Campus Canyon Preparatory Academy
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Campus Canyon Preparatory Academy
Street	15300 Monroe Avenue
City, State, Zip	Moorpark, CA 93021
Phone Number	(805) 378-6301
Principal	Susie Rossiter
Email Address	srossiter@mrpk.org
School Website	https://ccs-moorpark-ca.schoolloop.com/
Grade Span	P-8
County-District-School (CDS) Code	56739406106439

2024-25 District Contact Information

District Name	Moorpark Unified School District
Phone Number	(805) 378-6300
Superintendent	Dr. Kelli Hays
Email Address	khays@mrpk.org
District Website	http://www.mrpk.org/

2024-25 School Description and Mission Statement

Campus Canyon is a magnet school in the Moorpark Unified School District, offering grades K-8 as well as a preschool and Transitional Kindergarten program. As a recognized School of Distinction, a Magnet School of America, School-Wide Enrichment and College Connections are our two magnet school themes. Campus Canyon received the Gold Ribbon award in 2016, the California Distinguished School Award in 2020, and the Federal Title 1 Academic Achievement Award, A federal award was given to Campus Canyon for demonstrating exceptional commitment to education and students as well as for producing continuous positive academic results.

2024-25 School Description and Mission Statement

At Campus Canyon Preparatory Academy, we utilize the School-wide Enrichment Model (SEM) in our classrooms in support of high levels of academic achievement, critical thinking, and problem-solving. Through the implementation of the enrichment model, developed at the University of Connecticut, we provide all students with meaningful, creative learning opportunities that allow them to develop their gifts, strengths, and talents within the core curriculum and accelerate their academic progress.

Mission Statement: At Campus Canyon College Preparatory Academy, we are dedicated to providing a school community that develops student confidence, responsibility, and creativity as students achieve high levels of individualized learning. We cultivate student talents and interests in a challenging, collaborative environment using 21st Century Skills and the School-wide Enrichment Model.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	65
Grade 2	69
Grade 3	72
Grade 4	68
Grade 5	77
Grade 6	50
Grade 7	43
Grade 8	37
Total Enrollment	575

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
Asian	4.7
Black or African American	1
Filipino	1.6
Hispanic or Latino	51.1
Native Hawaiian or Pacific Islander	0.3
Two or More Races	4.9
White	36.3
English Learners	14.4
Foster Youth	0.3
Homeless	0.3
Socioeconomically Disadvantaged	33.6
Students with Disabilities	11.3

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.00	84.63	227.70	85.14	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.30	1.19	1.80	0.69	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.50	14.90	5.58	12115.80	4.41
Unknown/Incomplete/NA	3.50	13.68	22.40	8.40	18854.30	6.86
Total Teaching Positions	26.00	100.00	267.50	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.60	81.76	225.40	83.58	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.46	4.60	1.71	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	2.32	12.80	4.75	11953.10	4.28
Unknown/Incomplete/NA	3.50	12.39	24.90	9.23	15831.90	5.67
Total Teaching Positions	28.80	100.00	269.70	100.00	279044.80	100.00

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

2022-23 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)	22.80	93.83	216.80	86.97	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	2.40	0.97	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	0.70	4.90	1.97	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.16	14.00	5.64	11746.90	4.23
Unknown/Incomplete/NA	1.20	5.30	11.00	4.44	14303.80	5.15
Total Teaching Positions	24.30	100.00	249.30	100.00	277698.00	100.00

