

# Cajon High School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

<b>School Name</b>	Cajon High School
<b>Street</b>	1200 W. Hill Dr.
<b>City, State, Zip</b>	San Bernardino, CA 92407
<b>Phone Number</b>	(909) 881-8120
<b>Principal</b>	Dr. Christopher Jackson
<b>Email Address</b>	christopher.jackson@sbcusd.k12.ca.us
<b>School Website</b>	<a href="https://cajon.sbcusd.com/">https://cajon.sbcusd.com/</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	36678763632221

### 2025-26 District Contact Information

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

### 2025-26 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 creating a collaborative community of college and career-ready students who are critical thinkers, effective communicators, and confident, responsible global citizens.

# About this School

## 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	842
Grade 10	629
Grade 11	702
Grade 12	575
<b>Total Enrollment</b>	<b>2,748</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	52
Non-Binary	0
American Indian or Alaska Native	0.5
Asian	1.9
Black or African American	10.4
Filipino	0.5
Hispanic or Latino	75.3
Native Hawaiian or Pacific Islander	0.5
Two or More Races	2.6
White	7.6
English Learners	5.6
Foster Youth	0.5
Homeless	7.8
Socioeconomically Disadvantaged	86.9
Students with Disabilities	11.3

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

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	104.6	87.66	1973.3	82.38	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0.2	0.21	24.8	1.04	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	7.3	6.13	113.7	4.75	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.3	1.09	54.8	2.29	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	5.8	4.89	228.7	9.55	15831.9	5.67
<b>Total Teaching Positions</b>	119.3	100	2395.5	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	90.8	81.78	1971.2	83.53	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	53.5	2.27	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	7.9	7.14	144.4	6.12	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.9	0.85	52.4	2.22	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	11.3	10.23	138.1	5.86	14303.8	5.15
<b>Total Teaching Positions</b>	111.1	100	2359.9	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	84.9	76.35	1855.2	78.51	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	1.4	1.34	68.6	2.91	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.9	2.63	184.9	7.82	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.1	1.04	65.9	2.79	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	20.7	18.62	188.3	7.97	13705.8	4.91
<b>Total Teaching Positions</b>	111.2	100	2363	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.90	4.6	1.2
<b>Misassignments</b>	6.30	3.2	1.6
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	7.30	7.9	2.9

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	1.30	0.9	1.1
<b>Total Out-of-Field Teachers</b>	1.30	0.9	1.1

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.4	3.9	3.7
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.4	0	0.1

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

## 2025-26 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt: Collections © 2017 (2016)  California State University: Expository Reading and Writing Course (2014)	0
<b>Mathematics</b>	CPM Core Connections Integrated 1 (2025)  CPM Core Connections Integrated 2 (2025)  CPM Core Connections Integrated 3 (2025)  Bedford, Freeman, & Worth Publishing Practice of Statistics, Seventh Ed. (2025)  CPM Calculus (2025)  CPM Precalculus (2025)	0
<b>Science</b>	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)	0

	<p>Oxford University Press: Chemistry International Baccalurate/MYP (2020)</p> <p>Oxford University Press:IB Sports (2020)</p> <p>OpenStax: Physics AP (2020)</p> <p>Discovery Education: Physics of the Universe (2020)</p>	
<b>History-Social Science</b>	<p>Pearson: My World Interactive World Geography (2018)</p> <p>Pearson: Psychology, 4th Edition-Elmhorst, Minter, Ciciccarelli, White (2018)</p> <p>Pearson: The Cultural Landscape: An Introduction to Human Geography, 13th Edition-Rubenstein (2018)</p> <p>Bedford, Freeman, &amp; Worth Publishing: Ways of the World with Sources, for the AP course, 4th edition-Strayer and Nelson (2018)</p> <p>Pearson: California World History: The Modern World (2018)</p> <p>Bedford, Freeman, &amp; Worth Publishing: Psychology for the AP Course, 3rd Edition-Myers (2018)</p> <p>Bedford, Freeman, &amp; Worth Publishing: America's History, For the AP Course, 9th Edition-Hennretta, Hinderaker, Edwards and Self (2018)</p> <p>Pearson: California United States History: The Twentieth Century (2018)</p> <p>Bedford, Freeman, &amp; Worth Publishing: American Government Stories of a Nation (2018)</p> <p>Pearson: California Economics Principles in Action (2018)</p> <p>Pearson: California Magruder's American Government (2018)</p> <p>Oxford University Press: Oxford IB Diploma- Rights &amp; Protest, The Move to Global War, Conflict and Intervention, Causes and Effect of 20th Century Wars, The Cold War: Superpower Tensions &amp; Rivalries, Authoritarian States, History Americas: 1880-1981 (2018)</p> <p>Oxford University Press: Oxford IB Diploma- Rights &amp; Protest, The Move to Global War, Conflict and Intervention, Causes and Effect of 20th Century Wars, The Cold War: Superpower Tensions &amp; Rivalries, Authoritarian States, History Americas: 1880-1981 (2018)</p>	0
<b>Foreign Language</b>	<p>Vista Higher Learning: Senderos 1 (2021)</p> <p>Vista Higher Learning: Senderos 2 (2021)</p> <p>Vista Higher Learning: Senderos 3 (2021)</p>	0

