

Thousand Oaks Elementary School

840 Colusa Avenue • Berkeley, CA 94707 • (510) 644-6368 • Grades K-5

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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) 644-6368.

Principal's Message

We are proud to present our annual report for the 2011-2012 school year. We publish this report every year to share important facts about our school with the public we serve. It is our goal to present a clear picture of our students' academic achievements as well as the facts about our teachers and support staff who help make learning possible. In this report, you will find information about our teachers, students, test scores, resources, and finances. Many qualities contribute to making a public school successful, and no single report can fully describe them all. We've done our best to present a wide range of facts, and, when possible, we feature this data alongside data for other schools at the same grade level in the district and state. We believe that viewing the facts about our school compared to other schools in the district and state provides the most insight.

Test results make up a large portion of this report. We present summaries of our schoolwide results on the California Standards Tests (CST). In addition, we report how well different groups of students have performed on these tests and how schoolwide scores have improved or declined over the past three years.

You'll also see how our school looks through the lenses of federal and state measures of progress. These measures are the federal Adequate Yearly Progress (AYP) and the state of California's Academic Performance Index (API). They often provide differing views of progress.

To provide insight into our school's learning environment, we share facts about our students, and the education and experience level of our teachers. You'll also find estimates of how well prepared our teachers are. At the end of the report, we shed some light on our district's spending— including how much we spend per student compared to other districts like ours in the state. Open communication between our school and our public is something we value highly, and it's a responsibility we take seriously. We hope this report will generate a dialogue between members of our community and school leadership. We invite you to join us in this discussion. To get involved at our school, please contact our school office.

Gayle Hughes
Principal (Incoming)

Opportunities for Parental Involvement

Parents, families, and community members have multiple opportunities to volunteer their time at Thousand Oaks by helping in classrooms, tutoring students, assisting with yard supervision, chaperoning field trips, and helping out with special events. Parents also play an active role in our school committees and serve on our School Governance Council as well as our English Learner Advisory Committee. Another way that parents can be involved at Thousand Oaks is by joining the PTA. The PTA hosts numerous events throughout the year and helps to support both our academic and enrichment programs.

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.	59
Gr. 1	75
Gr. 2	91
Gr. 3	78
Gr. 4	76
Gr. 5	52
Total	431

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.6
American Indian or Alaska Native	0.5
Asian	7.9
Filipino	0.5
Hispanic or Latino	39.4
Native Hawaiian/Pacific Islander	0.7
White	30.6
Two or More Races	9.7
Socioeconomically Disadvantaged	47.3
English Learners	30.2
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.	19.4	20.3	19.7	5	4	3	0	0	0	0	0	0
Gr. 1	18.8	19.2	19	4	5	5	0	0	0	0	0	0
Gr. 2	20.3	19.8	17.3	4	5	6	0	0	0	0	0	0
Gr. 3	18.7	20	19.5	3	4	4	0	0	0	0	0	0
Gr. 4	30.5	28	25.3	0	0	0	2	2	3	0	0	0
Gr. 5	23.7	28.5	26	0	0	0	2	2	3	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 original Thousand Oaks Elementary School was comprised of four buildings: one two-story wood building with a partial basement, a wood frame annex, a double-wide portable, and four interconnected portables. The old building was demolished in the spring of 1998. The new buildings were opened in the fall of 2000. The school facilities cover 4.4 acres and are comprised of 21 permanent classrooms, one library, one staff room, a multi-purpose room, and a playground. The facility strongly supports teaching and learning through its ample classroom and playground space.

In order to have a safe and orderly environment, Thousand Oaks uses an integrated curriculum designed to:

- Provide appropriate structure and boundaries for students
- Nurture empathy and problem-solving skills
- Instill a strong anti-violence/anti-bullying environment at Thousand Oaks.

