & Physiology 11th Edition (2020)		
	Pearson: Experience Chemistry in the Earth System ( 2020)		
	Oxford University Press: Chemistry International Baccalurate/MYP (2020)		
	Oxford University Press:IB Sports (2020)		
	OpenStax: Physics AP (2020)		
	Discovery Education: Physics of the Universe (2020)		

<b>History-Social Science</b>	Pearson: My World Interactive World Geography (2018)	Yes	0
	Pearson: Psychology, 4th Edition-Elmhorst, Minter, Cicicarelli, White (2018)		
	Pearson: The Cultural Landscape: An Introduction to Human Geography, 13th Edition-Rubenstein (2018)		
	Bedford, Freeman, & Worth Publishing: Ways of the World with Sources, for the AP course, 4th edition-Strayer and Nelson (2018)		
	Pearson: California World History: The Modern World (2018)		
	Bedford, Freeman, & Worth Publishing: Psychology for the AP Course, 3rd Edition-Myers (2018)		
	Bedford, Freeman, & Worth Publishing: America's History, For the AP Course, 9th Edition-Hennretta, Hinderaker, Edwards and Self (2018)		
	Pearson: California United States History: The Twentieth Century (2018)		
	Bedford, Freeman, & Worth Publishing: American Government Stories of a Nation (2018)		
	Pearson: California Economics Principles in Action (2018)		
	Pearson: California Magruder's American Government (2018)		
	Oxford University Press: Oxford IB Diploma- Rights & Protest, The Move to Global War, Conflict and Intervention, Causes and Effect of 20th Century Wars, The Cold War: Superpower Tensions & Rivalries, Authoritarian States, History Americas: 1880-1981 (2018)		
	Oxford University Press: Oxford IB Diploma- Rights & Protest, The Move to Global War, Conflict and Intervention, Causes and Effect of 20th Century Wars, The Cold War: Superpower Tensions & Rivalries, Authoritarian States, History Americas: 1880-1981 (2018)		
<b>Foreign Language</b>	Vista Higher Learning: Senderos 1 (2021)	Yes	0
	Vista Higher Learning: Senderos 2 (2021)		
	Vista Higher Learning: Senderos 3 (2021)		
	Vista Higher Learning: Galeria de lengua y cultura 1 Español para hispanohablantes (2021)		
	Vista Higher Learning: Galeria de lengua y cultura 2 Español para hispanohablantes (2021)		
	Vista Higher Learning: Temas Para Español B Spanish for the IB Diploma (2021)		
	Carnegie Learning: ¡Que Chevere! 4 2nd Ed. (2021)		

	<p>Vista Higher Learning: Intrigas Advanced Spanish through Literature and Film 3rd Edition (2021)</p> <p>Pearson: Reflexiones Introducción a la literatura hispánica (2021)</p> <p>Vista Higher Learning: D'Accord! 1 (2021)</p> <p>Vista Higher Learning: D'Accord! 2 (2021)</p> <p>Vista Higher Learning: D'Accord! 3 (2021)</p> <p>Carnegie Learning: T'es branché 4 (2021)</p> <p>Vista Higher Learning: Imaginez 4th Edition Le Francaise Sans Frontieres (2021)</p> <p>Vista Higher Learning: Face-A-Face Conversation Sans Frontieres 3 (2021)</p> <p>Carnegie Learning:Deutsch Aktuell 1 (2021)</p> <p>Carnegie Learning:Deutsch Aktuell 2 (2021)</p> <p>Carnegie Learning:Deutsch Aktuell 3 (2021)</p>		
<b>Health</b>	Pearson: Pearson Health	Yes	N/A
<b>Visual and Performing Arts</b>	<p>Glencoe/McGraw-Hill: Art Talk (2002)</p> <p>Glencoe/McGraw-Hill: The Stage and the School (2002)</p> <p>Glencoe/McGraw-Hill: Music! Its Role and Importance in Our Lives (2002)</p>	Yes	0
<b>Science Laboratory Equipment</b> (grades 9-12)	Sufficient appropriate laboratory equipment is available in all science classrooms		0

## School Facility Conditions and Planned Improvements

### General

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.

The district takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district's Mobile Maintenance Teams use the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC). Results of this survey are available from the district's Maintenance and Operations Department. The most recent facilities inspection took place September, 2020. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with an appropriate learning environment.

