

LeConte Elementary School

2241 Russell Street • Berkeley, CA 94705 • (510) 644-6290 • Grades K-5

Kathryn Singh, Principal

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2011-12 School Accountability Report Card Published During the 2012-13 School Year



Berkeley Unified School District

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About the SARC

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. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (510) 644-6290.

Principal's Message

As you enter LeConte Elementary, you encounter a variety of colorful sights, the sound of bilingual voices, and aromatic smells. Our main hallways display students' creative work as well as photos of family events, student performances, and assemblies. As you approach our multicultural school library, the smell of garlic and seasoning begins to draw you towards our cooking class and farm and garden. Here at LeConte, we take pride in providing an environment that meets the academic, social, physical, and emotional well-being of all of our students.

While we are constantly striving to improve our students' academic achievement, we understand that achievement is also driven by student engagement, motivation to learn, having a sense of belonging to the school community. Therefore, through the leadership of our School Governance Council, PTA and parent/staff support, we have begun to institute a variety of academic support and enrichment programs for all students. Mentors, tutors, and instructional assistants provide one-on-one and small group academic and social skills support for students K-5. Academic and enrichment programs include specialized reading instruction support for K-1 students, advanced mathematics instruction for first through fifth grade students, and a variety of school-wide events that allow students to demonstrate learning and talents through multiple venues, e.g., Annual Talent Shows, K-5 Anthology of Creative Writing, Scripps Spelling Bee Competition, Math Olympiads, Art Exhibits, Oratorical Presentations, and our Annual Science Fair. Our after school programs also appeal to several students' interests and because they can participate on a co-ed football and soccer team and take classes to learning skills related to circus performances, capoeira, chess, guitar, carpentry, cooking, etc.

One of the features of our school is the Two-Way Immersion program, which offers English-speaking and Spanish-speaking students the opportunity to become bilingual by fifth grade. This not only adds to the ethnic diversity of our school but also allows students to develop cross-cultural awareness and sensitivity. Though we have the two programs, English and Two-Way Immersion, all teachers work collaboratively to create an inclusive environment for all students.

Kathryn Singh
Principal (Incoming)

Opportunities for Parental Involvement

It is our parent volunteers who make our school a welcoming and caring community. Our families read with our primary age students in the classrooms, attend field trips, coordinate fund-raisers, and participate in our school governance committees. Our parents help keep our environment clean and have been instrumental in completing our school Safety Plan. Parents use their expertise to write grants to purchase materials, and they present science-based classroom demonstrations and art projects. It is through their ideas and energy that our school has been able to fund enrichment activities, such as our Math Olympiads, Spelling Bee, etc. and various celebrations honoring Latino, African American and Asian heritage, and field trips for all grade levels. What is amazing is that they do this voluntarily; our families invest in our school because they believe in providing our students with a well-versed, memorable, and engaging education.

District Profile

We serve a city founded on the ideal of quality public education. Since 1868 the proud home to a great public university, Berkeley established California's first accredited high school, and in 1968 was the nation's first school district to desegregate without a court order. Our goal is always to give each of our children an equal opportunity to achieve the productive and fulfilled life that education brings.

With an enrollment of just over 9,000 students, Berkeley has 16 schools, from kindergarten through high school, plus extensive preschool and adult education programs. Its eleven elementary schools, with an average enrollment of about 379, are the product of an enduring community commitment to providing small, nurturing environments for our youngest students. Each school's student body represents the full spectrum of Berkeley families, both culturally and economically.

District Mission Statement

The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

Berkeley Unified School District's Vision

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community.

Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are responsible in the stewardship of our fiscal resources and fair and equitable in their distribution.

Our Families and Community are integral to the success of our students and schools. Families are active, engaged and welcomed partners in their child's education, who give valued input and participate in making important decisions about our academic and enrichment programs. Our diverse community is passionate about equitable educational outcomes for all students. Our civic and community organizations partner with us to promote family engagement and the well-being and success of our students.

