

Executive Summary School Accountability Report Card, 2008-09

Magnolia Elementary School

Address: 4502 Casey Rd., Brawley CA 92227-9561 Phone: 760-344-2444
Principal: Blaine Smith Grade Span: K-8

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 2008-09 school year, except for School Finances and School Completion data that are reported for the 2007-08 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

Magnolia Union Elementary School District is a small (ADA 115), rural, one school district. It is located approximately 7 miles east of the city of Brawley and serves students from the local agricultural area as well as a large interdistrict student population from the cities of Brawley, Calipat, and Holtville. The school benefits from an active community club which annually organizes the Halloween carnival, spring dinner, and graduation reception. The district is unique in that it serves students from diverse socio-economic and ethnic backgrounds. The district operates several classrooms in the following levels: K, 1, 2, 3-4, 5-6, 7-8.

Student Enrollment

Percent	
African American	%
American Indian or Alaska Native	%
Asian	0.85 %
Filipino	0.85 %
Hispanic or Latino	25.42 %
Pacific Islander	%
White (not Hispanic)	72.03 %
Multiple or No Response	0.85 %
Socioeconomically Disadvantaged	15.00 %
English Learners	6.00 %
Students with Disabilities	8.00 %
Total Number of Students	118

Teachers

Indicator	Teachers
Teachers with full credential	7
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0

Total Teacher Misassignments	0
------------------------------	---

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	2 nd - 60%, 3 rd - 44%, 4 th - 38%, 5 th - 83%, 6 th - 33%, 7 th - 82%, 8 th - 70% <=TR>
Mathematics	2 nd - 90%, 3 rd - 77%, 4 th - 61%, 5 th - 100%, 6 th - 55%, 7 th - 88%, 8 th - 92%
Science	5 th - 83%, 8 th - 77%
History-Social Science	8 th - 77% </tbody>

Academic Progress

Indicator	2009 Growth API Score (from 2009 Growth API Report)	869*
2009-10 Program Improvement Status (PI Year)		

Summary of Most Recent Site Inspection

Magnolia Union Elementary School District was inspected by a team from the ICOE in 2005-2006. All facilities passed inspection without any recommended repairs. The district facilities were inspected in 2006-2007 by the district's insurance loss control specialist. There were not any major necessary repairs noted. The district was inspected in August, 2009. The inspection noted that there were no major repairs necessary, however, the main building's roof has two leaks that need to be repaired.

Repairs Needed

All facilities (bathrooms, classrooms, cafeteria, sidewalks, <=PAN class=GramE>driveways) were renovated or replaced. The main building has two leaks that need to be addressed.

Corrective Actions Taken or Planned

The district superintendent/principal will investigate hardship funding for the replacement of the main building roof. The district will hire contractor to repair the leaks. Completion of repairs will depend, in part, on the state funding cuts to the district.



Curriculum and Instructional Materials

Core Curriculum Areas <=P>

Reading/La=guage Arts

Mathematic=

Science

History-So=ial Science

Foreign Language

Health

Visual and=20 Performing Arts

School Finances <=H3>

Expenditures Per Pupil (Unrestricted Sources Only)&=bsp;	
School Site	\$ 5,759
District	\$ 5,759
State	\$5,5=2

Indicator

Postsecondary Preparation

Measures	Percent
Pupils Who=20 Completed a Career Technical Education Program and Earned a High Scho=1 Diploma	NA %
Graduates =ho Completed All Courses Required for University of California or California State University Admission&n=sp;	NA %

NAEP Reading, Grade 4

Result	
Average Sc=le Score - State	209 =20
Average Sc=le Score - National	220 =20
Achievemen= Level - Basic	30%=20
Achievemen= Level - Proficient	18%=20
Achievemen= Level - Advanced	5%=20

NAEP Reading, Grade 8

Result

Average Score - State	251 =20
Average Score - National	261 =20
Achievement Level - Basic	41%=20
Achievement Level - Proficient	20%=20
Achievement Level - Advanced	2%=20

NAEP Mathematics, Grade 4

Result	
Average Score - State	232 =20
Average Score - National	239 =20
Achievement Level - Basic	41%=20
Achievement Level - Proficient	25%=20
Achievement Level - Advanced	5%=20

NAEP Mathematics, Grade 8

Result	
Average Score - State	270 =20
Average Score - National	282 =20
Achievement Level - Basic	36%=20
Achievement Level - Proficient	18%=20
Achievement Level - Advanced	5%=20

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

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 on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access <=H4>

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	Magnolia Elementary	District Name	Magnolia Union Elementary
Street	4502 Casey Rd.	Phone Number	760-344-2444
City, State, Zip	Brawley, CA 92227-9561	Web Site	www.magnoliatigers.com
Phone Number	760-344-2444	Superintendent	Blaine Smith
Principal	Blaine Smith	E-mail Address	brsmith@ivet.org
E-mail Address	brsmith@ivet.org	CDS Code	13-63172-6008585

School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

Description

Magnolia Union Elementary School District is a small (ADA 115), rural, one school district. It is located approximately 7 miles east of the city of Brawley and serves students from the local agricultural area as well as a large interdistrict student population from the cities of Brawley, Calipatria, and Holtville. The school benefits from an active community club which annually organizes the Halloween carnival, spring dinner, and graduation reception. The district is unique in that it serves students from diverse socio-economic and ethnic backgrounds. The district operates 20 contained classrooms in the following levels: K, 1, 2, 3-4, 5-6, 7-8. The district employs 5.5 certificated staff with the superintendent/principal teaching full time.

