Cajon High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 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

2023-24 District Contact Information

District Name	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
Phone Number	(909) 381-1110
Superintendent	Mauricio Arellano
Email Address	mauricio.arellano@sbcusd.k12.ca.us
District Website	www.sbcusd.com

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	782
Grade 10	649
Grade 11	688
Grade 12	631
Total Enrollment	2,750

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1%
Male	50.9%
American Indian or Alaska Native	0.7%
Asian	1.6%
Black or African American	10.8%
Filipino	0.5%
Hispanic or Latino	73.7%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	2.2%
White	9.1%
English Learners	6.8%
Foster Youth	0.4%
Homeless	4.4%
Socioeconomically Disadvantaged	81.5%
Students with Disabilities	10.7%

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)	104.60	87.66	1973.30	82.38	234405.20	84.00
Intern Credential Holders Properly Assigned	0.20	0.21	24.80	1.04	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.30	6.13	113.70	4.75	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	1.09	54.80	2.29	11953.10	4.28
Unknown	5.80	4.89	228.70	9.55	15831.90	5.67
Total Teaching Positions	119.30	100.00	2395.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.90
Misassignments	4.80	6.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.80	7.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	3.00	1.30
Total Out-of-Field Teachers	3.00	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	5.3	7.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.9	0.4

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2023

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) California State University: Expository Reading and Writing Course (2014)	Yes	0
Mathematics	Pearson: CA Integrated High School Mathematics Common Core: Mathematics I (2015) Pearson: CA Integrated High School Mathematics Common Core: Mathematics II (2015) Pearson: CA Integrated High School Mathematics Common Core: Mathematics III (2015) Freeman: Practice of Statistics (2015) Pearson: FDWKB Calculus, AP Edition (2015) Pearson Sullivan: Precalculus: Enhanced with Graphing Utilities (2015)	Yes	0
Science	Pearson: Experience Biology: The Living Earth (2020) 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)	Yes	0
History-Social Science	Pearson: My World Interactive World Geography (2018) Pearson: Psychology, 4th Edition-Elmhorst, Minter, Ciciccarelli, 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)	Yes	0

	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 Amercias: 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 Amercias: 1880-1981 (2018)		
Foreign Language	Vista Higher Learning: Senderos 1 (2021) 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) Vista Higher Learning: Intrigas Advanced Spanish through Literature and Film 3rd Edition (2021) Pearson: Reflexiones Introducción a la literatura hispánica (2021) Vista Higher Learning: D'Accord! 1 (2021) Vista Higher Learning: D'Accord! 2 (2021) Vista Higher Learning: D'Accord! 3 (2021) Carnegie Learning: T'es branché 4 (2021)	Yes	0

	Vista Higher Learning: Imaginez 4th Edition Le Francaise Sans Frontieres (2021) Vista Higher Learning: Face-A-Face Conversation Sans Frontieres 3 (2021) Carnegie Learning:Deutsch Aktuell 1 (2021) Carnegie Learning:Deutsch Aktuell 2 (2021) Carnegie Learning:Deutsch Aktuell 3 (2021)		
Health	Pearson: Pearson Health	Yes	N/A
Visual and Performing Arts	Glencoe/McGraw-Hill: Art Talk (2002) Glencoe/McGraw-Hill: The Stage and the School (2002) Glencoe/McGraw-Hill: Music! Its Role and Importance in Our Lives (2002)	No	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 2023-24 school year are listed below:

The following improvements are made district-wide where necessary:
Interior and exterior paint
Repair or Replace of HVAC systems
Repair or Replace of gymnasium flooring
Repair or Replace of floor tiles and carpeting
Upgrade classroom technology

Large projects and school modernization information can be found at https://sbcusdfacilities.com/

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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	

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	B-3 - Ceiling tiles in the hallway have holes and are broken or cracked

School Facility Conditions and Planned Improvements

B-6 - Vinyl wall covering is peeling off the wall below the white boards.

B-4 - The faucet at the teacher's station is loose. A cabinet handle is missing below the AC unit.

B-5 - The faucet closest to the door and the faucet at station 9 are both loose. Patch and paint holes in the hallway wall by the fountains.

B-12 - Reset ceiling tiles in the corner by the work room door.

B-13 Chemical Storage Work Rm. - Materials and supplies crowd most flat surfaces and walking aisles, sinks are not clean. Ceiling tiles missing above the water heater.

B-14 - Reset ceiling tiles. One faucet has a sign that says, "Do not use."

