

Executive Summary School Accountability Report Card, 2010–11

For Magnolia Elementary

Address:	4502 Casey Rd., Brawley, CA, 92227-9561	Phone:	(760) 344-2494
Principal:	Blaine Smith, Superintendent/Principal	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 information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 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 118), 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 self contained classrooms in the following levels: K, 1, 2, 3-4, 5-6, 7-8.

Student Enrollment

Group	Enrollment
Number of students	129
Black or African American	0.0%
American Indian or Alaska Native	0.0%
Asian	1.6%
Filipino	0.8%
Hispanic or Latino	31.8%
Native Hawaiian or Pacific Islander	0.0%

White	65.9%
Two or More Races	0.0%
Socioeconomically Disadvantaged	21.7%
English Learners	8.5%
Students with Disabilities	4.7%

Teachers

Indicator	Teachers
Teachers with full credential	5.5
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	65%
Mathematics	75%
Science	76%
History-Social Science	85%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	873

Statewide Rank (from 2010 Base API Report)	8
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 7 of 7
2011–12 Program Improvement Status (PI Year)	

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

School Facilities

Summary of Most Recent Site Inspection

The 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 2007-2008 by the district's insurance loss control specialist. There were not any major necessary repairs noted. The district was inspected in July, 2011. The inspection noted that there were no major repairs necessary. District roofs were repaired during the summer of 2011.

Repairs Needed

The district completed a large modernization and reconstruction project in 2006-2007. All facilities (bathrooms, classrooms, cafeteria, sidewalks, driveways) were renovated or replaced. Roof repairs were completed in summer of 2011.

Corrective Actions Taken or Planned

As stated above the necessary repairs that were noted in July 2010 were completed during the summer of 2011.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0

Foreign Language	NA
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	NA

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5257
District	\$5257
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	NA
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.

- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may 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 2011–12)

School		District	
School Name	Magnolia Elementary	District Name	Magnolia Union Elementary
Street	4502 Casey Rd.	Phone Number	(760) 344-2494
City, State, Zip	Brawley, CA, 92227-9561	Web Site	www.magnoliatigers.com
Phone Number	(760) 344-2494	Superintendent	Blaine Smith
Principal	Blaine Smith, Superintendent/Principal	E-mail Address	brsmith@ivnet.org
E-mail Address	brsmith@ivnet.org	CDS Code	13631726008585

School Description and Mission Statement (School Year 2010–11)

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, 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 self contained classrooms in the following levels: K, 1, 2, 3-4, 5-6, 7-8. The district employs 5.5 certificated staff with the supt/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 2010–11)

Supt/Principal – Blaine R. Smith

Site Council Chair – Natalie Peraza 760 344 2494
 Community Club Chair – Erica Ashurst 760 344 2494 The community club coordinates the annual Halloween carnival, Christmas program activities, monthly spirit tiger activities, and graduation activities.
 Special Education Parent Adv – Sarah Hillficker 760 344 2494

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

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	15	Grade 8	13
Grade 1	15	Ungraded Elementary	0
Grade 2	14	Grade 9	0

Grade 3	14	Grade 10	0
Grade 4	16	Grade 11	0
Grade 5	11	Grade 12	0
Grade 6	15	Ungraded Secondary	0
Grade 7	16	Total Enrollment	129

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	0.0%
American Indian or Alaska Native	0.0%
Asian	1.6%
Filipino	0.8%
Hispanic or Latino	31.8%
Native Hawaiian or Pacific Islander	0.0%
White	65.9%
Two or More Races	0.0%
Socioeconomically Disadvantaged	21.7%
English Learners	8.5%
Students with Disabilities	4.7%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	13.0	1	0	0	13	1	0	0	15.0	1	0	0

1					13	1	0	0	15.0	1	0	0
2					16	1	0	0	14.0	1	0	0
3					12							
4					15	0	1	0	30.0	0	1	0
5					17			0				
6					13	0	1	0	26.0	0	1	0
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Average Class Size and Class Size Distribution (Secondary) Not Applicable

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010–11)

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, is comprehensive in nature and covers emergency procedures and evacuation maps.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	1.5%	1.5%	3%	1.5%	1.5%	3%
Expulsions	0	0	0	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

