

Cajon High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 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
Email Address	teenya.bishop@sbcusd.k12.ca.us
School Website	https://cajon.sbcusd.com/
County-District-School (CDS) Code	36678763632221

2022-23 District Contact Information

District Name	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
Phone Number	(909) 381-1110
Superintendent	Ana M. Applegate, Administrator in Charge
Email Address	SUPT@sbcusd.k12.ca.us
District Website Address	www.sbcusd.com

2022-23 School Overview

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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	673
Grade 10	793
Grade 11	709
Grade 12	615
Total Enrollment	2,790

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.6
Asian	1.5
Black or African American	11.6
Filipino	0.5
Hispanic or Latino	71.6
Native Hawaiian or Pacific Islander	0.5
Two or More Races	2.1
White	9.9
English Learners	6.4
Foster Youth	0.6
Homeless	4.9
Migrant	0.0
Socioeconomically Disadvantaged	78.0
Students with Disabilities	10.5

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	99.30	85.12	1928.00	85.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	37.10	1.65	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.80	4.16	64.20	2.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	2.63	66.10	2.93	12115.80	4.41
Unknown	9.40	8.08	163.10	7.22	18854.30	6.86
Total Teaching Positions	116.70	100.00	2258.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	4.80	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	4.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	3.00	
Total Out-of-Field Teachers	3.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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 2022

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)		

History-Social Science	Pearson: My World Interactive World Geography (2018)	Yes	0
	Pearson: Psychology, 4th Edition-Elmhorst, Minter, Cicciarelli, 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)		
Foreign Language	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>		
Health	Pearson: Pearson Health	Yes	N/A
Visual and Performing Arts	<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>	No	0
Science Laboratory Equipment (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 November, 2021. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with an appropriate learning environment.

Safety

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

Maintenance and Repair

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

Cleaning Process and Schedule

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

School Facility Improvements

Each year the district uses state and local funds to maintain and improve school sites. Planned improvements for this school for the 2022-23 school year are listed below:

Replacement of indoor and outdoor lunch tables as needed.

Gym floors re-finish.

New carpet in E-27 and E-9.

New Fencing at Stadium.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report

11/30/21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			c-41 - replace 1 ceiling tile. Per teacher said a/c not cooling
Interior: Interior Surfaces			X	b-12 - paint touch up inside of door b-2 - reset/replace 1 ceiling tile. Faucet by teachers desk drips b-21 - reset 1 ceiling tile

School Facility Conditions and Planned Improvements

			<p>b-7 - reset 1 ceiling tile</p> <p>boys locker room - storage of broken equipment in showers. Loose/broken benches in shower. Exterior door not shutting properly. Drinking fountains need lock removed. Ceramic cove base broken in handicap stall</p> <p>c-10 - reset 1 ceiling tile</p> <p>c-12 - reset ceiling tile by teachers desk</p> <p>c-16 - reset ceiling tiles and missing ceiling tiles.</p> <p>Missing fire extinguisher</p> <p>c-2 - reset 1 ceiling tile</p> <p>c-21 - reset ceiling tiles</p> <p>c-22 - reset ceiling tile</p> <p>c-29 - reset 2 ceiling tiles</p> <p>c-33 - reset ceiling tile north wall</p> <p>c-34 - replace 1 ceiling tile</p> <p>c-40 - reset 2 ceiling tiles</p> <p>c-41 - replace 1 ceiling tile. Per teacher said a/c not cooling</p> <p>c-6 - reset ceiling tile</p> <p>c-7 - paint touch up north wall. Reset ceiling tile and missing ceiling tile. Reset light fixture diffuser cowboys RR by baseball field - 3rd sink faucet does not work. Reset 1 ceiling tile</p> <p>c-wing hallway - no fire extinguisher or glass in box. Paint touch up by c-11 and c-21 (green). Reset and replace ceiling tiles by c-28. Drinking fountains turned off (check all in c-wing hallways). Adjust exterior door closer by c-25 (the single door)</p> <p>d- lounge - reset 1 ceiling tile</p> <p>d-3 - sink needs a soap dispenser and paper towel dispenser</p> <p>e-11 - replace weather stripping</p> <p>e-14 - replace 1 ceiling tile. Bent entrance door does not seal to weather stripping</p> <p>e-15 - reset ceiling tiles. Replace weather stripping</p> <p>e-17 - reset 1 ceiling tile</p> <p>e-18 - 2 desks need repairedd</p> <p>e-19 - reattach rubber base molding</p> <p>e-20 - reattach rubber base molding</p> <p>e-21 - reset ceiling tiles</p> <p>e-27 - reattach rubber base molding</p> <p>e-28 - reset 1 ceiling tile. Reattach rubber base molding</p> <p>e-8 - corner guard needed for tack board at entrance to room</p> <p>e-9 - adjust door closer. Reset ceiling tile. Teacher reports rodents under classroom</p> <p>f-1 - reset 5 ceiling tiles. Short section of rubber base molding missing</p> <p>f-2 logistic - t-bar/ ceiling tile reset</p> <p>f-3 - reset ceiling tiles</p> <p>f-5 - reset ceiling tiles</p> <p>front office - hallway drinking fountain is turned off</p> <p>attendance office- reset 1 ceiling tile</p> <p>f-wing girls rr - missing soap dispenser. 2nd stall missing shut off cover. Paint touch up on exterior door. Hand dryer does not work.</p> <p>girls locker room - drinking fountain needs locks removed. Broken molding on information board.</p>
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School Facility Conditions and Planned Improvements

