

Executive Summary School Accountability Report Card, 2010–11

For Potrero Elementary

Address:	24875 Potrero Valley Rd., Potrero, CA, 91963-4110	Phone:	(619) 478-5930
Principal:	Lynn Correa, Principal	Grade Span:	P-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

Potrero Elementary School is a small, rural school in the southeastern part of San Diego County. It is five miles from the border crossing into Tecate, Mexico. Potrero Elementary School has approximately 260 students.

A majority of the students speak Spanish and are learning English. There are thirteen classrooms and an after-school building for our AM/PM program. Additionally, there is a state pre-school on site and a county library on the site.

There is very little industry in this small community. Some parents are employed by the Office of Immigration, Border Patrol, the Mountain Empire Unified School District or work in another area of the county.

We believe that: Every student can learn.

Therefore:

- Educators are responsible for structuring the learning environment.
- Teachers strive to motivate all students to succeed socially and academically
- Students learn best when their instruction is meaningful and they experience success in their environment.
- Students learn best when educators and parents work cooperatively to support and enhance learning experiences.
- Students must learn to be responsible for their own education and decisions.

Potrero Elementary helps students acquire knowledge, skills, and positive attitudes toward themselves and others. Our students will think, learn, and develop to their potential.

Student Enrollment

Group	Enrollment
Number of students	236
Black or African American	0.0%
American Indian or Alaska Native	0.0%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	93.2%
Native Hawaiian or Pacific Islander	0.0%
White	5.1%
Two or More Races	0.8%
Socioeconomically Disadvantaged	87.7%
English Learners	75.8%
Students with Disabilities	0.0%

Teachers

Indicator	Teachers
Teachers with full credential	14
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	31%
Mathematics	37%

Science	45%
History-Social Science	36%

*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)	725
Statewide Rank (from 2010 Base API Report)	1
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 13 of 17
2011–12 Program Improvement Status (PI Year)	Year 3

*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 of September 13, 2011 (09/13/11)

<p>Potrero Elementary school facilities received an overall rating of 93.89% which means the school is maintained in good repair. There were no extreme deficiencies noted at the time of the September 13, 2011 visit.</p> <p>The eight categories were ranked as follows:</p> <p>Systems: Gas Leaks, Mechanical/HVAC, Sewer Good</p> <p>Interior: Interior Surfaces Good</p> <p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation Good</p> <p>Electrical: Electrical Good</p> <p>Restrooms/Fountains: Restrooms, Sinks/Fountains Good</p> <p>Safety: Fire Safety, Hazardous Materials Good</p> <p>Structural: Structural Damage, Roofs Good</p> <p>External: Playground/School Grounds, Windows/Doors/Gates/Fences Fair</p>

Repairs Needed as of September 13, 2011

<p>Middle School #1—Teacher has plug-in air freshener in room (fire hazard); paint chipping on outside eaves (MS1 through MS 3)</p> <p>Scanning Room—Water Stain in Ceiling Tile</p> <p>Homework Room—Trip Hazard on asphalt walkway at entry to room (cracks/uneven)</p> <p>Room 10—Trip hazard at entry to ramp. Asphalt cracks on walkway.</p>

Boys/Girls Restroom near Room 9—Stall doors are rusted at base, metal protruding (injury hazard)
 Custodian Storage—Trip hazard in wood ramp at entry; Paint chipping on door; Door frame has hole
 Room 9—Asphalt cracks on walkway and play courts (trip hazards)
 Room 4—Asphalt raised at the bottom of ramp (trip hazard)

Corrective Actions Taken or Planned

As of January 30, 2012, the air freshener in middle school room 1 has been removed and all teachers advised that they are considered fire hazards. Scanning Room stained ceiling tiles have been repaired. Homework Room asphalt trip hazard repaired. Boys/Girls Restroom rusted stall repaired. Room 10 ramp trip hazard repaired. Custodian shed doorframe repaired and paint chipping painted. The wood ramp for custodian shed repair is in progress. Other repairs are planned are outstanding.

