



# Cajon Park School

## School Accountability Report Card

A Report of 2009-2010 Activity Published in 2010-2011

### Santee School District

*"Where Young Minds Meet Open Doors"*

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### Board of Education

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Assistant Superintendent

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Director, Educational Services

### Cajon Park School

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Santee, CA 92071  
619.956.2400

**Marcia Ginn-May, Principal**

mginn@santee.k12.ca.us  
Grades K-8

### Principal's Message

The culture of Cajon Park School reflects a commitment that all students can learn and encourages all students to be academically successful. Efforts are ongoing to maintain a schoolwide focus on standards-based education. The staff and parents work together to create a positive learning environment and to improve student achievement. To promote and enhance the learning environment and process, students are recognized for citizenship, responsibility, self-improvement, academic achievement, and attendance. Education requires teamwork. The Cajon Park staff, teachers, parents, students, and PTSA will continue to communicate clearly and work effectively to enable our students to meet the standards and to achieve our school-wide site plan goals and objectives.

### District Vision Statement

Santee School District will be a recognized leader in education, setting the standard in every endeavor.

### Mission Statement

Cajon Park's mission is to challenge each student to reach his/her highest potential by recognizing and stimulating individual abilities and providing the basic knowledge and skills for achieving grade level learning standards.

### District & School Profile

Cajon Park School is located in the northern region of Santee and serves students in grades kindergarten

through eight following a traditional calendar. In the 2009-10 school year, 995 students were enrolled, including 12% students with disabilities, 4% qualifying for English Language Learner support, and 23% qualifying for free or reduced price lunch. Cajon Park School achieved a 2009 Academic Performance Index (API) score of 860 and met all 2010 Adequate Yearly Progress criteria.

### Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision making group, or simply attending school events. Parents stay informed on upcoming events and school activities through flyers, the school website, the school marquee, the school/district handbook, the PTSA newsletter, and the parent link phone system. Contact the school secretary for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

- Classroom Helper
- Library Assistant
- Chaperone Field Trips & Activities
- Breakfast Club

### Committees

- School Site Council
- English Learner Advisory Committee
- Parent Teacher Student Association
- District Advisory Councils

### School Activities

- Back-to-School Night
- PTSA Activities
- Fundraisers
- Jog-A-Thon
- Jump Rope for Heart



### Student Enrollment By Grade Level School Year 2009-10

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	99
Grade 1	108
Grade 2	108
Grade 3	108
Grade 4	111
Grade 5	108
Grade 6	106
Grade 7	130
Grade 8	117
Total Enrollment	995

### Student Enrollment By Group School Year 2009-10

This table displays the number of students enrolled at the school who are identified as being in a particular group.

Group	Percentage of Total Enrollment
African American	0.9 %
American Indian or Alaska Native	0.2 %
Asian	0.7 %
Filipino	.9 %
Hispanic or Latino	18.59 %
Pacific Islander	1.01 %
White (not Hispanic)	70.05 %
Multiple or No Response	5.73 %
Socioeconomically Disadvantaged	23 %
English Learners	4 %
Students with Disabilities	12 %

### Average Class Size and Class Size Distribution for Elementary

These tables display by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	Avg. Class Size	2007-08			Av. Class Size	2008-09			Av. Class Size	2009-10		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.5	6			20.0	5			21	2	3	
1	18.6	5			19.8	4			20	4	1	
2	19.6	5			20.0	4			22	1	3	
3	20.0	4			20.0	4			22	1	3	
4	32.0		1	1	34.5			2	32		2	1
5	32.5		1	1	32.5		1	1	35			3
6									33		1	2
K-3					19.0	3			20	1	1	
3-4	20.0	1			19.0	1			19	1		
4-8	33.0		1	1	30.5		2					

### Average Class Size and Class Size Distribution for Secondary

Subject	Av. Class Size	2007-08			Av. Class Size	2008-09			Av. Class Size	2009-10		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.5	5	8	8	21.0	13	10	5	32.4		5	4
Math	26.9	4	7	6	25.9	5	10	3	30.6	2	4	4
Science	29.5	1	2	5	29.6	1	4	3	35		2	5
Social Science	27.5	2	7	4	28.2	2	6	5	35		2	5

## School Climate

### School Site 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 April, 2010. Staff responsibilities and safety plan updates were discussed with staff in April, 2010.