			<p>Storage in shower. Cover for low voltage box missing by thermostat. Exterior door closer needs adjusting (pool side). Coaches rr needs soap dispenser</p> <p>kitchen dinning - VCT floor tile cracking at entrance to kitchen from dinning room</p> <p>se-1 - reset 1 ceiling tile</p> <p>se-2 - reset ceiling tile in kitchen area</p> <p>se-5 - reset 1 ceiling tile</p> <p>weight room - paint touch up both sides of hallway entrance door</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		<p>boys locker room - storage of broken equipment in showers. Loose/broken benches in shower. Exterior door not shutting properly. Drinking fountains need lock removed. Ceramic cove base broken in handicap stall</p> <p>e-9 - adjust door closer. Reset ceiling tile. Teacher reports rodents under classroom</p> <p>girls locker room - drinking fountain needs locks removed. Broken molding on information board.</p> <p>Storage in shower. Cover for low voltage box missing by thermostat. Exterior door closer needs adjusting (pool side). Coaches rr needs soap dispenser</p>
Electrical	X		<p>b-25 - projector adjustment needed per teacher</p> <p>b-4 - clock does not work</p> <p>b-5 - outlet does not work north wall</p> <p>b-6 - outlets not working on north and east walls</p> <p>c-11 - reset IT raceway box</p> <p>c-24 - IT cover needs to be secured to box</p> <p>c-3 - clock does not work</p> <p>c-7 - paint touch up north wall. Reset ceiling tile and missing ceiling tile. Reset light fixture diffuser</p> <p>f-wing girls rr - missing soap dispenser. 2nd stall missing shut off cover. Paint touch up on exterior door. Hand dryer does not work</p> <p>IT-2 - staff RR toilet has low pressure. Asphalt has a hole and cracking on west side. Water coming up out of the asphalt by IT playground. Water backs up at drain under sidewalk. Exhaust fan cover is missing. Paint touch up on lunch table</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	<p>b-2 - reset/replace 1 ceiling tile. Faucet by teachers desk drips</p> <p>b-23 - faucet has low pressure</p> <p>boys locker room - storage of broken equipment in showers. Loose/broken benches in shower. Exterior door not shutting properly. Drinking fountains need lock removed. Ceramic cove base broken in handicap stall</p> <p>b-wing hallway - drinking fountain is turned off hallway by b-4, b-9, b-16 b-17, b-19 and b-27. Reset ceiling tiles by b-6 and b-21. Replace ceiling tiles by b-27</p> <p>cowboys RR by baseball field - 3rd sink faucet does not work. Reset 1 ceiling tile</p> <p>cowgirls RR - loose toilet seat 4th stall</p> <p>c-wing boys rr by c-29 - broken recessed toilet dispenser (missing cover)</p>

