

Desert Valley High School

SARC
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

GRADES 10-12

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Antonio Munguia
Superintendent

Dan Stauf
Principal

Principal's Message

We are proud of Desert Valley High School's role in educating the students of Brawley Union High School District. Some students fall behind in credits or grade point average, have attendance problems, or require a small school and classroom environment. The teachers and staff at Desert Valley are able to provide students the attention and support the students may require at a crucial period in their lives. Students, however, still have to do their part (i.e., pay attention, study, complete homework, behave, and learn).

Desert Valley High School's mission is to provide all students the opportunity to meet graduation requirements, **to create a positive educational atmosphere**, and to model the behaviors needed for students to become responsible citizens in their community. Our mission is driven by a caring and committed staff and with the commitment of our stakeholders in the community.

Parental Involvement

Desert Valley High School is committed to promoting parent, community, and business partnerships that:

- Involve parents in their child's education.
- Foster shared responsibility among students, parents, and staff.
- Link families with school and community resources.
- Encourage broad-based representation in the decision-making process.

Parent involvement is key in promoting student achievement at Desert Valley High School. Parents are regularly informed of student progress and attendance through telephone conversations, the Principal's Monthly Newsletter, an Individualized Education Program for students with special needs, and notes from teachers, counselors, office staff, and administration. All parents are invited to participate in their student's curricular plan through academic advisement. The counseling department maintains an open door policy for parents to seek information and assistance regarding their students. Parents and other community members sit on the annual Senior Boards for the Senior Portfolio.

Additionally, community meetings are frequently held as a means to inform parents and community members about:

- Senior Portfolio
- School safety
- BUHSD Board meetings
- Financial aid planning
- Accreditation process

For more information on how to become involved, contact Dan Stauf, Principal, at (760) 312-5100.

School Safety

A revised Comprehensive School Safety Plan was adopted and implemented during the 2007-08 school year. The Safety Committee reviews the plan annually. The School Safety Plan was recently updated in February 2010. The plan includes emergency routes, maps, and emergency procedures such as fire, earthquake, attacks, lockdown, egress and ingress procedures, and other important procedures to keep students and staff safe and secure. The School Safety Plan is available to the community in the main office/principal's office. The Safety Committee meets monthly to monitor implementation of the plan.

Brawley Union High School District



480 North Imperial Avenue
Brawley, CA 92227

Phone: (760) 312-5819

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Mission Statement

Our mission is to provide a safe and secure learning environment for all students focusing on student achievement through high quality instructional programs and by providing social development opportunities for students to prepare to become productive citizens.

This will be accomplished through a shared commitment between home and schools and community.

Vision Statement

Through a rigorous standards-based curriculum that emphasizes relevance and technology, our vision is to challenge and empower all students to graduate prepared for their post-secondary plans with the ultimate goal of becoming productive citizens in a global economic society.

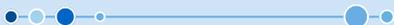


Professional Development

The major areas of focus for staff development include curriculum and instruction, school discipline and safety, technology, student assessment and data, student support services, and school-site accountability.

The methods used to deliver professional development involve staff development days, department and collaboration meetings, and grade level/course-subject area meetings. Teachers are supported during the implementation through staff meetings, teacher-administrator meetings, student performance data analysis, and reporting. The district also participates in professional development opportunities provided through the Imperial County Office of Education.

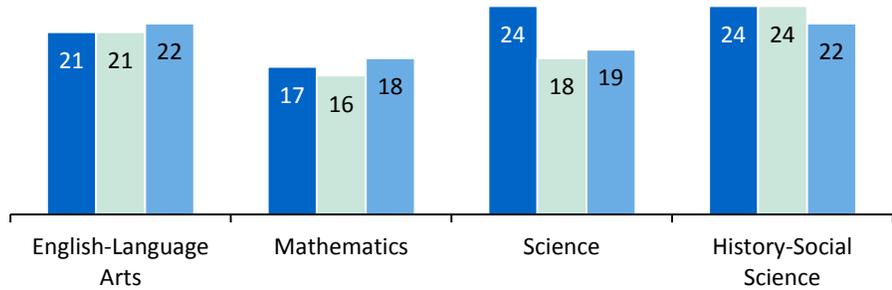
For the previous three school years, the district has had five days each year dedicated to staff and professional development.



