

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

Executive Summary School Accountability Report Card, 2009-10

Fuerte Elementary School

Address: 11625 Fuerte Dr. , El Cajon CA 92020-8309
Principal: Karen Sapper

Phone: 619-588-3134
Grade Span: K - 5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2009-10 school year, except the School Finances and School Completion data that are reported for the 2008-09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The parents, administration, and staff are committed to the principle that all students can attain their personal best! Our mission is to instill in our students an enthusiasm for lifelong learning. Through excellence in education, students will develop the confidence to reach their full potential in academic achievement, creative expression, social awareness, emotional security, and physical development. It is our intent that by fostering common goals between home, school, and community, we will prepare our students to live successfully and strive for excellence through innovation, creativity and rigor in an ever changing world.

Student Enrollment

Group	Percent
African American	1.57%
American Indian or Alaska Native	0.70%
Asian	1.40%
Filipino	0.35%
Hispanic or Latino	22.38%
Native Hawaiian/Pacific Islander	0%
White (not of Hispanic origin)	65.03%
Two or More Races	8.57%
Socioeconomically Disadvantaged	14.00 %
English Learners	8.00 %
Students with Disabilities	6.00 %
Total Number of Students	572

Teachers

Indicator	Teachers
Teachers with full credential	26
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	84%
Mathematics	87%
Science	90%

Academic Progress ²

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	935
Statewide Rank (from 2009 Base API Report)	10
Met All 2010 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 5 of 5
2010-11 Program Improvement Status (PI Year)	

¹ Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection (March 30, 2010)

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	100			
Interior: Interior Surfaces	N/A	82.92			Kindergarten and Admin ductwork to be replaced. Stained ceiling tiles were replaced as needed.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	100			
Electrical: Electrical	N/A	95			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	90.90			
Safety: Fire Safety, Hazardous Materials	N/A	100			
Structural: Structural Damage, Roofs	N/A	100			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	98.75			
Overall Rating		95.94			N/A

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	N/A
Health	0
Visual and Performing Arts	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$3,325
District	\$3,022
State	\$5,681

School Accountability Report Card

Reported Using Data from 2009-10 School Year

Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. 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.

II. About This School

Contact Information (School Year 2010-11)

This section provides the schools contact information.

School		District	
School Name	Fuerte Elementary	District Name	Cajon Valley Union
Street	11625 Fuerte Dr.	Phone Number	619-588-3005
City, State, Zip	El Cajon , CA 92020-8309	Web Site	www.cajonvalley.net
Phone Number	619-588-3134	Superintendent	Janice Cook
Principal	Karen Sapper	E-mail Address	cookj@cajonvalley.net
E-mail Address	sapper@cajonvalley.net	CDS Code	37- 67991- 6037642

School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs, and its goals.

The parents, administration, and staff are committed to the principle that all students can attain their personal best! Our mission is to instill in our students an enthusiasm for lifelong learning. Through excellence in education, students will develop the confidence to reach their full potential in academic achievement, creative expression, social awareness, emotional security, and physical development. It is our intent that by fostering common goals between home, school, and community, we will prepare our students to live successfully and strive for excellence through innovation, creativity and rigor in an ever changing world.

Opportunities for Parental Involvement (School Year 2009-10)

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 Citizen's Advisory Council (SCAC) – Parent representatives from each school meet monthly with the Superintendent to receive information and give input about activities at the schools.

Superintendent's Budget Advisory Council (SBAC) – This council includes parents, staff, and community members who meet to discuss budget priorities for the coming year that will later be presented to the Governing Board.

District English Learner Advisory Committee (DELAC) – This committee meets monthly and provides opportunities for representatives from each school with an English Learner Advisory Committee to learn about District and state programs for English learners.

Gifted and Talented Education (GATE) Task Force – Parent and teacher representatives from throughout the District meet to review the GATE Program and make recommendations to strengthen GATE offerings.

