Chase Avenue Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

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/.

2025-26 School Contact Information

School Name	Chase Avenue Elementary School
Street	195 E. Chase Avenue
City, State, Zip	El Cajon, CA 92020
Phone Number	619-588-3123
Principal	Tammy Hafner
Email Address	hafnert@cajonvalley.net
School Website	https://www.cajonvalley.net/chase
Grade Span	K-6
County-District-School (CDS) Code	37-67991-6037592

2025-26 District Contact Information

District Name	Cajon Valley Union School District
Phone Number	619-588-3000
Superintendent	David Miyashiro
Email Address	miyashirod@cajonvalley.net
District Website	www.cajonvalley.net

2025-26 School Description and Mission Statement

Chase Avenue Elementary School promotes a partnership involving students, parents, and teachers to achieve student academic success and develop social responsibility. Students will be challenged to work to their potential through a well-balanced, integrated curriculum of basic skills and enrichment activities. Emphasis will be placed on maintaining high academic achievement and fostering self-esteem through embracing the seven essential virtues of Respect, Conscience, Empathy, Fairness, Kindness, Self-Control and Tolerance.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	117
Grade 1	102
Grade 2	110
Grade 3	101
Grade 4	118
Grade 5	114
Grade 6	95
Total Enrollment	757

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.2
Male	54.8
American Indian or Alaska Native	0.3
Asian	17
Black or African American	7.1
Hispanic or Latino	33.7
Native Hawaiian or Pacific Islander	1.3
Two or More Races	2
White	33
English Learners	46.8
Foster Youth	0.3
Homeless	1.8
Socioeconomically Disadvantaged	94.6
Students with Disabilities	16.8

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.

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)	27	98.18	743.4	89.88	234405.2	84
Intern Credential Holders Properly Assigned	0	0	16.9	2.04	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	1.82	12.1	1.46	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	23.3	2.82	11953.1	4.28
Unknown/Incomplete/NA	0	0	31.3	3.79	15831.9	5.67
Total Teaching Positions	27.5	100	827.1	100	279044.8	100

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)	32	96.24	738.4	89.09	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	15.1	1.82	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.01	21.8	2.63	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	0.75	17.7	2.15	11746.9	4.23
Unknown/Incomplete/NA	0	0	35.6	4.31	14303.8	5.15
Total Teaching Positions	33.2	100	828.8	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	31.6	92.67	767.7	91.38	230039.4	100
Intern Credential Holders Properly Assigned	2	5.87	21	2.5	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	23.9	2.85	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.5	1.47	16.4	1.96	12112.8	4.34
Unknown/Incomplete/NA	0	0	10.9	1.3	13705.8	4.91
Total Teaching Positions	34.1	100	840.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.50	1	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.50	1	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0.2	0.5
Total Out-of-Field Teachers	0.00	0.2	0.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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 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	0
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	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	0
History-Social Science	HISTORY-SOCIAL SCIENCE 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 6-8, History Alive, Teachers Curriculum Institute (TCI), Adopted 2006 6-8 Historia Viva, Teachers Curriculum Institute (TCI), Adopted 2006	0
Health	HEALTH K-2, Primarily Health 1998, Wright Group, Adopted 1998 4-5, Healthy You 1996, Harcourt Brace, Adopted 2000 6-8, Positive Prevention Plus, Positive Prevention Plus, Adopted 2016 6-8, Project ALERT 2000, Best Foundation, Adopted 2003 7-8 CVUSD Sexual Health Curriculum CVUSD 2023	0
Visual and Performing Arts	K-8, Music and You 1988, Macmillan Publishing Company, Adopted 1990	0

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

School Facility Conditions and Planned Improvements

General
The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed on 09/08/2022 and is available at the Facilities, Maintenance and Operations office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Facilities Description

School Facility Conditions and Planned Improvements

This school has 20 permanent classrooms and 21 portable classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1952 and modernized in 1996. The library was built in 2005. Proposition 39 funds were used to install LED lighting.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule
The school is cleaned every other night by a district cleaning crew. Work performed includes: sweeping, vacuuming, and mopping floors, emptying trash, cleaning sinks, filling dispensers, and dusting rooms, as scheduled. Grounds are maintained by District groundskeeping staff. There is one full-time day custodian. The day custodian is responsible for daily restroom cleaning, cleaning eating and food preparation areas, daily grounds clean up, minor facility repairs, and special emergency clean ups. Carpets are shampooed and tile flooring is cleaned and refinished every winter, spring, and summer break. A thorough deep cleaning of all areas is done every summer. District administration works daily with custodial and grounds supervisors to ensure a clean, safe school.