Class Size

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.

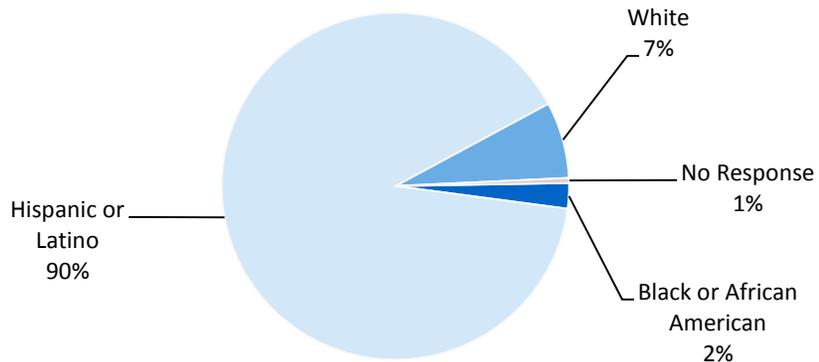


Class Size Distribution — Number of Classrooms By Size

| Subject | 07-08 | | | 08-09 | | | 09-10 | | |
|------------------------|-------|-------|-----|-------|-------|-----|-------|-------|-----|
| | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ |
| English-Language Arts | 6 | 7 | | 5 | 8 | | 8 | 6 | |
| Mathematics | 6 | 1 | | 7 | | | 9 | 1 | |
| Science | 1 | 7 | | 6 | 2 | | 6 | 1 | |
| History-Social Science | 3 | 8 | | | 7 | | 6 | 6 | |

Enrollment and Demographics

The total enrollment at the school was 211 students for the 2009-10 school year.



Textbooks and Instructional Materials

Textbooks and Instructional Materials List

| Subject | Textbook | Adopted |
|-----------------------|---|---------|
| English-Language Arts | Pearson (9-12) | 2010-11 |
| Mathematics | <i>Algebra I</i> , McDougal Littell (9-12) | 2006-07 |
| Mathematics | <i>Algebra II</i> , McDougal Littell (9-12) | 2006-07 |
| Mathematics | <i>Geometry</i> , McDougal Littell (9-12) | 2006-07 |
| Science | <i>Biology</i> , Pearson/Prentice Hall (9-12) | 2007-08 |
| Science | <i>Environmental Science</i> , Holt (9-12) | 2007-08 |
| Social Studies | <i>World History</i> , McDougal Littell (10) | 2006-07 |
| Social Studies | <i>U.S. History</i> , McDougal Littell (11) | 2006-07 |
| Social Studies | <i>Government</i> , Prentice Hall (12) | 2006-07 |

Note: This data was most recently collected and verified in August 2010.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Desert Valley HS

| Subject | Percentage Lacking |
|--|--------------------|
| Reading/Language Arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History-Social Science | 0% |
| Visual and Performing Arts | ✧ |
| Foreign Language | ✧ |
| Health | ✧ |
| Science Laboratory Equipment (Grades 9-12) | 0% |

✧ Not applicable.

Textbooks and Instructional Materials

Brawley Union High School District held a Public Hearing on October 13, 2010, and determined the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual Standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Brawley Union High School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Trustees.

Brawley Union High School District follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the State's adoption. In addition to textbooks, students have access to experimental kits, manipulatives, workbooks, audio libraries, films, and videotapes.



School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

“Desert Valley High School provides a safe, clean environment for students, staff, and volunteers.”



School Facilities

The school's facilities, situated on a half acre, opened in 1980 and included ten classrooms, two computer labs, school library, and offices, which are all up-to-date and provide adequate space for students and staff.

Safety: The safety of students and staff is a primary concern of Desert Valley High School. All visitors are required to sign in at the school office before entering the campus. School staff constantly monitors school grounds. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school has a thorough disaster plan and practices fire and earthquake drills on a regular basis.