The 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 2007-2008 by the district's insurance loss control specialist. There were not any major necessary repairs noted. The district was inspected in July, 2011. The inspection noted that there were no major repairs necessary, however, continued maintenance of the roofs and fence line was necessary. Roof and fence repairs were completed in the summer of 2011.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		8			
Interior: Interior Surfaces		14	1		Renovation cafeteria interior walls
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		15			
Electrical: Electrical		16			
Restrooms/Fountains: Restrooms, Sinks/Fountains		4			
Safety: Fire Safety, Hazardous Materials		16			
Structural: Structural Damage, Roofs		8			

External: Playground/School Grounds, Windows/ Doors/Gates/Fences		7			
Overall Rating	Very Good				

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	7	5.5	5.5	5.5
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	.25	
Psychologist	Provided by ICOE	

Social Worker	0	
Nurse	Provided by ICOE	
Speech/Language/Hearing Specialist	Provided by ICOE	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in black do not require data.

* Magnolia Union Elementary is a 'direct service district' due to its small size. Some positions are provided by the ICOE on a contract or as required by ed code as the district is classified as 'direct service'.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 2011.

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	K-6 Houghton Mifflin – 2010 7-8 Holt - 2010	yes	0
Mathematics	K-6 MacMillan McGraw – 2009 7-8 McDougal Little – 2009	yes	0
Science	K-6 MacMillan McGraw – 2007 7-8 Holt – 2007	yes	0
History-Social Science	K-6 Harcourt – 2008 7-8 McDougal Little - 2008	yes	0
Foreign Language	NA		
Health	Included in science curriculum		
Visual and Performing Arts	NA		
Science Laboratory Equipment (grades 9-12)	NA		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6648	\$1391	\$5257	\$65087
District			\$5257	\$65,087
Percent Difference – School Site and District			\$5257	\$8016
State			\$5,455	\$57,071
Percent Difference – School Site and State			3.6%	14%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

Narrative provided by the LEA.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,100	\$38,744
Mid-Range Teacher Salary	\$58,359	\$55,509
Highest Teacher Salary	\$94,384	\$70,567

Average Principal Salary (Elementary)	\$0	\$92,338
Average Principal Salary (Middle)	\$0	\$96,427
Average Principal Salary (High)	\$0	\$94,401
Superintendent Salary	\$135,199	\$109,381
Percent of Budget for Teacher Salaries	43.00%	37.00%
Percent of Budget for Administrative Salaries	5.00%	7.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	62%	60%	65%	62%	60%	65%	50%	52%	
Mathematics	81%	82%	75%	81%	82%	75%	46%	48%	
Science	79%	79%	76%	79%	79%	76%	50%	54%	
History-Social Science	76%	88%	85%	76%	88%	85%	41%	44%	

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	65%	75%	76%	85%
All Students at the School	65%	75%	76%	85%
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				

White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts									
Mathematics									

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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts	Mathematics
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	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards
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	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11	5	6
7	15	9	7
9			

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	7	9	8
Similar Schools	N/A		

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	52	-3	8
Black or African American			
American Indian or Alaska Native			

Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	54	-26	14
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	98	873	98	873	4,683,676	778
Black or African American	0		0		317,856	696
American Indian or Alaska Native	0		0		33,774	733
Asian	1		1		398,869	898
Filipino	1		1		123,245	859
Hispanic or Latino	31	835	31	835	2,406,749	729
Native Hawaiian or Pacific Islander	0		0		26,953	764

White	65	889	65	889	1,258,831	845
Two or More Races	0		0		76,766	836
Socioeconomically Disadvantaged	19	761	19	761	2,731,843	726
English Learners	10		10		1,521,844	707
Students with Disabilities	6		6		521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	Yes
Met Percent Proficient - Mathematics	Yes	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2011–12)

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. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0.0%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California’s Public Universities

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 course 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 *UC Admissions Information Web* page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the *CSU Web page at <http://www.calstate.edu/admission/admission.shtml>*. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	0.0	0.0	0.0	0.0	0.0	0.0	4.9	5.7	4.6
Graduation Rate							80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements (NOT APPLICABLE TO DISTRICT)

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: “N/D” means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010–11)

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Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	0.0%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2010–11) NOT APPLICABLE TO DISTRICT

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		
English		
Fine and Performing Arts		
Foreign Language		
Mathematics		
Science		
Social Science		
All courses		

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

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 4 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 ICOE, San Diego State College, and Imperial Valley College. The district insures that all staff members are first aid certified.