### Safety

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

### Maintenance and Repair

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

### Cleaning Process and Schedule

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

### School Facility Improvements

Each year the district uses state and local funds to maintain and improve school sites. Planned improvements for this school for the 2021-22 school year are listed below:

Maintenance of PPE in all classrooms in accordance with state and local health authorities to support in-person learning.  
Refinish gym floors

### School Facility Good Repair Status

#### School Facility Good Repair Status (School Year 2021-22)

Results of this site's most recent survey are included below, and any associated repairs were completed by the end of March 2021.

#### Year and month of the most recent FIT report

09/18/20

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			B 8 - Touch up wall near door(remedied). B wing/ RRs - Outside Boys RR- Repair tile floor at door(remedied).



## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			E 21 - Replace duplex cover(remedied).
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			E 10 - Repair hole in ramp(remedied).
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			B 10 - Paint INT of door(remedied). B 12 - Paint INT of door(remedied). B 7 - Paint INT of door(remedied). B 8 - Paint INT of door(remedied). T B wing/ RRs - Outside RRs- Paint INT of doors(remedied). C wing/ RRs - Paint INT of door(remedied). E 14 - Replace weather strip on door(remedied). E 17 - Replace weather strip on door(remedied). E 18 - Replace weather strip on door(remedied). E 20 - Replace weather strip on door(remedied). E 21 - Replace weather strip on door(remedied). E 24 - Replace weather strip on door(remedied). E 25 - Replace weather strip on door(remedied). E 26 - Replace weather strip on door(remedied). F 7 - 2 door handles need repair(remedied).

## Overall Facility Rate

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	628	NT	NT	NT	NT
Female	309	NT	NT	NT	NT
Male	319	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	11	NT	NT	NT	NT
Black or African American	71	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	449	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	19	NT	NT	NT	NT
White	62	NT	NT	NT	NT
English Learners	26	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	28	NT	NT	NT	NT
Military	77	NT	NT	NT	NT
Socioeconomically Disadvantaged	504	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	628	NT	NT	NT	NT
Female	309	NT	NT	NT	NT
Male	319	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	11	NT	NT	NT	NT
Black or African American	71	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	449	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	19	NT	NT	NT	NT
White	62	NT	NT	NT	NT
English Learners	26	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	28	NT	NT	NT	NT
Military	77	NT	NT	NT	NT
Socioeconomically Disadvantaged	504	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	666	577	86.64	13.36	15.6
Female	322	289	89.75	10.25	17.99
Male	344	288	83.72	16.28	13.19
American Indian or Alaska Native	3	3	*	*	*
Asian	11	11	100	0	9.09

<b>Black or African American</b>	76	63	82.89	17.11	14.29
<b>Filipino</b>	6	6	*	*	*
<b>Hispanic or Latino</b>	476	416	87.39	12.61	16.59
<b>Native Hawaiian or Pacific Islander</b>	7	7	*	*	*
<b>Two or More Races</b>	14	12	85.71	14.29	8.33
<b>White</b>	64	52	81.25	18.75	9.62
<b>English Learners</b>	33	24	72.73	27.27	4.17
<b>Foster Youth</b>	5	2	*	*	*
<b>Homeless</b>	17	16	94.12	5.88	18.75
<b>Socioeconomically Disadvantaged</b>	538	461	85.69	14.31	18.44
<b>Students with Disabilities</b>	57	46	80.7	19.3	19.57

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>STAR Student Groups</b>	<b>STAR Total Enrollment</b>	<b>STAR Number Tested</b>	<b>STAR Percent Tested</b>	<b>STAR Percent Not Tested</b>	<b>STAR Percent At or Above Grade Level</b>
<b>All Students</b>	666	553	83.03	16.97	23.87
<b>Female</b>	322	270	83.85	16.15	23.7
<b>Male</b>	344	283	82.27	17.73	24.03
<b>American Indian or Alaska Native</b>	3	3	*	*	*
<b>Asian</b>	11	11	100	0	27.27
<b>Black or African American</b>	76	59	77.63	22.37	13.56
<b>Filipino</b>	6	5	*	*	*
<b>Hispanic or Latino</b>	476	395	82.98	17.02	23.8
<b>Native Hawaiian or Pacific Islander</b>	7	7	*	*	*
<b>Two or More Races</b>	14	12	85.71	14.29	25
<b>White</b>	64	53	82.81	17.19	33.96
<b>English Learners</b>	33	22	66.67	33.33	9.09
<b>Foster Youth</b>	5	2	*	*	*
<b>Homeless</b>	17	14	82.35	17.65	21.43
<b>Military</b>	7	*	7	*	*
<b>Socioeconomically Disadvantaged</b>	538	441	81.97	18.03	20.86
<b>Students with Disabilities</b>	57	45	78.95	21.05	4.44