Cleaning Process: A team of custodians and groundskeepers ensure classrooms, restrooms, and campus grounds are cleaned on a daily basis. The District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well maintained and in good repair. When necessary, the District takes appropriate actions to ensure campus facilities are in good working order and provide a clean and safe environment. At the time of this report, 100% of the student restrooms were in good working order.

Recent Renovations: Recent renovations include the addition of two new classrooms to help with the increased enrollment. The campus has also added sidewalks to help with overflow of student traffic. The main buildings all received new roofing in late 2007.

School Facility Improvements: A shade structure was added. The structure is 12 feet wide and 35 feet long. The project was funded by a grant received from the Lowe's Corporation.

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 districts 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 2010-11 school year, the District budgeted \$81,315 for the Deferred Maintenance Program. This represents 0.5% of the District's general fund budget.

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

| School Facility Good Repair Status | | | |
|--|---------------|---------------------|---------------|
| Items Inspected | Repair Status | Items Inspected | Repair Status |
| Systems | Good | Restrooms/Fountains | Good |
| Interior | Good | Safety | Good |
| Cleanliness | Good | Structural | Good |
| Electrical | Good | External | Good |
| Overall Summary of Facility Conditions | | | Good |
| Date of the Most Recent School Site Inspection | | | 08/20/2010 |
| Date of the Most Recent Completion of the Inspection Form | | | 08/20/2010 |

Note: At the time of this school facility inspection, no deficiencies were found.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 at a workstation, and the ability to print documents.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

| | Desert Valley HS | | | Brawley Union HSD | | | California | | |
|------------------------|------------------|-------|-------|-------------------|-------|-------|------------|-------|-------|
| | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 |
| English-Language Arts | 2% | 5% | 9% | 37% | 37% | 39% | 46% | 50% | 52% |
| Mathematics | 1% | 4% | 4% | 16% | 19% | 20% | 43% | 46% | 48% |
| Science | ❖ | ❖ | ❖ | 33% | 36% | 32% | 46% | 50% | 54% |
| History-Social Science | 2% | 9% | 7% | 31% | 34% | 35% | 36% | 41% | 44% |

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

| Group | Spring 2010 Results | | | |
|---|-----------------------|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the District | 39% | 20% | 32% | 35% |
| All Students at the School | 9% | 4% | ❖ | 7% |
| Male | 10% | 8% | ❖ | 11% |
| Female | 7% | 0% | ❖ | 2% |
| Black or African American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 9% | 5% | ❖ | 6% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | ❖ | ❖ | ❖ | ❖ |
| Two or More Races | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically Disadvantaged | 9% | 5% | ❖ | 6% |
| English Learners | 0% | 0% | ❖ | 5% |
| Students with Disabilities | 0% | 0% | ❖ | 0% |
| Students Receiving Migrant Education Services | 5% | 0% | ❖ | 5% |

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf.





API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

API Ranks — Three Year Comparison

| | 2007 | 2008 | 2009 |
|--------------------------|------|------|------|
| Statewide API Rank | * | * | * |
| Similar Schools API Rank | * | * | * |

* Desert Valley High School is an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served.

API Growth by Student Group

API Growth by Student Group — Three Year Comparison

| Group | Actual API Change | | |
|-------------------------------------|-------------------|-------|-------|
| | 07-08 | 08-09 | 09-10 |
| All Students at the School | -45 | 4 | 63 |
| Black or African American | ■ | ■ | ■ |
| American Indian or Alaska Native | ■ | ■ | ■ |
| Asian | ■ | ■ | ■ |
| Filipino | ■ | ■ | ■ |
| Hispanic of Latino | ■ | ■ | ■ |
| Native Hawaiian or Pacific Islander | ■ | ■ | ■ |
| White | ■ | ■ | ■ |
| Two or More Races | ■ | ■ | ■ |
| Socioeconomically Disadvantaged | ■ | ■ | ■ |
| English Learners | ■ | ■ | ■ |
| Students with Disabilities | ■ | ■ | ■ |

■ Data are reported only for numerically significant groups.

