

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

Campo Elementary School

Address: 1654 Buckman Springs Rd. , Campo CA 91906-2004 Phone: (619) 478-5583
Principal: Diane Yops Grade Span: K - 6

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 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 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

Campo Elementary School Profile and Description

LOCATION:

Campo Elementary is a rural school located approximately sixty miles east of San Diego. It is the largest of the six elementary schools in the Mountain Empire Unified School District. Student population numbers have grown from 282 students in October 2005 to approximately 330 students in the Spring of 2008.

Campo Elementary serves the entire Campo, Lake Moreno, Campo Indian Reservation and Cameron Corners communities in grades Kindergarten through sixth. There is a State Preschool on site serving children ages 3-Kindergarten.

STAFFING:

Campo Elementary staff includes eighteen credentialed teachers, an itinerant Speech and Language teacher on site four days a week, an itinerant School Psychologist, a secretary, clerk, health clerk, twelve instructional aides, two playground supervisors, two full time custodians, two cafeteria personnel and a full time principal. The time of the itinerant personnel on campus is adjusted annually according to the numbers of students and need. The school also offers a Before and After School Program with two afternoon based available. Counseling, Adaptive Physical Education and Occupational Therapy services are provided on site for our students.

The teaching staff is comprised of teachers with one to thirty-plus years of teaching experience. Three of our teachers are National Board Certified. One of our teachers was recently selected San Diego County Teacher of the Year. Our principal was named County Title I Frontline Principal of the Year for 2007. Campo's instructional

aides assist with the instruction in the classroom, intervention groups, playground supervision, proctor standardized tests, and assist with the yearly CELDT assessments.

FACILITIES:

The school main wing of the school was completed in 1992. The site had been utilizing five portable classrooms, prior to the completion of the South Wing. Construction of the new wing was completed in the Spring of 2006. The new wing added four regular education classrooms, four special education classrooms, a teacher work room, custodial storage, student restrooms, two adult restrooms and an enlarged and remodeled kitchen facility.

Student Enrollment

Group	Enrollment
Number of students	330
African American	3.03 %
American Indian or Alaska Native	9.39 %
Asian	0.61 %
Filipino	2.12 %
Hispanic or Latino	24.85 %
Pacific Islander	0.3 %
White (not Hispanic)	59.39 %
Multiple or No Response	0.3 %
Socioeconomically Disadvantaged	40 %
English Learners	17 %
Students with Disabilities	14 %

Teachers

Indicator	Teachers
Teachers with full credential	18
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

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		Good		

Narrative to be provided by LEA

Repairs Needed

Asphalt and Lighting Fixtures

Corrective Actions Taken or Planned

Asphalt to be scheduled. Lighting fixed.

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	0 %
Health	0 %
Science Laboratory Equipment	0 %

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$
District	\$
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	22 %
Mathematics	23 %
Science	49 %
History-Social Science	

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	759
Statewide Rank (from 2007 API Base Report)	2
2007-08 Program Improvement Status (PI Year)	Not in PI

2006-07 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	Campo Elementary	District Name	Mountain Empire Unified
Street	1654 Buckman Springs Rd.	Phone Number	(619) 473-9022
City, State, Zip	Campo , CA 91906-2004	Web Site	www.meusd.net
Phone Number	(619) 478-5583	Superintendent	Don Haught
Principal	Diane Yops	E-mail Address	dhaught@meusd.net
E-mail Address	dyops@meusd.net	CDS Code	37-68213-6038681

School Description and Mission Statement

This section provides information about the school's goals and programs.