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	NA
Visual and Performing Arts	NA
Science Laboratory Equipment (grades 9-12)	NA

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$3,699
District	
State	\$5,455

School Completion

Indicator	Result
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Graduation Rate (if applicable)	NA
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Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	LEA Provided
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	Potrero Elementary	District Name	Mountain Empire Unified
Street	24875 Potrero Valley Rd.	Phone Number	(619) 473-9022
City, State, Zip	Potrero, CA, 91963-4110	Web Site	www.meusd.net
Phone Number	(619) 478-5930	Superintendent	Steve Van Zant
Principal	Lynn Correa, Principal	E-mail Address	svanzant@meusd.net
E-mail Address	lcorrea@meusd.net	CDS Code	37682136097190

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

Potrero Elementary School is a small, rural school in the southeastern part of San Diego County. It is five miles from the border crossing into Tecate, Mexico. Potrero Elementary School has approximately 260 students.

A majority of the students speak Spanish and are learning English. There are thirteen classrooms and an after-school building for our AM/PM program. Additionally, there is a state pre-school on site and a county library on the site.

There is very little industry in this small community. Some parents are employed by the Office of Immigration, Border Patrol, the Mountain Empire Unified School District or work in another area of the county.

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Therefore:

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Opportunities for Parental Involvement (School Year 2010–11)

In addition to providing classroom and field trip support, Potrero families participated in School Site Council and a newly-formed Parent Teacher Association during the 2010-11 school year.

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	20	Grade 8	24
Grade 1	29	Ungraded Elementary	0
Grade 2	24	Grade 9	0
Grade 3	31	Grade 10	0
Grade 4	32	Grade 11	0
Grade 5	24	Grade 12	0
Grade 6	25	Ungraded Secondary	0
Grade 7	27	Total Enrollment	236

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	0.0%
Filipino	0.0%
Hispanic or Latino	93.2%
Native Hawaiian or Pacific Islander	0.0%
White	5.1%
Two or More Races	0.8%
Socioeconomically Disadvantaged	87.7%

English Learners	75.8%
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	19.0	1	0	0	LEA Provided	LEA Provided	LEA Provided	LEA Provided	20.0	2	0	0
1					LEA Provided	LEA Provided	LEA Provided	LEA Provided				
2	19.0	1	0	0	LEA Provided	LEA Provided	LEA Provided	LEA Provided	20.0	1	0	0
3	19.0	1	0	0	LEA Provided	LEA Provided	LEA Provided	LEA Provided	17.0	1	0	0
4					LEA Provided	LEA Provided	LEA Provided	LEA Provided	18.5	2	0	0
5	20.0	1	0	0	LEA Provided	LEA Provided	LEA Provided	LEA Provided	21.0	2	0	0
6	18.0	1	0	0	LEA Provided	LEA Provided	LEA Provided	LEA Provided	18.0	2	0	0
Other					LEA Provided	LEA Provided	LEA Provided	LEA Provided				

* 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)

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					LEA Provided	LEA Provided	LEA Provided	LEA Provided				
Mathematics					LEA Provided	LEA Provided	LEA Provided	LEA Provided				

Science					LEA Provided	LEA Provided	LEA Provided	LEA Provided				
Social Science					LEA Provided	LEA Provided	LEA Provided	LEA Provided				

* 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)

Earthquake, fire, and other emergency drills were scheduled.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions			0.055			
Expulsions			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)

Maintenance service is being provided to Potrero at least two days per week during the 2011-12 school year. This has allowed for ongoing maintenance and greatly improved the facility maintenance and repair.

School Facility Good Repair Status (09/13/2011 - 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			NA
Interior: Interior Surfaces		x			NA
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		x			NA
Electrical: Electrical		x			NA
Restrooms/Fountains: Restrooms, Sinks/			x		Rusted stall walls repaired