B-25 - A ceiling tile in the hallway is broken. The lab station in the corner is missing a cabinet handle.

B-Wing Girls' RR by B-1 - Graffiti is scratched in the partitions.

B-1 - Patch and paint dent in hallway wall caused by the door handle. Adjust door closer to prevent the door handle from denting the wall.

B-8 - A ceiling tile is torn.

B-2 - Reset a ceiling tile. Two sink drains are plugged.

B-24 - Shelves removed, patch carpet and wall, paint wall. Reset ceiling tile. Fire extinguisher tag is outdated, access blocked. Ceiling tile in the hallway is broken.

B-23 - Ceiling tiles in the hallway have holes. A cabinet door is loose below the microwave oven.

B-17 - Ceiling tiles are damaged.

B-22 - A ceiling tile is missing above the clock.

B-21 - Reset a ceiling tile. Reset a ceiling tile in the hallway.

B-20 - Ceiling tiles are damaged in the hallway.. Holes in the hallway wall by the fountains.

B-19 - Plastic laminate has been peeled off of the counter top in the corner. In the hallway one east exterior door is broken/floppy and will not close properly.

B-28 - Ceiling tiles in the hallway are damaged. Floor outlet covers are missing.

B-27 - In the hallway by the north exterior doors ceiling tiles are damaged.

B-31 - The ceiling tile that is stained drips on occasion.

F-1 - Ceiling tiles out of position.

F-Wing Girls' RR - Toilet #3 is out of service. The soap dispenser is broken.

C-1 - West exterior hallway doors bind on the jamb, have loose internal panic bar pivots, and squeal in operation.

C-2 - Reset ceiling tiles. Ceiling tiles in the hallway are damaged and broken.

C-3 - Carpet is bubbled up all over. Carpet stain.

C-11 - Door binds on the jamb. Reset ceiling tiles.

C-15 Workroom - Furniture needs repair.

C-5 - Ceiling tiles in the hallway are damaged.

C-7 - Ceiling tiles in the hallway are damaged. Hallway fire ext. missing. The door hits the jamb.

School Facility Conditions and Planned Improvements

				C-16 - Ceiling tiles in hallway cracked and out of position. Classroom ceiling tiles have holes. C-17 - A few ceiling tiles have holes. C-Wing Student RR's - Graffiti on walls. Ceiling tiles in the hallway damaged. C-22 - Torn ceiling tile. C-23 - Ceiling tiles in hallway damaged. C-24 - Dimmer switch broken off. Hallway ceiling tiles damaged. Sensor in hallway is missing dome shaped cover. C-26 - A few ceiling tiles have holes. C-27 - Ceiling tile in hallway broken. C-20 - Hallway ceiling tiles damaged. C-Wing Women's RR center east hallway - Panic bar on exterior hall door has loose internal pivots. Ceiling tiles in hallway damaged. C-33 - Ceiling tiles in hallway damaged. Patch holes in wall tiles opposite the door. C-41 - Ceiling tiles by the AC unit are damaged. Ceiling tiles in the hallway are damaged. Fix the panic bars on the exterior hallway doors. Preschool - Ceiling tile stain above the sink. VCT loose and or curling up in several locations. Access ramp skirting damaged, east side. Check Staff toilet tank valve and flush volume/force. E-28 - On desktop held in place by gum. E-13 - Hole in carpet and rubber cove base in southwest corner. Suspected rodent access hole. E-2 - Droppings on counter in and around the sink, north wall. Touch up paint on patched holes, east wall. North faucet is not working. B-Wing Exterior Boys' RR - A sink is missing. The feminine hygiene dispenser has been damaged. Toilet paper dispenser is damaged. Fire alarm annunciator damaged. Graffiti on partition and grout lines between tiles. Door slams, closer leaking. E-5 - Reset ceiling tiles, two are torn. E-20 - Room number sign missing. One desk missing its top, which is located by the white boards. E-1 hallway - East panic bar and door handle so loose that the lock just spins. East door closes slowly. Sensor missing dome shaped cover by west doors. Reset ceiling tiles. SE-2 - Feminine hygiene dispenser not working. Adjust east exterior door, it can hit the wall with force. Library - Reset ceiling tiles in soffit. E-22 - Sensor hanging from the ceiling by its wires. Rubber cove base damaged on north wall. E-7 - North door hits the closer arm and does not close properly. Many soffit ceiling tiles damaged and out of place. Mess. South doorway has stuff in the way. E-29 - Ceiling tile broken, one stained. Fire ext. sign missing.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			B-13 Chemical Storage Work Rm. - Materials and supplies crowd most flat surfaces and walking aisles, sinks are not clean. Ceiling tiles missing above the water heater.