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.30	0.00	0
Misassignments	0.00	1.00	0.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.30	1.00	0.1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.10	0.60	0
Total Out-of-Field Teachers	0.10	0.60	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	1.6	2.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.90	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Elementary: California Wonders (McGraw Hill) 2017 Middle School: Study Sync (BookheadEd Learning & McGraw Hill) 2017	Yes	0
Mathematics	Elementary: enVision Math (Pearson) 2015 Middle School: CMP3-Connected Mathematics 3 (Pearson) 2014; Math1CP (Carnegie Learning) 2013; Math 1 Honors (Carnegie Learning) 2013	Yes	0
Science	Elementary: California Science (Pearson Scott Foresman) 2008 Middle School: Gr. 6-Focus on Earth Science (McGraw Hill/Glencoe) 2007; Gr. 7-Focus on Life Science (Prentice Hall) 2008; Gr. 8-Focus on Physical Science (Prentice Hall) 2008	No	0
History-Social Science	Elementary: Social Studies (Scott Foresman) 2007 Middle School: Gr. 6-World History Ancient Civilizations; Gr. 7-Medieval & Early Modern Times, Gr. 8-Creating America (McDougal Littell) 2007	No	0
Foreign Language	Middle School: Asi se dici!-Spanish 1 (Glencoe)	Yes	0
Health	Middle School: Health and Wellness, (McMillan/McGraw Hill) 2006; Positive Prevention Plus* Copyright 2016	Yes	0
Visual and Performing Arts	N/A		

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

School Facility Conditions and Planned Improvements

Campus Canyon School is a beautifully designed and maintained facility, completed in January 1989. Portable classrooms were added in 1997 to implement class size reduction of 24 students per class in grades K-3. Preschool and Transitional Kindergarten classrooms and a second parking area were added to accommodate continuing student and staff growth. Attached to the main building is a large covered patio area, which is enclosed on three sides. This serves as the student lunch area and is furnished with picnic tables. Our PTSA provided large windows on one side to provide visual access to the playground and to serve as a windbreak. Beyond the lunch, area is a large play area with a blacktop for handball, basketball, and tetherball courts, as well as a large playground equipment structure.

All classrooms are equipped with 21st-century technology resources including Promethean interactive boards, document visualizer units, individual student interactive response systems, and one-to-one device Chromebooks for each student. Each grade level in K-3 has an iPad cart for small-group use.

Year and month of the most recent FIT report	11/6/2024

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			: Library: Counters are chipped in various locations MPR: Interior paint is chipped around doors and windows
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Upper Grades Playground: Numerous gopher holes; pour in place mat is worn;
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			RM 26:
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Upper Grades Playground: Numerous gopher holes; pour in place mat is worn;

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	60	61	56	54	46	47
Mathematics (grades 3-8 and 11)	48	54	42	43	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	347	346	99.71	0.29	60.98
Female	164	163	99.39	0.61	63.80
Male	183	183	100.00	0.00	58.47
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	75.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	177	177	100.00	0.00	49.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	73.68
White	127	126	99.21	0.79	73.81
English Learners	38	38	100.00	0.00	23.68
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	123	122	99.19	0.81	43.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	54	100.00	0.00	29.63

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	347	346	99.71	0.29	54.05
Female	164	163	99.39	0.61	50.92
Male	183	183	100.00	0.00	56.83
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	177	177	100.00	0.00	40.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	68.42
White	127	126	99.21	0.79	70.63
English Learners	38	38	100.00	0.00	15.79
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	123	122	99.19	0.81	33.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	54	100.00	0.00	20.37

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	36.45	40.00	40.12	39.59	30.29	30.73

2023-24 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	111	110	99.10	0.90	40.00
Female	58	57	98.28	1.72	38.60
Male	53	53	100.00	0.00	41.51
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	64	64	100.00	0.00	29.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	37	36	97.30	2.70	55.56
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	43	97.73	2.27	27.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	25.00

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.

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	89	90	90	89	89
Grade 7	93	96	96	96	96

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.

2024-25 Opportunities for Parental Involvement

The partnership of school, family, and community members is an integral part of our campus. The mission of Campus Canyon's PTSA is to represent the members of our multicultural community who are committed to creating quality, engaging, and challenging learning environments for our students. The PTSA supports Campus Canyon's commitment to helping students discover their unique gifts and talents, playing a vital role in supporting curriculum-based programs, campus-wide assemblies, and social events. Prop. 28 funds art and theatre arts for elementary school and theatre arts for middle school.
ELAC-9/21/23. 12/08/23, 3/06/23
SSC-10/23/23,11/27/23,4/15/24-Future meetings will be held on 5/06/24 to continue to monitor, update, and evaluate the plan.
PTSA General and Board Meetings-8/22/23, 9/12/23, 10/10/23, 11/14/23, 12/12/23, 1/9/24, 2/13/24, 3/12/24, 4/9/24, 5/14/24, 6/11/24
CC LEADERSHIP-8/17/23, 10/5/23,11/2/23, 12/7/23, 1/12/24, 2/1/24, 3/7/24, 4/11/24, 5/16/24
STAFF MEETINGS-8/17/23, 10/5/23, 11/3/23, 12/1/23,1/12/24, 2/2/24, 3/1/24, 4/5/23, 5/3/24
PRINCIPAL COFFEE CHATS-8/23/23, 11/6/23, 2/12/24

