

# School Accountability Report Card Reported for School Year 2004-05

*Published During 2005-06*

## Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

## I. General Information

### Contact Information

Information about school and district contacts.

School Information		District Information	
<b>School Name</b>	El Cajon Valley High	<b>District Name</b>	Grossmont Union High School District
<b>Principal</b>	Paul Dautremont	<b>Superintendent</b>	Dr. Terry Ryan
<b>Street</b>	1035 E. Madison Ave.	<b>Street</b>	1100 Murray Dr.
<b>City, State, Zip</b>	El Cajon, CA 92021-6289	<b>City, State, Zip</b>	La Mesa, CA 91944-1043
<b>Phone Number</b>	(619) 401-4300	<b>Phone Number</b>	(619) 644-8000
<b>FAX Number</b>	(619) 447-3943	<b>FAX Number</b>	(619) 465-1349
<b>Web Site</b>	ecvhs.guhsd.net	<b>Web Site</b>	www.guhsd.net
<b>E-mail Address</b>	pdautrem@guhsd.net	<b>E-mail Address</b>	tryan@guhsd.net
<b>CDS Code</b>	37-68130-3731692	<b>SARC Contact</b>	agrulich@guhsd.net

### School Description and Mission Statement

Information about the school, its programs, and its goals.

Located in El Cajon, El Cajon Valley High School serves more than two thousand students in grades nine through twelve. We employ close to 100 teachers and a classified staff of over 50 to support our students. Our campus reflects the cultural and socioeconomic makeup of the community.

The mission of El Cajon Valley High School is to empower all of our students to be lifelong learners by promoting a powerful, integrated and rigorous meaning-centered curriculum, relevant to the real world.

This is a very exciting time in the life of El Cajon Valley High School. We continue to redesign our curriculum and instruction to better meet the needs of your students. We are definitely headed in the right direction as evidenced by our recent scores on state and federally mandated testing.

Our new vision statement reflects the redesign of our school as follows: El Cajon Valley High School is an educational environment that increases student achievement by integrating rigorous, relevant core curriculum, facilitating collaboration, offering diverse career pathways, establishing connections within the community, sustaining a student, parent/guardian and teacher support system and strengthening accountability and assessment. El Cajon Valley High School is a place with excellent teachers who engage students as creative learners and thinkers and where learning is valued and meaningful, thereby creating lifelong learners and responsible citizens prepared for the 21st century.

## Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

<b>Contact Person Name</b>	Nancy Gerry	<b>Contact Person Phone Number</b>	(619) 401-4300
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El Cajon Valley High School offers several organized opportunities for parents to become involved on campus and in various capacities. Whether it is in PTSA, School Site Council, ELAC or the Family Resource Center parents are sure to find something to meet their needs or interests.

### PTSA

The PTSA meets on a once per month basis and is involved in running several school programs such as concessions, trips to theme parks, student scholarships and the annual Grad Night event. Parents make up the PTSA executive council and are governed through state approved by-laws.

### School Site Council

The School Site Council also meets on a once per month basis. Elected members include parents, students and staff as mandated by state guidelines. The SSC is an advisory board that makes recommendations regarding budgets and the school site plan. The SSC is often used as a forum to introduce and discuss school wide issues and programs.

### English Language Advisory Committee

The English Language Advisory Committee meets once per month and is also parent run. The council primarily consists of parents whose students are learning English as their second language. The council's main function is to give parents of ELL students an advisory voice in making decisions about the programs that involve the education of their students.

### Family Resource Center

The ECVHS Family Resource Center operates with the mission of offering support, conducting outreach and providing information to the ECVHS community with the ultimate goal of improving student success. It is a team effort between the El Cajon Community and the high school to provide services for our students and their families either directly on the campus, or nearby in the neighborhood. Our goal is to assist in the development of resourceful, resilient community members. The El Cajon Valley Family Resource Center is also a place where parents, students and staff can obtain information and referrals for concerns that are not normally handled by the school or by our partners.