### School Facility Conditions and Planned Improvements (School Year 2009-2010)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Cajon Park School's original facilities were built in 1960; 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. Cajon Park's campus was modernized in 2009.

## Facilities Maintenance

The district's maintenance department inspects Cajon Park School on an annual basis in accordance with Education Code §17592.72(c)(1). Cajon Park School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. A school inspection took place in 2010. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2009/10, all restrooms were fully functional and available for student use. Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two and a half evening custodians are assigned to Cajon Park School. The day custodian is responsible for:

- Groundskeeping
- Restrooms
- Locker Rooms
- Windows

- Event Set-up
- Kitchen Cleanup/Set-up
- Deliveries

Restrooms are checked after recesses for cleanliness and subsequently cleaned, as needed. The evening custodians are responsible for:

- Classroom Cleaning
- Office Area Cleaning
- Cleaning Desks and Whiteboards
- Cleaning the Learning Resource Center
- Cleaning the Multipurpose Room

### Deferred Maintenance

Cajon Park School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems.

### School Facility Good Repair Status (School Year 2009-2010)

This table displays the results of the most recent completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	√			
<b>Interior:</b> Interior Surfaces	√			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	√			
<b>Electrical:</b> Electrical	√			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	√			
<b>Safety:</b> Fire Safety, Hazardous Materials	√			
<b>Structural:</b> Structural Damage, Roofs	√			
<b>External:</b> Playground/ School Grounds, Windows/ Doors/Gates/Fences	√			
<b>Overall Rating</b>	√			

## Discipline & Climate for Learning

Cajon Park School's discipline policies are based upon the PeaceBuilders model, the Character Counts program, and the Caring Schools Committee, which are used as a guide to develop behavior management programs, establish character education programs, encourage good decision making, encourage positive choices in behavior, and develop good citizenship. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Cajon Park School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom. Disciplinary measures are applied in a fair, firm, and consistent fashion. Consequences are administered based upon the severity of the infraction and include a verbal warning, conference with the teacher after class, parent contact, an office referral, in-school suspension, and home suspension.

## Suspensions & Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	5.3	4.4	2.9	5.7	6.0	6.2
Expulsions	0.3	0.0	0.0	0.2	0.0	0.0

## Teachers and Support Staff

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	44	44	44	300
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester).

Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignment of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher positions	0	0	0

### Academic Counselors and Other Support Staff (2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)	.625	N/A
Psychologist	.7	N/A
Social Worker	.2	N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		

## Core Academics Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District		
Low-Poverty Schools in District	100	0

## Teacher Evaluation

Evaluation procedures and criteria for Cajon Park School's teachers are defined in the district's collective bargaining agreement. Evaluation criteria are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Temporary and probationary teachers are evaluated once annually; permanent/tenured teachers are evaluated every three years until the twelfth year of employment is reached, after that permanent/tenure

teachers will be evaluated every four years. Tenured teachers whose previous evaluations either met or exceeded standards will be evaluated every four years by the school principal or vice principal. Evaluations are conducted by either the principal or vice principal; both administrators have been trained and certified to perform teacher evaluations. Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are placed on the District's "Assistance Plan" to assist teachers in their efforts to improve and strengthen their skills in teaching. Experienced and knowledgeable veteran teachers provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

## School Leadership

The administrative team is comprised of the principal and the vice principal, who work closely with teachers, parents, and school staff. Principal Marcia Ginn-May is responsible for the day-to-day operations of the school and overall instructional program. The principal and vice principal work as a team to fulfill the many responsibilities associated with running an effective educational program. Principal Marcia Ginn-May has been in the educational field for 38 years and has served Cajon Park School for seven years. Previous positions held in other schools include: principal, vice principal, and classroom teacher. Principal Marcia Ginn-May holds a bachelor's degree in Social Science, a master's degree in Educational Administration and Supervision, a Life Standard Elementary Teaching Credential and a Clear Administrative Services Credential.