School Facility Conditions and Planned Improvements

			<p>c-wing hallway - no fire extinguisher or glass in box. Paint touch up by c-11 and c-21 (green). Reset and replace ceiling tiles by c-28. Drinking fountains turned off (check all in c-wing hallways). Adjust exterior door closer by c-25 (the single door)</p> <p>front office - hallway drinking fountain is turned off</p> <p>attendance office- reset 1 ceiling tile</p> <p>f-wing - drinking fountain has low pressure</p> <p>f-wing boys rr - toilet base is loose. Faucet on 2nd sink cold side does not work</p> <p>f-wing girls rr - missing soap dispenser. 2nd stall missing shut off cover. Paint touch up on exterior door. Hand dryer does not work</p> <p>girls locker room - drinking fountain needs locks removed. Broken molding on information board.</p> <p>Storage in shower. Cover for low voltage box missing by thermostat. Exterior door closer needs adjusting (pool side). Coaches rr needs soap dispenser</p> <p>health aid - leaking faucet base</p> <p>IT-2 - staff RR toilet has low pressure. Asphalt has a hole and cracking on west side. Water coming up out of the asphalt by IT playground. Water backs up at drain under sidewalk. Exhaust fan cover is missing. Paint touch up on lunch table</p> <p>womens rr by c-17 - repair large roll metal toilet paper dispenser in stall #2 and replace in stall #4</p> <p>womens rr by c-30 - faucet does not work on sink</p>
Safety: Fire Safety, Hazardous Materials	X		<p>b-18 - fire extinguisher needs bracket to hang</p> <p>b-3 - repair fire extinguisher hanger bracket</p> <p>c-16 - reset ceiling tiles and missing ceiling tiles.</p> <p>Missing fire extinguisher</p> <p>c-17 - missing fire extinguisher</p> <p>c-28 - needs a fire extinguisher bracket</p> <p>c-wing hallway - no fire extinguisher or glass in box. Paint touch up by c-11 and c-21 (green). Reset and replace ceiling tiles by c-28. Drinking fountains turned off (check all in c-wing hallways). Adjust exterior door closer by c-25 (the single door)</p> <p>se-4 - fire extinguisher has low pressure</p>
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	<p>b-16 - entrance door hits jamb</p> <p>baseball fields - wooden planks are broken and split on baseball bleachers. Paint touch up is needed on baseball bleacher planks</p> <p>basketball courts - basketball and volleyball poles need paint touch up (yellow)</p> <p>boys locker room - storage of broken equipment in showers. Loose/broken benches in shower. Exterior door not shutting properly. Drinking fountains need lock removed. Ceramic cove base broken in handicap stall</p> <p>b-wing - panic bar hard to operate exterior door by b-4</p> <p>b-wing mens RR - door closer not attached to door</p> <p>by dumpsters - plywood laying on ground and leaning on building</p>

