Executive Summary School Accountability Report Card, 2010–11

For   Jacumba School

Address: 44343 Old Hwy. 80   **Phone:**   619-766-4464
Principal: Bill Dennett   **Grade Span:** K-1

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

Jacumba Elementary School is part of the Clover Flat/Jacumba Compact. Students in grades K and First Grade. The school serves the communities of Boulevard and Jacumba, are now located at Jacumba. As part of the Compact, Jacumba shares with Clover Flat Elementary in the California Distinguished School Award and the Title I Academic Achievement Award.

Jacumba Elementary School is located approximately seventy-five miles east of San Diego, California, and is one of six elementary schools in the Mountain Empire Unified School District. Jacumba is a small school with a population of approximately 49-60 students in grades K-2. The school has three renovated classrooms, and a portable that houses our offices.

Our school has an excellent Before and After School program housed in a portable building. The students get homework help, tutoring, and participate in many fun activities such as Earth Day, school garden, and arts and crafts.

Our school staff is made-up of one Principal for the Clover Flat/Jacumba Compact, and the three certificated regular education teachers, a secretary and a part-time lunch person. A speech therapist, a nurse, a district psychologist, and adaptive PE Specialist are shared with the other schools in the District.

Student Enrollment

Group	Enrollment
Number of students	57
Black or African American	1.8%
American Indian or Alaska Native	12.3%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	31.6%
Native Hawaiian or Pacific Islander	%
White	47.4%
Two or More Races	7.0%
Socioeconomically Disadvantaged	64.9%
English Learners	7.0%
Students with Disabilities	0.0%

Teachers

Indicator	Teachers
Teachers with full credential	3
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[1] Program Results
English-Language Arts	na
Mathematics	na
Science	na
History-Social Science	na

Academic Progress[2]

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	na
Statewide Rank (from 2010 Base API Report)	na
Met All 2011 AYP Requirements	na
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	na
2011–12 Program Improvement Status (PI Year)	na

School Facilities

Summary of Most Recent Site Inspection

January 4, 2012

Repairs Needed

Stainined ceiling tiles in the ASP classroom.

Corrective Actions Taken or Planned

Replace the stained ceiling tile in the ASP classroom.

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	$9,888.00
District	$5,555.00
State	$5,455.00

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[1] 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.
[2] The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Completion

Indicator	Result
Graduation Rate (if applicable)	na

Postsecondary Preparation

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

School Accountability Report Card
Reported Using Data from the 2010–11 School Year
Published During 2011–12

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

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

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

I. Data and Access

Ed-Data Partnership Web Site

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

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Jacumba School	**District Name**	Mountain Empire Unified
Street	44343 Old Hwy. 80	**Phone Number**	619-473-9022
City, State, Zip	Jacumba, CA 91934	**Web Site**	www.meusd.net
Phone Number	619-766-4464	**Superintendent**	Steve VanZant
Principal	Bill Dennett	**E-mail Address**	svanzant@meusd.net
E-mail Address	bdennett@meusd.k12.ca.us	**CDS Code**	6038707

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

Jacumba Elementary School is part of the Clover Flat/Jacumba Compact. Students in grades K and First Grade. The school serves the communities of Boulevard and Jacumba, are now located at Jacumba. As part of the Compact, Jacumba shares with Clover Flat Elementary in the California Distinguished School Award and the Title I Academic Achievement Award.

Jacumba Elementary School is located approximately seventy-five miles east of San Diego, California, and is one of six elementary schools in the Mountain Empire Unified School District. Jacumba is a small school with a population of approximately 49-60 students in grades K-2. The school has three renovated classrooms, and a portable that houses our offices.

Our school has an excellent Before and After School program housed in a portable building. The students get homework help, tutoring, and participate in many fun activities such as Earth Day, school garden, and arts and crafts.

Our school staff is made-up of one Principal for the Clover Flat/Jacumba Compact, and the three certificated regular education teachers, a secretary and a part-time lunch person. A speech therapist, a nurse, a district psychologist, and adaptive PE Specialist are shared with the other schools in the District.

The mission of the Mountain Empire Unified School District (MEUSD) and Clover
Flat/Jacumba Compact is
"*Preparing to participate in a competitive global society.*"

The vision of Jacumba Elementary School:

When learning at the Clover Flat/Jacumba Compact, we agree to model – at our school and community – respect, responsibility, and safety while setting goals, mastering standards, and celebrating diversity in a creative, moral, and fun environment. Enrichment experiences including the Art Docent Program are aligned to California State Standards. All of these experiences provide opportunities for the children to build self esteem promote social development and develop a love of learning. It is our goal for each child at Jacumba to be a successful learner.

Opportunities for Parental Involvement (School Year 2010–11)

Clover Flat Jacumba Compact has a very active PTA which serves both schools. Parents are encouraged to volunteer at school to help in classrooms or through the PTA for fundraisers and extracurricular activities. Fundraisers such as Trick or Treat Street, Book Fairs, Penny Wars, and the annual Jog-a-thon support the school and provide two field trips per year per school with no cost to the students. The PTA also purchased school T-shirts for every child so they would have a shirt to wear on Sprit day every week.
The School Site Council meets every month to review test scores and help determine the school goals to meet the needs of every student. The committee is composed of five staff members
and five parent/community members. Everyone is welcome at these meetings.