Mission Statement

An effective school provides a stimulating and productive environment conducive to the academic and personal growth of students; and provides a pleasant, safe, and satisfying environment within which students can work. Parental and community support are vital to the academic success and social growth of students. The staff and district board of the Magnolia Union Elementary School District, working with its students and parents, are dedicated to providing the finest possible education to its students, regardless of race, ethnicity, or gender. The primary goal of Magnolia Elementary School is to instill in each student a solid foundation of basic education skills, mastery of state standards for grades K-8, and insure that each graduating eighth grade student matriculates into the secondary education system successfully.

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

Supt/Principal – Blaine R. Smith

Site Council Chair – Carol Sassie 760 344 7267

Community Club Chair – Sue Baran 760 344 4671 The community club coordinates the annual Halloween carnival, Christmas program activities, monthly spirit tiger activities, and graduation activities.

Special Education Parent Adv – Edith Mesa 760 344 2494

Parent Volunteers are welcome in every classroom – talk with your child's teacher.

Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Kindergarten	13
Grade 1	16
Grade 2	10
Grade 3	10
Grade 4	13
Grade 5	13

Grade 6	10
Grade 7	16
Grade 8	17
Ungraded=20 Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded=20 Secondary	0
Total Enrollment	118

Student Enrollment by Group (School Year 2008-09)

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

Group	Percent of Total Enrollment
African American	%
American Indian or Alaska Native	%
Asian	0.85 %
Filipino	0.85 %
Hispanic or Latino	25.42 %
Pacific Islander	%
White (not=20 Hispanic)	72.03 %
Multiple or No Response	0.85 %
Socioeconomically Disadvantaged	15.00 %
English Learners	6.00 %
Students with Disabilities	8.00 %

Average Class Size and Class Size Distribution=20 (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	2006-07			2007-08			2008-09					
	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	14.0	1						13.0	1			
1												
2												
3				12.0	1							

4				13.0	1					
5										
6										
K-3	23.0		1	17.0	1	1	26.0		1	
3-4	24.0		1				23.0		1	
4-8	29.5		1	27.5		2	23.0		1	
Other			<=SPAN>			<=SPAN>			<=SPAN>	

III. School Climate

School Safety Plan (School Year 2008-09)

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

The district completed a review of its school safety plan with representatives of the ICOE during the 2006-2007 school year. The plan is on file in the district office and is comprehensive in nature and covers emergency procedures and evacuation maps.

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 20 three-year period.

District	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	1	1	0	1	1	0
Expulsions	0	0	0	0	0	0

IV. School Facilities

School Facility Conditions and Improvements

School Facility Conditions and Planned Improvements (School Year 2009-10)

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.

Magnolia Union Elementary School District has adequate classroom, cafeteria, playground, and restroom facilities for its student population. The school and cafeteria were constructed in 1972, the restrooms were remodeled in 1984, the cafeteria was remodeled in 2003. All buildings were repainted in 2000. A new modular building was added in 1998 and is used as a computer lab/library. Magnolia Union School District just completed (2006-2007)

a major modernization and new construction project. New office, library, bathrooms, multipurpose room, and classrooms (3) were built. Existing bathrooms were removed and all existing buildings were modernized (new cabinets, carpets, paint, ceilings), all electrical was modernized and hookups placed underground, new drinking fountains were installed, the sewer system was modernized.

School Facility Good Repair Status (School Year=20 2009-10)

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

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

V. Teachers

Teacher Credentials-->

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest Web page](http://dq.cde.ca.gov/dataquest/).

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	6	7	7	7
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence	LEA Provided	LEA Provided	LEA Provided	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 Vacant Teacher Positions of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
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 (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High-poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced-price meals program. Low-poverty schools are those with student participation of approximately 25 percent or less in the free and reduced-price meals program. More information on teacher qualifications required under NCLB can be found on the [CDE Improving Teacher and Principal Quality Web page](#).

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	100.0	0.0
High-Poverty Schools in District		
Low-Poverty Schools in District	100.0	0.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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)	.1	N/A
Psychologist	Provided by ICOE	N/A
Social Worker	0	N/A
Nurse	Provided by ICOE	N/A
Speech/Language/Hearing Specialist	.25	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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	2002 Good	0
Mathematics	2008 New	0
Science	2007 Very Good	0
History-Social Science	2006 Very Good	0
Foreign Language	NA	0
Health	In Science Curriculum	0
Visual and Performing Arts	=	0
Science Laboratory Equipment (grades 9-12)	NA	NA

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expenditure of Education & 20 Per-pupil Spending](#) Web page and teacher salaries can be found on the CD [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	7,624	1,865	5,579	65,356
District	N/A	N/A	5,579	\$65,356
Percent Difference – School Site and District	N/A	N/A	0	0
State	N/A	N/A	\$5,512	\$56,284
Percent Difference – School Site and State	N/A	N/A	1.2%	16%

Types of Services Funded (Fiscal Year 2008-09)

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

District funds were expended in the following areas:

General Education – core curriculum – Reading/Literature, Math/Algebra, Social Studies/History, Science/Health, Physical Education, Athletics.