## II. Demographic Information

### Student Enrollment -- Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	805
Grade 1	0	Grade 10	562
Grade 2	0	Grade 11	430
Grade 3	0	Grade 12	405
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	2202

### Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	202	9.2	Hispanic or Latino	668	30.3
American Indian or Alaska Native	11	0.5	Pacific Islander	16	0.7
Asian	24	1.1	White (Not Hispanic)	760	34.5
Filipino	33	1.5	Multiple or No Response	488	22.2

## III. School Safety and Climate for Learning

### School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	4/21/06	Date Last Discussed with Staff	8/19/05
The key elements are:			
<ol style="list-style-type: none"> <li>1) The Crisis Procedure</li> <li>2) The Crisis Committee</li> <li>3) The Crisis Phone Tree and</li> <li>4) The Crisis Counseling</li> </ol>			
<p>El Cajon Valley High School takes pride in maintaining the campus in a way that creates a positive environment for students and staff. The campus is free of debris, litter, and graffiti, which are removed immediately. Restrooms are a cleaning priority and are cleaned and sanitized nightly. Hallways and classrooms are maintained on a regular basis. Repair needs on campus, both inside and outside, are reported immediately. Due to site efforts, we have very little vandalism to our campus. Lastly, we are experiencing major construction on our campus from the recent passing of the Proposition H Bond. The construction includes but is not limited to:</p>			

- Replace deteriorated roofs
- Upgrade restrooms\plumbing
- Increase\upgrade electrical capacity
- Repair\renovate existing classrooms
- Remove asbestos\lead paint for buildings
- Renovate\expand library\career center
- Upgrade ventilation systems
- Upgrade science labs

## School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

### Academic Programs

Adaptive Physical Education  
 Advanced Placement/Honors classes/GATE programs  
 After School Tutoring  
 AVID (Advancement Via Individual Determination)  
 Brave Adventure (9th grade summer intervention program)  
 California High School Exit Exam Prep Classes  
 Career Center Services  
 Extended Day English as a Second Language courses  
 Math and Literacy Bridging Programs  
 Night Library Tutoring Program  
 Extended Day Tutorials and Make-up classes  
 ROP and Certificate Programs  
 Special Education Programs and Services

### Social/Emotional Programs

Extracurricular Activities  
 -Boys and Girls Athletics  
 -Clubs and Service Organizations  
 -Students Government  
 Family Resource Center  
 Peer Mediation  
 Psychological Services  
 School Resource Officer  
 Community Partners (Social Services)

## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
<b>Number of Suspensions</b>	482	544	312	3803	4607	4000
<b>Rate of Suspensions</b>	20.96	23.35	14.80	15.56	18.84	18.06
<b>Number of Expulsions</b>	35	23	22	178	215	160
<b>Rate of Expulsions</b>	1.52	.99	1.04	.73	.88	.72

## IV. School Facilities

### School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

After 30 – 50 years of constant use the Grossmont Union High School District's facilities are aging. Most of the GUHSD's high schools are old, deteriorating, overcrowded, and in need of repair and renovation. Based on the input of parents, teachers, staff and community, a specific plan to rehabilitate aging schools and relieve overcrowding was developed. Proposition H was placed on the ballot to authorize implementation of the plan to renovate and upgrade all of our local high schools.

Proposition H is a local school bond measure that was passed in March 2004. The ballot authorized \$274,000,000 for critically needed repairs and upgrades to our local high schools. The district is in year two of infrastructure upgrades and modernization. Proposition H allows the High School District to:

- Replace aging roofs
- Upgrade deteriorated plumbing and restrooms
- Improve electrical capacity for safety and better access to technology
- Upgrade fire alarms, sprinklers and emergency safety systems
- Renovate old, outdated classrooms, science labs and libraries
- Replace inadequate heating and ventilation with energy efficient systems
- Upgrade security systems, building exteriors, outdoor lighting, walkways and school grounds for safety and security

At its May, 2005 meeting, the GUHSD Governing Board awarded bids as part of Phase 1 of the Proposition H bond projects. This allowed the District to address the critical safety and infrastructure needs at our oldest campuses. Construction at El Cajon Valley High School, Granite Hills High School, Grossmont High School and Helix High School has resulted in significant improvements. These schools received electrical wiring, plumbing and all other underground infrastructure upgrades. The individual buildings on each of these campuses are now scheduled for renovation. In summer 2006, Santana High School, Monte Vista High School and El Capitan High School will receive infrastructure upgrades with building renovations to follow.

In addition to Prop H projects referenced above, almost every district facility has had some combination of bond, maintenance, community or student-supported projects underway, with more to come.

During the Summer of 2005 El Cajon Valley High School underwent infrastructure to upgrade all underground utilities as a result of the 280 million bond that Grossmont Union High School District is in the process of. At the time of the Williams Settlement walk-thru, the infrastructure process was still underway at El Cajon Valley. Any areas of concern relating to ceiling tiles, lights, air conditioning, have been corrected through work orders.