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FACILITIES:

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Campo Elementary School's Mission Statement-

We believe that all children are unique and have the capacity to learn; therefore, our mission is:

- To provide a quality education for every student in a warm, safe, and caring environment in order to enhance self esteem and personal growth.
- To develop literate, responsible citizens who can contribute to a democratic way of life.
- To instill independent thinking and a life long love of learning.
- To foster an appreciation for the cultural, ethnic, and racial differences as they contribute positively to our nation's future.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Paige McAllister, Parent Teacher Organization President	619-478-5583
Silvia Machado, English Learners Advisory Council Site Representative	619-478-5583
Diane Yops, Principal and School Site Council Chair	619-478-5583

Campo Elementary has an extremely active PTO which conducts fund raisers throughout the school year to provide two field trips per classroom at no expense to the children, offers incentives for perfect attendance, operates a student store selling pencils and other school supplies, has Family Reading Nights, Book Fairs, Fall Festival, Spring Fling, monthly all school involvement activities (such as Tacky Tourist Day, Beach Day, etc.) and many other student involved activities. The PTO parents also assist at the school volunteering in classrooms, teacher workroom, etc. They are an integral part of the school.

The ELAC meets every other month to discuss ideas which will assist our English Learner parents and their students. The ELAC participated in the Fall Festival and other school events. Speakers are brought to the school to work with our parents in their native language to answer questions the parents may have and to educate them in the role of the school with their children. The ELAC suggests ideas to better meet the needs of their children, which is then reviewed for implementation.

The School Site Council meets every other month to discuss ways to improve our school. The committee reviews test scores for all students to better meet the need of our students. The committee is composed of an equal amount of staff members and parent/community members. Everyone is welcome at these meetings.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	41
Grade 1	51
Grade 2	38
Grade 3	54
Grade 4	42
Grade 5	46
Grade 6	58
Total Enrollment	330

Student Enrollment by Group

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	Group	Percent of Total Enrollment
African American	3.03 %	White (not Hispanic)	59.39 %
American Indian or Alaska Native	9.39 %	Multiple or No Response	0.3 %
Asian	0.61 %	Socioeconomically Disadvantaged	40 %
Filipino	2.12 %	English Learners	17 %
Hispanic or Latino	24.85 %	Students with Disabilities	14 %
Pacific Islander	0.3 %		

Average Class Size and Class Size Distribution (Elementary)

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	2004-05				2005-06				2006-07			
	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	19.0	1			19.5	2			18.0	2		
1	18.5	2			20.0	1			19.5	2		
2	20.0	1			19.0	2			18.5	2		
3	20.0	1			20.0	1			20.5	1	1	
4	28.0		1		30.0		1		29.0		1	
5					28.0		2		22.0		2	
6	28.0		1		33.0			1	28.0		2	
K-3	20.5	1	1		19.0	2			17.0	1		
3-4	20.0	1			20.0	1			20.0	1		
4-8	28.0		2									
Other	5.0	1										

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K	100 %	100 %	100%
1	100 %	100 %	100%
2	100 %	100 %	100%
3	100 %	100 %	100%

II. School Climate

School Safety Plan

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

The staff has worked extensively on a new and comprehensive evacuation plan for fire, earthquake and lockdown procedures. New evacuation routes were established and practiced. Staff roles in the event of an emergency were reviewed and updated. The current plan provides a comprehensive means to assure the safety of our students at Campo Elementary. Evacuation routes were reviewed, practiced and changed due to the previous construction on site. Fire Drills, Earthquake Drills and Lock Down Drills have been discussed, planned, evaluated and implemented. Walkie Talkies have been purchased for all instructional personnel and teachers in the school.

School Discipline Practices

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

Award Assemblies are held monthly recognizing students with:

- Perfect Attendance
- Perfect Homework
- Student of the Month
- Most Improved
- Academic Achievement Awards

The Campo/Lake Morena Kiwanis Club donates six bicycle to encourage and reward Perfect Attendance at our monthly assemblies (K-2, 3-4 and 5-6) three times per year.

Campo Elementary utilizes a Character Counts program throughout the school. The site focuses on a Word of the Month and implements activities to teach, practice and internalize these character traits. In addition, there are Student of the Month Awards given by each teacher to a student who best exhibits that monthly character trait. Daily quotations and reinforcement of the word of the month are given each morning in the morning announcements given by the Principal.

The school uses the Instructional Aides and Playground Supervisors, in addition to the teachers, on the playground and at lunch to monitor student behaviors and guide students in a positive manner. The Peace Builders Pledge is recited each morning and students and teachers model Peace Builder Behaviors.