Fountains				
Safety: Fire Safety, Hazardous Materials		x		NA
Structural: Structural Damage, Roofs		x		NA
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			x	Door frame repaired; paint chipping painted
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	10	LEA Provided	14	14
Without Full Credential	0	LEA Provided	0	0
Teaching Outside Subject Area of Competence (with full credential)	LEA Provided	LEA Provided	LEA Provided	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	LEA Provided	LEA Provided	0
Total Teacher Misassignments*	LEA Provided	LEA Provided	0
Vacant Teacher Positions	LEA Provided	LEA Provided	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	Percent of Classes In Core Academic Subjects Taught by	Percent of Classes In Core Academic Subjects Not Taught by Highly
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Classes	Highly Qualified Teachers	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	0	LEA Provided
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	.25	
Social Worker	0	
Nurse	.15	
Speech/Language/Hearing Specialist	.40	
Resource Specialist (non-teaching)	1.00	
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: September 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-CA 7 th Holt Literature and LA-1 st Course (c. 2003) 8 th Holt Lit and LA 2 nd Course (c.2003)	Yes	0
Mathematics	K-8 Scott Foresman-CA 7 th Prentice Hall-Pre-Algebra (c.2001) 8 th Prentice Hall-Algebra 1-CA (c. 2001)	Yes	0
Science	K-6 MacMillan, McGraw Hill-CA 7 th Holt Life Science-CA (c.2007) 8 th Herff Jones Ed-Interactions in Physical Science-CA (c.2007)	Yes	0
History-Social Science	K-6 Scott Foresman History-Social Studies-CA 7 th Prentice Hall medieval and Early Modern Times (c.2006) 8 th America: History of Our Nation-CA (c.2006)	Yes	0
Foreign Language	NA	NA	NA
Health	NA	NA	NA
Visual and Performing Arts	NA	NA	NA
Science Laboratory Equipment (grades 9-12)	NA	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
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School Site	\$6692.71	\$2993.35	\$3,699.36	LEA Provided
District			LEA Provided	\$55,035
Percent Difference – School Site and District			LEA Provided	LEA Provided
State			\$5,455	\$63,062
Percent Difference – School Site and State			LEA Provided	LEA Provided

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	\$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

English-Language Arts	21%	24%	31%	39%	42%	45%	49%	52%	54%
Mathematics	47%	44%	37%	37%	34%	36%	46%	48%	50%
Science	29%	36%	45%	35%	35%	49%	50%	54%	57%
History-Social Science	0%	0%	36%	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	31%	37%	45%	36%
Male	29%	33%	44%	33%
Female	35%	42%	47%	0%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	29%	36%	46%	28%
Native Hawaiian or Pacific Islander				
White	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	29%	36%	38%	28%
English Learners	22%	31%	40%	25%
Students with Disabilities	32%	42%	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/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.30%	21.40%	21.40%
7	3.70%	25.90%	3.70%
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	5	2	1
Similar Schools	N/A	2	3

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	-49	3	15
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-60	3	15
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	-60	11	13
English Learners	-69	11	15
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	163	725	1,079	735	4,683,676	778
Black or African American	0		21	708	317,856	696
American Indian or Alaska Native	0		65	685	33,774	733
Asian	0		5		398,869	898
Filipino	0		4		123,245	859
Hispanic or Latino	154	717	471	690	2,406,749	729
Native Hawaiian or Pacific Islander	0		7		26,953	764
White	8		475	783	1,258,831	845
Two or More Races	1		17	771	76,766	836
Socioeconomically Disadvantaged	149	713	697	697	2,731,843	726
English Learners	140	704	354	656	1,521,844	707
Students with Disabilities	18	629	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	No	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	No	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	In PI	In PI
First Year of Program Improvement	2009-2010	2009-2010
Year in Program Improvement	Year 3	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)	0.0	0.0	0.0	5.6	6.4	25.6	4.9	5.7	4.6
Graduation Rate				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	NA	LEA Provided	N/D
Black or African American	NA	LEA Provided	N/D
American Indian or Alaska Native	NA	LEA Provided	N/D
Asian	NA	LEA Provided	N/D
Filipino	NA	LEA Provided	N/D
Hispanic or Latino	NA	LEA Provided	N/D
Native Hawaiian or Pacific Islander	NA	LEA Provided	N/D
White	NA	LEA Provided	N/D
Two or More Races	NA	LEA Provided	N/D
Socioeconomically Disadvantaged	NA	LEA Provided	N/D
English Learners	NA	LEA Provided	N/D
Students with Disabilities	NA	LEA Provided	N/D

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

Career Technical Education Programs (School Year 2010–11)

NA

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	NA
Percent of pupils completing a CTE program and earning a high school diploma	NA
Percent of 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

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	

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.

As a QEIA-funded school, Potrero Elementary provides a minimum of 40 hours of professional development for all credentialed employees each year during 2009/10, 2010/11, and 2011/12.

Potrero Elementary

School Accountability Report Card, 2010-2011

Mountain Empire Unified

Provided by the Ed-Data Partnership

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