

# Cajon Park School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

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

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

### 2023-24 School Contact Information

<b>School Name</b>	Cajon Park School
<b>Street</b>	10300 Magnolia Ave.

<b>City, State, Zip</b>	Santee, CA 92071-1704
<b>Phone Number</b>	(619) 956-2400
<b>Principal</b>	Andrew Johnston
<b>Email Address</b>	andrew.johnston@santeesd.net
<b>School Website</b>	<a href="https://cp.santeesd.net/">https://cp.santeesd.net/</a>
<b>County-District-School (CDS) Code</b>	37 68361 6040349

## 2023-24 District Contact Information

<b>District Name</b>	Santee School District
<b>Phone Number</b>	(619) 258-2300
<b>Superintendent</b>	Dr. Kristin Baranski
<b>Email Address</b>	kristin.baranski@santeesd.net
<b>District Website</b>	www.santeesd.net

## 2023-24 School Description and Mission Statement

### About Our School

Cajon Park School serves approximately 900 students from kindergarten through eighth grade, including TK this year, and is located in the foothills of the city of Santee. Cajon Park strives to be an innovative school that meets the academic, social and emotional needs of each child that we serve. Cajon Park is beloved by parents, students, staff and alumni. When you walk on the campus and meet our community members it is easy to see why. Cajon Park is a compassionate school that cares deeply for our students.

Cajon Park has adopted the Universal Design for Learning (UDL) framework, ensuring that all students have equitable access to California State Standards across the grade levels and are active participants in their own learning and success.

At Cajon Park, we have developed a diagnostic and prescriptive Response to Intervention and Instruction program that has served as a model for schools in other districts. We strive to prepare our students for success in college and career, and expose our students to the skills necessary to be successful in the 21st century workforce. We have increased engineering opportunities for students in all grade levels.

Cajon Park is a Trauma Informed school that has developed caring and respectful interaction practices and a therapeutic response approach when working together. We have developed Positive Behavior Intervention and Support systems that are proactive by teaching positive behaviors and are committed to positively recognizing every student publicly in front of the school community each year.

### Cajon Park Vision:

Cajon Park inspires meaningful learning through creativity, collaboration, and critical thinking to prepare learners for an ever-changing world.

“Where Young Minds Meet Open Doors”

SANTEE SCHOOL DISTRICT VISION, MISSION, BELIEF STATEMENTS, AND GOALS

Adopted March 5, 2019

### MISSION STATEMENT

Providing an extraordinary education in an inspiring environment with caring people.

### VISION STATEMENT

Unlocking the potential of tomorrow by building confident, innovative learners today.

## 2023-24 School Description and Mission Statement

### BELIEF STATEMENTS

Children are our first priority. Therefore we believe....

All students can learn.

Student growth, academic performance, and positive personal development are the highest measures of student and district success.

Trust, integrity, respect, citizenship, honesty, responsibility, commitment, and pride are the foundations on which our district is built.

Students should understand and respect the origin of the nation, the law of the land, and the principles of our democracy.

Parent and community involvement in our schools is crucial to the academic success of our students.

Knowledgeable, motivated, and inspired employees assure the success of our students.

Everyone has the right to learn and work in a safe, healthy, orderly, and clean environment.

The district operates efficiently and effectively through focused leadership, fiscal responsibility, and open communication, with a strong academic program as the top priority.

### BOARD GOALS

#### Educational Achievement

Assure the highest level of educational achievement for all students.

#### Learning Environment

Provide a safe, engaging environment that promotes creativity, innovation, and personalized learning

#### Fiscal Accountability

Financially support the vision, mission, and goals of the District by maximizing resources, controlling expenses, and managing assets to ensure fiscal solvency and flexibility.

#### Staff Development

Implement a staff development plan as the cornerstone of employee performance and growth.

#### Student Well-Being

Provide social, emotional, and health service programs, integrated with community resources, to foster student character and personal well-being.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	77
Grade 2	78
Grade 3	88
Grade 4	101
Grade 5	108
Grade 6	120
Grade 7	113
Grade 8	102
<b>Total Enrollment</b>	<b>886</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9%
Male	54.1%
American Indian or Alaska Native	0.3%
Asian	1.5%
Black or African American	1.7%
Filipino	0.8%
Hispanic or Latino	21.1%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	10%
White	64.2%
English Learners	11.4%
Foster Youth	0.3%
Homeless	2.5%
Socioeconomically Disadvantaged	40.4%
Students with Disabilities	21.6%

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

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.10	85.33	274.00	87.38	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.00	1.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	0.32	12115.80	4.41
Unknown	6.30	14.64	33.50	10.71	18854.30	6.86
<b>Total Teaching Positions</b>	<b>43.50</b>	<b>100.00</b>	<b>313.50</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</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.

