

Desert Valley High School

2012-13 School Accountability Report Card — Published During the 2013-14 School Year



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.

District Mission Statement

Our mission is to provide a safe and secure learning environment for all students focusing on student achievement through high quality instruction. This will be accomplished through a shared commitment by the Board, staff, and community.

Vision Statement

To prepare students to become productive citizens, the Board of Education is committed to increasing student achievement through the implementation of standards-based instructional programs delivered by a high quality staff and clearly identified performance benchmarks.

Parental Involvement

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

- Involving parents in their child's education
- Fostering shared responsibility among students, parents, and staff
- Linking families with school and community resources
- Encouraging 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 with the school, contact Principal Antonio Munguia at (760) 312-5110 or tmunguia@brawleyhigh.org.

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 March 2013. 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.

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School Accountability Report Card

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores, and achievements.



Standardized Testing and Reporting Program

The Standardized Testing and Reporting Program (STAR) aims to identify strengths and weaknesses to improve student learning. The STAR consists of several key tests that are designed for the student's age and individual needs. These tests include 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 Plan. 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 more information on the STAR including tests, participation, groups, and scores by grade level, please visit star.cde.ca.gov.



STAR Results for All Students

The Standardized Testing and Reporting Program (STAR) results are evaluated and compared to state content standards using the following five performance levels: 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 show the percentage of students who scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

| Students Scoring at Proficient or Advanced Levels | Three-Year Data Comparison | | | | | | | | |
|---|----------------------------|-------|-------|--------------|-------|-------|------------|-------|-------|
| | Desert Valley HS | | | Brawley UHSD | | | California | | |
| Subject | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 |
| English-Language Arts | 10% | 12% | 12% | 42% | 44% | 46% | 54% | 56% | 55% |
| Mathematics | 1% | 0% | 1% | 25% | 21% | 20% | 49% | 50% | 50% |
| Science | 11% | ❖ | ❖ | 48% | 61% | 45% | 57% | 60% | 59% |
| History-Social Science | 6% | 11% | 13% | 40% | 41% | 41% | 48% | 49% | 49% |

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

| Students Scoring at Proficient or Advanced Levels | Spring 2013 Results | | | |
|---|-----------------------|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the District | 46% | 20% | 45% | 41% |
| All Students at the School | 12% | 1% | ❖ | 13% |
| Male | 10% | 2% | ❖ | 17% |
| Female | 14% | ❖ | ❖ | 6% |
| Black or African American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 11% | 1% | ❖ | 13% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | ❖ | ❖ | ❖ | ❖ |
| Two or More Races | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically Disadvantaged | 11% | 1% | ❖ | 11% |
| English Learners | 3% | ❖ | ❖ | 6% |
| Students with Disabilities | ❖ | ❖ | ❖ | ❖ |
| Students Receiving Migrant Education Services | 13% | ❖ | ❖ | 14% |

❖ 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.

API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from one (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API 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.

| API Ranks | | | |
|----------------------------|------|------|------|
| Three-Year Data Comparison | | | |
| | 2010 | 2011 | 2012 |
| Statewide API Rank | * | * | * |
| Similar Schools API Rank | * | * | * |

Academic Performance Index

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

The annual API reporting cycle consists of the Base API (not published in this SARC) and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2012 Base API is calculated from results of statewide testing in spring 2012, but the results are not released until May 2013). Growth API calculates test results in the same fashion and with the same indicators as the Base API but from test results from the following year (e.g. The 2013 Growth API is calculated from results of statewide testing in spring 2013 and released in September 2013). To represent how much a school's API changed from 2012-13, the 2012 Base API is subtracted from the 2013 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit www.cde.ca.gov/ta/ac/ap/ for the API information guide and the API overview guide.