API Growth by Student Group: 2010 Growth API Comparison

| API Growth by Student Group — 2010 Comparison | | | |
|---|------------------|-------------------|------------|
| Group | 2010 Growth API | | |
| | Desert Valley HS | Brawley Union HSD | California |
| All Students at the School | 598 | 704 | 767 |
| Black or African American | ■ | ■ | 685 |
| American Indian or Alaska Native | ■ | ■ | 728 |
| Asian | ■ | ■ | 889 |
| Filipino | ■ | ■ | 851 |
| Hispanic or Latino | ■ | 691 | 715 |
| Native Hawaiian or Pacific Islander | ■ | ■ | 754 |
| White | ■ | 810 | 838 |
| Two or More Races | ■ | ■ | 807 |
| Socioeconomically Disadvantaged | ■ | 670 | 712 |
| English Learners | ■ | 626 | 691 |
| Students with Disabilities | ■ | ■ | 580 |

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, visit www.cde.ca.gov/ta/ac/ay/.

| Federal Intervention Program | | |
|---|------------------|-------------------|
| | Desert Valley HS | Brawley Union HSD |
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | ◇ | 2010-2011 |
| Year in Program Improvement | ◇ | Year 1 |
| Number of Schools Identified for Program Improvement | | 1 |
| Percent of Schools Identified for Program Improvement | | 33.3% |

◇ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

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



California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

| Grade 9 | |
|---|---|
| Four of Six Standards | ◇ |
| Five of Six Standards | ◇ |
| Six of Six Standards | ◇ |
| ◇ Data not available from the state at the time of publication. | |

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress

| Adequate Yearly Progress Criteria | | | | |
|-----------------------------------|------------------------------|--------------------|------------------------------|--------------------|
| | Desert Valley HS | | Brawley Union HSD | |
| Met Overall AYP | No | | No | |
| AYP Criteria | English-Language Arts | Mathematics | English-Language Arts | Mathematics |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | Yes | Yes | No | No |
| API | Yes | | Yes | |
| Graduation Rate | No | | No | |

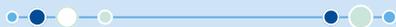
Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

| Academic Counselors and School Support Staff | |
|--|---------------|
| Academic Counselors | FTE and Ratio |
| Number of Academic Counselors (FTE) | 1.0 |
| Ratio of Students Per Academic Counselor | 211:1 |
| Support Staff | FTE |
| Counselor (Social Behavioral or Career Development) | 0.0 |
| Library Media Teacher (Librarian) | 0.0 |
| Library Media Services Staff (Paraprofessional) | 0.0 |
| Psychologist | 0.0 |
| Social Worker | 0.0 |
| Nurse | 0.0 |
| Speech/Language/Hearing Specialist | 0.0 |
| Resource Specialist (non-teaching) | 0.0 |
| Other | 0.0 |



“Desert Valley High School’s mission is to provide all students the opportunity to meet graduation requirements.”



Completion of High School Graduation Requirements

| Completion of High School Graduation Requirements | | |
|---|--------------------------|-------------------|
| Group | Graduating Class of 2010 | |
| | Desert Valley HS | Brawley Union HSD |
| All Students | 74% | 88% |
| Black or African American | ❖ | 90% |
| American Indian or Alaska Native | ❖ | ❖ |
| Asian | ❖ | ❖ |
| Filipino | ❖ | ❖ |
| Hispanic or Latino | 72% | 87% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ |
| White | 81% | 94% |
| Two or More Races | ❖ | ❖ |
| Socioeconomically Disadvantaged | 74% | 86% |
| English Learners | 50% | 70% |
| Students with Disabilities | 72% | 79% |

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2009-10 school year in the 12th grade) who met all state and local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit www.cde.ca.gov/ta/tg/hs.