Deferred Maintenance Budget
The District allocates funds for completion of deferred maintenance projects which consist of major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior paint, and floor systems.

Year and month of the most recent FIT report	Nov 2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	12	17	32	32	47	48
Mathematics (grades 3-8 and 11)	7	7	22	22	35	37

2024-25 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	446	409	91.70	8.30	17.36
Female	195	183	93.85	6.15	21.31
Male	251	226	90.04	9.96	14.16
American Indian or Alaska Native	--	--	--	--	--
Asian	78	66	84.62	15.38	9.09
Black or African American	26	25	96.15	3.85	24.00
Filipino	0	0	0	0	0
Hispanic or Latino	147	140	95.24	4.76	19.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	31	86.11	13.89	12.90
White	150	140	93.33	6.67	17.86
English Learners	220	186	84.55	15.45	1.61
Foster Youth	--	--	--	--	--
Homeless	13	6	46.15	53.85	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	424	387	91.27	8.73	16.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	79	78	98.73	1.27	2.56

2024-25 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	446	438	98.21	1.79	6.85
Female	195	193	98.97	1.03	8.29
Male	251	245	97.61	2.39	5.71
American Indian or Alaska Native	--	--	--	--	--
Asian	78	77	98.72	1.28	1.30
Black or African American	26	26	100.00	0.00	7.69
Filipino	0	0	0	0	0
Hispanic or Latino	147	143	97.28	2.72	7.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	35	97.22	2.78	2.86
White	150	148	98.67	1.33	9.46
English Learners	220	215	97.73	2.27	1.86
Foster Youth	--	--	--	--	--
Homeless	13	11	84.62	15.38	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	424	416	98.11	1.89	6.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	79	78	98.73	1.27	2.56

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	7.96	2.61	19.33	19.94	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	117	115	98.29	1.71	2.61
Female	61	60	98.36	1.64	1.67
Male	56	55	98.21	1.79	3.64
American Indian or Alaska Native	0	0	0	0	0
Asian	21	20	95.24	4.76	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	40	40	100.00	0.00	2.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	38	37	97.37	2.63	2.70
English Learners	60	59	98.33	1.67	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	111	109	98.20	1.80	2.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	0.00

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.

2024-25 California Physical Fitness Test Participation Rates

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	100	100	100	100	100

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.

2025-26 Opportunities for Parental Involvement

Parent Participation:

Successful education requires a strong partnership between parents and the school. To foster this partnership, we encourage parents to be involved in their child's education through regular communication with teachers and school staff. While parent conferences are held in November, we encourage you to talk with your child's teacher throughout the year. You can assist your child's progress by monitoring class work, providing a structured time for homework, reviewing progress reports, and becoming involved in school activities.

The following District and site committees are designed to foster parent involvement:

District Committees:

Superintendent's Parent Advisory Council (PAC) – Parent representatives from each school meet with the Superintendent and Senior District Leaders to provide input and collaborate on activities and initiatives in alignment with the District Vision, Goals, and Strategic Planning. The PAC members are the elected Presidents of (PTA/PTO, School Site Council, and English Language Advisory Committee) The PAC meets four times in a school year and additionally as needed.

Learning Environment Task Force (LETF) – This committee monitors a comprehensive plan that maximizes facility use and improves the quality of program offerings at the school. Parent representatives and staff meet as needed.

Local Control Advisory Committee/Title I District Advisory Council (LCAC/DAC) – Is comprised of parents, facilitators from Title I schools, community members and staff. Title I parent representatives are provided an opportunity to not only receive information regarding Title I programs, but also participate in the development of the District's Local Control Advisory Plan (LCAP) by giving input to improve student achievement.

District English Learner Advisory Committee (DELAC) - This committee meets almost every month and provides opportunities for representatives from each school to learn about District and State programs for English learners. We value and encourage community input as we strive to build meaningful relationships between district staff and our families.