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	12.1	9.2	0.0	30.1	35.6	0.0
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Campo Elementary is a welcoming school built in 1992. The facility is modern, practical and represents the "state of the art" in school construction. It currently has nineteen classrooms in the main building and five portables. Three of the portables are used for the Before and After School Program, one is our State Preschool and one is currently used for storage.

A new wing was completed and opened the fall of 2006. The new wing has six new classrooms, an RSP room, additional staff and student bathrooms and a workroom/storage room.

School lunches are prepared on campus and served in the newly remodeled and enlarged school cafeteria. The cafeteria was remodeled in 2006, which allows us to serve more lunches from a new kitchen.

The school is maintained and in pristine condition. Comments are frequently made by parents and community members that the school appears much newer than it actually is. This can be greatly attributed to the custodial staff, teachers, students and parents who are so proud of their school.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			none
Mechanical Systems	x			none
Windows/Doors/Gates (interior and exterior)	x			none
Interior Surfaces (walls, floors, and ceilings)		x		Water damaged wall paper in cafeteria, replaced ceiling tiles 3-08
Hazardous Materials (interior and exterior)		x		Peeling paint in R 2 and R3
Structural Damage	x			none
Fire Safety	x			none
Electrical (interior and exterior)		x		Lighting missing diffusers
Pest/Vermin Infestation	x			none
Drinking Fountains (inside and outside)		x		Staff drinking not working in hallway
Restrooms	x			LEA Provided
Sewer	x			LEA Provided
Playground/School Grounds		x		Playground has cracks
Roofs	x			none
Overall Cleanliness	x			none

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		Good		

IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	15	14	18	88
Without Full Credential	0	0	0	0
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	2005-06	2006-07	2007-08
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 No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at 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/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	87.4	12.6
High-Poverty Schools in District	91.7	8.3
Low-Poverty Schools in District	35.7	64.3

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Substitute teachers are from a district pool of qualified substitute teachers. There have been adequate substitutes available to cover classrooms this year. Substitutes are evaluated by the classroom teachers and the site principal.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

All teachers are observed informally daily through classroom walk-through and classroom observations.

All classroom teachers have a formal observation annually.

Probationary teachers are formally observed a minimum of twice a year.

Evaluations are done annually for probationary teachers.

Evaluations are done a minimum of once every other year for permanent teachers.

V. Support Staff

Academic Counselors and Other Support Staff

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	
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	.5	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse/Health Clerk	.6	N/A
Speech/Language/Hearing Specialist	.67	N/A
Resource Specialist (non-teaching)	0	N/A
Other (Instructional Assistants and Playground Supervisors)	13.5	N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, 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
Reading/Language Arts	Current State Adopted Textbooks	0%
Mathematics	Current State Adopted Textbooks	0%
Science	Current State Adopted Textbooks	0%
History-Social Science	Current State Adopted Textbooks	0%
Foreign Language	N/A	N/A
Health	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	LEA Provided	LEA Provided	LEA Provided	LEA Provided
District	N/A	N/A	LEA Provided	\$52322
Percent Difference – School Site and District	N/A	N/A	LEA Provided	LEA Provided
State	N/A	N/A	\$4943	\$56613
Percent Difference – School Site and State	N/A	N/A	LEA Provided	LEA Provided

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

State Programs:

Economic Impact Aide/State Compensatory Education to help educationally disadvantaged students succeed in the regular education program.

Economic Impact Aide/English Learner Program to help develop fluency in English.

School Improvement Program to improve school response to student needs in education.

Tobacco Use Prevention Education to prevent tobacco use.

Block Grants-discretionary money to be spent for individualized needs of the school

PE and Music-to provide Physical Education, the Arts and Music to our students.

Federal Programs:

Title I-Schoolwide Program uses the STAR data to help students who score below the 35%ile in reading and math.

