School Accountability Report Card Reported for School Year 2010-2011 Published During 2011-12

Executive Summary School Accountability Report Card, 2010-11

Campo Elementary School

Address:	1654 Buckman Springs, Campo, CA 91906	Phone:	619-478-5583
Principal:	Bryan Farmer	Grade Span:	K - 8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2010-11 school year, except the School Finances and School Completion data that are reported for the 2009-10 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Campo Elementary is a rural school located approximately sixty miles east of San Diego. It is
the largest of the six elementary schools in the Mountain Empire Unified School District.
Student population numbers have grown from 282 students in October 2005 to approximately 425 students in the Spring of 2012.

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

Campo Elementary staff includes twenty-one credentialed teachers, an itinerant Speech and
Language teacher on site four days a week, an itinerant School Psychologist, a secretary, clerk,
health clerk, eight Special Education instructional aides, three regular education instructional
aides, five playground supervisors, two full time custodians, two cafeteria personnel, and a full time principal. The time of the
itinerant personnel on campus is adjusted annually according to the numbers of students and need. The school also
offers a Before and After School Program which is free for all children grades K-8. Counseling,
Adaptive Physical Education and Occupational Therapy services are provided on site for our
students by itinerant personnel. The campus also offers a number of electives to include music, art and athletic programs as well
as intervention classes specific to students in need of academic skills.

The teaching staff is comprised of teachers with one to thirty-plus years of teaching experience. Three of our teachers are National Board Certified. One of our teachers was selected San Diego County Teacher of the Year. Campo's instructional aides assist with the instruction in the classroom, intervention groups, playground supervision, proctor standardized tests, and assist with the yearly CELDT assessments. Campo School is a unique place where all children can learn in a caring environment. We are committed to academic excellence in a safe, caring community. Our goals include increasing academic achievement to meet federal AYP standards, and to increase parent involvement. Citizenship education is a part of daily instruction and students serve in leadership roles. Continuing staff development in literacy, as well as parent and community involvement completes this educational effort.

Students are provided with core instruction in math, science, language arts, and social studies. Physical education, support services and computer instruction are also provided to help meet the needs of Campo Elementary pupils.
The students of Campo Elementary will be provided an opportunity to reach their full potential. A student-centered environment with strong academic standards will also address individual needs. We are proud of our school and encourage you to visit us and participate in our celebration of learning.

Student Enrollment

Group	Percent
Black or African American	5.20%
American Indian or Alaska Native	10.00%
Asian	0.05%
Filipino	0.15%
Hispanic or Latino	36.00%

Native Hawaiian/Pacific Islander	0.07%
White (not Hispanic)	44.00 %
Two or More Races	1.50%
Socioeconomically Disadvantaged	64.91%
English Learners	14.79%
Students with Disabilities	12.78%
Total Number of Students	**399**

Teachers

Indicator	Teachers
Teachers with full credential	20
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	49%
Mathematics	51%
Science	49%
History-Social Science	27%

Academic Progress

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	771
Statewide Rank (from 2009 Base API Report)	4
Met All 2010 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	12/17
2009-2010 Program Improvement Status	N/A

School Facilities

General

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, the district office or from our Director of Maintenance and Operations. Students are provided with a clean, safe and functional learning environment. This school has 15 classrooms, a multipurpose room, a computer lab, a library as well as an administrative building. This school is not overcrowded and the campus has room to grow. There are both before and after school supervision for students arriving before 7:30 a.m. and after school is out until 6:11 p.m. The playground is ample and there is new equipment. The campus does not allow visitors to enter the campus without checking into the office.

Maintenance and Repair

The school's maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. There are no emergency facilities needs at the school.

Cleaning

The principal works daily with the custodial staff to ensure a clean and safe school and to monitor the cleaning schedules.

Deferred Maintenance

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school district with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. For the 2009-10 school year, the district's budget/expenditures were $ 180,519.00 for the deferred maintenance program. This represents .5 % of the district's general fund budget.

New Construction and Modernization

During the 2004-2005 school year, the district provided a safe drop off road for students and reroofed building A.