Learning Environment Task Force – This committee monitors a comprehensive plan that maximizes facility use and improves the quality of program offerings at the school. Parents and staff meet quarterly.

School Site Committees:

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

School Events:

Each year parents are invited to Curriculum Night, Spring Open House, Round-Up, Trick or Treat Night, Father – Daughter Dance, Father – son events, Volunteer Appreciation Breakfast, Patriotic Student Performance, Jog-A-Thon and Field Day. In addition, our site involves parents through classroom volunteers, room parents, PTA, School Site Council, Everyone A Reader Volunteers, Reflections and the Art Docent Program.

Parent Education:

The District promotes parent education through collaboration with Adult Education, site-based parent education sessions, Title 1 and Bilingual Program offerings, and the San Diego County Office of Education sponsored conferences.

In addition, the District sponsors Community Based English Tutoring (CBET) which provides free English language instruction to parents and members of the community who do not speak fluent English. Adult participants pledge to provide English language tutoring to District students. Parents in the CBET program also receive instruction on effective tutoring through training sessions given by consultants.

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	87
Grade 1	97
Grade 2	92
Grade 3	92
Grade 4	104
Grade 5	100
Total Enrollment	572

Student Enrollment by Group (School Year 2009-10)

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

Group	Percent of Total Enrollment
African American	1.57%
American Indian or Alaska Native	0.70%
Asian	1.40%
Filipino	0.35%
Hispanic or Latino	22.38%
Native Hawaiian/Pacific Islander	0%
White (not Hispanic)	65.03%
Two or More Races	8.57%
Socioeconomically Disadvantaged	14.00 %
English Learners	8.00 %
Students with Disabilities	6.00 %

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility 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. The results of this survey are 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

This school has 22 permanent classrooms and 5 portable classrooms, a library, a multipurpose room, and an administration building. The main campus was built in 1959 and modernized in 1996.

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 third night by a three-person 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 a grounds keeping crew. There is on 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 participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for 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. The deferred maintenance program budget for the 2010-2011 school year includes a contribution of \$265,000 from the District's general fund.

School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. Inspection was completed on March 30, 2010 using the Facility Inspection Tool (FIT).

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	100			
Interior: Interior Surfaces	N/A	82.92			Kindergarten and Admin ductwork to be replaced. Stained ceiling tiles were replaced as needed.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	100			
Electrical: Electrical	N/A	95			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	90.90			
Safety: Fire Safety, Hazardous Materials	N/A	100			
Structural: Structural Damage, Roofs	N/A	100			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	98.75			
Overall Rating		95.94			N/A

V. Teachers

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	29	28	26	757
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence	0	0	0	N/A

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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a 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 eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	90.0	10.0
High-Poverty Schools in District	83.0	17.0
Low-Poverty Schools in District	92.0	8.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 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	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0.33	N/A
Psychologist	0.20	N/A
Social Worker	0	N/A
Nurse	0.105	N/A
Speech/Language/Hearing Specialist	0.70	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	<p>Core Curriculum: * Houghton Mifflin <u>Reading</u> (English and Spanish), Grades K-5 Implemented 2003 ELD/Newcomer Curriculum: * Hampton Brown <u>Avenues</u> (ELD), Grades K-5 – Implemented 2005 Alternative Core Curriculum: *National Geographic/Hampton Brown <u>INSIDE</u>, Grades 4-5 – Implemented 2010 * Sopris West <u>Language!</u>, Grades 4-5 – Implemented 2004 * SRA <u>REACH</u>, Grades 4-5 – Implemented 2004 * Scholastic, <u>READ 180</u>, Grades 4-5 – Implemented 2004 *Scholastic <u>READ 180</u> (updated version), Grades 4-5 – Implemented 2010</p>	0	YES Textbooks and materials are from the most recent adoption approved by the Cajon Valley Governing Board
Mathematics	<p>Scott Foresman <u>enVision Math</u>, Grades K-5 – Implemented 2008 Intervention materials adopted from the State approved textbook list include: Holt, Rinehart, and Winston <u>Fast Forward Math</u> - Implemented 2008-09</p>	0	YES Textbooks and materials are from the most recent adoption approved by the Cajon Valley Governing Board
Science	<p>Macmillan McGraw-Hill <u>California Science</u>, Grades K-5 – Implemented 2007</p>	0	YES Textbooks and materials are from the most recent adoption approved by the Cajon Valley Governing Board
History-Social Science	<p>Scott Foresman <u>History-Social Science for California</u>, Grades K-5 – Implemented 2006</p>	0	YES Textbooks and materials are from the most recent adoption approved by the Cajon Valley Governing Board
Foreign Language	Not applicable	Not applicable	Not applicable
Health	<p>*Wright Group K-2 <u>Primarily Health</u> – Implemented 1998 *Too Good for Drugs (K-5) – Implemented 2003 *Harcourt Brace <u>Healthy You</u> – Implemented 2000</p>	0	YES Textbooks and materials are from the most recent adoption approved by the Cajon Valley Governing Board
Visual and Performing Arts	<p>McMillan McGraw-Hill <u>Music and You</u> – Implemented 1990</p>	0	YES Textbooks and materials are from the most recent adoption approved by the Cajon Valley Governing Board

