

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

Executive Summary School Accountability Report Card, 2009-10

Sevick Special Education School

Address: 1609 East Madison Ave. , El Cajon CA 92019-1046
Principal: Kathleen Traxler

Phone: 619-588-3146
Grade Span: P - K

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 Cajon Valley Union School District provides programs at Sevick School for children birth to five years of age, who are eligible for special education services. Preschool classes are also provided for income eligible three to five year old students through the District operated State Preschool Program. Other children from the community are included in the special education classes at Sevick School as reverse mainstream students and at Neighborhood School, a fee based preschool enrichment program. Through the early intervention programs at Sevick School, the staff, in partnership with parents, offers opportunities for young children to develop self-esteem and participate in meaningful learning experiences.

The staff and parents of Sevick School are dedicated to creating a caring community in which each member is valued and each student receives the support he or she needs to achieve his or her highest potential. To facilitate successful learning experiences, a safe and orderly environment is provided which allows students and staff to learn and teach without the threat of physical or psychological harm.

Student Enrollment

Group	Percent
African American	20.0%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	13.3%
Native Hawaiian/Pacific Islander	0%
White (not Hispanic)	66.7%
Two or More Races	0%
Socioeconomically Disadvantaged	0%
English Learners	0%
Students with Disabilities	0%
Total Number of Students	15

Teachers

Indicator	Teachers
Teachers with full credential	1
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection (June 23, 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	100			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	100			
Electrical: Electrical	N/A	100			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	100			
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	100			
Overall Rating	100				

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	\$303
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	Sevick Special Education	District Name	Cajon Valley Union
Street	1609 East Madison Ave.	Phone Number	619-588-3005
City, State, Zip	El Cajon , CA 92019-1046	Web Site	www.cajonvalley.net
Phone Number	619-588-3146	Superintendent	Janice Cook
Principal	Kathleen Traxler	E-mail Address	cookj@cajonvalley.net
E-mail Address	traxlerk@cajonvalley.net	CDS Code	37- 67991- 6093199

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

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

The Cajon Valley Union School District provides programs at Sevick School for children birth to five years of age, who are eligible for special education services. Preschool classes are also provided for income eligible three to five year old students through the District operated State Preschool Program. Other children from the community are included in the special education classes at Sevick School as reverse mainstream students and at Neighborhood School, a fee based preschool enrichment program. Through the early intervention programs at Sevick School, the staff, in partnership with parents, offers opportunities for young children to develop self-esteem and participate in meaningful learning experiences.

The staff and parents of Sevick School are dedicated to creating a caring community in which each member is valued and each student receives the support he or she needs to achieve his or her highest potential. To facilitate successful learning experiences, a safe and orderly environment is provided which allows students and staff to learn and teach without the threat of physical or psychological harm.

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized 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 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.

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 Back-to-School Night, Spring Open House, Pajama Night (a family literacy night that doubles as a kick-off for the Cajon Valley Education Foundation's Feed the Pig campaign), and parent education classes. Parents plan and participate in special events such as the Pumpkin Patch/Fall Carnival and Holiday Food Drive. In addition, our site involves parents through classroom volunteering, room parents, and PTA.

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	15
Total Enrollment	15

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	20.0%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	13.3%
Native Hawaiian/Pacific Islander	0%
White (not Hispanic)	66.7%
Two or More Races	0%
Socioeconomically Disadvantaged	0%
English Learners	0%
Students with Disabilities	0%

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	13.0	1			13.0	1			15.0	1		

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

Sevick 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, 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 2009-2010 school year, it was approved by the School Site Council on 11/16/09 and discussed and reviewed by the staff on 11/16/09.

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.

Suspensions and Expulsions

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

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0	0	0	5.8	5.1	6.2
Expulsions	0	0	0	0.0	0.0	0.006

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 one permanent classroom and an administration building. The main campus was built in 1959 and modernized in 2002. General Obligation Bond funds (Proposition X) were used to install security fencing.

Maintenance and Repair

District maintenance staff ensure 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 night by a part-time custodian. Work performed includes: restroom cleaning, 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 one full-time day custodian. This day custodian is responsible for cleaning eating and food preparations 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.

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 June 23, 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	100			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	100			
Electrical: Electrical	N/A	100			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	100			
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	100			
Overall Rating	100				

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	1	1	1	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	N/A
Psychologist	0.90	N/A
Social Worker	0	N/A
Nurse	0.30	N/A
Speech/Language/Hearing Specialist	5.5	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/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	* 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	0	YES Textbooks and materials are from the most recent adoption approved by the Cajon Valley Governing Board
Mathematics	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	0	YES Textbooks and materials are from the most recent adoption approved by the Cajon Valley Governing Board
Science	Macmillan McGraw-Hill <u>California Science</u> , Grades K-5 – Implemented 2007	0	YES Textbooks and materials are from the most recent adoption approved by the Cajon Valley Governing Board
History-Social Science	Scott Foresman <u>History-Social Science for California</u> , Grades K-5 – Implemented 2006	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	*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	0	YES Textbooks and materials are from the most recent adoption approved by the Cajon Valley Governing Board
Visual and Performing Arts	McMillan McGraw-Hill <u>Music and You</u> – Implemented 1990	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	\$6,159	\$5,856	\$303	\$76,130
District	N/A	N/A	\$3,022	\$73,447
Percent Difference – School Site and District	N/A	N/A	-89.97%	3.65%
State	N/A	N/A	\$5,681	\$68,212
Percent Difference – School Site and State	N/A	N/A	-94.67%	11.08%

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 Sevick School, funded by the school's categorical budgets: Title I, Title III, State Preschool (Title V), and Economic Impact Aid. These extra support services include supplemental programs, staff development, and upgrades in classroom technology equipment and software. In addition to the classroom teacher, instructional services are delivered by special education classroom assistants, instructional assistants, and English language development assistants.

In addition to academic supplemental services, Sevick School offers support programs for students and families through parent support groups (special education) and parent education classes for families with children in special education and state preschool programs.

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)	\$108,503	\$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. 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 ELDAs (classroom aides only)
- ECERS-R for Preschool Teachers
- Classroom Strategies for Preschool Students with Significant Autism