Local Control Accountability Plan (LCAP): In California, school districts are mandated to create, adopt, and update a three-year Local Control and Accountability Plan (LCAP) annually. The Cajon Valley LCAP Committee actively involves a diverse group of stakeholders—including parents, community members, students, and school and district staff—in the development of the plan. This collaborative process focuses on identifying annual goals, outlining specific actions, and establishing measures of student progress. Input from families, staff, students, and educational partners is essential in guiding decisions about actions and services for all students in the district, with particular attention to low-income students, English Learners, and foster youth.

School Site Committees:

School Site Council (SSC) – Each school has a School Site Council that meets monthly 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, composed of parents of English learners, advises the principal on the instructional program for students who are learning English.

School Events:

Each year parents are invited to Kindergarten Orientation, Family Teacher Teams, Parent Teacher Conferences, Family Math and Reading Nights, Lunch on the Lawn, Parent University, Award Assemblies, and our Spring Arts Festival.

2025-26 Opportunities for Parental Involvement

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 educational opportunities, which include virtual and in-person single and multiple-session workshops that empower parents to support their children's academic needs based on the CV Essential Skills. 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, the San Diego County Library, Grossmont Adult Education, and Grossmont Community College Career Center.

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 hosting Family Welcome Meetings.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	866	838	249	29.7
Female	387	372	107	28.8
Male	479	466	142	30.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	161	155	33	21.3
Black or African American	65	64	32	50.0
Filipino	--	--	--	--
Hispanic or Latino	288	281	97	34.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	15	3	20.0
White	275	262	68	26.0
English Learners	422	408	103	25.2
Foster Youth	--	--	--	--
Homeless	32	31	18	58.1
Socioeconomically Disadvantaged	825	797	244	30.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	152	149	52	34.9

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.29	2.9	3.35	5.18	6.18	4.54	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0	0.03	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.35	0.00
Female	1.55	0.00
Male	4.80	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.86	0.00
Black or African American	10.77	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.43	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.67	0.00
White	3.64	0.00
English Learners	3.08	0.00
Foster Youth	0.00	0.00
Homeless	9.38	0.00
Socioeconomically Disadvantaged	3.39	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.24	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.

2025-26 School Safety Plan

Chase Avenue School is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the community. The site's comprehensive Safe School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that allows staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school's physical, social, and cultural environments. Additional components of the plan include information on the site discipline plan and policies; safe travel to and from school; child abuse reporting protocols; school crime data; notifications to teachers of dangerous students; discipline, non-discrimination/harassment, hate-motivated behavior, bullying and sexual harassment policies; and descriptions of strategies that help to develop a safe, positive environment. The site Safe School Plan is updated annually. For the 2025-2026 school year, it was approved by the School Site Council on 10/30/2025 and discussed and reviewed by the staff on 11/03/2025.

The site Safe School Plan also includes routine and emergency disaster information, including the site Emergency Operations Plan (EOP) that aligns site emergency operations procedures with the District Emergency Operations Plan. The site EOP is updated annually.

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.

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	17	4	4	0
1	24	0	4	0
2	19	2	4	0
3	22	1	4	0
4	27	1	0	1
5	26	1	1	1
6	24	1	2	0
Other	4	2	0	0

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	19	2	3	0
1	18	2	4	0
2	16	2	4	0
3	18	2	4	0
4	21	2	3	0
5	22	2	3	0
6	23	1	3	0
Other	3	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	17	2	3	
1	20	1	4	
2	18	2	4	
3	17	2	4	
4	20	3	1	2
5	23	2		1
6	24	1	3	

2024-25 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	539.29

2024-25 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)	1.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	
Other	7.6

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$ 20,544	$ 10,274	$ 10,270	$ 94,761
District	N/A	N/A	$ 9,788	$93,304
Percent Difference - School Site and District	N/A	N/A	21.9	-200.0
State	N/A	N/A	$11,146	$101,700
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2024-25 Types of Services Funded

A variety of supplemental services are available at Chase Avenue School, funded by the school's categorical budgets: Title I, Supplemental/Concentration, Basic, and Gifts/Donation. These extra support services include alternative core reading programs, phonics intervention, after school tutorial classes, classroom assistance, and small group tutoring during the instructional day.