	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)	
	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)	
<b>Health</b>	Pearson: Pearson Health	N/A
<b>Visual and Performing Arts</b>	Glencoe/McGraw-Hill: Art Talk (2002)	0
	Glencoe/McGraw-Hill: The Stage and the School (2002)	
	Glencoe/McGraw-Hill: Music! Its Role and Importance in Our Lives (2002)	
<b>Science Laboratory Equipment (grades 9-12)</b>	Sufficient appropriate laboratory equipment is available in all science classrooms	0

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

## 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.

### Safety

## School Facility Conditions and Planned Improvements

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 2024-25 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/>

### School Facility Good Repair Status

#### School Facility Good Repair Status (School Year 2024-25)

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 October, 2024.

Results of this site's most recent survey are included below, and any associated repairs were completed by the end of March 2025.

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

10/10/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Reset ceiling tile west side of room Repair/repl. ceiling tiles. Reset ceiling tile north center of room Reset ceiling tiles C-wing hallway outside of C-1 and C-1 paint needs to be touched up Missing ceiling tiles, patch holes in 12x12 tiles, Secure fire extinguisher bracket Replace ceiling tile bi Wi-Fi device East wall by teachers desk repair wall and touch up paint. Touch up paint on south entry door

## School Facility Conditions and Planned Improvements

			<p>Touch up paint in hallway  Reset ceiling tiles, carpet stained  Cabinet handle missing, adjust cabinet door, paint interior of door, reset ceiling tile  Outside of room C-6 touch up paint  S.East C-wing hallway outside of C-7 touch up paint wall by door  C-wing hallway outside C-9 reset ceiling tile  Cover plate for plumbing needed WO165094  Reset ceiling tile. Request to add small metal clips for shelf brackets  Reset ceiling tile  Reset ceiling tile  Urinal 2 not flushing. Paper towel dispenser broken  Holes in ceiling tiles near coffee bar, low voltage J-box by door missing cover  Touch up paint in hallway, paint interior of door, carpet heavily stained  Two damaged ceiling tiles in hallway  One wall needs to be repainted WO165618  Reset ceiling tile by exit sign  Patch and paint hole by light switch  Reset ceiling tile above file cabinets  Multiple ceiling tiles in hallway damaged  Reset ceiling tile above air scrubber and one above TV  Reset ceiling tile on West wall  Damaged ceiling tile in hallway by door, stained tile by fountain, broken light diffuser in hall  Broken ceiling tile in hallway  Replace (5) ceiling tiles in this area.  Replace (2) small ceiling tiles in this area.  Repair/replace lighting in this area.</p>
<p><b>Cleanliness:</b>  Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>Reset ceiling tiles, carpet stained  Touch up paint in hallway, paint interior of door, carpet heavily stained</p>
<p><b>Electrical</b></p>	X		<p>Data outlet has J-box attached to face and missing cover. WO165056  Power strips are daisy chained  Emergency light not working.  2 outlets on back wall not working, clock not working, desk 7B has loose top  Damaged ceiling tile in hallway by door, stained tile by fountain, broken light diffuser in hall</p>
<p><b>Restrooms/Fountains:</b>  Restrooms, Sinks/ Fountains</p>		X	<p>Mens restroom across from C-7, tighten toilet seats in stalls (1) and (2)  Girls restroom across from C-16 tighten toilet seats in 2nd and 3rd stall from the right  Stall two toilet leaks at stem, drinking fountain has low pressure  Urinal number two not flushing, Entrance door hitting on jamb  Urinal 2 not flushing. Paper towel dispenser broken  Stall two toilet leaks at stem, drinking fountain has low pressure  Exterior fountain has low pressure</p>

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		Paint chipped on front of building Paint outside poles green in color. Paint outside south doors (Green in color).
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Reset ceiling tile west side of room Urinal number two not flushing, Entrance door hitting on jamb

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	46	64	33	35	47	48
<b>Mathematics</b> (grades 3-8 and 11)	16	24	20	22	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	668	658	98.50	1.50	63.87
<b>Female</b>	327	321	98.17	1.83	69.69
<b>Male</b>	341	337	98.83	1.17	58.33
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	13	13	100.00	0.00	61.54
<b>Black or African American</b>	74	72	97.30	2.70	53.52
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	500	494	98.80	1.20	65.11
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	16	100.00	0.00	62.50

<b>White</b>	54	52	96.30	3.70	65.38
<b>English Learners</b>	38	36	94.74	5.26	8.33
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	47	46	97.87	2.13	43.48
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	564	555	98.40	1.60	61.84
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	70	70	100.00	0.00	14.29

