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)	0.00	0.00	672.10	86.04	228366.10	83.12
Intern Credential Holders Properly Assigned	1.80	61.00	10.90	1.40	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.80	27.67	25.70	3.29	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	11.00	25.60	3.29	12115.80	4.41
Unknown	0.00	0.00	46.70	5.98	18854.30	6.86
Total Teaching Positions	3.00	100.00	781.20	100.00	274759.10	100.00

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.80	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.30	
Total Out-of-Field Teachers	0.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	100.0	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	LANGUAGE ARTS and ELD TK Robert-Leslie Publishing: The InvestiGator Club - Let's Investigate, Adopted 2022 TK, Avenues, Pre-K, (Teacher's Edition only), Hampton Brown, Adopted 2005 TK Houghton Mifflin: HSP California Excursions 2010, (Spanish) Houghton Mifflin Harcourt, Adopted 2012 K-5 Bilingual: Maravillas & Wonders ELA/ELD, Houghton Mifflin, Adopted 2003 K-5 NatGeo-Reach for Reading ELA/ELD, Cengage Learning, Adopted 2018 1-5 Everyday Spelling 2000 (Spanish), Scott Foresman Addison Wesley, Adopted 2000 4-8, REACH - Intervention, SRA, Adopted 2005 4-8, Read 180 - Intervention, Scholastic, Adopted 2005 6-8 StudySync ELA/ELD, McGraw Hill Education, Adopted 2018 6-8, Inside: Language, Literacy, & Content 2009, National Geographic/Hampton Brown, Adopted 2010 (ELA/ELD for Newcomers) 6-8 Holt Literature & Language Arts 2000 (Spanish), Holt, Adopted 2003	Yes	0
Mathematics	MATHEMATICS TK Robert-Leslie Publishing: The InvestiGator Club - Let's Investigate, Adopted 2022 TK Hands-On Standards Mathematics (translated), ETA Cuisinaire, Adopted 2012 K-5, California GoMath, Houghton Mifflin Harcourt, Adopted 2015 K-8, California GoMath (Spanish Edition), Houghton Mifflin Harcourt, Adopted 2015 6-8, California GoMath, Houghton Mifflin Harcourt, Adopted 2014 Digital Supplemental Curriculum Materials: TK-8 Math, ST Math, Hampton Brown, Adopted 2014	Yes	0
Science	SCIENCE TK Robert-Leslie Publishing: The InvestiGator Club - Let's Investigate, Adopted 2022 TK Hands-On Standards Science (translated) Spanish, ETA Cuisinaire, Adopted 2012 K California Science 2008 (Spanish Edition) [Teacher flip chart only], MacMillan McGraw-Hill, Adopted 2007 K-5, California Science 2008, Macmillan McGraw-Hill, Adopted 2007 1-5 California Science 2008 (Spanish Edition), MacMillan McGraw-Hill, Adopted 2007 6-8, Amplify Science, Amplify Education, Inc., Adopted 2020	Yes	0
History-Social Science	HISTORY-SOCIAL SCIENCE	Yes	0

	TK Robert-Leslie Publishing: The InvestiGator Club - Let's Investigate, Adopted 2022 TK, Houghton Mifflin: HSP California Excursions 2010, Houghton Mifflin Adopted 2012 K-5, History/Social Science for California, Scott Foresman, Adopted 2006 K-5 Historia/Ciencias Sociales para California 2006, Scott Foresman, Adopted 2006

School Facility Conditions and Planned Improvements

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

2021-22 CAASPP Test Results in Math by Student Group

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	--	NT	20.43	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0

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 Opportunities for Parental Involvement

of stakeholders comprised of parents, community members and school and district staff members to provide input in the development of the plan to identify annual goals, specific actions, and measures of student progress. The LCAP guides decision making about actions and services for all students in the district including low-income students, English Learners and foster youth.

School Site Committees:
School Site Council (SSC) – Each school has a School Site Council that meets regularly and is composed of parents, staff, and the principal. The School Site Council makes decisions for the school through the development and implementation of the Comprehensive School Plan for Student Achievement. The SSC approves categorical budget expenditures focused on improving student achievement.

English Learner Advisory Committee (ELAC) - This committee advises the principal and staff on the site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement, assisting in the schoolwide needs assessment, and to help make parents aware of the importance of regular school attendance through the building of meaningful relationships between school staff and our families.

School Events:
School events include: Empower Community Breakfast,Take a Stand Against Bullying Week, Parent Conferences, Parent Training/Groups, Red Ribbon Week, School Outdoor Excursion,, Community Outreach activities, Development of School Yearbook, Student Coffee Cart, Family Movie Night, Holiday Breakfast, and Graduation Ceremony. Parents are involved in parent conferences, Dojo SEL program and parent counseling to address students' educational and social emotional needs. Parents participate in the development of student IEPs and IEP meetings to ensure students receive supports and services to address their academic and social emotional needs..

Parent Education:

The Cajon Valley Union School District is committed to supporting families through a strong parent education program. The district and sites offer parent training opportunities which include virtual and in-person single and multiple session workshops that empower parents to support their children with both academic and social-emotional needs. Workshops and classes are based on parent/student needs and parent interests.

The Family and Community Engagement (FACE) Department develops and supports parent education opportunities through collaboration with district departments and site staff members who facilitate parent education workshops.

In addition, the district collaborates with various community agencies to support effective parent education. The district promotes parent education through the San Diego County Office of Education's sponsored conferences, Grossmont Adult Education, the WorkForce Partnership, East County Career Center, Grossmont Community College Career Center, Rady Children's Hospital, International Rescue Committee, California Collaborative of Educational Excellence, The Brookings Institute, and the California Engagement Initiative.

By empowering and educating staff, we are better able to listen to and address the needs of our parents through educational opportunities. The FACE Department provides professional development for school and district staff to help further deepen the collective understanding of what it means to authentically engage families to support their children. Staff trainings include, but are not limited to, an introduction to Family and Community Engagement, Positive Home Visits, developing Family Teacher Teams, and understanding community challenges and barriers.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Absenteeism Count	Absenteeism Rate
All Students	29	24	16	66.7
Female	10	9	7	77.8
Male	19	15	9	60.0
American Indian or Alaska Native	0	0	0	

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	38.71	2.20	2.45
Expulsions	0.00	0.00	0.05

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 75 mpely.

2022-23 School Safety Plan

Empower Academy (formerly Community Day School) is focused on providing a positive, safe, and secure learning

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2