

Executive Summary School Accountability Report Card, 2010–11

For Descanso Elementary

Address:	24842 Viejas Blvd., Descanso, CA, 91916-9757	Phone:	(619) 445-2126
Principal:	Barbara Cowling, Principal	Grade Span:	4-8

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

Descanso School is located in the rural town of Descanso, approximately 35 miles east of the city of San Diego. Descanso School serves three distinct communities, Descanso, Pine Valley and Guatay. We are proud of the history of our original buildings, which were constructed in 1936, with the most recent portables (2) installed in 1986. A grant from the County of San Diego in 1981 provided the site with an upgraded playing field, lunch area, landscaping and fencing. A grant added picnic tables, a track, bleachers, and additional landscaping. A Bond issue in 1999 provided funding for paving, painting, carpet, and minor repairs. The site has 8 classrooms, an AM-PM program, an auditorium with a computer lab, as well as an office, workroom, two sets of bathrooms, and a lunch-distribution room. Descanso School's commitment to learning is supported by an informed and progressive staff and community. Students are encouraged to reach their maximum potential through programs that focus on meeting State Standards. Our students consistently score highly on standardized tests. We recognize both student and staff achievements. Students are spotlighted at an assembly each month for their achievements and interests. They are encouraged to participate in local, county, and national achievement incentives. We offer an after school tutoring and homework program for qualifying students. Special Education services include Resource Specialist, Speech and Language, Occupational Therapist, Adapted PE, and counseling. All teachers are fully credentialed and have been trained in differentiated curriculum techniques and hold a Cross-cultural Language and Academic Development (C.L.A.D.) credential or equivalent. Teachers monitor student achievement on a web-based data management system.

Descanso's instructional aides assist teachers with instruction in the classroom, intervention groups, playground supervision, and assisting with yearly CELDT testing. A credential teacher delivers all English Language Development instruction.

The community is actively involved at Descanso School. Opportunities for parent involvement include School Site Council, classroom volunteering; Art Docent Program and PTA. Parents are our greatest resource and we value and encourage their participation in the education of their children.

Enrichment experiences including the Art Docent Program are aligned to California State Standards. All of these experiences provide opportunities for the children to build self-esteem promote social development and develop a love of learning. It is our goal for each child at Descanso to be a successful learner.

Student Enrollment

Group	Enrollment
Number of students	124
Black or African American	0.0%
American Indian or Alaska Native	0.8%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	23.4%
Native Hawaiian or Pacific Islander	0.8%
White	72.6%
Two or More Races	2.4%
Socioeconomically Disadvantaged	31.5%
English Learners	4.8%
Students with Disabilities	0.0%

Teachers

Indicator	Teachers
Teachers with full credential	6
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	74%
Mathematics	64%
Science	75%
History-Social Science	54%

*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)	872
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 9 of 9
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

Descanso is comprised of both permanent and portable buildings. The school has one full-time custodian who is responsible for the 4-8 elementary buildings, the Resource room, staff workroom, the Before and After School program building, the auditorium, computer lab and grounds. Basic cleaning occurs nightly. The District's Maintenance Department and custodial staff perform heavy custodial or maintenance duties, such as carpet cleaning or painting, over summer months or vacations. Maintenance and grounds are spread thin throughout the District, but handle work orders in a timely manner. Most recent site inspection was January 24, 2012.

Repairs Needed

None at this time.

Corrective Actions Taken or Planned

Office ceiling tile was stained and was replaced. Room 6 had stained ceiling tiles that were replaced. The vinyl was lifting. This was work that was out-sourced.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	None
Mathematics	None
Science	None
History-Social Science	None
Foreign Language	None
Health	None
Visual and Performing Arts	None
Science Laboratory Equipment (grades 9-12)	None

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,474.
District	\$5,555.
State	\$5,455.