In addition to the classroom teacher, instructional services are delivered by learning support teachers, intervention teachers, the EL facilitator, education specialists, the speech and language pathologist, and the Special Education and English language development assistants. In addition to academic supplemental services, Chase Avenue School offers support programs for students and families. Character education is promoted through school wide character education assemblies, "Pawsitive" tickets and daily messages on our Tiger Talk school wide broadcast. A Guidance Tech and additional counselor support students' social-emotional growth, interpersonal relationships, and social skills. A family liaison works with families to assist them in accessing programs for their children at school as well as facilitating our Parent University sessions.

For the next two school years, Equity Multiplier Grant funding will provide designated PE, art, and STEM teachers. These

Fiscal Year 2024-25 Types of Services Funded

enrichment teachers will give students more opportunities to learn, create, and grow, while also allowing grade-level teams regular time to collaborate on data and instruction to support literacy growth.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$56,085	$61,597
Mid-Range Teacher Salary	$95,993	$98,902
Highest Teacher Salary	$130,672	$126,340
Average Principal Salary (Elementary)	$163,288	$158,383
Average Principal Salary (Middle)	$157,472	$165,207
Average Principal Salary (High)		$162,237
Superintendent Salary	$407,922	$288,332
Percent of Budget for Teacher Salaries	28.19%	31.29%
Percent of Budget for Administrative Salaries	5.78%	5.38%

Professional Development

Each year, teachers and support staff participate in Professional Learning, as indicated in the Comprehensive School Plan for Student Achievement (SPSA), the Local Education Agency Plan and Local Control Accountability Plan (LCAP). Priorities for professional learning are established for teacher and staff training using student achievement data, teacher needs assessment surveys, and observations of instruction. In response to these priorities, sessions are developed to support classroom implementation. Teachers requiring additional certifications to meet student needs are enrolled in appropriate programs.

- Certificated and support staff participate in workshops offered within the District (in person and virtual), offered by the San Diego County Office of Education, local universities or outside vendors as appropriate.
- An online professional learning platform, Cajon 365, which includes Cajon Valley Union School District offerings for the year is accessible to all staff. This includes our district initiatives, safety, mandated training, and professional learning for new staff.
- Professional Learning is available for certificated personnel as well as classified staff members who work with students. Site categorical fund expenditures must be approved by the School Site Council.
- Professional Learning opportunities are offered during summer, winter, and spring intersession (in person and virtual), as well as during the school year. Certificated staff who attend workshops during the year are frequently called upon to present relevant information and teaching techniques during site and district professional development sessions.
- Full day release and after-school workshops and trainings are also available.

In the 2024-25 school year, elementary and middle school teachers were released for one-half day each trimester to collaborate with grade level/department peers, analyze student work, review formative assessment data, develop lesson plans and identify instructional strategies to meet student needs. In addition, workshops on the topics listed below were offered prior to and during the school year:

- ELPAC Training
- Cognitively Guided Instruction for Math (CGI)
- ELD: Designated/Integrated
- Family Engagement

Professional Development

- Guided Language Acquisition and Design (GLAD)
- Imagine Learning (online supplementary program for ELD)
- Mild/Moderate Transitional Training for Special Education Teachers
- Moderate/Severe Special Education Classroom Quality Indicators
- Necessary Conditions (classroom environment)
- Number Talks and Problem Solving Strategies
- Personalized Learning (small group rotations, differentiated instruction)
- Positive Behavior Management
- Positive Prevention Plus Curriculum (middle school science teachers)
- Poverty Simulation
- Professional Assault Crisis Training (ProAct)
- Presentation Literacy of Knowledge and Ideas to Create a TED style Student Talk
- Science of Reading
- ST Math training
- Social Emotional Learning
- Trauma Informed Care
- Working with the ELD Standards
- World of Work
- Khan Academy
- LETRS (Language Essentials for Teachers in Reading and Spelling)
- ELA Adopted Curriculum (StudySync)
- Math Adopted Curriculum (Go Math)
- Strengths Based IEPs
- i-Ready (adaptive reading and math)
- SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)
- Barton (Reading Intervention)
- Orton Gillingham
- VAPA integration
- Cajon Valley Essential Skills
- eKadence LMS integration

Support for implementation of 1:1 chromebooks, personalized learning, technology integration writing, and mathematics was provided by teacher facilitators (coaches) and program specialists using both push-in and pull-out models throughout the school year.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2