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$3,709	\$384	\$3,325	\$75,367
District	N/A	N/A	\$3,022	\$73,447
Percent Difference – School Site and District	N/A	N/A	10.03%	2.61%
State	N/A	N/A	\$5,681	\$68,212
Percent Difference – School Site and State	N/A	N/A	-41.47%	10.49%

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's Federal Program Improvement status) that are available at the school and funded through either categorical or other sources.

A variety of supplemental services are available at Fuerte School, funded by the school's categorical budgets: ELAP, and Economic Impact Aid. These extra support services include in classroom assistance or small group tutoring during the instructional day. Along with the classroom teacher, instructional services are delivered by learning support teachers.

In addition to academic supplemental services, Fuerte School offers support programs for students and families. Character education is promoted through the school wide Character Education Program and Good Citizen's assemblies.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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	\$38,372	\$41,988
Mid-Range Teacher Salary	\$65,675	\$68,649
Highest Teacher Salary	\$94,456	\$87,156
Average Principal Salary (Elementary)	\$106,503	\$109,026
Average Principal Salary (Middle)	\$106,503	\$112,489
Superintendent Salary	\$208,321	\$181,890
Percent of Budget for Teacher Salaries	43.50 %	42.50 %
Percent of Budget for Administrative Salaries	5.20 %	5.50 %

IX. 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 assessments under the STAR program 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 nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. 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. On each of these assessments, 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 at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

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	82	83	84	48	51	51	46	50	52
Mathematics	82	83	87	49	51	53	43	46	48
Science	84	87	90	50	51	58	46	50	54
History-Social Science	0	0	0	42	48	51	36	41	44

Standardized Testing and Reporting Results by Student Group (School Year 2009-10)

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
All Students in the LEA	54.2	54.8	57.9	50.9
All Students at the School	84.7	87.8	89.7	N/A
Male	85	88	88	N/A
Female	82	86	91	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	71	75	75	N/A
Native Hawaiian or Pacific Islander				N/A
White	87	92	92	N/A
Two or More Races	96.2	92.3		N/A
Socioeconomically Disadvantaged	57	65	67	N/A
English Learners	58	58		N/A
Students with Disabilities	70	65		N/A
Students Receiving Migrant Education Services				N/A

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, 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.

Grade Level	Percent of Students Meeting Healthy Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.3	18.4	52.0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state 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 at <http://www.cde.ca.gov/ta/ac/ap/>.