School Completion

Indicator	Result
Graduation Rate (if applicable)	NA

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	NA

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	Descanso Elementary	District Name	Mountain Empire Unified
Street	24842 Viejas Blvd.	Phone Number	(619) 473-9022
City, State, Zip	Descanso, CA, 91916-9757	Web Site	www.meusd.net
Phone Number	(619) 445-2126	Superintendent	Steve Van Zant
Principal	Barbara Cowling, Principal	E-mail Address	svanzant@meusd.net
E-mail Address	bcowling@meusd.net	CDS Code	37682136038699

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

The staff, students, and parents eagerly welcome you to the Descanso Elementary School. We are committed to continuing the rich academic heritage of the school, where students consistently score above national averages on standardized achievement tests and where daily attendance

averages over 95%. We take great pride in our high expectations and academic achievements; our committed parents and community; our expert and experienced staff and of course our outstanding student body.

The staff employs a rich variety of teaching strategies designed to promote student success. On any given day, students may be observed learning through teacher led instruction, cooperative groups, small group instruction, peer tutoring, and / or independent studying.

We are quite fortunate to have the support of a strong PTA and numerous parent and community volunteers. They can often be found duplicating materials, assisting in the classroom, or leading small group activities. The PTA sponsors monthly school wide assemblies.

It is our hope that this Report Card provides you with the variety of information about the school, its resources, its successes, and the areas where improvements are needed.

Opportunities for Parental Involvement (School Year 2010–11)

Descanso Elementary School welcomes and encourages parent and community support. Volunteers’ options include classroom help, Art Docent, PTA, Technology Support, and supervision support. Interested adults should contact the school office for a volunteer packet at (619) 445-2126.

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	29
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	29	Grade 11	0
Grade 5	25	Grade 12	0
Grade 6	25	Ungraded Secondary	0
Grade 7	16	Total Enrollment	124

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	0.0%
American Indian or Alaska Native	0.8%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	23.4%
Native Hawaiian or Pacific Islander	0.8%
White	72.6%
Two or More Races	2.4%
Socioeconomically Disadvantaged	31.5%
English Learners	4.8%
Students with Disabilities	0.0%

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					NA	0	0	NA				
1					NA	0	0	NA				
2					NA	0	0	NA				
3					NA	0	0	NA				
4	29		1	0	22	0	1	NA	29.0	0	1	0
5	18.8	3		0	30	0	1	NA	25.0	0	1	0

6	19.0	1		0	26	0	1	NA	22.0	1	0	0
7	26		1	0	18	2	0	NA	16	1	0	0
8	NA	NA	NA	NA	NA	NA	NA	NA	14	2	0	0

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

III. School Climate

School Safety Plan (School Year 2010–11)

Descanso Elementary School follows the District Board Policies regarding student safety. Teachers review and revise the site Safety Plan on a yearly basis. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies. The district also utilizes a message system for routine announcements to families. When necessary the system is used to send out emergency messages to our students and their families. Routine fire, disaster, lock-down, and earthquake drills are conducted on a regular basis.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	6.2	5.8	.09	25.6	25.84	28.
Expulsions	0	1	0	3	1	8

* 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)

Descanso is comprised of both permanent and portable buildings. The original buildings at Descanso School date from 1936. Newer portable buildings currently house an AM/PM, an auditorium, a classroom, a computer lab, and a bathroom facility. Most recent site inspection was January 2012. Necessary repairs found by this inspection included replacing ceiling tiles in the bathroom and in Room 6 and repairing the vinyl in the bathroom that was lifting up from the floor.

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		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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			Tree trimming, painting exteriors of the buildings.
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	7	6	6	95
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

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

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

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	99.03%	0.97%
High-Poverty Schools in District	98.97%	1.03%
Low-Poverty Schools in District	0.00%	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	NA	NA
Counselor (Social/Behavioral or Career Development)	NA	
Library Media Teacher (librarian)	NA	
Library Media Services Staff (paraprofessional)	NA	
Psychologist	NA	

Social Worker	NA	
Nurse	.05	
Speech/Language/Hearing Specialist	.3	
Resource Specialist (non-teaching)	NA	
Other		