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	666	640	96.10	3.90	24.10
<b>Female</b>	327	312	95.41	4.59	20.90
<b>Male</b>	339	328	96.76	3.24	27.13
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	13	13	100.00	0.00	38.46
<b>Black or African American</b>	73	70	95.89	4.11	14.29
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	500	481	96.20	3.80	23.49
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	15	15	100.00	0.00	35.71
<b>White</b>	54	50	92.59	7.41	34.00
<b>English Learners</b>	38	37	97.37	2.63	10.81
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	48	46	95.83	4.17	17.39
<b>Military</b>	--	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	563	541	96.09	3.91	22.96
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	70	67	95.71	4.29	10.45

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	21.49	25.26	17.92	19.85	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	1239	1232	99.44	0.56	24.68
<b>Female</b>	613	610	99.51	0.49	25.08
<b>Male</b>	626	622	99.36	0.64	24.28
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	23	23	100.00	0.00	34.78
<b>Black or African American</b>	128	128	100.00	0.00	18.75
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	920	915	99.46	0.54	23.83
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	38	38	100.00	0.00	26.32
<b>White</b>	107	106	99.07	0.93	35.85
<b>English Learners</b>	62	61	98.39	1.61	3.28
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	86	86	100.00	0.00	8.14
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	1045	1039	99.43	0.57	23.68
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	130	125	96.15	3.85	4.00

## 2024-25 Career Technical Education Programs

### Career Technical Education Programs (School Year 2025-2026)

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. 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 (Silver)

DigiTech Pathway

#### ACADEMY OF AUTOMOTIVE & CONSTRUCTION TECHNOLOGIES

Automotive Technologies Pathway (Silver)

Building & Construction Trades Pathway (Silver)

## 2024-25 Career Technical Education Programs

### ACADEMY OF GLOBAL BUSINESS, CYBER & INFORMATION TECHNOLOGY

Business Management & Global Logistics Pathways

Cybersecurity & Information Technology Pathways

### HEALTH & HUMAN SERVICES ACADEMY

Behavioral Health & Human Services Pathway (Gold)

Dental Health Pathway

Sports Medicine Pathway (Silver)

### CTE Advisory Board Members:

Brad Gates, San Bernardino County Workforce Development

Gina King, San Bernardino County Human Resources

Virginia Martinez, CEO Technical Employment Training

Becky Lepins, Teamsters Local 1932

Shelli Stockton, University of Redlands

### 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

Marketing, Sales & Service

Public Services

Transportation

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1842
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	32.1

## 2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	98.87
Graduates Who Completed All Courses Required for UC/CSU Admission	54.47

## 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.

#### 2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	84.7	83.2	83.4	82.7	84.9

## 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.

#### 2025-26 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), 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	2.2	2.2	1	9.9	9.7	7.5	8.2	8.9	8
Graduation Rate	95.9	96.7	97.2	82.1	83.2	84.8	86.2	86.4	87.5

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	575	559	97.2
Female	288	282	97.9
Male	287	277	96.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	11	10	90.9
Black or African American	52	51	98.1
Filipino	--	--	--
Hispanic or Latino	425	416	97.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	20	19	95.0
White	53	50	94.3
English Learners	49	44	89.8
Foster Youth	--	--	--
Homeless	55	53	96.4
Socioeconomically Disadvantaged	497	483	97.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	67	56	83.6

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2972	2878	651	22.6
Female	1426	1376	349	25.4
Male	1545	1501	302	20.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	13	13	5	38.5
Asian	55	55	6	10.9
Black or African American	331	315	108	34.3
Filipino	16	16	2	12.5
Hispanic or Latino	2222	2156	457	21.2
Native Hawaiian or Pacific Islander	16	13	3	23.1
Two or More Races	74	72	18	25.0
White	230	223	47	21.1
English Learners	208	197	63	32.0
Foster Youth	23	17	5	29.4
Homeless	263	248	87	35.1
Socioeconomically Disadvantaged	2584	2502	600	24.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	353	336	103	30.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.51	4.87	4.51	5.14	4.92	4.03	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.16	0.17	0.37	0.17	0.16	0.14	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.51	0.37
Female	3.44	0.42
Male	5.50	0.32
Non-Binary	0.00	0.00
American Indian or Alaska Native	7.69	0.00
Asian	0.00	0.00
Black or African American	12.08	1.81
Filipino	0.00	0.00
Hispanic or Latino	3.47	0.18
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.46	1.35
White	3.48	0.00
English Learners	6.25	0.96
Foster Youth	8.70	0.00
Homeless	8.37	0.76
Socioeconomically Disadvantaged	4.95	0.43
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.80	0.57

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

Date of Last Review/Update: Nov. 3, 2025

Date Last Reviewed with Faculty: Nov. 12, 2025

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.