## 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>	32.80	72.28	258.80	80.40	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.20	2.00	0.62	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.30	0.73	5.60	1.76	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.10	4.64	11.00	3.44	11953.10	4.28
<b>Unknown</b>	9.10	20.14	44.30	13.78	15831.90	5.67
<b>Total Teaching Positions</b>	45.40	100.00	321.80	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	0.00
<b>Misassignments</b>	0.00	0.30
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.30

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

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

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00
<b>Local Assignment Options</b>	0.00	2.10
<b>Total Out-of-Field Teachers</b>	0.00	2.10

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	1
<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	0

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

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All instructional materials provided in PK-8 classrooms are from the most recent adoptions, as noted below.

**Year and month in which the data were collected**

9/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Pre-K on My Way adopted in 2022 (EAK/TK), Reading Wonders adopted in 2017 (K-5), and Amplify Learning adopted in 2017 (6-8). iReady is used as a supplemental program in K-8.	Yes	0.0
<b>Mathematics</b>	Pre-K on My Way adopted in 2022 (EAK/TK). Math Expressions adopted 2015 (K-5). CPM adopted 2013 (6-8). iReady and Dreambox are used as supplemental programs in K-8.	Yes	0.0
<b>Science</b>	Pre-K on My Way adopted in 2022 (EAK/TK). Amplify Science adopted in 2023 (K-5). OpenSciEd adopted in 2022 (6-8).	Yes	0.0
<b>History-Social Science</b>	Pre-K on My Way adopted in 2022 (EAK/TK). Pearson Realize History-Social Science adopted 2019 (K-8).	Yes	0.0
<b>Health</b>	Healthy Eating Made Easier adopted 2017 (K-8).	Yes	0.0

## School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. Classrooms and other school facilities were modernized in 2009. Solar Ready replacement lunch court structures installed in 2017.

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

7/23

## School Facility Conditions and Planned Improvements

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>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

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

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	49	51	55	56	47	46
<b>Mathematics</b> (grades 3-8 and 11)	37	43	46	47	33	34

### 2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus



the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	623	612	98.23	1.77	50.65
<b>Female</b>	297	290	97.64	2.36	53.79
<b>Male</b>	326	322	98.77	1.23	47.83
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	13	13	100.00	0.00	23.08
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	139	137	98.56	1.44	43.80
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	57	56	98.25	1.75	58.93
<b>White</b>	397	389	97.98	2.02	51.93
<b>English Learners</b>	56	56	100.00	0.00	21.43
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	14	14	100.00	0.00	35.71
<b>Military</b>	30	29	96.67	3.33	41.38
<b>Socioeconomically Disadvantaged</b>	252	246	97.62	2.38	40.24
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	152	146	96.05	3.95	25.34

## 2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP	CAASPP	CAASPP	CAASPP	CAASPP	CAASPP
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Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	621	608	97.91	2.09	42.60
Female	297	289	97.31	2.69	38.41
Male	324	319	98.46	1.54	46.39
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	11	84.62	15.38	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	139	136	97.84	2.16	33.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	56	55	98.21	1.79	50.91
White	396	389	98.23	1.77	45.24
English Learners	56	56	100.00	0.00	19.64
Foster Youth	0	0	0	0	0
Homeless	14	12	85.71	14.29	50.00
Military	30	29	96.67	3.33	55.17
Socioeconomically Disadvantaged	252	243	96.43	3.57	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	152	146	96.05	3.95	21.92

## CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	30.74	29.29	38.37	39.13	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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<b>All Students</b>	204	201	98.53	1.47	28.86
<b>Female</b>	95	93	97.89	2.11	22.58
<b>Male</b>	109	108	99.08	0.92	34.26
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	47	47	100.00	0.00	21.28
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	18	18	100.00	0.00	33.33
<b>White</b>	126	124	98.41	1.59	31.45
<b>English Learners</b>	18	18	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	12	11	91.67	8.33	27.27
<b>Socioeconomically Disadvantaged</b>	80	79	98.75	1.25	10.13
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	51	49	96.08	3.92	10.20

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
<b>Grade 5</b>	100	100	100	100	100
<b>Grade 7</b>	100	93.3	93.3	93.3	93.3

## C. Engagement

### State Priority: Parental Involvement

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

## 2023-24 Opportunities for Parental Involvement

At Cajon Park School, it is our philosophy that education is a shared responsibility with parents. We recognize that parental involvement is necessary to the overall quality of the educational program for all students. Parents play an integral role in their child's learning and are encouraged to become actively involved in their child's education at school.

The Parent Involvement Policy is available for all parents to review. It will be updated annually by the School Site Council.

Parents are provided with ongoing information about curriculum, assessments, and students' proficiency levels. That information is shared through Back-to-School Nights, parent/teacher conferences, newsletters, and teacher and school websites.

All students are expected to work toward the attainment of grade-level standards and to demonstrate positive character attributes. Interventions are provided for students who require additional support in order to achieve their highest potential. Teachers and staff work closely with parents to communicate academic performance and acknowledge positive decision-making through progress reports, written notes, e-mails, phone calls, and recognition assemblies.