School Description and Mission Statement (School Year 2009-10)

Campo Elementary is a rural school located approximately sixty miles east of San Diego. It is the largest of the six elementary schools in the Mountain Empire Unified School District. Student population numbers have grown from 282 students in October 2005 to approximately 360 students in the Spring of 2009.
Campo Elementary serves the entire Campo, Lake Moreno, Campo Indian Reservation and Cameron Corners communities in grades Kindergarten through eighth. There is a State Preschool on site serving children ages 3-Kindergarten.
The school main wing of the school was completed in 1992. The site had been utilizing five portable classrooms, prior to the completion of the South Wing. Construction of the new wing was completed in the Spring of 2006. The new wing added four regular education classrooms, four special education classrooms, a teacher work room, custodial storage, student restrooms, two adult restrooms and an enlarged and remodeled kitchen facility.

Campo Elementary School's Mission Statement

Campo Elementary School is committed to providing a safe, student-centered, environment in which high standards of academic achievement and social responsibilities are priorities.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$ 6692.00
District	LEA Provided
State	LEA Provided

School Completion

Indicator	Result
Graduation Rate	N/A

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access
DataQuest

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

Internet Access

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

II. About This School
Contact Information (School Year 2011-2012)
This section provides the schools contact information.

School		District	
School Name	Campo Elementary	District Name	Mountain Empire Unified School District
Street	1654 Buckman Springs Rd.	Phone Number	619-473-9022
City, State, Zip	Campo, CA, 91906	Web Site	www.meusd.net
Phone Number	619-478-5583	Superintendent	Steve Van Zant
Principal	Bryan Farmer	E-mail Address	svanzant@meusd.net
E-mail Address	bfarmer@meusd.net	CDS Code	37- 69213- 6038681

School Description and Mission Statement (School Year 2010-11)
Campo Elementary is a rural school located approximately sixty miles east of San Diego. There are 21 teachers, 8 instructional aides, I part time school psychologist, and 1 speech therapist. It is the largest of the six elementary schools in the Mountain Empire Unified School District. Campo Elementary School is a unique place where all children can learn in a caring environment. We are committed to academic excellence in a safe, caring community. Our goals include increasing academic achievement and rigor and to exceed federal AYP standards. Enrollment at this Kindergarten through eighth grade school was 425 in November of this year. Teachers are able to address the individual needs of students

This dedicated and supportive staff has worked to increase student achievement. Citizenship education is a part of daily instruction and students serve in leadership roles. Continuing staff development in literacy, as well as parent and community involvement complete this educational effort.

Students are provided with core instruction in math, science, language arts, and social studies. Physical education, support services and computer instruction are also provided to help meet the needs of Campo Elementary pupils.

The students of Campo School will be provided an opportunity to reach their full potential. A student-centered environment with strong academic standards and a multitude of enrichment programs will also address individual needs.

Campo Elementary School's Mission Statement-
Campo Elementary School is committed to providing a safe, student-centered, environment in which high standards of academic achievement and social responsibilities are priorities.

Opportunities for Parental Involvement (School Year 2011-12)

The school enjoys the active support of its parents and community members. The Parent, Teacher, Student Association sponsors various fundraisers that support the instructional program. Service clubs such as Kiwanis, Homemakers and META of the community provide support in numerous areas. The district and the school sites have the following parent advisories: School Site Council, ELAC, DELAC.

Campo Elementary School has an extremely active Leadership which conducts fund raisers throughout the school year to provide activities for the children such as, offering incentives for perfect attendance and operating a book store that supplies school supplies to students.

The Campo Parent Teacher Student Association coordinates Family Reading Nights, Book Fairs, Fall Festivals, Spring Flings, monthly school involvement activities and many other student centered enrichment activities. The parents of the school also assist in school volunteering in classrooms and chaperoning for PTSA sponsored field trips. Campo families are an integral part of the school.

The ELAC meets every other month to discuss ideas which assist our English Learner parents and their students. The ELAC works to honor student achievement and provide cultural opportunities for our students in events using dance and music.

Campo Elementary Title VII committee meets periodically to review data for Native American students and create baselines and goals to increase proficiency in academics.