Source: GUHSD School Construction and Building Services

## School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		Work orders have been placed on all items listed in Williams Settlement Inspection regarding ceiling tiles
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		Rooms 510-520, have bowed ceilings, will be repaired in modernization with Prop H
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		Restrooms in good condition; some water pressure issues
Sewer	X		
Playground/School Grounds		X	Concrete and asphalt needs to be repaired throughout campus; site has underground infrastructure completed Summer 2005
Other			

Source: GUHSD School Construction and Building Services

## V. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

## California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	23	23	24	39	39	40	35	36	40
Mathematics	13	9	14	20	16	20	35	34	38
Science	14	11	12	31	21	23	27	25	27
History-Social Science	19	16	20	32	30	34	28	29	32

### CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	19	*	23	38	18	31	29
Mathematics	9	*	18	10	8	9	15
Science	6	*	*	24	9	27	14
History-Social Science	18	*	*	42	16	33	22

### CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	23	28	4	20	11	
Mathematics	15	14	6	13	7	
Science	14	10	3	9	4	
History-Social Science	19	21	5	16	4	

## Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT -- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	34	34		48	49		43	43	41
Mathematics	37	36		52	51		50	51	52

### NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							
Mathematics							

### NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading						
Mathematics						

## Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Subject	Site			District		
	2003	2004	2005	2003	2004	2005
Algebra I	58.10	58.80	48.11	57.33	55.61	49.44
Geometry	70.67	74.28	71.17	75.25	72.79	67.20
Algebra II	63.89	71.17	69.05	69.16	68.39	67.88
American Government		74.78	71.65	66.33	68.51	70.63

## California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5							24.5	26.7	22.3
7							28.8	30.9	26.8
9	16.2	12.2	19.4	20.9	19.7	22.8	26.7	25.8	27.5

## Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

**Statewide Rank:** Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

## API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	96	97	96	Percent Tested	97	96	97
API Base Score	534	574	591	API Growth Score	583	588	600
Growth Target	13	11	10	Actual Growth	49	14	9
Statewide Rank	2	2	2				
Similar Schools Rank	1	5	5				

## API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
<b>African American</b>				<b>African American</b>			
API Base Score	519	555	590	API Growth Score	568	582	563
Growth Target	10	9	8	Actual Growth	49	27	-27
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score	493	547	546	API Growth Score	557	544	581
Growth Target	10	9	8	Actual Growth	64	-3	35
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score	579	606	612	API Growth Score	614	608	635
Growth Target	10	9	8	Actual Growth	35	2	23

## API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
<b>API Base Score</b>	515	545	560	<b>API Growth Score</b>	548	555	575
<b>Growth Target</b>	10	9	8	<b>Actual Growth</b>	33	10	15

## State Award and Intervention Programs

*Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

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

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

## AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
<b>All Students</b>	Yes	No	Yes	No	No	Yes

## AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	Yes	No	Yes	Yes
African American	N/A	N/A	N/A	No	Yes	Yes
American Indian or Alaska Native	N/A	N/A	N/A	N/A	Yes	Yes
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	No	Yes	N/A
Hispanic or Latino	Yes	Yes	Yes	No	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	Yes	Yes	No	Yes	Yes
Socioeconomically Disadvantaged	No	Yes	Yes	No	Yes	Yes
English Learners	No	No	Yes	Yes	Yes	Yes
Students with Disabilities	N/A	N/A	N/A	No	No	Yes

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement (Implementation Level)		Year 1
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	5.6

## VI. School Completion (Secondary Schools)

### California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

*These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.*

## Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
<b>Enrollment (9-12)</b>	2,308	2,300	2,230	23,975	24,434	24,456	1,772,417	1,830,903	1,876,927
<b>Number of Dropouts</b>	37	7	8	685	506	250	47,871	58,189	61,253
<b>Dropout Rate (1-year)</b>	1.6	0.3	0.4	2.9	2.1	1.0	2.7	3.2	3.3
<b>Graduation Rate</b>	87.1	88.3	96.0	89.8	90.1	90.2	87.0	86.7	85.3

## VII. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

**No data are available for this section**

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	19.8	57	23	10	22.1	43	24	12	20.3	62	26	12
<b>Mathematics</b>	19.9	47	18	2	19.8	43	16	6	19.3	46	18	3
<b>Science</b>	19.2	16	16	2	27.2	7	13	5	14.3	28	14	2
<b>Social Science</b>	21.1	27	37	4	26.0	16	25	14	21.9	21	27	3

### Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

**This section not applicable**

## VIII. Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	<b>Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers</b>
<b>This School</b>	87.9
<b>All Schools in District</b>	81.6
<b>High-Poverty Schools in District</b>	0.0
<b>Low-Poverty Schools in District</b>	81.9

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>Total Teachers</b>	106	126	109
<b>Teachers with Full Credential</b>	102	126	109
<b>Teachers Teaching Outside Subject Area</b> (full credential teaching outside subject area)			
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	0	0	0
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	9	0	4
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	1	0	1

## Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Misassignments of Teachers of English Learners</b>			
<b>Total Teacher Misassignments</b>			

## Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
<b>Doctorate</b>	1.8	1.1
<b>Master's Degree plus 30 or more semester hours</b>	24.8	27.2
<b>Master's Degree</b>	11.0	12.1
<b>Bachelor's Degree plus 30 or more semester hours</b>	25.7	24.2
<b>Bachelor's Degree</b>	36.7	35.1
<b>Less than Bachelor's Degree</b>	0.0	0.3

## Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Vacant Teacher Positions</b>	---	---	---

## Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Permanent Teachers are evaluated every two years. Probationary and temporary teachers are evaluated up to two times each year. The evaluations are standards based. Evaluations are sent to Human Resources for review and filing in the official personnel file.

## Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Whenever a teacher is absent, the District provides a qualified substitute teacher to ensure continuity of instruction. The GUHSD has increased the amount they pay substitute teachers from \$95 to \$105. This move puts our district in a more competitive arrangement with surrounding school districts.

## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	5.0
Library Media Teacher (Librarian)	1.0
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	

## Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
5.0	440.4

## IX. Curriculum and Instruction

### School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

#### Instructional focus (schoolwide)

Our instructional focus is to provide a rigorous and relevant curriculum for students. We then help students access this curriculum with the support of intervention classes, literacy/writing classes, study skills curriculum, and extensive after-school programs. Classroom teachers use research-based achievement strategies to address their standards-based curriculum. Staff development is key component to improving instruction for our students thus promoting student achievement.

#### Standards-based curriculum

Teachers in each department have received training and staff development to align their curriculum to the California state standards. Core department teachers (English, math, social science, and science) are using and developing standards-based diagnostic assessments and department-wide benchmark assessments to give each student at El Cajon Valley High School an opportunity to reach proficiency.

#### Access to core curriculum

El Cajon Valley High School has an extensive AVID (Advancement via Individual Determination) program, which gives students the opportunity to complete A-G requirements for college acceptance. We also have a freshman academy for all 9th grade students, which includes AVID-like study skills curriculum that helps students be successful in their core classes. Core classes are offered at the college-prep level, with a few exceptions. In these exceptions, students are still eligible to receive college-prep credit if they meet the required standards.

#### Guidance Department – Student Support Personnel Team

ECVHS offers a results-based comprehensive guidance program driven by the National Standards for

School Counseling. The role of the counselor is to assist administrators in the design, coordination, implementation and evaluation of an equitable student support system. There are three counselors and three academic advisors that service the four grade levels. An additional team, a bilingual counselor and a bilingual academic advisor, serve all grades whose first language is not English. One counselor's role is to foster family, community, and school partnerships in the Family Resource Center. All four counselors hold Pupil Personnel Services (PPS) Credentials and Masters Degrees in Educational Counseling. The Student Personnel Team (SSPT) at El Cajon Valley High School is committed to provide a safe and secure environment for all students.

To further align ECVHS's Comprehensive Counseling and Guidance Program with the National Standards for School Counselors and our School Improvement Plan, we have prioritized the following items according to staff, student, and parent input, self-reflection, and our Healthy Start Survey to improve our SSPT:

1. Increase community partnerships to provide additional resources to staff, students, and their families.
2. Enhance the SSPT's outreach to connect students, parents, and teachers relationships.
3. Increase career awareness by expanding career counseling services into ECVHS's comprehensive guidance curriculum.

## **Professional Development**

Information about the program for training the school's teachers and other professional staff.