Our Schools are vital centers of community life enriched by the diversity of our city and welcoming to all families. Each classroom offers engaging and culturally relevant curriculum that builds on students' interests and abilities. Student needs, as identified by regular assessment, inform our teaching and guide appropriate and effective intervention services. We offer an enriched learning environment and a comprehensive system of supports to address the needs of the whole child.

Values and Beliefs of Berkeley Unified School District

- Students are our priority.
- We take pride in our diversity.
- We hold high expectations for ourselves and our students.
- We treat each other with respect and act with integrity.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	57
Gr. 1	51
Gr. 2	58
Gr. 3	53
Gr. 4	57
Gr. 5	44
Total	320

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	20.6
American Indian or Alaska Native	1.3
Asian	5.6
Filipino	0
Hispanic or Latino	33.8
Native Hawaiian/Pacific Islander	0.3
White	23.4
Two or More Races	12.2
Socioeconomically Disadvantaged	55
English Learners	29.4
Students with Disabilities	9.7

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.	19.3	18	18.8	2	3	4	1	0	0	0	0	0
Gr. 1	18.3	19.7	17	3	3	3	0	0	0	0	0	0
Gr. 2	18.7	12.8	14.8	3	4	4	0	0	0	0	0	0
Gr. 3	18.3	19.7	13	3	3	4	0	0	0	0	0	0
Gr. 4	21.5	21.5	19	0	1	1	2	1	2	0	0	0
Gr. 5	23.5	21.5	22	0	2	2	2	0	0	0	0	0

* 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, English, Math, Science and Social Science (SS), rather than grade level.

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The safety of students and staff is our primary concern. A variety of people visit the campus to volunteer in the classroom and participate in school events. During lunch, recesses, and before-and-after school, staff members supervise students and school grounds to ensure an orderly, safe environment. The school is always fully compliant with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drills are held monthly, and intruder drills are held at least once a year.

Safety procedures, including elements of our Comprehensive Safe School Plan, are reviewed with school and district staff at the start of each school year. The plan was last updated and reviewed with school staff in spring 2010.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: January, 2012

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well maintained and in good repair. A work order process alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

Safety issues are the top priority for Maintenance and Operations. District maintenance supervisors inspect school sites continually and complete repairs in a timely manner. They use a work order process to ensure an efficient, prioritized repair process. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Date of Last Inspection: September 20, 2010

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	4.09	3.12	
Expulsions Rate	0	0	
District	09-10	10-11	11-12
Suspensions Rate	13.87	9.53	
Expulsions Rate	0.24	0.15	

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	No apparent problems
Interior: Interior Surfaces	[]	[X]	[]	[]	No apparent problems
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	No apparent problems
Electrical: Electrical	[]	[]	[X]	[]	The main electrical wires feeding this school are very old. We plan to replace them in summer, 2012
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	No apparent problems
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	No apparent problems
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	No Apparent Problems
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	20	21	
Without Full Credential	0	0	
Teaching Outside Subject Area	0	0	
Districtwide	09-10	10-11	11-12
Fully Credentialed	◆	◆	
Without Full Credential	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Administrators and teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. During the last three school-years, each school in the Berkeley Unified School District dedicated 3 days annually for teacher and administrator professional development. During 2010, 80% of all Berkeley K-5 teachers and site administrators participated in a four-day intensive literacy training to support Readers' Workshop in K-5 classrooms. A site literacy coach provides ongoing support for teachers to improve literacy instruction to students. A math teacher-leader at the site participates in monthly District trainings, and supports math professional development and collaboration at the site. New teachers participate in a rigorous District BTSA program. Teacher-initiated professional development is supported through local funds earmarked for this purpose.