## Support Staff

Cajon Park School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Cajon Park School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

## Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	2003	0%
Mathematics	2002 (gr 3-8) 2010 (gr K-2)	0%
Science	2008	0%
History-Social Science	2007	0%
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual & Performing Arts	N/A	N/A

## School Finances

### Types of Services Funded (Fiscal Year 2009-2010)

Santee School District receives state and federal categorical funding for special programs. The district received categorical, special education, and support programs funds for:

- Community Based Tutoring
- Economic Impact Aid
- English Language Acquisition Program,
- Teacher Training & Student Assistance
- Gifted & Talented
- Instructional Materials
- Peer Assistance & Review
- School Improvement Program
- School Safety
- Special Education
- Special Education Transportation
- Staff Development/Targeted Instruction Improvement Grant
- Title I
- Title II
- Title III – Limited English Proficient
- Title IV
- Title V – Innovative Education Strategies
- Tobacco Use Prevention Education

### Expenditure Per Pupil and School Site (Fiscal Year 2009-2010)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4,565	\$1028	\$3,536	\$77,271
District	N/A	N/A	\$3,754	\$74,647
Percent Difference – School Site and District	N/A	N/A	6%	3.4%
State	N/A	N/A	\$5,681	\$68,212
Percent Difference – School Site and State	N/A	N/A	37.8%	8.6%

## Teacher and Administrator Salaries (Fiscal Year 2009-2010)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,454	\$41,988
Mid-Range Teacher Salary	\$63,962	\$68,649
Highest Teacher Salary	\$88,925	\$87,156
Average Principal Salary (Elementary)	\$110,967	\$109,026
Average Principal Salary (Middle)	N/A	\$112,489
Average Principal Salary (High)	N/A	\$113,872
Superintendent Salary	\$167,200	\$181,890
Percent of Budget for Teacher Salaries	42.75 %	43.77 %
Percent of Budget for Administrative Salaries	5.98 %	6.4 %

## Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-Language Arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities which prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide. Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

**California Standards Test Results  
All Students  
Percentage of Students Scoring at Proficient & Advanced Levels  
2009-2010**

This table displays the percent of students achieving at the Proficient or Advanced level  
(meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	67	70	71	63	67	69	46	50	52
Mathematics	67	68	67	65	65	68	43	46	48
Science	68	63	73	63	66	73	46	50	54
History-Social Science	30	39	51	39	47	53	36	41	44

**California Standards Test Results  
Numerically significant Ethnic Subgroups  
Percentage of Students Scoring at Proficient & Advanced Levels  
2009-2010**

This table displays the percent of students, by group, achieving at the Proficient or Advanced level  
(meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native	*	*	*	
Asian				*
Filipino	*	*	*	
Hispanic or Latino	64	64	70	35
Pacific Islander	*	*	*	
White (not Hispanic)	72	67	74	55
Male	67	64	78	61
Female	75	71	67	36
Economically Disadvantaged	59	54	61	38
English Learners	28	31		*
Students with Disabilities	35	24	*	20

**California Physical Fitness Test Results  
(School Year 2009-10)**

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing (PFT) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percentage of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17	28	28
7	15	32	42

# Accountability

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page.

## Academic Performance Index Ranks Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	8	9	8
Similar Schools	6	9	8

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

1. Participation rate on the state's standards-based assessments in ELA and mathematics
2. Percent proficient on the state's standards-based assessments in ELA and mathematics
3. API as an additional indicator
4. Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page.

**This school is not in Program Improvement Status.**

## Academic Performance Index Growth by Student Group Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at the School	24	5	0	860
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino			-3	
Pacific Islander				
White (not Hispanic)	24	1	0	865
Socioeconomically Disadvantaged	25	-6	17	801
English Learners				
Students with Disabilities				

## Adequate Yearly Progress (AYP) Overall and by Criteria 2009-2010

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	N/A

"Yes" Met 2010 AYP Criteria

"No" Did Not Meet 2010 AYP Criteria

## School District API Scores

School	2006	2007	2008	2009	2010
Cajon Park	840	834	859	869	860
Carlton Hills	822	819	833	858	878
Carlton Oaks	835	842	852	874	874
Chet F. Harritt	820	827	835	844	854
Hill Creek	818	821	810	835	830
Pepper Drive	808	807	816	846	867
Prospect Avenue	769	779	814	801	805
Rio Seco	855	849	872	882	886
Sycamore Canyon	853	886	892	898	874
Alternative School	744	756	763	843	832

## Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

All training and curriculum development activities at Cajon Park School revolve around the California State Content Standards and Frameworks. Professional development activities support core content areas: language arts, math, history/social science, science, and technology. 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.

## Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