Graduates and Dropouts

| Graduate and Dropout Rates | | | | | | | | | |
|----------------------------|------------------|-------|-------|-------------------|-------|-------|------------|-------|-------|
| | Desert Valley HS | | | Brawley Union HSD | | | California | | |
| | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 |
| Graduation Rate | 86.1% | 57.3% | 79.8% | 93.4% | 81.0% | 81.3% | 80.6% | 80.2% | 78.4% |
| 1-year Dropout Rate | 3.7% | 16.7% | 9.1% | 2.9% | 4.1% | 2.5% | 4.4% | 3.9% | 4.5% |

Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

Suspensions and Expulsions

| Suspension and Expulsion Rates | | | | | | |
|--------------------------------|------------------|-------|-------|-------------------|-------|-------|
| | Desert Valley HS | | | Brawley Union HSD | | |
| | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 |
| Suspension Rate | 0.861 | 0.511 | 0.431 | 0.286 | 0.218 | 0.254 |
| Expulsion Rate | 0.032 | 0.005 | 0.009 | 0.015 | 0.011 | 0.006 |

Suspensions and Expulsions

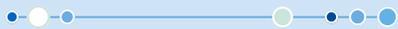
This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.



“The teachers and staff at Desert Valley are able to provide students the attention and support the students may require at a crucial period in their lives.”



California High School Exit Exam Results

Percentage of Students Scoring At Proficient or Advanced Levels

| | English-Language Arts | | | Mathematics | | |
|--------------------------|-----------------------|-------|-------|-------------|-------|-------|
| | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 |
| Desert Valley HS | ❖ | ❖ | ❖ | ❖ | ❖ | ❖ |
| Brawley Union HSD | 47% | 47% | 50% | 44% | 44% | 47% |
| California | 53% | 53% | 54% | 51% | 51% | 53% |

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

District CAHSEE Results: English-Language Arts and Mathematics

This table displays the percentage of students, by subject, achieving at each performance level in English-language arts and mathematics for the most recent testing period for the district. Scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no data is available for Desert Valley High School.

Percentage of Students Achieving at Each Performance Level

| | All Students in the District | | |
|------------------------------|------------------------------|------------|----------|
| | Not Proficient | Proficient | Advanced |
| English-Language Arts | 52% | 24% | 24% |
| Mathematics | 54% | 32% | 14% |

Career Technical Education Programs

Career Path preparation begins in elementary school, where students are introduced to careers through guest speakers, field trips, job shadowing, work based activities, and career days which focus on the five Brawley Union High School career pathways.

Ninth graders are provided the opportunity to enroll in Introduction to Computers, where they learn Internet career research through Career Locker and produce their first resume. Through tenth grade advisement, students select their initial career pathway and complete a second career-interest inventory. Students may select from a total of 21 career pathway classes (including ROP programs) in the industry sector such as: Agriculture and Natural Resources, Arts and Communications, Information Technology, Health Science and Medical Technology, Education Child Development and Family Services, Marketing and Sales, Building Trades and Construction, and Manufacturing and Product Development.

Capstone career path courses focus on internships which are offered through the Brawley Union High School internship program, Imperial Valley Regional Occupational Program (IVROP) internship, Brawley Union High School work experience, Special Education WorkAbility, Imperial County Work Force Investment Act training, Migrant Education work experience, and Cal-SAFE.

BUHSD offers several CTE courses to its student population. The following courses are offered at BUHS:

- Animal Science
- Plant Science
- Medical Terminology
- Graphic Arts
- Marketing
- Drafting
- Introduction to Agriculture
- Environmental Agriculture
- Advanced Computerized Applications
- Parenting
- Pre-School
- Developmental Psychology
- Electronics

Continued on page 11

Career Technical Education Programs

Continued from page 10

In conjunction with CTE courses, BUHSD offers nine Regional Occupation Program (ROP) programs that are offered through the BUHS District and comprise a significant component of the Career Technical Education program. The ROP programs focus on the internship aspect of career preparation and are open to students who are 16 years and older and also to adults. BUHS District offers the following ROP programs:

- ROP Graphic Arts
- ROP Stage and Theatre
- ROP Nursing
- ROP Landscape
- ROP Office Occupations
- ROP General Construction
- ROP Welding
- ROP Careers with Children
- ROP Retail Trades

BUHSD's CTE Advisory Committee is comprised of shareholders including: BUHSD Superintendent, Principal, Deputy Principal, Director of Special Education, Career Specialist, CTE Teachers, Counselors, Students, Parents, Imperial Valley Regional Occupational Program Superintendent and Staff, Community Business Partners, Workforce Investment Board, WIB Director, and the Imperial Valley Regional Occupational Advisory Committee.