Ongoing communication about school programs is promoted through conferences, weekly newsletters, and teacher and school websites. Parents are offered numerous opportunities to become involved with the school and their child's education. Opportunities include: serving as a classroom volunteer; participating in parent groups, chaperoning field trips, assisting with PTSA activities, serving as an art docent, volunteering in the garden, or serving as a room parent.

There are also opportunities for parents to serve on decision-making and advisory committees or councils, such as the PTSA Board, School Site Council, English Learner Advisory Committee, or serve as a parent representative on a district advisory council.

The Cajon Park staff is committed to promoting active parental involvement as we believe that a strong connection, between school and home, promotes an optimum opportunity for students to attain success and achieve their highest potential.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	920	911	205	22.5
<b>Female</b>	417	416	97	23.3
<b>Male</b>	503	495	108	21.8
<b>Non-Binary</b>	0	0	0	0.0
<b>American Indian or Alaska Native</b>	3	3	2	66.7
<b>Asian</b>	14	14	3	21.4
<b>Black or African American</b>	16	15	2	13.3
<b>Filipino</b>	7	7	0	0.0
<b>Hispanic or Latino</b>	196	193	64	33.2
<b>Native Hawaiian or Pacific Islander</b>	3	3	0	0.0
<b>Two or More Races</b>	91	90	28	31.1
<b>White</b>	590	586	106	18.1
<b>English Learners</b>	107	105	23	21.9
<b>Foster Youth</b>	4	3	1	33.3
<b>Homeless</b>	22	21	3	14.3

<b>Socioeconomically Disadvantaged</b>	384	379	101	26.6
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	237	232	65	28.0

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.48	2.46	3.37	0.43	2.57	3.69	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	3.37	0
<b>Female</b>	1.68	0
<b>Male</b>	4.77	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	12.5	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	2.55	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	2.2	0
<b>White</b>	3.73	0
<b>English Learners</b>	3.74	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	13.64	0
<b>Socioeconomically Disadvantaged</b>	3.91	0
<b>Students Receiving Migrant Education Services</b>	0	0

## 2023-24 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Cajon Park School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated by school staff in September, 2023. Staff responsibilities and safety plan updates were discussed with staff in September, 2023. The SSC reviewed and approved the plan on November 27, 2023.

## D. Other SARC Information Information Required in the SARC

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

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

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	2	2	1
1	23		3	
2	21	1	3	
3	20	1	4	
4	23	1	3	
5	24	2	2	1
6	21	5	8	
Other	14	4		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	3	
1	27	1	2	1
2	21	1	3	
3	21		4	
4	24		4	
5	27		4	
6	22	4	22	
Other	12	4		

### 2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	3	0
1	32	0	2	1
2	23	0	3	0
3	21	2	2	0
4	24	1	3	0
5	25	1	3	0
6	21	8	24	0
Other	12	4	0	0

### 2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	295.33

## 2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13980.85	5066.67	8914.18	88178.26
District	N/A	N/A	8679.47	\$83,074
Percent Difference - School Site and District	N/A	N/A	2.7	6.0
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	-62.5	-0.4

## Fiscal Year 2022-23 Types of Services Funded

Santee School District receives State and Federal funding. State funding, through the Local Control Funding Formula (LCFF), is allocated to a variety of funding sources based on the eight State priorities, District priorities, and annual stakeholder feedback. The eight State priorities are:

1. Basic Services
2. Implementation of Common Core Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Student Outcomes

Federal funding, Title I, Title II, and Title III, provides additional funding for intensive interventions, increased parental involvement, quality professional development for teachers and principals, and increased instructional support for English Learner students.

All funding sources are monitored and maintained through each school site's School Plan for Student Achievement and the District Local Control Accountability Plan.



## Fiscal Year 2022-23 Types of Services Funded

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$45,589	\$54,215
<b>Mid-Range Teacher Salary</b>	\$80,009	\$86,843
<b>Highest Teacher Salary</b>	\$111,235	\$111,440
<b>Average Principal Salary (Elementary)</b>	\$146,534	\$140,851
<b>Average Principal Salary (Middle)</b>	\$0	\$147,065
<b>Average Principal Salary (High)</b>	\$0	\$142,189
<b>Superintendent Salary</b>	\$214,321	\$252,466
<b>Percent of Budget for Teacher Salaries</b>	37.21%	33.16%
<b>Percent of Budget for Administrative Salaries</b>	5.82%	5.15%

## Professional Development

All training and curriculum development activities at Cajon Park School support the implementation of Common Core Content Standards and State curricular frameworks. Decisions concerning the selection of staff development activities are performed by the principal, district administrators, and grade-level representatives using tools such as teacher input, district benchmark results, data analysis, and focus groups to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Cajon Park School offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Most above indicated days are partial days as the trainings take place after school hours, or for partial day releases to allow more access to the specific trainings. 3/25 days this calendar year are full-day trainings, including school-wide trainings offered before the start of the school year.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	25	25	25