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	30	Grade 8	0
Grade 1	27	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	57

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	1.8%
American Indian or Alaska Native	12.3%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	31.6%
Native Hawaiian or Pacific Islander	0.0%
White	47.4%
Two or More Races	7.0%
Socioeconomically Disadvantaged	64.9%
English Learners	7.0%
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	20	1	0	0		1	0	0	11.5	2	0	0
1	17	1	0	0		1	0	0	28	0	1	0
2		1	0	0		1	0	0		0	0	0
3		na				na				na		
4		na				na				na		
5		na				na				na		
6		na				na				na		
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	na	na	na	na	na	na	na	na	na	na	na	na
Mathematics	na	na	na	na	na	na	na	na	na	na	na	na
Science	na	na	na	na	na	na	na	na	na	na	na	na
Social Science	na	na	na	na	na	na	na	na	na	na	na	na

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

III. School Climate

School Safety Plan (School Year 2010–11)

The school safety plan was adopted by School Site Council this year.

Suspensions and Expulsions

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

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

IV. School Facilities

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

Jacumba Elementary is comprised of both permanent and portable buildings. The school has one full-time custodian who is responsible for the K-1 elementary buildings, the staff workroom, and the Before and After School program building. Basic cleaning occurs daily. The District's Maintenance Department and custodial staff perform heavy custodial or maintenance duties, such as carpet cleaning or painting, over summer months or vacations. Maintenance and grounds are spread thin throughout the District, but handle work orders in a timely manner. Most recent site inspection was January 4, 2012.

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		x			
Interior: Interior Surfaces		x			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		x			
Electrical: Electrical			x		
Restrooms/Fountains: Restrooms, Sinks/ Fountains			x		
Safety: Fire Safety, Hazardous Materials		x			
Structural: Structural Damage, Roofs		x			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		x			
Overall Rating	January 4, 2012				

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2011-12
With Full Credential	100%	100%	100%	100%
Without Full Credential	0%	0%	0%	0%
Teaching Outside Subject Area of Competence (with full credential)	0%	0%	0%	n/a

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	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	0
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0	
Social Worker	0	
Nurse	.20	
Speech/Language/Hearing Specialist	.5	
Resource Specialist (non-teaching)	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	Yes	0%
Mathematics	Scott Foresman/2001/02	Yes	0%
Science	McMillan/McGraw Hll/2008/09	Yes	0%
History-Social Science	Scott Foresman/2007/08	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
School Site	$7,395	2,576	4,819.	56,323
District			$5,555	$55,035
Percent Difference – School Site and District			15.23%	2.34%
State			$5,455	$63,062
Percent Difference – School Site and State			13.2%	11.96%

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)

Based on the philosophy of Response to Intervention, students are placed in the Corrective Reading Intervention Program .

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	69%	45%		39%	42%	45%	49%	52%	54%
Mathematics	85%	55%		37%	34%	36%	46%	48%	50%
Science	0%	0%		35%	35%	49%	50%	54%	57%
History-Social Science	0%	0%		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	Na	Na	Na	Na
Male	Na	Na	Na	Na
Female	Na	Na	Na	Na
Black or African American	Na	Na	Na	Na
American Indian or Alaska Native	Na	Na	Na	Na
Asian	Na	Na	Na	Na
Filipino	Na	Na	Na	Na
Hispanic or Latino	Na	Na	Na	Na
Native Hawaiian or Pacific Islander	Na	Na	Na	Na
White	Na	Na	Na	Na
Two or More Races	Na	Na	Na	Na
Socioeconomically Disadvantaged	Na	Na	Na	Na
English Learners	Na	Na	Na	Na
Students with Disabilities	Na	Na	Na	Na
Students Receiving Migrant Education Services	Na	Na	Na	Na

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	Na	Na	Na	Na	Na	Na	Na	Na	Na
Mathematics	Na	Na	Na	Na	Na	Na	Na	Na	Na

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) - NA

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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			
7			
9			

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

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

API Rank	2008	2009	2010
Statewide	8*	7*	
Similar Schools	Na	Na	Na

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	Na	Na	Na
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 - NA

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						
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						

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		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met API Criteria		
Met Graduation Rate		

Federal Intervention Program (School Year 2011–12) - NA

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	███████████	
Percent of Schools Currently in Program Improvement	███████████	

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 - NA

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)									
Graduation Rate									

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

Completion of High School Graduation Requirements - NA

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

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

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

Career Technical Education Programs (School Year 2010–11) - NA

> *Narrative provided by the LEA*
>
> *Use this space to provide information about Career Technical Education (CTE) programs including:*
>
> - *Programs and classes offered that are specifically focused on career preparation and or preparation for work*
> - *How these programs and classes are integrated with academic courses and how they support academic achievement*
> - *How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students*
> - *The measurable outcomes of these programs and classes, and how they are evaluated*
> - *The primary representative of the district's CTE advisory committee and the industries represented on the committee*

Career Technical Education Participation (School Year 2010–11) - NA

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

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

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

Advanced Placement Courses (School Year 2010–11) - NA

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

Note: Cells shaded in black do not require data.

*Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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