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	28.27	N/A	21.14	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	1135	933	82.20	17.80	28.27
<b>Female</b>	524	447	85.31	14.69	25.06
<b>Male</b>	611	486	79.54	20.46	31.22
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	24	22	91.67	8.33	71.43
<b>Black or African American</b>	128	106	82.81	17.19	21.57
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	815	672	82.45	17.55	28.44
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	24	14	58.33	41.67	28.57
<b>White</b>	125	104	83.20	16.80	23.30
<b>English Learners</b>	47	28	59.57	40.43	0.00
<b>Foster Youth</b>	11	6	54.55	45.45	--
<b>Homeless</b>	46	38	82.61	17.39	5.26
<b>Military</b>	273	222	81.32	18.68	26.70
<b>Socioeconomically Disadvantaged</b>	917	744	81.13	18.87	25.24
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	82	54	65.85	34.15	7.69

## 2020-21 Career Technical Education Programs

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

## 2020-21 Career Technical Education Programs

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.

IB FILM THEORY & PRODUCTION  
THEATER ARTS  
BUILDING & CONSTRUCTION TRADES  
BEHAVIORAL HEALTH & HUMAN SERVICES  
CYBER SECURITY & INFORMATIONAL TECHNOLOGY  
AMAZON LOGISTICS & BUSINESS MANAGEMENT  
EMERGENCY MEDICAL SERVICES  
MEDICAL ASSISTING - PATIENT CARE  
SPORTS MEDICINE  
AUTOMOTIVE TECHNOLOGIES

### CTE Advisory Board Members:

Bill Tynan, Garner Holt Productions, Inc  
Kerrie Bryan, East Valley Water District  
Alonso Garcia, Gifted Designs  
Leo Medina, CSU San Bernardino  
Dr. Bill Clarke, Technical Employment Training

### Industries Represented:

Agriculture and Natural Resources  
Arts, Media, Entertainment  
Building and Construction Trades  
Business and Finance  
Education  
Energy, Environment, and Utilities  
Health Science and Medical Technologies  
Information and Communication Technologies  
Manufacturing and Product Development  
Marketing and Sales  
Public Services  
Transportation

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 12 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.

CAJON HIGH SCHOOL (9)  
ACADEMY OF ARTS & COMMUNICATION TECHNOLOGIES (ACCT)  
IB Film Theory & Production Pathway  
Theater Arts Pathway  
ACADEMY OF AUTOMOTIVE & CONSTRUCTION TECHNOLOGIES (AUTO-CON)  
Automotive Technologies Pathway  
Building & Construction Trades Pathway  
ACADEMY OF MEDICAL, HEALTH, & PUBLIC SERVICES (MEDHELPS)  
Medical Assisting-Patient Care Pathway  
Sports Medicine Pathway  
Behavioral Health & Human Services Pathway  
ACADEMY OF BUSINESS & APPLIED TECHNOLOGIES (BATS)  
Amazon Logistics & Business Management Pathway  
Cybersecurity & Information Technology Pathway

### CTE Advisory Board Members:

Bill Tynan, Garner Holt Productions, Inc



## 2020-21 Career Technical Education Programs

Sherryl Anderson, Night Owl Bay  
 Karen Suarez, Uplift San Bernardino  
 Dr. Bill Clarke, Technical Employment Training

Industries Represented:  
 Arts, Media, Entertainment  
 Building and Construction Trades  
 Business and Finance  
 Education, Child Development, and Family Services  
 Energy, Environment, and Utilities  
 Engineering and Architecture  
 Health Science and Medical Technologies  
 Information and Communication Technologies  
 Manufacturing and Product Development  
 Marketing, Sales and Service  
 Public Services  
 Transportation

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## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2,054
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	44.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	10.3

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.5
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	51.29

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

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

#### 2021-22 Opportunities for Parental Involvement

Parents can visit [Cajon.SBCUSD.com](http://Cajon.SBCUSD.com) and select "Parent Information" to learn about and volunteer for school activities. There are multiple opportunities for parents to participate in Title I related activities and topics at Cajon High School.