			Cafeteria - In the southwest storage room access to the electrical panels is blocked. F-7 - The fountain by the south door is off. The panic bar on the north door is loose. One fire extinguisher has a broken lever and pin. A hand sink drain is plugged. Fountains and sinks need to be cleaned. E-7 - North door hits the closer arm and does not close properly. Many soffit ceiling tiles damaged and out of place. Mess. South doorway has stuff in the way. E-2 - Droppings on counter in and around the sink, north wall. Touch up paint on patched holes, east wall. North faucet is not working.
Electrical		X	B-7 - The fire extinguisher tag is missing. The dimmer light switch is broken. B-28 - Ceiling tiles in the hallway are damaged. Floor outlet covers are missing. B-29 - The fire extinguisher is missing a tag. Computer lab powered by multiple extension cords that are taped to the floor. Daisy chained surge protectors are likely to be in use. Cafeteria - In the southwest storage room access to the electrical panels is blocked. Pool - One north panic bar gate will not close. The weather proof electrical outlet cover on the southwest light pole has been damaged. F-2 - The exit sign for the interior hallway door is no longer located near the door. F-3 - The sign above the fire extinguisher is missing. The exit light by the interior hallway door is out. F-Wing interior hallway - The south exit light is out. C-24 - Dimmer switch broken off. Hallway ceiling tiles damaged. Sensor in hallway is missing dome shaped cover. C-28 - Dimmer switch broken off. C-29 - Network connectors pulled from wall by the door. E-27 - Outlet cover plate missing, east. Fire ext. sign missing. E-22 - Sensor hanging from the ceiling by its wires. Rubber cove base damaged on north wall. E-19 - Fire alar annunciator taped and covered with a hat. Breaker panel blocked by tall rolling cabinet. E-1 hallway - East panic bar and door handle so loose that the lock just spins. East door closes slowly. Sensor missing dome shaped cover by west doors. Reset ceiling tiles.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	B-Wing Boys RR by B-1 - The urinals are stained with mineral build up. F-Wing Girls' RR - Toilet #3 is out of service. The soap dispenser is broken. C-Wing Staff RR's - Both urinals leak. Women's toilet #3 leaks. Preschool - Ceiling tile stain above the sink. VCT loose and or curling up in several locations. Access ramp skirting damaged, east side. Check Staff toilet tank valve and flush volume/force.

School Facility Conditions and Planned Improvements

				B-Wing Exterior Boys' RR - A sink is missing. The feminine hygiene dispenser has been damaged. Toilet paper dispenser is damaged. Fire alarm annunciator damaged. Graffiti on partition and grout lines between tiles. Door slams, closer leaking. SE-Wing Boys' RR - Urinal #1leaks. Door won't close. SE-Wing Unisex Student RR - Toilet leaks, seat is loose. SE-Wing Staff RR - Door won't shut. Toilet leaks. SE-Wing Girls RR - Toilet #2 leaks. B-2 - Reset a ceiling tile. Two sink drains are plugged. B-4 - The faucet at the teacher's station is loose. A cabinet handle is missing below the AC unit. B-5 - The faucet closest to the door and the faucet at station 9 are both loose. Patch and paint holes in the hallway wall by the fountains. B-14 - Reset ceiling tiles. One faucet has a sign that says, "Do not use." F-7 - The fountain by the south door is off. The panic bar on the north door is loose. One fire extinguisher has a broken lever and pin. A hand sink drain is plugged. Fountains and sinks need to be cleaned. E-2 - Droppings on counter in and around the sink, north wall. Touch up paint on patched holes, east wall. North faucet is not working.
Safety: Fire Safety, Hazardous Materials	X			B-10 - Fire extinguisher tag is outdated. B-7 - The fire extinguisher tag is missing. The dimmer light switch is broken. B-24 - Shelves removed, patch carpet and wall, paint wall. Reset ceiling tile. Fire extinguisher tag is outdated, access blocked. Ceiling tile in the hallway is broken. B-29 - The fire extinguisher is missing a tag. Computer lab powered by multiple extension cords that are taped to the floor. Daisy chained surge protectors are likely to be in use. F-3 - The sign above the fire extinguisher is missing. The exit light by the interior hallway door is out. F-5 - The fire extinguisher is missing. F-7 - The fountain by the south door is off. The panic bar on the north door is loose. One fire extinguisher has a broken lever and pin. A hand sink drain is plugged. Fountains and sinks need to be cleaned. C-10 - Door to C-11 binds on the jamb. Fire extinguisher sign missing. C-6 - Fire ext. missing tag. C-21 - Fire ext. missing. C-32 - No access to fire ext. Door lock and handle are loose. E-27 - Outlet cover plate missing, east. Fire ext. sign missing. B-Wing Exterior Boys' RR - A sink is missing. The feminine hygiene dispenser has been damaged. Toilet paper dispenser is damaged. Fire alarm annunciator damaged. Graffiti on partition and grout lines between tiles. Door slams, closer leaking. E-4 - Computers daisy chained and extension corded. E-19 - Fire alar annunciator taped and covered with a hat. Breaker panel blocked by tall rolling cabinet.