School Facility Conditions and Planned Improvements

			<p>c-wing exterior - reattach loose no smoking sign by c-32. Paint touch up on posts and columns by c-32 and c-41</p> <p>c-wing hallway - no fire extinguisher or glass in box. Paint touch up by c-11 and c-21 (green). Reset and replace ceiling tiles by c-28. Drinking fountains turned off (check all in c-wing hallways). Adjust exterior door closer by c-25 (the single door)</p> <p>e-10 - paint touch up on ramp skirting (green)</p> <p>e-14 - replace 1 ceiling tile. Bent entrance door does not seal to weather stripping</p> <p>e-15 - reset ceiling tiles. Replace weather stripping</p> <p>e-22 - paint touch up on exterior skirting of north end of e-22</p> <p>e-7/e-8 exterior - graffiti paint touch up on column between e-7 and e-8 by gate (green)</p> <p>e-9 - adjust door closer. Reset ceiling tile. Teacher reports rodents under classroom</p> <p>east parking lot - broken metal umbrella stand laying by east entrance gate</p> <p>exterior kitchen - graffiti on column (green) on the walkway from kitchen to gym east of the pool</p> <p>exterior off locker rooms - paint touch up on locker room partition walls graffiti</p> <p>f-wing by auto shop - paint fire hydrant between f-8 and e-10</p> <p>f-wing hallway - missing ceiling tiles</p> <p>girls locker room - drinking fountain needs locks removed. Broken molding on information board. Storage in shower. Cover for low voltage box missing by thermostat. Exterior door closer needs adjusting (pool side). Coaches rr needs soap dispenser</p> <p>handball courts - handball courts need graffiti and peeling paint touch up</p> <p>IT-2 - staff RR toilet has low pressure. Asphalt has a hole and cracking on west side. Water coming up out of the asphalt by IT playground. Water backs up at drain under sidewalk. Exhaust fan cover is missing. Paint touch up on lunch table</p> <p>north fence line - soil is piled up against side of metal storage container by baseball field</p> <p>north fence line - standing water by practice pitchers mound</p> <p>ramp to basketball courts - graffiti paint touch up on ramp retaining wall</p> <p>swimming pool deck - chipping concrete by drain at north east corner. Chipping concrete by edge of west pool south side</p>
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Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	56	N/A	33	N/A	47
Mathematics (grades 3-8 and 11)	N/A	18	N/A	18	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	656	638	97.26	2.74	56.45
Female	318	308	96.86	3.14	64.82
Male	337	330	97.92	2.08	48.63
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	81	80	98.77	1.23	43.75
Filipino	--	--	--	--	--
Hispanic or Latino	463	449	96.98	3.02	56.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	25	96.15	3.85	66.67
White	67	65	97.01	2.99	70.77
English Learners	42	39	92.86	7.14	2.63
Foster Youth	--	--	--	--	--
Homeless	21	19	90.48	9.52	52.63
Military	31	31	100.00	0.00	58.06
Socioeconomically Disadvantaged	507	494	97.44	2.56	54.97
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	73	68	93.15	6.85	11.76

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	656	639	97.41	2.59	17.84
Female	318	308	96.86	3.14	17.53
Male	337	331	98.22	1.78	18.13
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	81	79	97.53	2.47	10.13
Filipino	--	--	--	--	--
Hispanic or Latino	463	451	97.41	2.59	16.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	24	92.31	7.69	12.50
White	67	66	98.51	1.49	31.82
English Learners	42	38	90.48	9.52	2.63
Foster Youth	--	--	--	--	--
Homeless	21	19	90.48	9.52	15.79
Military	31	31	100.00	0.00	22.58
Socioeconomically Disadvantaged	507	495	97.63	2.37	15.56
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	73	70	95.89	4.11	1.43

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	28.27	21.63	21.14	17.39	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1027	1012	98.54	1.46	21.63
Female	478	472	98.74	1.26	18.91
Male	549	540	98.36	1.64	23.97
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100	0	37.5
Black or African American	121	117	96.69	3.31	11.4
Filipino	--	--	--	--	--
Hispanic or Latino	716	709	99.02	0.98	21.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	44	42	95.45	4.55	24.39
White	108	106	98.15	1.85	31.13
English Learners	32	32	100	0	0
Foster Youth	--	--	--	--	--
Homeless	31	31	100	0	3.23
Military	120	118	98.33	1.67	15.38
Socioeconomically Disadvantaged	784	776	98.98	1.02	18.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	75	75	100	0	4.11

2021-22 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 Department of Education Career Technical Education Model Curriculum Standards. In addition, all CTE 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
 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, Child Development, and Family Services
 Energy, Environment, and Utilities
 Health Science and Medical Technologies
 Information and Communication Technologies
 Manufacturing and Product Development
 Marketing, Sales and Service
 Transportation

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1822
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	35.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.24
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	57.28

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	91.6%	91.3%	90.1%	90.1%	90.5%

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.

2022-23 Opportunities for Parental Involvement

Parents can visit [Cajon.SBCUSD.com](https://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.