The School Site Council (SSC), English Learner Advisory Committee (ELAC), Latino Advisory Committee (LAC), and African American Parent Advisory Committee (AAPAC) meetings are arranged in an attempt to accommodate the parents and to ensure the best opportunity for participation. SSC meetings are held regularly, at 5:30 pm the third Thursday of every month, the ELAC is held regularly, at 10:00 am the second Thursday of every month, the LAC is held regularly at 10:00 am the first Thursday of every month, and the AAPAC meetings are held regularly, at 5:30 pm the second Thursday of every month.

Virtual meetings are presently held when school is in session and may be rescheduled as needed. Parents and guardians may also receive transportation assistance through the Title I Office upon request. Agendas and minutes of all meetings are available online via the school's website <https://cajon.sbcusd.com/>. Agendas, minutes, handouts, copies of presentations, calendars, and sign-in sheets are maintained to document the meetings.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	1.4	1.4	2.5	10.3	10.5	12.9	9.0	8.9	9.4
<b>Graduation Rate</b>	96.9	97.0	96.3	83.3	79.6	78.2	84.5	84.2	83.6

## 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	651	627	96.3
<b>Female</b>	304	296	97.4
<b>Male</b>	347	331	95.4
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	14	14	100.0
<b>Black or African American</b>	83	80	96.4
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	458	443	96.7
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	79	73	92.4
<b>English Learners</b>	31	29	93.5
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	84	81	96.4
<b>Socioeconomically Disadvantaged</b>	566	542	95.8
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	67	54	80.6

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3076	2997	599	20.0
Female	1501	1469	282	19.2
Male	1575	1528	317	20.7
American Indian or Alaska Native	15	15	2	13.3
Asian	45	45	3	6.7
Black or African American	375	364	109	29.9
Filipino	17	17	2	11.8
Hispanic or Latino	2223	2162	408	18.9
Native Hawaiian or Pacific Islander	14	14	2	14.3
Two or More Races	51	50	16	32.0
White	318	312	54	17.3
English Learners	160	155	40	25.8
Foster Youth	29	26	12	46.2
Homeless	124	118	45	38.1
Socioeconomically Disadvantaged	2531	2468	539	21.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	317	310	82	26.5

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	7.22	0.00	5.45	0.01	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.06	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	4.64	3.66	2.45
<b>Expulsions</b>	0.06	0.07	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

Date of Last Review/Update: November 18, 2021  
Date Last Reviewed with Faculty: February 1, 2022

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.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	21	33	50
Mathematics	30	12	40	39
Science	30	11	34	44
Social Science	32	7	24	64

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	10	24	62
Mathematics	31	11	22	61
Science	32	6	15	57
Social Science	33	6	18	74

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	11	26	60
Mathematics	28	16	47	37
Science	30	10	33	44
Social Science	30	12	35	59

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	327

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	9
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	3.1

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$7,063	\$409	\$6,654	\$78,922
<b>District</b>	N/A	N/A	\$7,388	\$89,464
<b>Percent Difference - School Site and District</b>	N/A	N/A	-10.5	-12.5
<b>State</b>			\$8,444	\$84,665
<b>Percent Difference - School Site and State</b>	N/A	N/A	-23.7	-7.0

## 2020-21 Types of Services Funded

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 members of the school community such as the principal, teachers, support staff, parents, and students (at the secondary level). These stakeholders form the School Site Council (SSC). The SSC develops and annually monitors, evaluates and revises a plan called the School 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:

- \* Every Student Succeeds Act (ESSA) Title I, Part A
- \* Local Control Funding Formula (LCFF)

Additionally, categorical programs have been established at the district level to provide important services and instructional support that help increase student success. Categorical funds in this category support District efforts in the areas of:

- \* Vocational Education Basic Grant Award (Voc Ed) – Carl D. Perkins Career and Technical Education Improvement Act of 2006
- \* ESSA Title II, Part A – Supporting Effective Instruction
- \* ESSA Title III, Part A – Language Instruction for English Learners (EL) and Language Instruction for Immigrant Students

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



## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,050	\$50,897
Mid-Range Teacher Salary	\$85,311	\$78,461
Highest Teacher Salary	\$110,817	\$104,322
Average Principal Salary (Elementary)	\$128,110	\$131,863
Average Principal Salary (Middle)	\$145,527	\$137,086
Average Principal Salary (High)	\$161,367	\$151,143
Superintendent Salary	\$345,616	\$297,037
Percent of Budget for Teacher Salaries	30%	32%
Percent of Budget for Administrative Salaries	4%	5%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

