

Executive Summary School Accountability Report Card, 2010–11

For Campo High (Continuation)

Address:	31360 Highway 94, Campo, CA, 91906	Phone:	(619) 478-2735
Principal:	Ernest Sopp, Director	Grade Span:	9-12

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

Campo High School was approved by the Board of Trustees on May 5, 1993, and founded as Mountain Empire Alternative School on September 7, 1993. It is the District's first continuation school and was originally located at Alternative Education's main office in Campo.

Campo High was at one point located at the Campo Indian Education Center, but returned to the present site in 2007. The school's name was changed to Campo High School in 1997. As a Necessary Small Continuation High School, the facility provides a classroom-based alternative to attendance at Mountain Empire High School. It is designed to meet the needs of students with special circumstances, who are at risk of dropping out or who are unable to benefit from the regular school program because they are required to hold a job, or because of social, academic, behavioral, or other personal circumstances. The school offers students a program of instruction developed by certificated faculty members utilizing the District's adopted course of study for high school graduation.

Campo High School is in session from 7:30 p.m. until 2:30 p.m. Two teachers serve an enrollment between 40-50 students. Most students are enrolled in at least three courses of study at any given time. Students engage in a variety of activities that include traditional "classroom" instruction, individualized guided instruction, small group collaborative learning sessions, independent study, outdoor recreation, and individual or group projects. The school stresses core curriculum, vocational skills, personal discipline, social skills and self-improvement. All students have access to library services, nurse, counselor, and appropriate high school facilities. Students are also expected to comply with rules, regulations, and requirements similar to those at the high school. At Campo High School self-esteem, personal discipline, and self-improvement are addressed within the academic curriculum and reiterated through guidance curriculum. Each student's educational program is intended to match his or her stated needs and interests, as much as possible. Each semester, students are expected to complete the same number of courses as they would complete in a regular high school. The program is self-paced and the actual timing for course completion differs. Students meet their credit requirement either through Campo High day program, Odyssey Ware software program or a combination of both.

Campo High School currently has two full-time instructional staff, Ms. Maki and Mr. Engleman. Current enrollment of Campo High School is 36 students.

Student Enrollment

Group	Enrollment
Number of students	36
Black or African American	0.0%
American Indian or Alaska Native	19.4%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	38.9%
Native Hawaiian or Pacific Islander	0.0%
White	38.9%
Two or More Races	2.8%
Socioeconomically Disadvantaged	72.2%
English Learners	27.8%
Students with Disabilities	0.0%

Teachers

Indicator	Teachers
Teachers with full credential	2
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	4%

Mathematics	0%
Science	0%
History-Social Science	5%

*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)	406
Statewide Rank (from 2010 Base API Report)	
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 2 of 4
2011–12 Program Improvement Status (PI Year)	

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

School Facilities

Summary of Most Recent Site Inspection

The district maintenance department do an inspection of the site every year. The following areas were inspected; (1) the office, (2) Bathroom, (3) Classrooms, (4) Kitchen and (5) the outside area.

Repairs Needed

The areas in need of repair were; (1) carpet in the office, (2) some vinyl and (3) outside deck areas.

Corrective Actions Taken or Planned

The only area that was detrimental to the safety of students was the outside deck area.

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

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,457
District	\$4,494
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0.0%
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	Campo High (Continuation)	District Name	Mountain Empire Unified
Street	31360 Highway 94	Phone Number	(619) 473-9022
City, State, Zip	Campo, CA, 91906	Web Site	www.meusd.net

Phone Number	(619) 478-2735	Superintendent	Steve Van Zant
Principal	Ernest Sopp, Director	E-mail Address	svanzant@meusd.net
E-mail Address	esopp@meusd.net	CDS Code	37682133730934

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

The mission of the Alternative Program Schools is to emphasize and support academic success for all students in addition to preparing them for career, social, and community responsibilities as adults.