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 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 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 1 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	9	10	10
Similar Schools	2	8	9

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. Note: "N/A" means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	40	5	9
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Native Hawaiian/Pacific Islander	N/A	N/A	N/A
White	41	12	8
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level. Note: "N/A" means that the student group is not numerically significant or data were not available.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	914	785	800
Black or African American	N/A	716	731
American Indian or Alaska Native	N/A	N/A	753
Asian	N/A	833	910
Filipino	N/A	872	880
Hispanic or Latino	882	745	752
Native Hawaiian/Pacific Islander	N/A	N/A	794
White	946	813	868
Two or More Races	N/A	853	861
Socioeconomically Disadvantaged	N/A	719	746
English Learners	N/A	619	742
Students with Disabilities	N/A	627	648

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- 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](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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

Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	12
Percent of Schools Currently in Program Improvement	N/A	41.4

XI. 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.

Each year, teachers and support staff participate in professional development, as indicated in the Comprehensive School Plan for Student Achievement and the District Strategic Plan. Priorities are established for teacher and staff training using data from teacher surveys, observations of instruction, and student achievement. Sessions help teachers to implement the adopted standards-based textbooks. Teachers requiring additional certifications are enrolled in appropriate programs.

Staff members participate in workshops offered within the District or sponsored by the San Diego County Office of Education. Others attend classes provided at local universities or through on-line resources.

An online calendar is distributed that includes all the Cajon Valley Union School District and San Diego County Office of Education offerings for the year. Teachers who attend workshops during the year share curricular information and teaching techniques with other teachers.

-Professional development 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 development opportunities are offered during the summer as well during the school year. Full day release and after-school workshops and trainings are available.

Using state Buy-back funds during 2007-2008, teachers were eligible for 3.5 hours of professional development. Although the buy-back funding was suspended in 2008-2009, categorical funds provided 2 days of professional development during that year. In 2009-2010, categorical funding was used to support a total of 8 days of professional development throughout the year.

Teachers participated in the following Professional Development opportunities:

- Too Good for Drugs (grades K–5)
- SB 472 English Language Arts/Houghton Mifflin (grades K–5)
- SB 472 Math/Scott Foresman enVision (grades K–5)
- Math Curriculum Implementation Follow-ups (K-8)
- Teach for Success (Days 1 and 2) with WestEd (grades K-8)
- High Point, READ 180, or Language! trainings (grades 4–8)
- Focused Approach to English Language Instruction (grades K–5)
- Write Institute (grades 4–5)
- Avenues Training (K-5)
- Spanish to English Transfer Training (K-3 Bilingual Teachers)
- Verso – Writing Instruction in Bilingual Classrooms (K-3 Bilingual Teachers)
- Quality Teaching for English Learners (QTEL) (6-8)
- Differentiating Instruction for English Learners (K-8)
- Side by Side Training on ELA, ELD, and Spanish Language Arts Standards (K-8)
- How to Build Teacher Sites using SchoolWorld (K-8)
- Newcomer Support Workshops (K-8)
- Newcomer Institute (K-8)
- Differentiating Instruction and Brain-based Learning Theory by David Ghoogasian (K-8)
- A Framework for Understanding Poverty (K-8)
- Motivating Underperforming Students (K-8)
- OUTRAGEOUS Teaching (K-8)
- Fluency Strategies to Improve Achievement (K-5)
- Focus on Decimal Fractions (4-6)
- Using Mentor Texts to Teach Writing (K-8)
- Peace Builders – New Activities and Solution Building (K-5)
- Using the enVision Math Technology, Centers, and Other Resources to Differentiate Instruction (K-5)
- How to Connect Standards with MVPA in Large Classes (PE Teachers Only)
- Middle School History/Social Science (6-8)
- Pro-Act (K-8)
- Understanding Autism (Special Education Teachers Only)
- Legal Changes in Special Education and Meeting Educational Benefit Requirements (Special Education Teachers Only)
- BTSA Workshops (New Teachers K-8)
- Student Engagement Strategies for SECAs and ELDA's (classroom aides only)
- ECERS-R for Preschool Teachers
- Classroom Strategies for Preschool Students with Significant Autism