API Growth by Student Group

Assessment data is 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 STAR scores who make up at least 15 percent of the total valid STAR scores, or (2) at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

| API Growth by Student Group | | 2013 Growth API and Three-Year Data Comparison | | | | | | | |
|-------------------------------------|--------------------|--|--------------------|------------|--------------------|------------|--------------------------------------|-------|-------|
| Group | 2013 Growth API | | | | | | Desert Valley HS – Actual API Change | | |
| | Desert Valley HS | | Brawley UHSD | | California | | 10-11 | 11-12 | 12-13 |
| | Number of Students | Growth API | Number of Students | Growth API | Number of Students | Growth API | | | |
| All Students | 51 | 566 | 1,276 | 743 | 4,655,989 | 790 | -39 | -7 | 35 |
| Black or African American | 0 | ❖ | 9 | ❖ | 296,463 | 708 | ■ | ■ | ■ |
| American Indian or Alaska Native | 0 | ❖ | 1 | ❖ | 30,394 | 743 | ■ | ■ | ■ |
| Asian | 1 | ❖ | 10 | ❖ | 406,527 | 906 | ■ | ■ | ■ |
| Filipino | 0 | ❖ | 2 | ❖ | 121,054 | 867 | ■ | ■ | ■ |
| Hispanic or Latino | 44 | 576 | 1,035 | 739 | 2,438,951 | 744 | ■ | ■ | ■ |
| Native Hawaiian or Pacific Islander | 0 | ❖ | 0 | ❖ | 25,351 | 774 | ■ | ■ | ■ |
| White | 3 | ❖ | 155 | 830 | 1,200,127 | 853 | ■ | ■ | ■ |
| Two or More Races | 3 | ❖ | 63 | 587 | 125,025 | 824 | ■ | ■ | ■ |
| Socioeconomically Disadvantaged | 43 | 565 | 863 | 721 | 2,774,640 | 743 | ■ | ■ | ■ |
| English Learners | 27 | 563 | 426 | 677 | 1,482,316 | 721 | ■ | ■ | ■ |
| Students with Disabilities | 3 | ❖ | 79 | 488 | 527,476 | 615 | ■ | ■ | ■ |

■ Data are reported only for numerically significant groups.

❖ 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.

* The 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.

Professional Development

The major areas of focus for staff development include curriculum and instruction, school discipline and safety, technology, student assessment and data analysis, 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 PIVOT Learning Partners.

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



Suspensions and Expulsions

This table shows the school and district suspension and expulsion rates for the most recent three-year period. Please note, a new method for calculating suspension and expulsion rates was implemented starting in the 2011-12 school year – the rates in 2011-12 and beyond cannot be truly compared to previous rates since they are calculated differently.

| Suspension and Expulsion Rates | | | |
|--------------------------------|-------|-------|-------|
| Desert Valley HS | | | |
| | 10-11 | 11-12 | 12-13 |
| Suspension Rates | 19.1% | 12.1% | 21.8% |
| Expulsion Rates | 1.5% | 0.8% | 3.1% |
| Brawley UHSD | | | |
| | 10-11 | 11-12 | 12-13 |
| Suspension Rates | 21.5% | 13.7% | 12.4% |
| Expulsion Rates | 0.4% | 0.5% | 0.8% |

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following 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 met each of the AYP criteria and made overall AYP for 2012-13. For more information, visit www.cde.ca.gov/ta/ac/ay/.

| Adequate Yearly Progress Criteria | 2012-13 School Year | |
|-----------------------------------|---------------------|--------------|
| | Desert Valley HS | Brawley UHSD |
| Met Overall AYP | Yes | No |
| Met Participation Rate | | |
| English-Language Arts | Yes | Yes |
| Mathematics | Yes | Yes |
| Met Percent Proficient | | |
| English-Language Arts | Yes | No |
| Mathematics | Yes | No |
| Met API Criteria | Yes | No |
| Met Graduation Rate | Yes | Yes |

Federal Intervention Program

Schools and districts receiving Title I funding that 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) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. This table displays the 2013-14 Program Improvement status for the school and district. For detailed information about PI Identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

| Federal Intervention Program | 2013-14 School Year | |
|---|---------------------|--------------|
| | Desert Valley HS | Brawley UHSD |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2012-2013 | 2010-2011 |
| Year in Program Improvement | Year 1 | Year 3 |
| Number of Schools Identified for Program Improvement | | 2 |
| Percent of Schools Identified for Program Improvement | | 66.70% |

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.