The School Site Council meets every other month to discuss ways to improve school. The committee reviews data from test scores to assist in goal setting and providing intervention opportunities for students to succeed. The School Site Council plays an important role in campus life. The SSC views surveys and data to not only set academic goals but social goals as well.

Average Class Size and Class Size Distribution (Elementary)
This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	2			21		2		21	3		
1	19.0	1			17.0	2			20	1		
2	21.0		1		20.0	1			20	1		
3	19.0	1			30.0		1		21		1	
4					31.0		1		25		1	
5	27.0		1		26.0		1		33			1
6	26.0		1		33.0			1	26		1	
K-3	18.0	2			19.0	1						
3-4												
4-8	31.3		3									
Other												

Average Class Size and Class Size Distribution (Secondary)
This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English					23.2	4	6		30	1	3	
Mathematics					18.0	4	1		30		2	
Science					30.0		2	2	26		3	
Social Science					29.0		2		27		3	

III. School Climate
School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan.

The Campo Elementary School Safety Committee reviewed the School Safety Plans for the annual plan updates. Principal presented the updated plan to the School Site Council on a monthly basis. The primary components of the School Safety Plan focus on the health, safety and welfare of all students in order to ensure a safe school climate and a safe physical environment. For more information on the School Safety Plans contact the site principal.

Suspensions and Expulsions
This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	24	65	60	418	410	213
Expulsions	0	0	0.0	0	1	2

IV. School Facilities
School Facility Conditions and Planned Improvements (School Year 2010-11)
This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

General
The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, the district office or from our Director of Maintenance and Operations. Students are provided with a clean, safe and functional learning environment. This school has 15 classrooms, a multipurpose room, a computer lab, a library as well as an administrative building. This school is not overcrowded and the campus has room to grow. There are both before and after school supervision for students arriving before 7:30 a.m. and after school is out until 6:00 p.m. The playground is ample and there is new equipment. The campus does not allow visitors to enter the campus without checking into the office.

Maintenance and Repair
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Cleaning
The principal works daily with the custodial staff to ensure a clean and safe school and to monitor the cleaning schedules.

Deferred Maintenance
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New School Construction/Modernization
During the 2004-2005 school year, the district provided a safe drop off road for students and re-roofed building A.

School Facility Good Repair Status (School Year 2011-12)
This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			There are no deficiencies to report.
Interior: Interior Surfaces	N/A		X		Restroom, sinks / fountains received a fair report
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	X			There are no deficiencies to report.
Electrical: Electrical	N/A	X			There are no deficiencies to report.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	X			There are no deficiencies to report.
Safety: Fire Safety, Hazardous Materials	N/A	X			There are no deficiencies to report.
Structural: Structural Damage, Roofs	N/A	X			There are no deficiencies to report.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X			There are no deficiencies to report.
Overall Rating, September 13, 2011		X			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page.

Teachers	School			District
	2008-09	2009-10	2010-11	2009-10
With Full Credential	14	17	20	99
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	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	1

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0
All Schools in District	89.9	10.1
High-Poverty Schools in District	70.6	29.4
Low-Poverty Schools in District		

VI. Support Staff

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

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	N/A	N/A

Library Media Teacher (Librarian)	.25	N/A
Psychologist	.50	N/A
Social Worker	N/A	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	1	N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Collected September 2012)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials collected.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials Data Collected September 2012	Most recent adoption	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading / Language Arts	Houghton Mifflin,	Yes	0
Mathematics	Scott Foresman,	Yes	0
Science	McMillan / McGraw Hill	Yes	0
History-Social Science	Scott Foresman,	Yes	0
Foreign Language	Prentice Hall	Yes	0
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$ 669.71	$ 550	$ 4,266.56	$ 73,093.00
District	N/A	N/A	$ 6,471.47	$ 55,035
Percent Difference – School Site and District	N/A	N/A	12 %	33 %
State	N/A	N/A	$5,512	$ 63,062
Percent Difference – School Site and State	N/A	N/A	10 %	16 %

Types of Services Funded (Fiscal Year 2010-11)

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

The Campo Elementary School received categorical funding and services from the following federal and state programs: Title I – Supplemental Reading Program, Title II – Staff Development, Title II –Technology, Title III – Second Language Learner Assistance, Title IV – Safe & Drug Free School, Title VII – Indian Education, SIP- School Improvement, EIA- English Learner Program, Special Education, BTSA- Beginning Teachers' Program, PAR- Peer Assistance & Review, and ASES after school grant.