Textbook purchases.

Supplementary services – Art during and after school, Computer Lab during school, After School Program, Day Care - staff development and training.

Special Education – Speech Therapy, Special Education Aide.
Plant Maintenance/Operations

Transportation services – student transportation

Improvement of Sites/Equipment acquisition

<=TD>

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,110	\$38,481
Mid-Range Teacher Salary	\$58,359	\$55,789
Highest Teacher Salary	\$86,684	\$70,849
Average Principal Salary (Elementary)		\$88,862
Average Principal Salary (Middle)		\$94,015
Average Principal Salary (High)		\$97,594
Superintendent Salary	\$123,208	\$110,994
Percent of Budget for Teacher Salaries	40.90 %	37.20 %
Percent of Budget for Administrative Salaries	4.00 %	6.60 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the [CD Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public](#) guide. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). **<=P>**

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	62	59	62	62	59	62	43	46	50
Mathematics	67	71	81	67	71	81	40	43	46
Science	58	62	79	58	62	79	38	46	50
History-Social Science	86	67	76	86	67	76	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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.

Percent of Students Scoring at Proficient or Advanced	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native				
Asian	*&n=sp;	*&n=sp;		
Filipino	*&n=sp;	*&n=sp;		
Hispanic or Latino	33	75	*&n=sp;	*&n=sp;
Pacific Islander				
White (not=20 Hispanic)	71	83	86	91
Male	56	82	55	*&n=sp;
Female	66	81	94	73
Economically Disadvantaged	23	54	*&n=sp;	*&n=sp;
English Learners	*&n=sp;	*&n=sp;	*&n=sp;	*&n=sp;
Students with Disabilities	*&n=sp;	*&n=sp;	*&n=sp;	*&n=sp;
Students=20 Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the=20 number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would=20 deliberately or inadvertently make public the score or performance of any=20 individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

X. 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 on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	9 *	8 *	7 *
Similar Schools	N/A	N/A	N/A

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to

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 ELA and mathematics
- ☐
- ☐
- ☐ Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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	District	
Overall	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	

<=TD>		
Percent of=20 Schools Currently in Program Improvement	N/A=nbsp;	

XI. School Completion and Postsecondary Preparation

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information](#) Web page (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are 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 on the CDE [DataQuest](#) Web page.

	District	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Indicator	Dropout Rate (1-year)			3.5	4.4	3.9				
Graduation Rate			83.4	80.6	80.2					

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Graduating Class of 2009

	District	All Students	LEA Provided	LEA Provided	N/A
African American	LEA Provided	LEA Provided	N/A		
American Indian or Alaska Native	LEA Provided	LEA Provided	N/A		
Asian	LEA Provided	LEA Provided	N/A		
Filipino	LEA Provided	LEA Provided	N/A		
Hispanic or Latino	LEA Provided	LEA Provided	N/A		
Pacific Islander	LEA Provided	LEA Provided	N/A		
White (not Hispanic)	LEA Provided	LEA Provided	N/A		
Socioeconomically Disadvantaged	LEA Provided	LEA Provided	N/A		
English Learners	LEA Provided	LEA Provided	N/A		
Students with Disabilities	LEA Provided	LEA Provided	N/A		

~~Career Technical Education Programs (School Year 2008-09)~~

~~This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.~~

=

~~Career Technical Education Participation (School Year 2008-09)~~

~~Measure~~

~~CTE Program Participation~~

~~Number of the school's pupils participating in CTE~~

~~NA~~

~~Percent of the school's pupils completing a CTE program and earning a high school diploma~~

~~NA~~

~~Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education~~

~~NA~~

~~Courses for University of California and/or California State University Admission (School Year 2007-08)~~

~~This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.~~

UC/CSU Course=20 Measure	Percent
Students E=rolled in Courses Required for UC/CSU Admission	
Graduates =ho Completed All Courses Required for UC/CSU Admission	

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The district utilizes 2 staff development days each year for certificated and classified staff development. The district financially supported the CLAD certification of its teachers, and all teachers at the district have the appropriate certification. The district funded the attendance of all of its teachers at Step Up To Writing training during the summer of 2005. This past year we had one teacher serving on the Imperial Valley Science Program. Numerous professional growth opportunities are available to staff through the COE, San Diego State College, and Imperial Valley College. The district insures that all staff members are first aid certified.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress Web page \(Outside Source\)](http://nces.ed.gov/nationsreportcard/).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the [CDE National Assessment of Educational Progress \(NAEP\) Web page](#).

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score <=P>		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92