California High School Exit Exam Grade Ten Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note the score a student must achieve to be considered Proficient is different than the passing score for graduation requirement. 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 group data is available for Desert Valley High School.

| Students Scoring at Proficient or Advanced Levels | Three-Year Data Comparison | | | | | |
|---|----------------------------|-------|-------|-------------|-------|-------|
| | English-Language Arts | | | Mathematics | | |
| | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 |
| Desert Valley HS | 8% | ❖ | ❖ | ❖ | ❖ | ❖ |
| Brawley UHSD | 56% | 57% | 50% | 50% | 59% | 52% |
| California | 59% | 56% | 57% | 56% | 58% | 60% |

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in tenth grade and have multiple chances to retake the test if the student does not pass the first time. 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 two sections: English-language arts and Math. For the purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient.

District CAHSEE Grade Ten Results: English-Language Arts and Mathematics

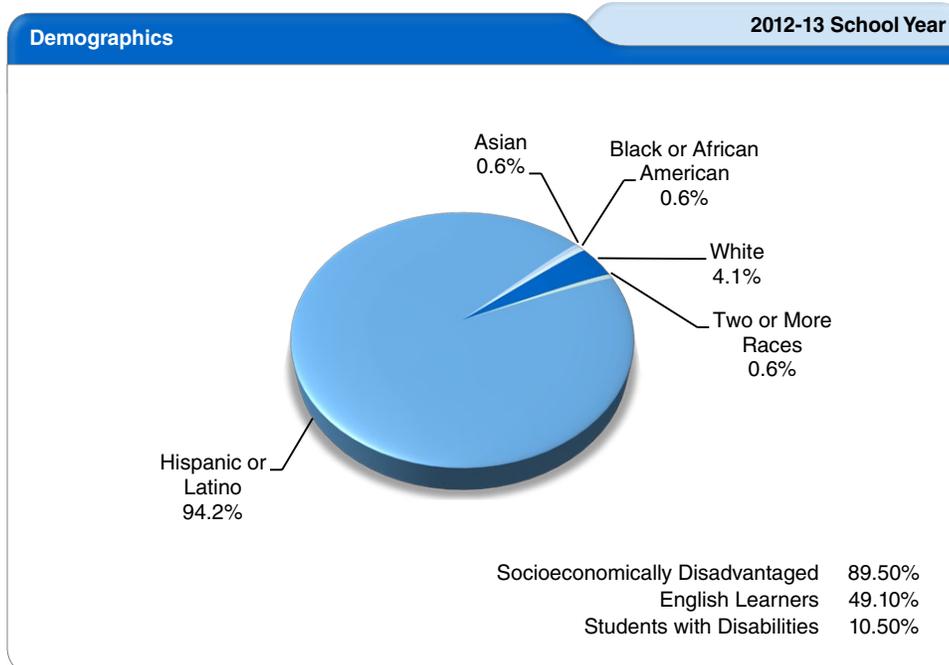
| Students Scoring at Proficient or Advanced Levels | 2012-13 School Year | | |
|---|------------------------------|------------|----------|
| | All Students in the District | | |
| | Not Proficient | Proficient | Advanced |
| English-Language Arts | 50% | 25% | 26% |
| Mathematics | 48% | 35% | 17% |

District CAHSEE Grade Ten 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. School 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, only district scores are displayed.

Enrollment by Student Group

The total enrollment at the school was 171 students for the 2012-13 school year. The pie chart displays the percentage of students enrolled in each group.