The Campo Kiwanis Club donates at least six bicycles to encourage and reward perfect attendance at our assemblies three times a year.

Campo Elementary utilizes a Character Counts program throughout the school. The site focuses on a Word of the Month and implements activities to teach, practice and internalize these character traits.

The school uses the instructional aides and playground supervisors, in addition to the teachers, on the playground and at lunch to monitor student behaviors and guide students in a positive manner.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$39,108	$38,941
Mid-Range Teacher Salary	$49,564	$59,686
Highest Teacher Salary	$76,043	$77,828
Average Principal Salary (Elementary)	$104,106	$94,258
Average Principal Salary (Middle)	$108,290	$98,271
Average Principal Salary (High)	$109,274	$104,869
Superintendent Salary	$137,184	$142,247
Percent of Budget for Teacher Salaries	33.40 %	38.20 %
Percent of Budget for Administrative Salaries	7.2 %	5.90 %

IX. Student Performance
Standardized Testing and Reporting Program

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

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

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

Subject	School 2008-09	School 2009-10	School 2010-11	District 2008-09	District 2009-10	District 2010-11	State 2008-09	State 2009-10	State 2010-11
English-Language Arts	38	56.8	46.5	39	39	42	49	52	54
Mathematics	41	43	45	37	37	34	46	48	50
Science	27	32	49	35	35	35	50	54	57
History-Social Science	N/A	N/A	N/A	22	22	22	41	44	48

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

Standardized Testing and Reporting Results by Student Group (School Year 2010-11)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced — English-Language Arts	Mathematics	Science	History-Social Science
Black or African American	45	36	N/A	*
American Indian or Alaska Native	41	41	N/A	*
Asian	N/A	N/A	N/A	*
Filipino	N/A	N/A	N/A	*
Hispanic or Latino	39	39	39	*
Native Hawaiian/Pacific Islander	N/A	N/A	N/A	*
White (not Hispanic)	53	59	65	*
Two or More Races	N/A	N/A	N/A	*
Male	32	42	18	29
Female	36	43	50	*
Economically Disadvantaged	33	41	33	25
English Learners	20	37	14	17
Students with Disabilities	12	25	*	*
Students receiving Migrant Education Services	n/a	n/a	n/a	n/a

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

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

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

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

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page.

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2009	2010	2011
Statewide	4	3	2
Similar Schools	10	9	8

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

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

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

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2011
All Students at the School	12	2		-29
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino		-21		
Native Hawaiian/Pacific Islander				
White (not Hispanic)				
Two or More Races				
Socioeconomically Disadvantaged	17	15		
English Learners	-10	20		
Students with Disabilities				

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

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School			
Black or African American			
American Indian or Alaska Native			

Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White (not Hispanic)			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

"N/A"   means a number is not applicable or not available due to missing data.
"*"   means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:
> Participation rate on the state's standards-based assessments in ELA and mathematics
> Percent proficient on the state's standards-based assessments in ELA and mathematics
> API as an additional indicator
> Graduation rate (for secondary schools)

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

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

"Yes"   Met 2010 AYP Criteria
"No"   Did not Meet 2010 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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

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

XI. School Completion and Postsecondary Preparation
N/A

Admission Requirements for California 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 work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page (Outside Source).

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

Dropout Rate and Graduation Rate
This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page.

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate (1-year)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**The data in this table are not available to the CDE due to delays in receiving CBEDS information.

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 continues to offer staff development activities for all teachers and instructional aides. This year, as last year, the District will focus on standards based teaching and learning in the four core areas of language arts, mathematics, social science and science. The district has allotted four minimum days devoted to staff/ professional development. Campo Elementary participates in District wide Professional Development on these four days. Staff development is provided in joint efforts with all the elementary schools.   Principals create the schedule for training. Mountain Empire Unified School District has allotted five minimum days devoted to elementary parent teacher conferences prior to the end of the first trimester.