Campo High School is a continuation high school that affords students who are unable to complete high school graduation requirements in the regular high school program an opportunity to do so in a continuation high school. We will provide career and occupational education to all students, as well as prepare students for ongoing trade and technical education, and college after high school. Personal support, guidance, and counseling services will be provided to each pupil.

Opportunities for Parental Involvement (School Year 2010–11)

Parents at Campo High are involved on an individual bases. We do an intake with parents before the student comes to the high school. Our counselor works with parents in areas of counseling, medical services and community outreach that is available.

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	8
Grade 4	0	Grade 11	16
Grade 5	0	Grade 12	12
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	36

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	0.0%

American Indian or Alaska Native	19.4%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	38.9%
Native Hawaiian or Pacific Islander	0.0%
White	38.9%
Two or More Races	2.8%
Socioeconomically Disadvantaged	72.2%
English Learners	27.8%
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					n/a				n/a			
1					n/a				n/a			
2					n/a				n/a			
3					n/a				n/a			
4					n/a				n/a			
5					n/a				n/a			
6					n/a				n/a			
Other												

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

Average Class Size and Class Size Distribution (Secondary)

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						1						
Mathematics						1						
Science						1						
Social Science						1						

* 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)

Mountain Empire High School has a comprehensive safety plan that school crime, covers the following areas: school crime, child abuse, emergency disaster, fire drills bomb threats and lock downs

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions			46			
Expulsions			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)

Campo High goes through an inspection every year by the maintenance department. The form used is the State of California Facility Inspection Tool for School Facility Conditions Evaluation. The categories checked were gas leaks; Mech/HVAC; Windows, Doors, Gates/Fences; Interior Surfaces; Hazardous Materials; Structural Damage; Fire Safety; Electrical; Pest Infestation; Drinking Fountains; Restrooms; Sewer; Roofs; Playgrounds; Overall Cleanliness

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

System Inspected	Repair Status	Repair Needed and
------------------	---------------	-------------------

	Exemplary	Good	Fair	Poor	Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces			X		Vinyl torn in bathroom, carpet torn Front office.
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		Outside deck was rebuilt
Overall Rating	LEA Provided	LEA Provided	LEA Provided	LEA Provided	

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			2	
Without Full Credential			0	
Teaching Outside Subject Area of Competence (with full credential)			0	

Teacher Misassignments and Vacant Teacher Positions

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

Vacant Teacher Positions		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	.5	all
Counselor (Social/Behavioral or Career Development)	.5	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0	

Social Worker	0	
Nurse	Available as necessary	
Speech/Language/Hearing Specialist	Available as necessary	
Resource Specialist (non-teaching)	1.0	
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		0
Mathematics	Scott Foresman 2001-02		0
Science	McMillian/McGraw-Hill 2008-09		0
History-Social Science	Scott Foresman 2007-08		0
Foreign Language	n/a		
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 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary

School Site	\$7,708	\$1251	\$6,457	\$72,154
District			\$5,555	\$55,035
Percent Difference – School Site and District			16%	24%
State			\$5,455	\$63,062
Percent Difference – School Site and State			18%	13%

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)

Medical, psychological and social services are offered through several local providers. Southern Indian Health Council has clinics in Alpine and Campo, offering services to all families, and at no charge to tribal enrollees. They also have an ongoing offering of classes and support groups across the age-span. Similarly, Mountain Health and Community Services offer reduced fee services with clinics in Alpine and Campo. While they generously provide psychological support to the high school and some of our elementary sites, we do not receive those services at the alternative sites. We are currently engaged in dialogue to see how we might partner to provide this service. San Diego Youth Services offers a “Cool Bed” program which several of our students have utilized. This program offers a safe placement for students who need some time and space from their caregiver, and is accepted in the community as it has no ties to the child welfare system. A third provider, Crossroads Family Center, is an integral partner in supporting students and families with counseling services. Additional services become available if court mandates authorize them.

Counselor tracks student’s progress toward graduation and assists seniors in selecting a college or trade school.