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

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: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin 2003-04 Holt Literature and Language Arts	yes	0
Mathematics	Scott-Foresman, California Math/2001-02 Pre Algebra, California Edition, Prentiss Hall Algebra, California Edition, Prentiss Hall	yes	0
Science	McMillan/McGraw Hill, California Edition/ 2002-03; Holt Life Science, California Edition, Interactions in Life Science/ 2007	yes	0
History-Social Science	Scott Foresman History and Social Science for California/2007-08; Medieval and Modern Times/2006; America History of our Nation//2007	yes	0
Foreign Language	NA		NA
Health	NA		NA
Visual and Performing Arts	NA		NA
Science Laboratory Equipment (grades 9-12)	NA		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	\$6,530.	\$2,057.	\$ 4,473.	\$61,446.
District			\$ 5,555.	\$55,035.
Percent Difference – School Site and District			24%	12%
State			\$5,455.	\$63,062.
Percent Difference – School Site and State			22%	3%

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)

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. .

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

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$31,575	\$39,074
Mid-Range Teacher Salary	\$49,564	\$60,172
Highest Teacher Salary	\$76,043	\$78,468
Average Principal Salary (Elementary)	\$101,199	\$95,926
Average Principal Salary (Middle)	\$0	\$99,356
Average Principal Salary (High)	\$113,568	\$107,041
Superintendent Salary	\$130,000	\$148,555
Percent of Budget for Teacher Salaries	34.00%	38.00%
Percent of Budget for Administrative Salaries	7.00%	6.00%

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	70%	74%	74%	39%	42%	45%	49%	52%	54%
Mathematics	70%	53%	64%	37%	34%	36%	46%	48%	50%
Science	54%	48%	75%	35%	35%	49%	50%	54%	57%
History-Social Science	0%	0%	54%	22%	22%	29%	41%	44%	48%

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	45%	36%	49%	29%
All Students at the School	74%	64%	75%	54%
Male	66%	61%	80%	53%
Female	82%	67%	69%	54%
Black or African American				
American Indian or Alaska Native	0%	0%	0%	0%

Asian				
Filipino				
Hispanic or Latino	66%	62%	73%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	78%	64%	75%	57%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	63%	60%	75%	0%
English Learners	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%
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				30%	38%	49%	52%	54%	59%
Mathematics				34%	30%	38%	53%	54%	56%

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		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	51%	26%	22%	62%	30%	7%
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/pfl/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.00%	40.00%	28.00%
7	29.40%	0.00%	41.20%
9	0.00%	0.00%	0.00%

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	9	9	8
Similar Schools	10		9

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	25	C	16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	40	C	11
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	111	872	1,079	735	4,683,676	778
Black or African American	0		21	708	317,856	696

American Indian or Alaska Native	1		65	685	33,774	733
Asian	0		5		398,869	898
Filipino	0		4		123,245	859
Hispanic or Latino	27	861	471	690	2,406,749	729
Native Hawaiian or Pacific Islander	1		7		26,953	764
White	79	875	475	783	1,258,831	845
Two or More Races	3		17	771	76,766	836
Socioeconomically Disadvantaged	39	852	697	697	2,731,843	726
English Learners	5		354	656	1,521,844	707
Students with Disabilities	5		127	570	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	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No

Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

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	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		23.5%

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)	0.8	NA	NA	5.6	6.4	25.6	4.9	5.7	4.6
Graduation Rate	NA	NA	NA	85.19	75.38	68.10	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

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			N/D
Black or African American			N/D
American Indian or Alaska Native			N/D
Asian			N/D
Filipino			N/D
Hispanic or Latino			N/D
Native Hawaiian or Pacific Islander			N/D
White			N/D

Two or More Races			N/D
Socioeconomically Disadvantaged			N/D
English Learners			N/D
Students with Disabilities			N/D

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

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)

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

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 Mountain Empire Unified School District has provided 5 minimum days for parent conferences at the elementary level. An additional 8 days are provided for staff development. The last day of the school year is also a minimum day.

Descanso Elementary

School Accountability Report Card, 2010-2011

Mountain Empire Unified

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org