## Professional Development

The San Bernardino City Unified School District is committed to hiring the best staff available and to providing ongoing opportunities to support and increase professional practice for educators. Teacher Induction Program (TIP) mentors, Peer Assistance Review (PAR) consulting teachers, peer mentors, and content specialists work with teachers on a regular basis. Teachers, paraprofessionals, and administrators are all provided opportunities to participate in professional development (PD) programs. An analysis of site academic and behavioral data is used to provide focus to each site's Single Site Plan for Student Achievement and used to guide the creation of the site professional development plan. The site administrators and Professional Development Team (PDT) work together to establish the focus of site professional development that takes place during weekly early release Collaboration Days. Additionally, the district provided districtwide staff development: 3 days in 2019-20, 4 days in 2020-21, and 3 days in 2021-22.

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 uses individualized, job-embedded coaching focused on the CSTP (teachers) and CPSELs (administrators) and in-person workshops with on the job follow up feedback. Administrators, teachers and community members receive professional development through job-embedded time, after-school workshops, off-track/vacation training times, conference attendance, collaboration/ coordination with local university programs, online delivery of professional development content and individual mentoring. Opportunities are created for development in curriculum writing, assessment of standards and instructional best practices, including teaching to the appropriate depth of knowledge and disciplinary literacy.

Additionally, Special Education offers a variety of PD opportunities to support the Individual Education Plans (IEPs) of identified students. Professional development is focused around current district, state, and national trends in the area of Special Education. At present, available topics include successful implementation of strategies for students with Autism, curriculum for different disability groups, behavior management, data analysis, social skills, English Language Development (ELD), Behavior Support Plans (BSPs), and legally defensible documents that best support students and meet state requirements.

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

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	4	3

# SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
<b>Phone Number</b>	(909) 381-1110
<b>Superintendent</b>	Harry "Doc" Ervin
<b>Email Address</b>	doc.ervin@sbcusd.k12.ca.us
<b>District Website Address</b>	www.sbcusd.com

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	25525	97	0.38	99.62	49.48
<b>Female</b>	12372	39	0.32	99.68	69.23
<b>Male</b>	13153	58	0.44	99.56	36.21
<b>American Indian or Alaska Native</b>	66	0	--	100.00	--
<b>Asian</b>	354	1	0.28	99.72	--
<b>Black or African American</b>	2493	15	0.60	99.40	13.33
<b>Filipino</b>	94	1	1.06	98.94	--
<b>Hispanic or Latino</b>	20642	74	0.36	99.64	59.46
<b>Native Hawaiian or Pacific Islander</b>	85	1	1.18	98.82	--
<b>Two or More Races</b>	618	1	0.16	99.84	--
<b>White</b>	1173	4	0.34	99.66	--
<b>English Learners</b>	5197	2	0.04	99.96	--
<b>Foster Youth</b>	271	1	0.37	99.63	--
<b>Homeless</b>	4222	6	0.14	99.86	--
<b>Military</b>	369	9	2.44	97.56	--
<b>Socioeconomically Disadvantaged</b>	23267	93	0.40	99.60	48.39
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	3474	45	1.30	98.70	0.00

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	25526	81	0.32	99.68	17.28
<b>Female</b>	12373	28	0.23	99.77	21.43
<b>Male</b>	13153	53	0.40	99.60	15.09
<b>American Indian or Alaska Native</b>	66	0	--	100.00	--
<b>Asian</b>	354	1	0.28	99.72	--
<b>Black or African American</b>	2494	12	0.48	99.52	0.00
<b>Filipino</b>	94	1	1.06	98.94	--
<b>Hispanic or Latino</b>	20642	60	0.29	99.71	21.67
<b>Native Hawaiian or Pacific Islander</b>	85	2	2.35	97.65	--
<b>Two or More Races</b>	618	1	0.16	99.84	--
<b>White</b>	1173	4	0.34		--
<b>English Learners</b>	5197	2	0.04	99.96	--
<b>Foster Youth</b>	272	1	0.37	99.63	--
<b>Homeless</b>	4222	6	0.14	99.86	--
<b>Military</b>	369	6	1.63	98.37	--
<b>Socioeconomically Disadvantaged</b>	23268	76	0.33	99.67	15.79
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	3474	44	1.27	98.73	0.00

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.