The Army, Navy and Marines visit the Alternative Education sites and inform the students about their qualifications to join and the benefits of serving our country. We hope to expand these visits to include the Border Patrol and Coast Guard; and are working to include trade school and resources to our offering.

Attendance may be one of the first alert signals to a student in need of personal support. Our SART (School Attendance Review Team) process includes phone calls, letters, home visits and follow up are the first steps to intervention before considering the SARB process.

SST meetings take place before, during and after school in which many interventions are discussed.

Twenty-five percent of our students are special education. In the last three years the district management has cut our Special Ed staff from three full-time teachers down to one full-time teacher. Cottonwood Community Day School employs a full-time instructional aid/clerk/custodian/food service worker.

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	0%	5%	4%	39%	42%	45%	49%	52%	54%
Mathematics	0%	0%	0%	37%	34%	36%	46%	48%	50%
Science	0%	8%	0%	35%	35%	49%	50%	54%	57%
History-Social Science	0%	6%	5%	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	4%	0%	0%	5%
Male	8%	0%	0%	0%
Female	0%	0%	0%	0%
Black or African American				
American Indian or Alaska Native	0%	0%	0%	0%
Asian				
Filipino				
Hispanic or Latino	0%	0%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	0%	0%	0%	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	0%	0%	0%	0%	0%	0%
Male	0%	0%	0%	0%	0%	0%
Female	0%	0%	0%	0%	0%	0%
Black or African American	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	0%	0%	0%	0%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	0%	0%	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%

Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%
--	----	----	----	----	----	----

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/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	100.00%
7	0.00%	0.00%	0.00%
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			B

Similar Schools				B
-----------------	--	--	--	---

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			B
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
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	15	406	1,079	735	4,683,676	778
Black or African American	0		21	708	317,856	696
American Indian or Alaska Native	5		65	685	33,774	733

Asian	0		5		398,869	898
Filipino	0		4		123,245	859
Hispanic or Latino	5		471	690	2,406,749	729
Native Hawaiian or Pacific Islander	0		7		26,953	764
White	4		475	783	1,258,831	845
Two or More Races	1		17	771	76,766	836
Socioeconomically Disadvantaged	11	318	697	697	2,731,843	726
English Learners	3		354	656	1,521,844	707
Students with Disabilities	0		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	No	No
Met Percent Proficient - Mathematics	No	No

Met API Criteria	N/A	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)	33.3	0.0	33.3	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	100% (total=25); of 25 11 graduated	LEA Provided	N/D
Black or African American		LEA Provided	N/D
American Indian or Alaska Native	4% (#=1)	LEA Provided	N/D
Asian		LEA Provided	N/D
Filipino		LEA Provided	N/D
Hispanic or Latino	24% (#=6)	LEA Provided	N/D
Native Hawaiian or Pacific Islander		LEA Provided	N/D
White	16% (#=4)	LEA Provided	N/D
Two or More Races		LEA Provided	N/D
Socioeconomically Disadvantaged		LEA Provided	N/D

English Learners		LEA Provided	N/D
Students with Disabilities	24% (#=6)	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)

Because Campo High School is an alternative education site, it is not equipped for career technical education programs. The site's major goal is to work students to complete graduation requirements and graduate either from the alternative program or acquire enough credits to go back to the regular program to graduate from the high school (where there are career technical programs). We also work to put students into career programs in the Grossmont-Cuyamaca Junior College system and/or the armed forces.

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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	0	
English	0	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	0	
Science	0	

Social Science	0	
All courses	0	0.0%

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.

Staff development has not been a priority in Alternative Education Program except in those areas that the staff deal directly with, for example Odyssey Ware was a software program used for credit recovery and Independent Study. The district did send an alternative ed staff member to a workshop in Ontario.

Campo High (Continuation)

School Accountability Report Card, 2010-2011

Mountain Empire Unified

Provided by the Ed-Data Partnership

For more information visit <http://www.ed-data.org/>