

Cajon Park School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

School Name	Cajon Park School
Street	10300 Magnolia Ave.
City, State, Zip	Santee, CA 92071-1704
Phone Number	(619) 956-2400
Principal	Tim Dobbins
Email Address	tim.dobbins@santeesd.net
School Website	https://cp.santeesd.net/
County-District-School (CDS) Code	37 68361 6040349

2021-22 District Contact Information

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

2021-22 School Overview

About Our School

Cajon Park School serves approximately 1000 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.

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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	105
Grade 1	75
Grade 2	86
Grade 3	111
Grade 4	107
Grade 5	125
Grade 6	86
Grade 7	131
Grade 8	113
Total Enrollment	939

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	0.4
Asian	1.3
Black or African American	1.2
Filipino	1
Hispanic or Latino	23.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	8.8
White	63.7
English Learners	8.9
Foster Youth	0.5
Homeless	1.8
Socioeconomically Disadvantaged	34.4
Students with Disabilities	18.6

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

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

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)	37.1	85.3	274.0	87.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	5.0	1.6	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	1.0	0.3	12115.8	4.4
Unknown	6.3	14.6	33.5	10.7	18854.3	6.9
Total Teaching Positions	43.5	100.0	313.5	100.0	274759.1	100.0

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

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

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

Year and month in which the data were collected

12/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Wonders (K-5) and Amplify Learning (6-8). Both have ELD component and both were adopted 2017. iReady is used as a supplemental program in K-8.	Yes	0.0
Mathematics	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
Science	McGraw-Hill (K-5) and Pearson (6-8). Both adopted 2008. Mystery Science is utilized as a supplemental program in K-5.	No	0.0
History-Social Science	Pearson Realize History-Social Science adopted 2019.	Yes	0.0
Foreign Language			
Health	Healthy Eating Made Easier (K-8) adopted 2017.	Yes	0.0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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

7/21/21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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).

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	670	642	95.82	4.18	51.01
Female	333	320	96.1	3.9	53.61
Male	337	322	95.55	4.45	48.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	165	153	92.73	7.27	40.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	50	49	98	2	59.18
White	429	416	96.97	3.03	54.22
English Learners	58	54	93.1	6.9	14.81
Foster Youth	--	--	--	--	--
Homeless	28	26	92.86	7.14	53.85
Military	18	18	100	0	55.56
Socioeconomically Disadvantaged	242	231	95.45	4.55	38.7
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	147	130	88.44	11.56	21.71

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	670	636	94.93	5.07	37.89
Female	333	316	94.89	5.11	33.54
Male	337	320	94.96	5.04	42.19
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	165	154	93.33	6.67	23.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	50	49	98.00	2.00	48.98
White	429	409	95.34	4.66	42.30
English Learners	58	54	93.10	6.90	9.26
Foster Youth	--	--	--	--	--
Homeless	28	26	92.86	7.14	53.85
Military	18	17	94.44	5.56	64.71
Socioeconomically Disadvantaged	242	228	94.21	5.79	26.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	147	128	87.07	12.93	16.41

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

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

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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

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

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

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	27.52	N/A	32.16	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	234	218	93.16	6.84	27.52
Female	123	114	92.68	7.32	21.93
Male	111	104	93.69	6.31	33.65
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	60	53	88.33	11.67	16.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	38.89
White	148	139	93.92	6.08	30.22
English Learners	16	14	87.50	12.50	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	77	70	90.91	9.09	24.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	39	78.00	22.00	10.26

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

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 and will be incorporated into the Cajon Park Parent Handbook which is posted on the school's website.

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 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, 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. (Some of these opportunities are limited or not available due to current restrictions).

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 serving 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

2021-22 Opportunities for Parental Involvement

school and home, promotes an optimum opportunity for students to attain success and to achieve to their highest potential.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1038	1008	136	13.5
Female	501	487	71	14.6
Male	537	521	65	12.5
American Indian or Alaska Native	4	4	0	0.0
Asian	12	12	1	8.3
Black or African American	11	11	2	18.2
Filipino	11	11	0	0.0
Hispanic or Latino	243	240	44	18.3
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	93	85	15	17.6
White	661	642	73	11.4
English Learners	100	95	13	13.7
Foster Youth	6	6	2	33.3
Homeless	19	19	7	36.8
Socioeconomically Disadvantaged	377	363	74	20.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	220	209	38	18.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.48	0.48	4.28	0.43	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.29	2.42	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.48	0.00
Female	0.00	0.00
Male	0.93	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.41	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.45	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.06	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.91	0.00

2021-22 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 December, 2021. Staff responsibilities and safety plan updates were discussed with staff in September and December, 2021.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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		5	
1	24		3	
2	24		5	
3	21	1	4	
4	31		3	
5	34			3
6	25	10	10	11
Other	6	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	2	3	1
1	23	1	4	
2	23	1	3	
3	19	2	4	
4	35			3
5	32		2	1
6	25	6	21	1
Other	12	2		

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		

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	939

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10531.52	2883.65	7647.86	83857.67
District	N/A	N/A	7769.77	\$80,510
Percent Difference - School Site and District	N/A	N/A	-1.6	4.1
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-9.9	-2.4

2020-21 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.

2019-20 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,819	\$52,060
Mid-Range Teacher Salary	\$76,902	\$84,043
Highest Teacher Salary	\$106,919	\$107,043
Average Principal Salary (Elementary)	\$125,142	\$133,582
Average Principal Salary (Middle)	\$0	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$205,999	\$240,628
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	6%	5%

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 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.

Specifically for the 20/21 school year, additional professional development hours have been dedicated to the implementation of the UDL template and overall hours were reduced due to the COVID-19 pandemic.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	86	22	25

Santee School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4281	4125	96.36	3.64	54.42
Female	2057	1986	96.55	3.45	59.19
Male	2224	2139	96.18	3.82	50.00
American Indian or Alaska Native	16	16	100.00	0.00	62.50
Asian	108	105	97.22	2.78	64.76
Black or African American	85	77	90.59	9.41	38.96
Filipino	59	57	96.61	3.39	75.44
Hispanic or Latino	1263	1216	96.28	3.72	45.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	391	379	96.93	3.07	55.56
White	2352	2268	96.43	3.57	58.58
English Learners	327	317	96.94	3.06	16.83
Foster Youth	--	--	--	--	--
Homeless	192	170	88.54	11.46	42.35
Military	201	197	98.01	1.99	63.45
Socioeconomically Disadvantaged	1523	1454	95.47	4.53	43.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	854	783	91.69	8.31	24.29

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4281	4089	95.52	4.48	45.68
Female	2057	1973	95.92	4.08	42.71
Male	2224	2116	95.14	4.86	48.44
American Indian or Alaska Native	16	16	100.00	0.00	50.00
Asian	108	107	99.07	0.93	57.94
Black or African American	85	78	91.76	8.24	24.68
Filipino	59	56	94.92	5.08	69.64
Hispanic or Latino	1263	1208	95.65	4.35	36.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	391	370	94.63	5.37	46.61
White	2352	2247	95.54		50.04
English Learners	327	315	96.33	3.67	18.47
Foster Youth	--	--	--	--	--
Homeless	192	172	89.58	10.42	40.00
Military	201	191	95.02	4.98	54.97
Socioeconomically Disadvantaged	1523	1438	94.42	5.58	35.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	854	767	89.81	10.19	20.73

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

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

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

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

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

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