Future meetings will be held on 4/15/24 and 5/30/24 to gather input on progress toward the goals.

Opportunities for parents to be active participants in their child's education include multicultural celebrations, volunteering in support of programs and activities such as leading a cluster in the School-wide Enrichment Program, individual classroom support, Latino Family Literacy Program, chaperoning field trips, participating in career presentations, Loteria' Night, family evening learning events, and our annual Read Across America week. Parents also serve on our School Site Council (SSC), and English Language Advisory Committee (ELAC), to provide valuable input and recommendations which help improve and strengthen our school community.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	589	588	58	9.9
Female	290	289	32	11.1
Male	299	299	26	8.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	27	27	1	3.7
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	299	299	30	10.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	28	28	3	10.7
White	218	217	24	11.1
English Learners	87	87	7	8.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	207	207	27	13.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	80	80	8	10.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.17	1.04	2.55	1.71	2.75	2.89	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.07	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.55	0.00
Female	1.38	0.00
Male	3.68	0.00
Non-Binary	0.00	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	3.68	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.38	0.00
English Learners	4.60	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.80	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.75	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Campus Canyon Preparatory Academy's Comprehensive Safety Plan was updated and presented to the School Site Council on October 23, 2023, approved on November 27, 2023, and approved by the MUSD Board of Education on December 12, 2023. The key components of the 2023-2024 Safety Plan include school safety, the social-emotional well-being of our

2024-25 School Safety Plan

students, and bridging the academic gap between our students. We have installed 5 cameras, to provide an additional safety measure, re-installed one entrance to our school, and are still working on improving our field area, to have a safe place for students to run. The entire Campus Canyon teachers and staff were trained on what to do if an active assailant was on campus. Other areas we will be focusing on are problem-solving skills and educating our school community on safety procedures, responses, and resources. Frequent Principal Coffee Chats and greeting all students and families each morning have created better communication between school and home. Parent Square Communication system is up and running and a very effective way to communicate with our Campus Canyon families, as well as frequent posts on Campus Canyon's Facebook platform.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	23		3	
2	23		3	
3	23		3	
4	27		2	
5	26		2	
6	15	15	4	3
Other	12	2	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	22		3	
2	23		3	
3	21		3	
4	24		3	
5	32		2	
6	23	7	3	5
Other	3	1		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	25		2	
1	22		3	
2	17	1	3	
3	24		3	
4	18	1	2	
5	32		2	
6	23	5	6	2
Other	15	1	1	

2023-24 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	383.33

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		$78,735
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$10,771	$94,694
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2023-24 Types of Services Funded

State and Federal programs at Campus Canyon Preparatory Academy include Special Education, Federal funding for English Learners (Title III) and Federal funding for intervention services (Title I). As part of our Magnet Grant Assistant Program (MSAP), we support our magnet grant development, implementation, intervention, staff development, and provide supplementary materials as needed to ensure the fidelity of grant implementation.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$42,138	$58,855
Mid-Range Teacher Salary	$76,972	$92,519
Highest Teacher Salary	$101,789	$114,665
Average Principal Salary (Elementary)	$134,405	$142,791
Average Principal Salary (Middle)	$138,591	$151,078
Average Principal Salary (High)	$161,516	$167,094
Superintendent Salary	$242,711	$281,086
Percent of Budget for Teacher Salaries	28.5	30.99
Percent of Budget for Administrative Salaries	6.58	5.37

Professional Development

Fifteen total days were provided for professional development during the past three-year period.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	