The primary representative of the District's Career Technical Education Advisory Committee is Brenda Haley who can be reached at (760) 312-6077.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

| Career Technical Education Data | |
|--|-----------------------|
| | 2009-10 Participation |
| Number of Pupils Participating in CTE | 0 |
| Percentage of Pupils Who Complete a CTE Program and Earn a High School Diploma | ✧ |
| Percentage of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education | ✧ |

✧ Not applicable.

Courses Required for UC/CSU Admission

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 more information on general admissions requirements, please visit the University of California Web site at www.universityofcalifornia.edu/admissions/general.html.

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 California State University Web site at www.calstate.edu/admission.



“Desert Valley High School is committed to promoting parent, community, and business partnerships.”

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.

| UC/CSU Admission Data | |
|---|-------|
| 2008-09 Admission | |
| Percentage of Students Enrolled in Courses Required for UC/CSU Admission | 65.1% |
| Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission | 0.0% |

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Qualifications

Teacher Credential Information

| | Brawley Union HSD | Desert Valley HS | | |
|--|-------------------|------------------|-------|-------|
| | 09-10 | 07-08 | 08-09 | 09-10 |
| Teachers | | | | |
| With Full Credential | 79 | 8 | 8 | 9 |
| Without Full Credential | 3 | 1 | 0 | 0 |
| Teaching Outside Subject Area of Competence | | 1 | 1 | 0 |

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). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions

| | Desert Valley HS | | |
|---|------------------|-------|-------|
| | 08-09 | 09-10 | 10-11 |
| Teacher Misassignments of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers

| | Percent of Classes in Core Academic Subjects | |
|---|--|---------------------------------------|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| Desert Valley HS | 87.9% | 12.1% |
| All Schools in District | 96.8% | 3.2% |
| High-Poverty Schools in District | 25.0% | 75.0% |
| Low-Poverty Schools in District | ◇ | ◇ |

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◇ Not applicable.

Advanced Placement Courses

No information is available for Desert Valley High School regarding advanced placement (AP) courses offered.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

| District Salary Data | | |
|---|-------------------|------------------------|
| Category | Brawley Union HSD | Similar Sized District |
| Beginning Teacher Salary | \$44,520 | \$41,782 |
| Mid-Range Teacher Salary | \$76,798 | \$65,939 |
| Highest Teacher Salary | \$101,841 | \$85,680 |
| Average Principal Salary | \$110,885 | \$116,780 |
| Superintendent Salary | \$125,000 | \$147,560 |
| Teacher Salaries — Percent of Budget | 41.40% | 36.40% |
| Administrative Salaries — Percent of Budget | 6.50% | 6.20% |

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

| School Financial Data | |
|--|------------------|
| | Desert Valley HS |
| Total Expenditures Per Pupil | \$7,012 |
| Expenditures Per Pupil From Restricted Sources | \$1,623 |
| Expenditures Per Pupil From Unrestricted Sources | \$5,389 |
| Annual Average Teacher Salary | \$79,914 |

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

| Financial Data Comparison | | |
|--|--|-------------------------------|
| | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| Desert Valley HS | \$5,389 | \$79,914 |
| Brawley Union HSD | \$1,504 | \$76,418 |
| California | \$5,681 | \$67,234 |
| School and District — Percent Difference | +72.1% | +4.4% |
| School and California — Percent Difference | -5.4% | +15.9% |

Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.



Types of Services Funded

In addition to general State funding, Brawley Union High School District receives State and Federal funding for the following categorical, Special Education, and support programs:

- Title I, Part A
- Title I, ARRA
- Title II
- Title III
- Title V
- Special Education
- California High School Exit Examination (CAHSEE) Intervention
- Carl Perkins Funds
- Economic Impact Aid (EIA)
- Gifted and Talented Education (GATE)
- Instructional materials
- Home-to-School Transport
- Migrant Education
- ROP



Desert Valley High School

SARC
2009-10



Brawley Union High School District



GRADES 10-12

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Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of December 2010.