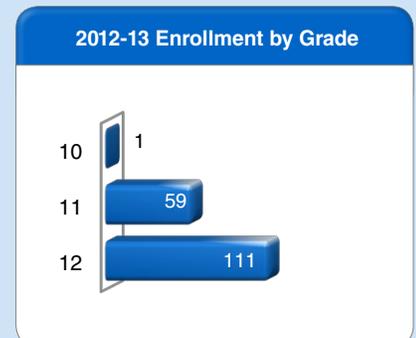


School Mission Statement

Provide opportunities to all students to meet the requirements needed to graduate.

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2012-13 school year.



❖ 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.



Career Technical Education Participation

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

| Career Technical Education Data | |
|--|----|
| Desert Valley HS | |
| 2012-13 Participation | |
| Number of Pupils Participating in CTE | 0 |
| Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma | 0% |
| Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education | 0% |

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
- Special Education
- Carl Perkins Funds
- Economic Impact Aid (EIA)
- Instructional Materials
- Home-to-School Transport
- Migrant Education
- California High School Exit Examination (CAHSEE) Intervention
- ROP

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 10th 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

In conjunction with CTE courses, BUHSD offers nine 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. BUHSD 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
- ROP Corrections

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 Antonio Munguia who can be reached at (760) 312-5110.

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please note, a new method for calculating graduation and dropout rates was implemented starting with the class of 2010. The new rates should not be compared to data from previous years. Please visit www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

| Graduation and Dropout Rates | Three-Year Data Comparison | | | | | |
|------------------------------|----------------------------|--------|--------|--------------|--------|--------|
| | Graduation Rate | | | Dropout Rate | | |
| | 09-10 | 10-11 | 11-12 | 09-10 | 10-11 | 11-12 |
| Desert Valley HS | 82.75% | 87.68% | 88.89% | 12.90% | 10.30% | 8.10% |
| Brawley UHSD | 82.75% | 87.68% | 88.89% | 12.90% | 10.30% | 8.10% |
| California | 74.72% | 77.14% | 78.73% | 16.60% | 14.70% | 13.10% |

❖ 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.

"The Board of Education is committed to increasing student achievement through the implementation of standards-based instructional programs..."

Completion of High School Graduation Requirements

This table displays school, District, and California data for the number of students in the most recent graduating class who met all State and local graduation requirements for grade 12 completion, including having passed both the English-language arts and mathematics portions of the California High School Exit Exam (CAHSEE) or received a local waiver or State exemption. For more information, please visit www.cde.ca.gov/ta/tg/hs.

| Completion of High School Graduation Requirements | | Graduating Class of 2013 | |
|---|------------------|--------------------------|------------|
| Group | Desert Valley HS | Brawley UHSD | California |
| All Students | 54 | 421 | 418,598 |
| Black or African American | ❖ | ❖ | 28,078 |
| American Indian or Alaska Native | ❖ | ❖ | 3,123 |
| Asian | ❖ | ❖ | 41,700 |
| Filipino | ❖ | ❖ | 12,745 |
| Hispanic or Latino | 50 | 340 | 193,516 |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | 2,585 |
| White | ❖ | 57 | 127,801 |
| Two or More Races | ❖ | ❖ | 6,790 |
| Socioeconomically Disadvantaged | 44 | 284 | 217,915 |
| English Learners | ❖ | 73 | 93,297 |
| Students with Disabilities | 13 | 41 | 31,683 |

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 admission.universityofcalifornia.edu/.

California State University: Eligibility for admission to the California State University (CSU) is determined by three factors: (1) specific high school courses, (2) grades in specified courses and test scores, and (3) 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 www.calstate.edu/admission/admission.shtml.

❖ 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.