School Facility Conditions and Planned Improvements

			E-21 - Exit windows blocked. E-8 - Fire ext. sign missing. E-6 - North door closer arm is loose. Fire ext. sign is missing. E-11 - Exit windows blocked. SE-3 - Fire ext. tag missing. SE-4 - Fire ext. tag missing.
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	B-1 - Patch and paint dent in hallway wall caused by the door handle. Adjust door closer to prevent the door handle from denting the wall. B-19 - Plastic laminate has been peeled off of the counter top in the corner. In the hallway one east exterior door is broken/floppy and will not close properly. Pool - One north panic bar gate will not close. The weather proof electrical outlet cover on the southwest light pole has been damaged. F-6 - NULL F-7 - The fountain by the south door is off. The panic bar on the north door is loose. One fire extinguisher has a broken lever and pin. A hand sink drain is plugged. Fountains and sinks need to be cleaned. C-1 - West exterior hallway doors bind on the jamb, have loose internal panic bar pivots, and squeal in operation. C-11 - Door binds on the jamb. Reset ceiling tiles. C-10 - Door to C-11 binds on the jamb. Fire extinguisher sign missing. C-7 - Ceiling tiles in the hallway are damaged. Hallway fire ext. missing. The door hits the jamb. C-9 - Door hits the jamb. C-Wing Women's RR center east hallway - Panic bar on exterior hall door has loose internal pivots. Ceiling tiles in hallway damaged. C-40 - Anchor weather strip on north door jamb. C-41 - Ceiling tiles by the AC unit are damaged. Ceiling tiles in the hallway are damaged. Fix the panic bars on the exterior hallway doors. C-32 - No access to fire ext. Door lock and handle are loose. B-Wing Exterior Boys' RR - A sink is missing. The feminine hygiene dispenser has been damaged. Toilet paper dispenser is damaged. Fire alarm annunciator damaged. Graffiti on partition and grout lines between tiles. Door slams, closer leaking. E-17 - Patch and paint west exterior by handrail. Internal pivots in panic bar are loose. Paint handrail. E-1 hallway - East panic bar and door handle so loose that the lock just spins. East door closes slowly. Sensor missing dome shaped cover by west doors. Reset ceiling tiles. E-6 - North door closer arm is loose. Fire ext. sign is missing. E-7 - North door hits the closer arm and does not close properly. Many soffit ceiling tiles damaged and

School Facility Conditions and Planned Improvements

out of place. Mess. South doorway has stuff in the way.
E-9 - Northeast door won't close
SE-Wing Boys' RR - Urinal #1leaks. Door won't close.
SE-Wing Staff RR - Door won't shut. Toilet leaks.
SE-2 - Feminine hygiene dispenser not working. Adjust east exterior door, it can hit the wall with force.
Preschool - Ceiling tile stain above the sink. VCT loose and or curling up in several locations. Access ramp skirting damaged, east side. Check Staff toilet tank valve and flush volume/force.
E-17 - Patch and paint west exterior by handrail. Internal pivots in panic bar are loose. Paint handrail.
E-20 - Room number sign missing. One desk missing its top, which is located by the white boards.
E-10 - Bare spots and graffiti on north exterior wall. Paint handrail.