## 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

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	23	48	43	33
Mathematics	23	42	45	25
Science	23	39	37	25
Social Science	26	37	37	41

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	41	31	49
Mathematics	23	45	34	39
Science	23	43	30	35
Social Science	24	41	26	50

## 2024-25 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	295.78

## 2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	9
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
<b>School Site</b>	\$9,679.08	\$2,613.19	\$7,065.89	\$92,017.57
<b>District</b>	N/A	N/A	\$8065.05	\$106,752
<b>Percent Difference - School Site and District</b>	N/A	N/A	-112.2	-14.8
<b>State</b>	N/A	N/A	\$11,146	\$100,333
<b>Percent Difference - School Site and State</b>	N/A	N/A	-44.8	-8.6

## Fiscal Year 2024-25 Types of Services Funded

### Types of Services Funded (Fiscal Year 2024-2025)

All categorically funded programs within the San Bernardino City Unified School District (SBCUSD) aim to ensure that every student achieves proficiency in state and local standards. This commitment extends to all student groups, including English Learners (ELs), Long-Term English Learners (LTELs), Socio-Economically Disadvantaged (Low-Income), African American, American Indian, Asian, Filipino, Hispanic, Pacific Islander, Homeless, Foster Youth, Students with Disabilities, Two or More Races, and White students.

To achieve this, each school site employs a continuous improvement process known as Plan, Do, Study, Act (PDSA). This framework actively engages key Educational Partners, including Principals, Teachers, support staff, parents, and students at the secondary level. Together, these Educational Partners form the School Site Council (SSC). The SSC is tasked with developing, annually reviewing, evaluating, and revising the School Plan for Student Achievement (SPSA). This comprehensive plan leverages self-study and collaborative efforts to ensure the alignment and effective use of all available resources, directing them toward delivering a high-quality educational program that supports student success. Recognizing that some students may face challenges meeting academic standards and graduation requirements, categorical program funds are allocated to provide targeted support. These funds serve as supplemental educational resources to enhance the core instructional program and address the unique needs of at-risk students.

Categorical funds are specifically designated for:

- additional personnel time
- professional development opportunities
- supplemental instructional materials
- specialized services
- equipment
- supplies

These funds are supplementary and must not replace or supplant the base program. Categorical Programs at SBCUSD sites implemented programs, including:

Every Student Succeeds Act (ESSA) Title I, Part A: Supporting the lowest-performing Socio-Economically Disadvantaged (Low Income) students to meet the challenge academic standards in Reading, Writing, Math, and Science. Local Control Funding Formula (LCFF): Supplemental and Concentration Funds to support high-needs for Unduplicated Pupils (English Learners, Long Term English Learners, Low-Income, and Foster Youth). District-Level Categorical Programs provide support services and instructional initiatives aimed at improving overall student outcomes.

ESSA Title II, Part A: Supporting effective instruction, professional development of teachers and administrators, and recruitment and retention efforts.

ESSA Title III: Language instruction for English Learners and immigrant students; ESSA Title IV, Part A: Promoting a safe, healthy learning environment, access to well-rounded education, and technology integration for personalized learning.

## Fiscal Year 2024-25 Types of Services Funded

ESSA Title VI, Indian Education: Provides federal funding to support Native American students' educational needs and cultural heritage. It aims to improve academic achievement while fostering connections to Native cultures, languages, and traditions.

Carl D. Perkins Act: Provides funding for Career and Technical Education (CTE) programs that emphasize accountability, educational partner collaboration, and the targeting of underserved populations through enhanced local needs assessments.

Career Technical Education Incentive Grant (CTEIG): A California program to enhance K-12 CTE pathways, complementing Perkins by focusing on California workforce needs and fostering education-business collaboration.

SBCUSD and the State identify schools with the greatest needs using local and State data, including student progress indicators and the California Dashboard. These programs aim to provide additional resources, implement data-driven improvement plans to address significant equity gaps, and ensure student group performance improves over time. These initiatives include:

**SBCUSD Focus Schools:** a District-level program to support historically low-performing schools with additional support, oversight, and accountability.

**Equity Multiplier:** Aims to reduce educational inequities by providing extra funding to schools with high levels of need. Schools qualify based on Socio-Economically Disadvantaged rates of over 70% and student non-stability greater than 25%. Funding is directed toward evidence-based initiatives to address disparities without replacing existing resources.

**Comprehensive Support and Improvement (CSI):** a Federally-mandated support system under ESSA aimed at helping the lowest-performing schools in a state. Schools are typically identified for CSI if they are among the bottom 5% of schools based on performance metrics or have graduation rates below a certain threshold (e.g., less than 67%).

**Targeted Support and Improvement (TSI):** focuses on schools where specific student groups (e.g., based on race, income, disability, or English language proficiency) consistently underperform to reduce disparities.