The extensive curricular re-design of El Cajon Valley High School has placed a major focus on staff development for everyone. A support infrastructure has been built to empower the staff to help us attain the goal of improved student achievement. The areas of support include curriculum development that is aligned to state standards, classroom strategies that support the curriculum and collaboration that enhances the climate of instruction. Professional development activities happen in several different ways: (1) some are held during teachers' prep periods during the day (strategy sessions); (2) some are full day workshops (Professional Learning Communities); (3) others are part of regularly scheduled staff meetings.

Staff development activities are determined by data and research. We use several models that have proven to be effective in raising student achievement and apply them to our school based on student needs. We also look at current information based on student scores on state, federal and district tests, grades, attendance and other factors that shed light on what we should be giving our students to help them achieve.

In looking at these various models, we have hired a professional consultant to ensure the effectiveness of the activities we planned for training the staff to be more effective. He has been coaching our teachers in the classroom to give them "on the spot" assistance in developing the necessary skills to keep students on task and to keep rigor part of the instructional climate.

All new teachers in the Grossmont District are involved in BTSA (Beginning Teacher Support and Assessment) program to support them for two years. El Cajon Valley's new teachers are also trained in the specific strategies we use to maximize student improvement (the Learning Team).

We recognize raising student achievement requires the energies and commitment of the entire staff; therefore, opportunities are available to improve the skills and knowledge of all employees i.e., instructional aides, student assistants, clerical and custodial. Collaboration among all staff members has been key to strengthening and reinforcing the improvement process.

An outstanding trait of the staff at El Cajon Valley High School is that they are willing to do whatever is necessary to raise student achievement.

### Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Locally adopted textbooks and other instructional materials are first reviewed by a teacher committee coordinated by Educational Services. The textbook is evaluated according to Board-approved guidelines. Teachers analyze coverage of State and District Curriculum standards, as well as the needs of students. Textbooks and other instructional materials are submitted to the Governing Board by September for final approval.
Mathematics	
Science	
History-Social Science	

Source: GUHSD Curriculum 04/24/06

### Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	All students have access.
Mathematics	All students have access.
Science	All students have access.
History-Social Science	All students have access.
Foreign Language	All students have access.
Health	N/A
Science Laboratory Equipment (grades 9-12)	All students have access.

Source: GUHSD Curriculum 04/24/06

### Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	65,100	64,800
10	65,100	64,800
11	65,100	64,800
12	65,100	64,800

### Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

### Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

12 Minimum Days (3 Star Testing + 2 CAHSEE Testing + 2 WASC + 5 Professional Discretionary Days)
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## X. Postsecondary Preparation (Secondary Schools)

### Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts	1	1	21
Computer Science			
English	2	2	59
Foreign Language	1	1	34
Mathematics			
Science	1	1	25
Social Science	2	3	118

### Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
5338	3161	59.2

### Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
312	68	21.8

### SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
<b>Grade 12 Enrollment</b>	333	366	405	4979	4849	4986	385,356	395,194	409,576
<b>Percent of Grade 12 Enrollment Taking Test</b>	22.2	18.9	21.0	37.3	35.1	35.5	36.7	35.3	35.9
<b>Average Verbal Score</b>	415	450	439	510	508	514	494	496	499
<b>Average Math Score</b>	434	455	461	522	524	527	518	519	521

## College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

At El Cajon Valley High School, we begin talking to our students about the College Board Exams from the 9th grade on. This past year, through the GEAR UP program our 9<sup>th</sup> grade students became a focus with respect to college awareness and preparation. Students received college information, visited universities and received expanded support. We strongly encourage students to take the PSAT in the 10th grade and promote it by going into the classrooms to do presentations and by making bulletin announcements. Our AVID teachers also help by requiring their students to take the PSAT. These combined efforts helped increase our number of participants annually. Students are encouraged to take this exam and to begin taking the SAT and the ACT exams by the end of their Junior year. Counselors insist that their students take the College Board exams early in the fall of their Senior year. We promote these tests heavily through flyers, postcards, announcements and presentations.

## Workforce Preparation Programs

Information about the school's career technical education programs and classes.

El Cajon Valley High School offers a variety of Career/Technical programs. Career/technical education provides opportunities to students to apply their learning and make it relevant to their personal goals for life after high school. The three areas of focus at ECVHS are Business, Human and Public Service, and Media. ECVHS has a site-level advisory board for business and will participate in a district-level advisory board for media. These boards provide technical assistance, grants and scholarships, curriculum reviews, guest speakers, mentors, internships, field trip opportunities, and updates on current labor market information. In addition, each ROP class has an ROP Advisory Board of practicing industry professionals that meets annually to review curriculum, update the staff on current labor market information and make recommendations on equipment purchases. Individual CTE classes have established relationships with business partners to serve as guest speakers, mentors and to provide field trip opportunities. A four-year career development plan was created and will be implemented in 2006-07 to include a career awareness or development activity at each grade level. The building, coordination and maintenance of these business relationships have been negatively affected by the decrease in funds dedicated to supporting the CTE efforts and the focus on improving student achievement on the standardized tests.