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	56	51	33	31	47	46
Mathematics (grades 3-8 and 11)	18	21	18	19	33	34

2022-23 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	657	637	96.96	3.04	50.71
Female	328	319	97.26	2.74	59.25
Male	327	316	96.64	3.36	41.77
American Indian or Alaska Native	--	--	--	--	--
Asian	11	10	90.91	9.09	--
Black or African American	58	55	94.83	5.17	32.73
Filipino	--	--	--	--	--
Hispanic or Latino	506	494	97.63	2.37	51.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	16	88.89	11.11	56.25
White	57	55	96.49	3.51	52.73
English Learners	45	37	82.22	17.78	2.70
Foster Youth	--	--	--	--	--
Homeless	39	36	92.31	7.69	33.33
Military	28	26	92.86	7.14	46.15
Socioeconomically Disadvantaged	540	525	97.22	2.78	46.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	61	95.31	4.69	4.92

2022-23 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	655	638	97.40	2.60	21.35
Female	326	318	97.55	2.45	20.19
Male	327	318	97.25	2.75	22.33
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	36.36
Black or African American	57	55	96.49	3.51	10.91
Filipino	--	--	--	--	--
Hispanic or Latino	505	495	98.02	1.98	20.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	17	94.44	5.56	23.53
White	57	53	92.98	7.02	33.96
English Learners	45	43	95.56	4.44	0.00
Foster Youth	--	--	--	--	--
Homeless	39	37	94.87	5.13	5.41
Military	28	25	89.29	10.71	32.00
Socioeconomically Disadvantaged	538	524	97.40	2.60	19.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	62	96.88	3.12	0.00

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	21.63	21.52	17.39	17.88	29.47	30.29

2022-23 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	1121	1099	98.04	1.96	21.42
Female	517	507	98.07	1.93	19.33
Male	602	590	98.01	1.99	23.30
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	13.33
Black or African American	120	115	95.83	4.17	10.43
Filipino	--	--	--	--	--
Hispanic or Latino	825	811	98.30	1.70	20.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	33	97.06	2.94	18.18
White	110	108	98.18	1.82	42.99
English Learners	66	65	98.48	1.52	1.56
Foster Youth	--	--	--	--	--
Homeless	61	57	93.44	6.56	7.02
Military	51	48	94.12	5.88	27.08
Socioeconomically Disadvantaged	897	879	97.99	2.01	18.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	103	97	94.17	5.83	4.12

2022-23 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 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. All CTE courses in the district are A-G approved through the UC Doorways system and students have the opportunity to earn dual enrollment early college credits as well as articulated early college credits in many of the CTE courses throughout the district. 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.

Cajon High School:
ACADEMY OF ARTS & CREATIVE TECHNOLOGIES
IB Film Theory & Production Pathway (Silver)
Theater Arts Pathway
AUTOMOTIVE & CONSTRUCTION TECHNOLOGIES
Automotive Technologies Pathway (Silver)
Building & Construction Trades Pathway
GLOBAL BUSINESS, CYBER & INFORMATION TECHNOLOGY
Business Management & Global Logistics pathways
Cybersecurity & Information Technology Pathways
HEALTH & HUMAN SERVICES ACADEMY
Behavioral Health & Human Services Pathway (Silver)
Dental Health Pathway
Sports Medicine Pathway (Silver)

CTE Advisory Board Members:
Karen Suarez, Uplift San Bernardino
Dr. Bill Clarke, Technical Employment Training
Virginia Martinez, CEO Technical Employment Training
Becky Lepins, Teamsters Local 1932
Dr. Yvette Harris, Athletes for Life

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
Hospitality, Tourism, and Recreation
Information and Communication Technologies
Manufacturing and Product Development
Public Services
Transportation

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1742
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	45.6
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.62
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	55.92

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 5		85.9			
Grade 9	88.2		86.0	87.5	88.0

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.

2023-24 Opportunities for Parental Involvement

Parents can visit 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), and the Asian/Pacific Islander parent 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.5	1.4	2.2	12.9	10.2	9.9	9.4	7.8	8.2
Graduation Rate	96.3	97.3	95.9	78.2	83.4	82.1	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	629	603	95.9
Female	312	306	98.1
Male	317	297	93.7
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	86	80	93.0
Filipino	--	--	--
Hispanic or Latino	437	419	95.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	63	62	98.4
English Learners	44	40	90.9
Foster Youth	--	--	--
Homeless	49	46	93.9
Socioeconomically Disadvantaged	555	530	95.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	66	50	75.8

