

Cajon Park School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	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
Website	http://www.santeesd.net/Domain/81
County-District-School (CDS) Code	37 68361 6040349

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

School Description and Mission Statement (School Year 2019-20)

About Our School

Cajon Park School serves approximately 1010 students from kindergarten through eighth grade, including TK this year, and is located in the foothills of 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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	123
Grade 1	93
Grade 2	111
Grade 3	100
Grade 4	100
Grade 5	121
Grade 6	119
Grade 7	122
Grade 8	105
Total Enrollment	994

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.3
Asian	1.2
Filipino	0.6
Hispanic or Latino	21.6
Native Hawaiian or Pacific Islander	0.2
White	62.7
Two or More Races	8.9
Socioeconomically Disadvantaged	40.5
English Learners	10.9
Students with Disabilities	16
Foster Youth	0.4
Homeless	4

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	48	46	48	356
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	4	0
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 10/2019

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

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 adopted 2017	Yes	0.0
Mathematics	Math Expressions adopted 2015 (K-5) CPM adopted 2013 (6-8)	Yes	0.0
Science	McGraw-Hill (K-5) and Pearson (6-8). Both adopted 2008	No	0.0
History-Social Science	Pearson Realize History-Social Science adopted 2019	Yes	0.0
Health	Healthy Eating Made Easier (K-8) adopted 2017	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 09/25/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	55	53	57	56	50	50
Mathematics (grades 3-8 and 11)	46	44	49	49	38	39

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	680	672	98.82	1.18	52.98
Male	358	354	98.88	1.12	46.05
Female	322	318	98.76	1.24	60.69
Black or African American	14	14	100.00	0.00	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	72.73
Filipino	--	--	--	--	--
Hispanic or Latino	140	135	96.43	3.57	37.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	444	441	99.32	0.68	55.56
Two or More Races	60	60	100.00	0.00	65.00
Socioeconomically Disadvantaged	286	280	97.90	2.10	42.50
English Learners	97	96	98.97	1.03	39.58
Students with Disabilities	135	130	96.30	3.70	20.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	32	32	100.00	0.00	50.00

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	680	671	98.68	1.32	43.67
Male	358	353	98.60	1.40	44.76
Female	322	318	98.76	1.24	42.45

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	14	14	100.00	0.00	21.43
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	36.36
Filipino	--	--	--	--	--
Hispanic or Latino	140	135	96.43	3.57	32.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	444	440	99.10	0.90	45.91
Two or More Races	60	60	100.00	0.00	55.00
Socioeconomically Disadvantaged	286	280	97.90	2.10	34.64
English Learners	97	96	98.97	1.03	34.38
Students with Disabilities	135	130	96.30	3.70	17.69
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	32	32	100.00	0.00	31.25

Note: 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.

Note: 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.

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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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
5	18.3	14.2	40.8
7	11.7	25.0	50.8

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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.

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

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.1	2.0	2.5	5.1	4.4	4.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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, 2019. Staff responsibilities and safety plan updates were discussed with staff in September and December, 2019.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	5		22	1	4		24		5	
1	24		3		24		4		24		3	
2	24		4		23		5		24		5	
3	23		5		23		4		21	1	4	
4	28	1		3	34			3	31		3	
5	29	1	1	3	28	1	1	2	34			3
6	22	2	3		29		8	2	25	10	10	11
Other**					15	1			6	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	994.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.3
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.8

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9721.07	2811.59	\$6909.49	83849.40
District	N/A	N/A	\$7150.21	\$78,937.00
Percent Difference - School Site and District	N/A	N/A	-3.4	6.0
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-8.3	1.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,020	\$45,741
Mid-Range Teacher Salary	\$73,745	\$81,840
Highest Teacher Salary	\$102,529	\$102,065
Average Principal Salary (Elementary)	\$129,928	\$129,221
Average Principal Salary (Middle)	\$0	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$200,000	\$224,581
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	73	76	86

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. 45/86 days this calendar year are full day trainings, including school-wide trainings offered before the start of the school year.

Specifically for the 19/20 school year, additional professional development hours have been dedicated to the implementation of the UDL template.