**Additional Targeted Support and Improvement (ATSI):** ATSI is a subset of TSI. Schools are identified for ATSI when one or more student groups perform at a level comparable to the lowest-performing 5% statewide schools. ATSI designation often involves more intensive interventions than TSI.

These coordinated efforts aim to ensure equitable opportunities and sustained academic success for all SBCUSD students.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$66,593	\$60,863
<b>Mid-Range Teacher Salary</b>	\$100,142	\$93,575
<b>Highest Teacher Salary</b>	\$134,052	\$125,548
<b>Average Principal Salary (Elementary)</b>	\$154,138	\$157,645
<b>Average Principal Salary (Middle)</b>	\$158,814	\$165,341
<b>Average Principal Salary (High)</b>	\$184,897	\$182,580
<b>Superintendent Salary</b>	\$405,133	\$357,064
<b>Percent of Budget for Teacher Salaries</b>	25.09%	30.36%
<b>Percent of Budget for Administrative Salaries</b>	3.81%	4.88%

## 2024-25 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	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
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> 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 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, 3 days in 2023-24, 2 days in 2024-2025, 2 days in 2025-2026, as well 6 additional 90-minutes district professional development sessions during the year.

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 joblike 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

## Professional Development

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 Professional Development Support Plans (BSPs), and legally defensible documents that best support students and meet state requirements. This year the emphasis of the districtwide PD was the continued integration of UDL and Teacher Clarify alongside the implementation of PLC teams. In addition, KAGEN cooperative learning strategies were brought to all teachers to help facilitate increased differentiation for our English Learner and Special Education student groups. 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 continuing to receive professional development and coaching around Professional Learning Communities and Universal Design for Learning (UDL).

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 the continued integration of UDL and Teacher Clarify alongside the implementation of PLC teams. In addition, KAGEN cooperative learning strategies was brought to all teachers to help facilitate increased differentiation for our English Learner and Special Education student groups. 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	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	2	2

# Cajon High School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

## 2025-26 School Contact Information

<b>School Name</b>	Cajon High School
<b>Street</b>	1200 W. Hill Dr.
<b>City, State, Zip</b>	San Bernardino, CA 92407
<b>Phone Number</b>	(909) 881-8120
<b>Principal</b>	Christopher Jackson
<b>Email Address</b>	christopher.jackson@sbcusd.k12.ca.us
<b>School Website</b>	<a href="https://cajon.sbcusd.com/">https://cajon.sbcusd.com/</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	36678763632221

## 2025-26 District Contact Information

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

## 2025-26 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

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

## **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.

## 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/Incomplete/NA						
<b>Total Teaching Positions</b>						

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

## 2022-23 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/Incomplete/NA						
<b>Total Teaching Positions</b>						

Note: The data in this table is based on 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.

## 2023-24 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/Incomplete/NA						
<b>Total Teaching Positions</b>						

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.90	4.6	
Misassignments	6.30	3.2	
Vacant Positions	0.00	0	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>7.30</b>	<b>7.9</b>	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	1.30	0.9	
<b>Total Out-of-Field Teachers</b>	<b>1.30</b>	<b>0.9</b>	

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.4	3.9	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.4	0	

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

## 2025-26 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 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt: Collections © 2017 (2016)  California State University: Expository Reading and Writing Course (2014)	0
<b>Mathematics</b>	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)	0
<b>Science</b>	Pearson: Experience Biology: The Living Earth ( 2020)  Pearson: Campbell Biology (2020)	0

	<p>Pearson: Human Anatomy &amp; Physiology 11th Edition (2020)</p> <p>Pearson: Experience Chemistry in the Earth System ( 2020)</p> <p>Oxford University Press: Chemistry International Baccalurate/MYP (2020)</p> <p>Oxford University Press:IB Sports (2020)</p> <p>OpenStax: Physics AP (2020)</p> <p>Discovery Education: Physics of the Universe (2020)</p>	
<b>History-Social Science</b>	<p>Pearson: My World Interactive World Geography (2018)</p> <p>Pearson: Psychology, 4th Edition-Elmhorst, Minter, Ciccarelli, White (2018)</p> <p>Pearson: The Cultural Landscape: An Introduction to Human Geography, 13th Edition-Rubenstein (2018)</p> <p>Bedford, Freeman, &amp; Worth Publishing: Ways of the World with Sources, for the AP course, 4th edition-Strayer and Nelson (2018)</p> <p>Pearson: California World History: The Modern World (2018)</p> <p>Bedford, Freeman, &amp; Worth Publishing: Psychology for the AP Course, 3rd Edition-Myers (2018)</p> <p>Bedford, Freeman, &amp; Worth Publishing: America's History, For the AP Course, 9th Edition-Hennretta, Hinderaker, Edwards and Self (2018)</p> <p>Pearson: California United States History: The Twentieth Century (2018)</p> <p>Bedford, Freeman, &amp; Worth Publishing: American Government Stories of a Nation (2018)</p> <p>Pearson: California Economics Principles in Action (2018)</p> <p>Pearson: California Magruder's American Government (2018)</p> <p>Oxford University Press: Oxford IB Diploma- Rights &amp; Protest, The Move to Global War, Conflict and Intervention, Causes and Effect of 20th Century Wars, The Cold War: Superpower Tensions &amp; Rivalries, Authoritarian States, History Americas: 1880-1981 (2018)</p> <p>Oxford University Press: Oxford IB Diploma- Rights &amp; Protest, The Move to Global War, Conflict and Intervention, Causes and Effect of 20th Century Wars, The Cold War: Superpower Tensions &amp; Rivalries, Authoritarian States, History Americas: 1880-1981 (2018)</p>	0
<b>Foreign Language</b>	<p>Vista Higher Learning: Senderos 1 (2021)</p> <p>Vista Higher Learning: Senderos 2 (2021)</p>	0