Advanced Placement Courses

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



Course Enrollment for UC/CSU Admission

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

| UC/CSU Admission | |
|--|--------|
| Desert Valley HS | |
| 2011-12 and 2012-13 School Years | |
| Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2012-13 | 52.53% |
| Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2011-12 | 0.00% |



Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

| Quality of Textbooks | |
|--|--------|
| 2013-14 School Year | |
| Criteria | Yes/No |
| Are the textbooks adopted from the most recent state-approved or local governing board approved list? | Yes |
| Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education? | Yes |
| Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home? | Yes |



Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

| Currency of Textbooks | |
|-----------------------|---------|
| 2013-14 School Year | |
| Data Collection Date | |
| | 10/2013 |

Textbooks and Instructional Materials

Brawley Union High School District held a Public Hearing Oct. 10, 2013, 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 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.

| Textbooks and Instructional Materials List | | 2013-14 School Year |
|--|---|---------------------|
| 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 |

Availability of Textbooks and Instructional Materials

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

| Percentage of Students Lacking Materials by Subject | | 2013-14 School Year |
|---|--|---------------------|
| Desert Valley HS | | Percent Lacking |
| Reading/Language Arts | | 0% |
| Mathematics | | 0% |
| Science | | 0% |
| History-Social Science | | 0% |
| Visual and Performing Arts | | 0% |
| Foreign Language | | 0% |
| Health | | 0% |
| Science Laboratory Equipment | | 0% |

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.

| School Facility Good Repair Status | | 2013-14 School Year | |
|---|---------------|---------------------|---------------|
| Items Inspected | Repair Status | Items Inspected | Repair Status |
| Systems | Good | Restrooms/Fountains | Fair |
| 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 | | | 08/09/2013 |
| Date of the Most Recent Completion of the Inspection Form | | | 08/09/2013 |

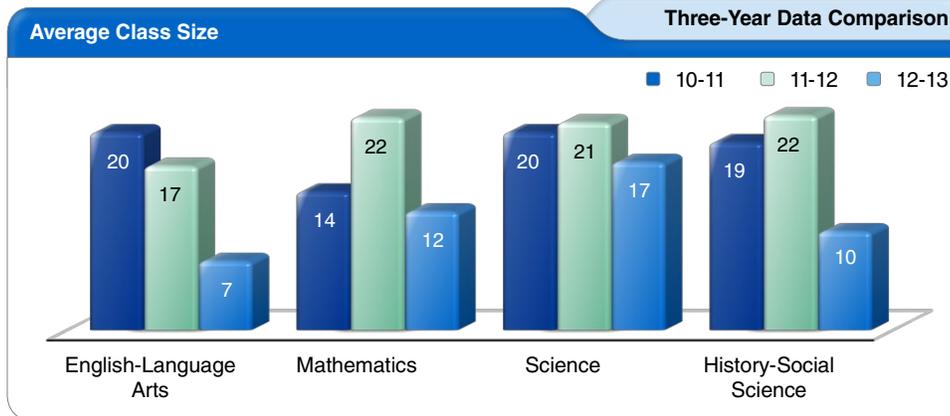
Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

| Deficiencies and Repairs | | 2013-14 School Year |
|--------------------------|---|---------------------|
| Items Inspected | Deficiencies, Action Taken or Planned, and Date of Action | |
| Restrooms/Fountains | Mirrors in need of repair. Repair made in August 2013. | |

Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



| Number of Classrooms by Size | Three-Year Data Comparison | | | | | | | | |
|------------------------------|----------------------------|-------|-----|-------|-------|-----|-------|-------|-----|
| | 10-11 | | | 11-12 | | | 12-13 | | |
| Subject | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ |
| English-Language Arts | 10 | 5 | | 12 | 3 | | 16 | 3 | |
| Mathematics | 5 | | | 3 | 3 | | 8 | 4 | |
| Science | 4 | 2 | | 3 | 1 | | 4 | 3 | |
| History-Social Science | 7 | 5 | | 4 | 2 | | 16 | 2 | |

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, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **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

School Facilities

The school's facilities, situated on a half acre, opened in 1980 and included 10 classrooms, two computer labs, a 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 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.