Meetings are held when school is in sessions and may be rescheduled as needed. Childcare is available at all meetings. 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.4	1.4		10.5	10.2		8.9	7.8
Graduation Rate		97	97.3		79.6	83.4		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	588	572	97.3
Female	288	281	97.6
Male	300	291	97.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	67	62	92.5
Filipino	--	--	--
Hispanic or Latino	414	407	98.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	58	56	96.6
English Learners	32	31	96.9
Foster Youth	--	--	--
Homeless	53	50	94.3
Socioeconomically Disadvantaged	516	502	97.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	55	50	90.9

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3052	2949	961	32.6
Female	1508	1452	500	34.4
Male	1543	1496	460	30.7
American Indian or Alaska Native	17	16	4	25.0
Asian	45	45	9	20.0
Black or African American	362	344	129	37.5
Filipino	17	16	2	12.5
Hispanic or Latino	2193	2119	689	32.5
Native Hawaiian or Pacific Islander	15	15	4	26.7
Two or More Races	63	61	19	31.1
White	292	287	92	32.1
English Learners	229	214	82	38.3
Foster Youth	38	31	18	58.1
Homeless	169	155	69	44.5
Socioeconomically Disadvantaged	2480	2399	827	34.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	361	342	154	45.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.64	3.66	2.45
Expulsions	0.06	0.07	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	6.52	0.01	4.68	0.20	3.17
Expulsions	0.00	0.23	0.00	0.18	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.52	0.23
Female	5.44	0.00
Male	7.58	0.45
American Indian or Alaska Native	0.00	0.00
Asian	6.67	0.00
Black or African American	11.88	0.83
Filipino	5.88	5.88
Hispanic or Latino	5.43	0.14
Native Hawaiian or Pacific Islander	6.67	0.00
Two or More Races	11.11	0.00
White	7.19	0.00
English Learners	8.30	0.00
Foster Youth	10.53	0.00
Homeless	7.69	0.00
Socioeconomically Disadvantaged	7.10	0.28
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.47	0.83

2022-23 School Safety Plan

Date of Last Review/Update: Nov. 1, 2022

Date Last Reviewed with Faculty: Nov. 17, 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.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	24	39	59	30
Mathematics	23	33	57	27
Science	23	33	46	32
Social Science	23	44	50	39

2021-22 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	348.75

2021-22 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)	8.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,904	\$296	\$6,608	\$81,049
District	N/A	N/A	\$7,322	\$82,280
Percent Difference - School Site and District	N/A	N/A	-10.3	-1.5
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	0.2	-5.2

2021-22 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, Low-Income, Foster Youth, African American, Students with Disabilities, and other underrepresented and underachieving student groups attain mastery of the State 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 Educational Partners 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. Sites 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 within their SPSA.

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 funding
- * Local Control Funding Formula (LCFF) Supplemental and Concentration funding

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

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). 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 Focus Schools)

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$56,455	\$51,081
Mid-Range Teacher Salary	\$84,896	\$77,514
Highest Teacher Salary	\$113,646	\$105,764
Average Principal Salary (Elementary)	\$130,672	\$133,421
Average Principal Salary (Middle)	\$149,188	\$138,594
Average Principal Salary (High)	\$164,595	\$153,392
Superintendent Salary	\$351,055	\$298,377
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	2

Professional Development

The San Bernardino City Unified School District is committed to hiring the best staff available and to providing ongoing opportunities to support and increase professional practice for educators. Teacher Induction Program (TIP) mentors, Peer Assistance Review (PAR) consulting teachers, peer mentors, and content specialists work with teachers on a regular basis. Teachers, paraprofessionals, and administrators are all provided opportunities to participate in professional development (PD) programs. An analysis of site academic and behavioral data is used to provide focus to each site's Single Site Plan for Student Achievement and used to guide the creation of the site professional development plan. The site administrators and Professional Development Team (PDT) work together to establish the focus of site professional development that takes place during weekly early release Collaboration Days. Additionally, the district provided district wide staff development which included 3 days in 2019-20, 4 days in 2020-21, 3 days in 2021-22, and 3 days in 2022-23.

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

School sites support the focus of their identified instructional improvements with site-based professional development, and job-like learning communities work through issues using work-embedded time. District-wide banked-time (Collaboration Days) provides an opportunity for sites to develop their Professional Learning Communities and levels of collaboration focused on student achievement. New teachers and teacher interns participate in the Teacher Induction Program (TIP) which focuses on the California Standards for the Teaching Profession.

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

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

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	3