	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)	
	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)	
<b>Health</b>	Pearson: Pearson Health	N/A
<b>Visual and Performing Arts</b>	Glencoe/McGraw-Hill: Art Talk (2002)	0
	Glencoe/McGraw-Hill: The Stage and the School (2002)	
	Glencoe/McGraw-Hill: Music! Its Role and Importance in Our Lives (2002)	

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

## 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.

## School Facility Conditions and Planned Improvements

### 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/>

### School Facility Good Repair Status

#### School Facility Good Repair Status (School Year 2023-24)

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 October, 2023.

Results of this site's most recent survey are included below, and any associated repairs were completed by the end of March 2024.

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

10/09/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		B-12 - Inside of door needs paint, reset ceiling tiles and handle on cabinet missing B-13 chemical storage, work room - Ceiling tile missing by water heater, floor space crowded mostly used for storage B-15 - Vinyl tack board peeling on north wall B-16 - Two ceiling tiles missing B-18 - Several stained ceiling tiles B-19 - Laminate on countertop in corner peeling, Ceiling tile damaged

## School Facility Conditions and Planned Improvements

B-20 - holes in wall near drinking fountain, damaged ceiling tiles in hallway  
 B-21 - Ceiling tile needs reset  
 B-22 - Reset tiles and cannot find fire extinguisher  
 B-23 - Wall behind kitchen cabinets needs paint and cover plate for plumbing in wall needed  
 B-26 - hole in ceiling tile  
 B-4 - West wall needs paint above backsplash to cover old adhesive marks  
 B-5 - 2- faucets are loose at base,(closest to door and station #9, vinyl on south wall by door peeling back  
 B-8 - Ceiling tile has tear  
 B-9 - Patch and paint small holes on N/West wall  
 B-wing hallway - Drinking fountain loose on by B-1  
 B-wing outside boys restroom - Left sink would not shut off, turned off valve on wall, no soap disp. Graffiti on partition and stall door missing  
 C-12 - Inside of door to hallway needs painted  
 C-16 - Ceiling tile bulging on west side of room  
 C-25 - Paint patches and classroom side west door  
 C-26 - S/E wall two different colors, not finished painting?  
 C-27 - Anchor large metal cabinet, Dark stain in carpet  
 C-3 - Carpet is bubbling along seem running east to west  
 C-35 - No fire ext., Hole by N/W door in wall  
 C-39 - Ceiling tile missing  
 C-41 - Ceiling tile by air handler damaged  
 C-5 - Ceiling tiles out of place  
 C-6 - Ceiling tile by air handler missing  
 C-wing hallways - Dark green paint on lower half by C-3 and C-20 large chips peeled off, several cracked ceiling tiles throughout , Drinking fountain by C-7 no water at bubbler  
 E-1 lobby area - Green paint peeling behind reception area  
 E-10 - Ceiling tile out of place  
 E-12 - Vinyl tack peeling on south wall bottom  
 E-19 - Fire alarm covered by hat on wall, no fire Ext. sign above ext. one ceiling tile out  
 E-21 - Two tall cabinets by door need to be mounted to wall  
 E-22 - Wall next to door needs patch and paint  
 E-24 - Tack board on S/W wall peeling  
 E-25 - Ceiling tile out of place  
 E-28 - Could not find fire extinguisher, hole on vinyl tack by door  
 E-29 - Metal shelving not secured to wall  
 E-7 - Many small holes in soffit tiles and cannot hardly walk through room with all the equipment  
 F-wing girls - Graffiti in 2 stalls (Foul language)  
 F-wing int. hallway - South exit light out and center light out, cove base missing on south door corner  
 IT-2 Preschool - Some stained ceiling tiles, VCT floor not in best shape, Ramp skirts some dry rot  
 L-6 offices - Ceiling tile torn, door on N/W side bolted shut but has two other exit doors  
 SE-3 - Small hole in east wall