All teachers in the Career/Technical areas have participated in training in state-adopted standards to address how their classes can support the academic standards. In addition to incorporating academic standards, the Career/Technical classes teach the equally important current industry standards. All ROP classes have industry-based competencies that are reviewed annually by an Advisory Board.

The Career Center is opened every day from 7:30 to 3:30 to assist students on a walk-in basis or as a class. The Career Center offers information and assistance in the areas of employment searches and preparation, career awareness and preparation, and post-secondary options and preparation to include technical schools, two and four year colleges as well as the military. Special Education Job Coaches meet with students in the Career Center for in-depth employment preparation.

## Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students		
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma
15,526	5,180	2,295	44.00%	728	498	68.00%

## XI. Fiscal and Expenditure Data

### Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$32,626	\$36,464
Mid-Range Teacher Salary	\$56,970	\$61,925
Highest Teacher Salary	\$74,826	\$77,260
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$97,157
Average Principal Salary (High)	\$108,694	\$109,001
Superintendent Salary	\$142,500	\$158,638
Percent of Budget for Teacher Salaries	39.0	38.1
Percent of Budget for Administrative Salaries	5.0	5.2

### District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$151,915,177	\$6,957	\$7,007	\$6,919

## Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

ECHVS has a school wide Title I program due to the low-income level of our students' families (57 % free and reduced lunch). The purpose of Title I funding is to "ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state assessments."

Title I funds are used for additional teachers in core subject areas to lower class size and to facilitate the implementation of small learning communities, as well as to fund support classes. Title I also pays for instructional aides and Teacher Assistants to improve student achievement by providing supplemental classroom instruction and assistance in areas of high need (numeracy and literacy) during the school day and in the after school programs through Extended Day and Night Library. In addition to academic support, Title I funds support the Resource Center where students and families can seek assistance with issues that interfere with academic achievement. Title I also funds support personnel in the Guidance Department, Title I office and the Career Center. Other areas funded by Title I include computer labs, technology used in the classroom, summer programs for incoming ninth graders, parent involvement programs, supplemental support programs, staff development, and instructional materials and supplies.

Due to the large numbers of English Learners, El Cajon Valley High School receives substantial EIA funds. These funds are used to pay for a portion of the site English Learner Coordinator's salary and a portion of the District English Learner Coordinator's salary. EIA funds are also used to support English language instruction through the use of primary language aides, a portion of the salary of a bilingual guidance information specialist, instructional supplies, field trips, and parent activities to ensure that ELL students receive the same rigorous standards-based curriculum available to all students.

## Other Funding Sources

- Tech Prep and Carl Perkins funds support career/technical education by providing staff development, instructional materials, job tours, curriculum alignment to standards, and articulation with the local community colleges.
- Safe School funds are used to ensure a safe environment for all students to learn by funding the Nextel/communication emergency phone system used by campus supervisors and administration.
- Healthy Start and MAA funds were used to pay for the salaries of support personnel in the Resource Center. MAA funds also partially funded the School Resource Officer
- A Drop-Out Prevention Specialist is funded by a SB 65 Grant to retrieve truant students and integrate them back into the school setting.
- GATE funds are used for registration for conferences, field trips and support materials.
- AVID funds are used to pay a stipend for the AVID Coordinators and also fund AVID tutors, materials and supplies and field trips.
- The Williams Settlement funds were used to purchase textbooks in all core areas.
- Instructional Materials funds are used to purchase textbooks and support instructional materials.
- Lottery Block Grant funds are also used to purchase textbooks.
- The School Improvement/Library Block Grant funds purchased books for the library to support curricular needs.
- GEAR UP (A Federal grant used to increase college readiness and awareness grant) funds, administered through the Grossmont College Foundation, were used to fund 1.5 teachers in the Freshmen Academy, pay for substitutes, parent involvement activities, materials and supplies, field trips and academic incentives.
- State Supplemental Instruction monies fund the extended day support programs
- Tenth grade counseling funds are used for post-tenth grade academic counseling with students and their parents/guardians