Core Academic Classes Taught by Highly Qualified Teachers

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* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
Districtwide		
All Schools	100	0
High-Poverty Schools	100	0
Low-Poverty Schools	0	0

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.25
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Our school governance committee determines how our state and federal monies are spent. There are ongoing programs and services that are funded yearly, such as in class and after school tutoring, mental health services, additional noon supervision, overnight field trips, etc. Most of our federal Title I funds for low income students pays for our literacy coach who provides one-to-one and small group English language arts instruction, specifically for students who struggle with reading comprehension and basic grammar skills. The literacy coach also support in-class instruction by modeling teaching strategies and brainstorming with teachers way to differentiate instruction.

Every year, the principal, staff, and parents write grants for additional funds for literacy projects, translation services, field trips, assemblies, and materials. Our annual fund-raisers bring together our entire community because we feature student performances and family involvement. Students have the opportunity to participate in talent shows, dance, sing, and engage in various games hosted by parents during our annual Halloween, Latino Heritage Celebration, and Farm and Garden celebrations.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,969	\$4,092	\$6,877	\$62,595
District	♦	♦	\$5,852	
State	♦	♦	\$5,455	\$66,336
Percent Difference: School Site/District			18%	0%
Percent Difference: School Site/ State			25%	-3%

* **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 webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage 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.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$40,656
Mid-Range Teacher Salary		\$64,181
Highest Teacher Salary		\$82,486
Average Principal Salary (ES)		\$102,165
Average Principal Salary (MS)		\$108,480
Average Principal Salary (HS)		\$117,845
Superintendent Salary		\$181,081
Percent of District Budget		
Teacher Salaries	34%	40%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

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:

Williams legislation calls for the schools to have enough books in core classes for all students and asks districts to reveal whether those books are presenting information outlined in the California content standards. Textbook materials are adopted by the school board following a rotating adoption cycle for subject specific state adopted textbooks and instructional materials.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>Reading: A Legacy of Literacy (Houghton Mifflin) Adopted in 2002</p>
<p>Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>Every day Mathematics, CA Edition (The Wright Group) Adopted in 2008</p>
<p>Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>Full Option Science System (FOSS) (Foss Delta Education) Adopted in 2007</p>
<p>History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>History Social Science for California (Scott Foresman) Adopted in 2006</p>

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.

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 (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) 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 star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	47	48	54	59	60	64	52	54	56
Math	55	60	68	52	53	56	48	50	51
Science	46	34	59	56	56	63	54	57	60
H-SS				50	45	47	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

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

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	64	56	63	47
All Student at the School	54	68	59	
Male	52	74	73	
Female	56	62	41	
Black or African American	49	62		
American Indian or Alaska Native				
Asian	71	79		
Filipino				
Hispanic or Latino	37	59	53	
Native Hawaiian/Pacific Islander				
White	71	81		
Two or More Races	74	79		
Socioeconomically Disadvantaged	42	58	44	
English Learners	27	48	21	
Students with Disabilities	40	45		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

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 webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20	22.2	20

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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.

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 webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	15	20	32
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		19	22
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	10	13	44
English Learners	36	29	39
Students with Disabilities			

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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	3	3	4
Similar Schools	2	1	1

Federal Intervention Program (School Year 2012-13)

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 webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	10	
Percent of Schools Currently in Program Improvement	55.6	

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	197	6,708	4,664,264
	API-G	816	810	788
Black or African American	Students	44	1,445	313,201
	API-G	776	658	710
American Indian or Alaska Native	Students	3	21	31,606
	API-G		732	742
Asian	Students	11	553	404,670
	API-G	875	833	905
Filipino	Students	0	34	124,824
	API-G		792	869
Hispanic or Latino	Students	70	1,488	2,425,230
	API-G	765	759	740
Native Hawaiian/Pacific Islander	Students	0	15	26,563
	API-G		757	775
White	Students	50	2,238	1,221,860
	API-G	896	922	853
Two or More Races	Students	17	706	88,428
	API-G	886	867	849
Socioeconomically Disadvantaged	Students	103	2,740	2,779,680
	API-G	766	728	737
English Learners	Students	64	1,073	1,530,297
	API-G	745	704	716
Students with Disabilities	Students	20	916	530,935
	API-G	647	630	607

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)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No