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3031	2921	768	26.3
Female	1481	1426	403	28.3
Male	1548	1493	364	24.4
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	19	18	4	22.2
Asian	48	48	6	12.5
Black or African American	340	327	113	34.6
Filipino	16	16	4	25.0
Hispanic or Latino	2232	2156	546	25.3
Native Hawaiian or Pacific Islander	11	11	5	45.5
Two or More Races	69	65	22	33.8
White	275	261	62	23.8
English Learners	224	215	76	35.3
Foster Youth	30	23	8	34.8
Homeless	181	172	69	40.1
Socioeconomically Disadvantaged	2538	2449	672	27.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	338	323	124	38.4

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	6.52	5.51	0.01	4.68	5.14	0.20	3.17	3.60
Expulsions	0.00	0.23	0.16	0.00	0.18	0.17	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.51	0.16
Female	2.43	0
Male	8.46	0.32
Non-Binary		
American Indian or Alaska Native	0	0
Asian	4.17	0
Black or African American	12.65	0.29
Filipino	6.25	0
Hispanic or Latino	4.39	0.13
Native Hawaiian or Pacific Islander	18.18	0
Two or More Races	11.59	0
White	4.73	0.36
English Learners	10.27	0
Foster Youth	6.67	0
Homeless	8.29	0
Socioeconomically Disadvantaged	5.83	0.2
Students Receiving Migrant Education Services	0	0
Students with Disabilities	9.17	0.3

2023-24 School Safety Plan

Date of Last Review/Update: Nov. 16, 2023
Date Last Reviewed with Faculty: Feb. 5, 2024

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.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	27	28	36	49
Mathematics	27	26	39	37
Science	30	9	31	43
Social Science	28	27	38	51

2022-23 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	343.75

2022-23 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
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$8,319	$443	$7,876	$83,222
District	N/A	N/A	$8,523	$83,861
Percent Difference - School Site and District	N/A	N/A	-7.9	-0.8
State	N/A	N/A	$17,020	$88,508
Percent Difference - School Site and State	N/A	N/A	-73.5	-6.2

Fiscal Year 2022-23 Types of Services Funded

Types of Services Funded (Fiscal Year 2023-2024)

The overarching objective of all categorically funded programs within the San Bernardino City Unified School District (SBCUSD) is to guarantee that every student, encompassing English learners, educationally disadvantaged pupils, African American individuals, American Indian students, Asian students, English Learners, Filipino students, Foster Youth, Hispanic students, Homeless students, Long-Term English Learners (LTEL), Pacific Islander students, Socioeconomically Disadvantaged (Low-Income) students, Students with Disabilities, Two or More Races students, and White students, achieves proficiency in both state and local standards.

The educational program at each site follows a continuous improvement planning process known as Plan, Do, Study, Act (PDSA). This process actively involves members of the school community, including the principal, teachers, support staff, parents, and, at the secondary level, students. Together, these Educational Partners constitute the School Site Council (SSC). The SSC is responsible for developing, annually monitoring, evaluating, and revising a comprehensive plan known as the School Plan for Student Achievement (SPSA). Rooted in self-study and collaborative efforts, the SPSA ensures the effective coordination of all available resources at the school, directing them towards the common goal of delivering a high-quality educational program that facilitates success for all students.

Certain students may encounter challenges in achieving proficiency in academic state and local content standards, putting them at risk of not meeting graduation requirements. To address this, categorical program funds are allocated. It is crucial to emphasize that these funds are supplementary educational resources designed to enhance the core instructional program and boost the academic success of these students. Categorical funds are specifically earmarked for additional personnel time, staff development opportunities, supplemental student materials, and other specialized services, equipment, and supplies. Importantly, these supports are intended to supplement the base program and not replace or supplant it.

Categorical programs commonly found at SBCUSD sites are:
* Every Student Succeeds Act (ESSA) Title I, Part A
* Local Control Funding Formula (LCFF), Supplemental and Concentration Funds

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
* Title IV, Part A -School conditions for student learning in order to create a healthy and safe school environment

Access to, and opportunities for, a well-rounded education for all students; and

Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

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).

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$58,713	$55,550
Mid-Range Teacher Salary	$88,292	$80,703
Highest Teacher Salary	$118,190	$109,418
Average Principal Salary (Elementary)	$129,442	$137,703
Average Principal Salary (Middle)	$154,376	$143,760
Average Principal Salary (High)	$171,180	$159,021
Superintendent Salary	$353,808	$319,443
Percent of Budget for Teacher Salaries	31.72%	30.35%
Percent of Budget for Administrative Salaries	4.48%	4.87%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

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, 3 days in 2022-23, and 3 days in 2023-24.

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3