Title IV-to prevent drug use.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information 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. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36509	\$36572
Mid-Range Teacher Salary	\$46269	\$55815
Highest Teacher Salary	\$70988	\$70985
Average Principal Salary (Elementary)	\$93753	\$86995
Average Principal Salary (Middle)	\$87851	\$90820
Average Principal Salary (High)	\$99975	\$96447
Superintendent Salary	\$123145	\$128495
Percent of Budget for Teacher Salaries	36.2 %	39.3 %
Percent of Budget for Administrative Salaries	8.1 %	5.8 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST 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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	35	36	44	35	37	37	40	42	43
Mathematics	39	35	44	31	34	33	38	40	40
Science	15	25	49	29	28	32	27	35	38
History-Social Science				25	20	23	32	33	33

CST Results by Student Group – Most Recent Year

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
African American	*	*		
American Indian or Alaska Native	11	21	*	
Asian	*	*	*	
Filipino	*	*	*	
Hispanic or Latino	31	37	*	
Pacific Islander				
White (not Hispanic)	53	51	54	
Male	37	46	68	
Female	52	42	32	
Economically Disadvantaged	35	37	35	
English Learners	22	39	*	
Students with Disabilities	14	21	*	
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	31	32	52	39	39	39	41	42	42
Mathematics	47	40	57	48	43	44	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native	*	*
Asian		
Filipino	*	*
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	57	57
Male	38	52
Female	64	60
Economically Disadvantaged	39	44
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six 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 at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	61.9

IX. Accountability

Academic Performance Index

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

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2004	2005	2006
Statewide	4	3	2
Similar Schools	4	2	1

API Changes 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, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	-5	-12	+84	759
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino			+68	736
Pacific Islander				
White (not Hispanic)	+1	-31	+92	778
Socioeconomically Disadvantaged	-16	-26	+101	727
English Learners	N/A			
Students with Disabilities	N/A			

Adequate Yearly Progress

The federal NCLB 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 English-language arts (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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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	No
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

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 (English-language arts 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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	16.7

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	N/A	N/A	N/A	3.5	1.2	6.0	3.2	3.1	3.5
Graduation Rate	N/A	N/A	N/A	85.6	90.6	84.2	85.3	85.0	83.0

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The curriculum of the Mountain Empire Unified School District's six elementary schools is aligned with the State Framework and model curriculum guides for all instructional areas. Committees of district teachers meet throughout the year for updating and revising the curriculum and District assessments.

This year, Campo Elementary is again implementing the Response to Interventions (RTI) model of instruction schoolwide. Students are moved across the grade levels to meet with teachers or trained professional assistants in areas of weakness and areas of strength. These are small group instruction in the area of need, based on current assessment data done every two weeks, or as needed, based on the child. Times are set aside each day that are uninterrupted for Interventions and Language Arts blocks. This year we have also added Math intervention groups in the afternoons.

The leadership of the school is provided by the Principal with twenty five years of educational background and experience as well as the Site Leadership Team composed of a teacher from each grade level, selected by their peers.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Mountain Empire Unified School District has allotted four minimum days, two Buy Back days, as well as bi-monthly staff meetings devoted to Staff/Professional Development. The principal and teachers at Campo Elementary have participated in AB 75 and AB466 week long trainings in the Houghton Mifflin reading adoption. Site funds have been appropriated for staff to attend Professional Development during the school year with approval by the Principal.

This schoolyear the focus has been on the Response to Interventions (RTI) model districtwide. In addition to the trainings for this, all teachers have been trained in: REACH strategies and techniques. This includes: AB466, Corrective Reading, Rewards, PALS, The 6 Minute Solution and others. Opportunities have been provided for all grade levels to increase their knowledge in the teaching of interventions.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	56,400	36,000
1	56,400	50,400
2	56,400	50,400
3	56,400	50,400
4	56,400	54,000
5	56,400	54,000
6	56,400	54,000

Minimum Days in School Year

The section provides 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.

Mountain Empire Unified School District has allotted four minimum days devoted to Staff/Professional Development. Campo Elementary participates in District wide Professional Development on these four days. Staff Development is provided in joint efforts with all of the elementary schools. Principals create the schedule for the trainings provided on these 4 minimum days.

Mountain Empire Unified School District has allotted five minimum days devoted to elementary parent teacher conferences prior to the end of the first trimester.

Mountain Empire Unified School District has allotted one minimum day set aside for the last day of school.