Continued on page 11

School Facilities

Continued from page 10

At the time of this report, 100 percent 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 the 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.



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 Data | |
|--|--------------|
| 2012-13 School Year | |
| Academic Counselors | |
| FTE of Academic Counselors | 1.000 |
| Ratio of Students Per Academic Counselor | 171:1 |
| Support Staff | |
| Social/Behavioral or Career Development Counselors | FTE 0.000 |
| Library Media Teacher (Librarian) | 0.000 |
| Library Media Services Staff (Paraprofessional) | 0.000 |
| Psychologist | 0.500 |
| Social Worker | 0.000 |
| Nurse | 0.000 |
| Speech/Language/Hearing Specialist | 0.000 |
| Resource Specialist (non-teaching) | 0.055 |

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov/.

| Teacher Credential Information | Three-Year Data Comparison | | | |
|---|----------------------------|------------------|-------|-------|
| | Brawley UHSD | Desert Valley HS | | |
| Teachers | 12-13 | 10-11 | 11-12 | 12-13 |
| With Full Credential | 74 | 8 | 8 | 8 |
| Without Full Credential | 3 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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 teacher misassignments of English Learners.

| Teacher Misassignments and Vacant Teacher Positions | Three-Year Data Comparison | | |
|---|----------------------------|-------|-------|
| | Desert Valley HS | | |
| Teachers | 11-12 | 12-13 | 13-14 |
| Teacher Misassignments of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require 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 competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2012-13 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

| No Child Left Behind Compliant Teachers | 2012-13 School Year | |
|---|--|---|
| | Percent of Classes in Core Academic Subjects | |
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| Desert Valley HS | 100.00% | 0.00% |
| All Schools in District | 97.17% | 2.83% |
| High-Poverty Schools in District | 97.17% | 2.83% |
| Low-Poverty Schools in District | ◇ | ◇ |

◇ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2011-12 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 detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at 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 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 www.ed-data.org.

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 | 2011-12 Fiscal Year | |
|---|---------------------|------------------------|
| | Brawley UHSD | Similar Sized District |
| Beginning Teacher Salary | \$44,661 | \$41,956 |
| Mid-Range Teacher Salary | \$74,544 | \$66,299 |
| Highest Teacher Salary | \$102,164 | \$85,517 |
| Average Principal Salary | \$119,090 | \$118,994 |
| Superintendent Salary | \$166,464 | \$156,140 |
| Teacher Salaries — Percent of Budget | 43% | 36% |
| Administrative Salaries — Percent of Budget | 8% | 6% |

Financial Data Comparison

This 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 | 2011-12 Fiscal Year | |
|--|--|-------------------------------|
| | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| Desert Valley HS | \$6,289 | \$79,345 |
| Brawley UHSD | \$2,012 | \$73,082 |
| California | \$5,537 | \$69,602 |
| School and District — Percent Difference | +212.6% | +8.6% |
| School and California — Percent Difference | +13.6% | +14.0% |

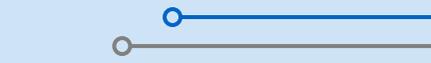
◆ Information not available.

“Our mission is to provide a safe and secure learning environment for all students focusing on student achievement through high quality instruction.”

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 | |
|--|----------|
| 2011-12 Fiscal Year | |
| Total Expenditures Per Pupil | \$7,555 |
| Expenditures Per Pupil From Restricted Sources | \$1,266 |
| Expenditures Per Pupil From Unrestricted Sources | \$6,289 |
| Annual Average Teacher Salary | \$79,345 |



Expenditures Per Pupil

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.



Desert Valley High School

2012-13 School Accountability Report Card — Published During the 2013-14 School Year

Data for this year's SARC was provided by the California Department of Education (CDE), school, and district offices. For additional information on 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. For further information regarding the data elements and terms used in the SARC see the *2012-13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at www.cde.ca.gov/ta/ac/ap. Per *Education Code* Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2013.

School Accountability Report Card

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