## School Facility Conditions and Planned Improvements

<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>B-13 chemical storage, work room - Ceiling tile missing by water heater, floor space crowded mostly used for storage C-27 - Anchor large metal cabinet, Dark stain in carpet E-7 - Many small holes in soffit tiles and cannot hardly walk through room with all the equipment F-3 - Sign for fire ext. missing, floors are dirty and trash left on floor F-5 - Floors dirty and trash on floor</p>
<p><b>Electrical</b></p>	X		<p>B-29 computer lab - Multiple extension cords on floor covered by mats and duct tape B-7 - Need fire ext. hanger and cover plate for removed light switch box by door C-20 - One light out C-24 - Dimmer switch broken off, Hallway motion sensor broken C-9 - Light fixture by air handler is hanging down E-27 - Outlet plate cover missing F-wing int. hallway - South exit light out and center light out, cove base missing on south door corner</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	X		<p>B-28 - No hot water, fire ext. needs hung B-3 - West sink not working B-5 - 2- faucets are loose at base,(closest to door and station #9, vinyl on south wall by door peeling back B-wing hallway - Drinking fountain loose on by B-1 B-wing outside boys restroom - Left sink would not shut off, turned off valve on wall, no soap disp. Graffiti on partition and stall door missing C-31 - No hot water at sink C-wing hallways - Dark green paint on lower half by C-3 and C-20 large chips peeled off, several cracked ceiling tiles throughout , Drinking fountain by C-7 no water at bubbler E-2 - Faucets Aerators plugged on two sinks F-7 auto shop - Panic bar on north door loose, drinking fountain by south door off F-wing boys restroom - No hot water on left sink Girls locker room - Water bottle filler by north door no water Gym north side boys restroom - Center urinal has slight leak at valve SDC outside - Drinking fountain east side by restrooms leaking at valve SE-2 - No hot water at kitchen sink SE-5 - No hot water at kitchen sink, site may have shut off for student concerns? SE-wing boys RR - No water at middle sink</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X		<p>B-10 - Could not find fire extinguisher B-2 - Fire ext. needs hanger B-22 - Reset tiles and cannot find fire extinguisher B-24 AD office - Fire ext. in corner box outdated B-28 - No hot water, fire ext. needs hung B-7 - Need fire ext. hanger and cover plate for removed light switch box by door C-17 - Plug in air freshener in outlet (removed) C-33 - Fire ext. not hung</p>

## School Facility Conditions and Planned Improvements

				<p>C-35 - No fire ext., Hole by N/W door in wall  D-2 staff room - Fire extinguisher outdated but charged  E-17 - Door handle loose, No fire Ext. sign above  E-19 - Fire alarm covered by hat on wall, no fire Ext. sign above ext. one ceiling tile out  E-23 - Fire ext. missing tag  E-28 - Could not find fire extinguisher, hole on vinyl tack by door  F-3 - Sign for fire ext. missing, floors are dirty and trash left on floor  F-6 - Could not see or find fire extinguisher signs or fire extinguishers  SE-4 - Fire extinguisher out dated</p>
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>B-12 - Inside of door needs paint, reset ceiling tiles and handle on cabinet missing  E-17 - Door handle loose, No fire Ext. sign above  E-6 - South door in hallway lock is plugged with something  F-7 auto shop - Panic bar on north door loose, drinking fountain by south door off</p>

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)						
<b>Mathematics</b> (grades 3-8 and 11)						

### 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)						

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 2024-25 Career Technical Education Programs

### Career Technical Education Programs (School Year 2024-2025)

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. 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 (Silver)  
 DigiTech Pathway  
 AUTOMOTIVE & CONSTRUCTION TECHNOLOGIES  
 Automotive Technologies Pathway (Silver)  
 Building & Construction Trades Pathway

## 2024-25 Career Technical Education Programs

### 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

Marketing, Sales & Service

Public Services

Transportation

## 2024-25 Career Technical Education (CTE) Participation

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

## 2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

## 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.

#### 2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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
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## 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.

#### 2025-26 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), 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate									
Graduation Rate									

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

Date of Last Review/Update: Oct. 14, 2024  
 Date Last Reviewed with Faculty: Oct. 24, 2024

## 2025-26 School Safety Plan

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.

## 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				
Mathematics				
Science				
Social Science				

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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				
Mathematics				
Science				
Social Science				

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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				
Mathematics				
Science				
Social Science				

## 2024-25 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	

## 2024-25 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. The “Other” category is for all other student support services staff positions not listed.

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

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
<b>School Site</b>	\$8,602	\$5,998	\$2,604	\$85,147
<b>District</b>	N/A	N/A	\$9,265	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-112.2	-19.4
<b>State</b>	N/A	N/A		
<b>Percent Difference - School Site and State</b>	N/A	N/A	-122.1	-10.5

## Fiscal Year 2024-25 Types of Services Funded

### Types of Services Funded (Fiscal Year 2023-2024)

All categorically funded programs within the San Bernardino City Unified School District (SBCUSD) aim to ensure that every student achieves proficiency in state and local standards. This commitment extends to all student groups, including English Learners (ELs), Long-Term English Learners (LTELs), Socio-Economically Disadvantaged (Low-Income), African American, American Indian, Asian, Filipino, Hispanic, Pacific Islander, Homeless, Foster Youth, Students with Disabilities, Two or More Races, and White students.

To achieve this, each school site employs a continuous improvement process known as Plan, Do, Study, Act (PDSA). This framework actively engages key educational partners, including principals, teachers, support staff, parents, and students at the secondary level. Together, these educational partners form the School Site Council (SSC). The SSC is tasked with developing, annually reviewing, evaluating, and revising the School Plan for Student Achievement (SPSA). This comprehensive plan leverages self-study and collaborative efforts to ensure the alignment and effective use of all available resources, directing them toward delivering a high-quality educational program that supports student success.

Recognizing that some students may face challenges meeting academic standards and graduation requirements, categorical program funds are allocated to provide targeted support. These funds serve as supplemental educational resources to enhance the core instructional program and address the unique needs of at-risk students. Categorical funds are specifically designated for:

- Additional personnel time,
- Professional development opportunities,
- Supplemental instructional materials,
- Specialized services, equipment, and supplies.

These funds are supplementary and must not replace or supplant the base program.

### Categorical Programs at SBCUSD Sites

Commonly implemented categorical programs include:

Every Student Succeeds Act (ESSA) Title I, Part A: Supporting the lowest performing Socio-Economically Disadvantaged (Low-Income) students to meet the challenge academic standards in Reading, Writing, Math, and Science.

Local Control Funding Formula (LCFF): Supplemental and Concentration Funds to support high-needs for Unduplicated Pupils (English Learners, Long Term English Learners, Low-Income, and Foster Youth).

### District-Level Categorical Programs

At the district level, categorical funds support services and instructional initiatives aimed at improving overall student outcomes, including:

ESSA Title II, Part A: Supporting effective instruction, professional development of teachers and administrators, and recruitment and retention efforts.

ESSA Title III, Part A: Language instruction for English Learners and immigrant students.

ESSA Title IV, Part A: Promoting a safe, healthy learning environment, access to well-rounded education, and technology integration for personalized learning.

ESSA Title VI, Indian Education: Provides federal funding to support Native American students' educational needs and cultural heritage. It aims to improve academic achievement while fostering connections to Native cultures, languages, and traditions.

Carl D. Perkins Act: Provides funding for Career and Technical Education (CTE) programs emphasizing accountability, educational partner collaboration, and targeting underserved populations through enhanced local needs assessments.

## Fiscal Year 2024-25 Types of Services Funded

Career Technical Education Incentive Grant (CTEIG): A California program to enhance K-12 CTE pathways complementing Perkins by focusing on California workforce needs and fostering education-business collaboration.

SBCUSD and the State identify schools with the greatest needs using local and state data, including student progress indicators and the California Dashboard. These programs aim to provide additional resources, implement data-driven improvement plans to address significant equity gaps, and ensure student group performance improves over time. These initiatives include:

Low-Performing Schools: a District-level program to support historically low-performing schools with additional support, oversight, and accountability.

Equity Multiplier: Aims to reduce educational inequities by providing extra funding to schools with high levels of need. Schools qualify based on Socio-Economically Disadvantaged rates of over 70% and student non-stability greater than 25%. Funding is directed toward evidence-based initiatives to address disparities without replacing existing resources.

Comprehensive Support and Improvement (CSI): a federally mandated support system under ESSA aimed at helping the lowest-performing schools in a state. Schools are typically identified for CSI if they are among the bottom 5% of schools based on performance metrics or have graduation rates below a certain threshold (e.g., less than 67%).

Targeted Support and Improvement (TSI): focuses on schools where specific student groups (e.g., based on race, income, disability, or English language proficiency) consistently underperform to reduce disparities.

Additional Targeted Support and Improvement (ATSI): ATSI is a subset of TSI. Schools are identified for ATSI when one or more subgroups perform at a level comparable to the lowest-performing 5% statewide schools. ATSI designation often involves more intensive interventions than TSI.

These coordinated efforts aim to ensure equitable opportunities and sustained academic success for all SBCUSD students.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 2024-25 Advanced Placement (AP) Courses

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

### Percent of Students in AP Courses

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

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	

## 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, 3 days in 2022-23, 3 days in 2023-24, 2 days in 2024-2025 as well 6 additional 90-minutes district professional development sessions during the year.

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

## Professional Development

Support Plans (BSPs), and legally defensible documents that best support students and meet state requirements. This year the emphasis of the districtwide PD was the continued integration of UDL and Teacher Clarify alongside the implementation of PLC teams. In addition, KAGEN cooperative learning strategies was brought to all teachers to help facilitate increased differentiation for our English Learner and Special Education student groups. 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	