Positive Behavior Support, also known as PBS, serves as a broad framework for teaching school-wide rules and expectations for how students should behave in all common areas (the rules are included below and are posted around campus). This curriculum guides school-wide, classroom, and individual student interventions, as well as family collaboration. It offers a plan for supporting all students in school, including students with additional needs and the few students who need the most intensive supports. A key component of this approach is that behavioral expectations are explicitly taught to students, and reinforced throughout the school year. In addition PBS provides supports for students to learn pro-social skills, and has consequences when students make negative behavior choices. Good behavior is recognized and celebrated by teachers, staff, and administrators through "Golden Leaf Awards" and "Class Leaf Awards" which are presented to students and classes observed making good decisions and following the rules. When students earn a certain number of awards the result is a special school-wide activity or reward. By providing clear structure and recognition, this approach helps students be their best.

The structure provided by through Positive Behavior Support is complemented by the Second Step Violence Prevention curriculum, which focuses on teaching students empathy and problem-solving skills. Second Step helps students talk about their feelings related to common problem issues, such as bullying and other conflicts, by giving them a shared language and a safe place to discuss their concerns.

In addition, Thousand Oaks is using the Welcoming Schools curriculum, which focuses on teaching family diversity and anti-bullying behavior.

Together, these integrated curricula represent a proactive approach to ensuring a safe learning environment for all students by providing appropriate support and guidance to help children be successful.

All students are expected to follow the main rules: Be Safe, Be Respectful, and Be Responsible at all times while at school as well as at any school sponsored activities off campus.

By implementing Welcoming Schools, Positive Behavior Support, and Second Step we aim to make Thousand Oaks a safer and welcoming school for all students, staff and families.

In addition, during lunch, recesses, and before-and-after school, staff members, administrators, and noon supervisors 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 drill 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 2011.

Suspensions and Expulsions

School	09-10	10-11	11-12
Suspensions Rate	3.63	5.52	
Expulsions Rate	0	0.22	
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 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: October 2011

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: November 9, 2010

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]	[]	[]	[]	No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Drinking Fountain was found clogged. We repaired it.
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	29	25	
Without Full Credential	0	2	
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	.33
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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,728	\$3,013	\$5,715	\$62,595
District	♦	♦	\$5,852	
State	♦	♦	\$5,455	\$66,336
Percent Difference: School Site/District			-2%	0%
Percent Difference: School Site/ State			4%	-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.

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.

The Berkeley Unified School District benefits from a local tax initiative called the Berkeley Schools Excellence Project (BSEP). We used BSEP funds, along with state and federal funds, to support improving student achievement, sending teachers to staff development, and purchasing instructional materials for classrooms.

Our PTA's fund-raising efforts support many activities and supplies, including field trips, assemblies, family nights, after-school enrichment scholarships, teachers' classroom requests, classroom library books, and more.

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
Reading/Language Arts		Reading: A legacy of Literacy (Houghton Mifflin) Adopted in 2002 Lucy Caulkins Reader's Workshop and Writer's Workshop, 2010
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0%	
Mathematics		Every day Mathematics, CA Edition (The Wright Group) Adopted in 2008
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0%	
Science		Full Option Science System (FOSS) (Foss Delta Education) Adopted in 2007
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0%	
History-Social Science		History Social Science for California (Scott Foresman) Adopted in 2006
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0%	

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/.

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	56	62	70	59	60	64	52	54	56
Math	74	74	76	52	53	56	48	50	51
Science	56	63	65	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	70	76	65	
Male	70	73	67	
Female	70	79	64	
Black or African American	37	43		
American Indian or Alaska Native				
Asian	83	88		
Filipino				
Hispanic or Latino	56	67	43	
Native Hawaiian/Pacific Islander				
White	94	94	94	
Two or More Races	74	74		
Socioeconomically Disadvantaged	46	61	39	
English Learners	48	63	8	
Students with Disabilities	54	54		
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	25	42.3	21.2

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	13	8	30
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	38	34	28
Native Hawaiian/Pacific Islander			
White	-5	-36	29
Two or More Races			
Socioeconomically Disadvantaged	12	41	12
English Learners	6	26	47
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	7	7	7
Similar Schools	3	3	2

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	2009-2010	2004-2005
Year in Program Improvement	Year 4	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	290	6,708	4,664,264
	API-G	875	810	788
Black or African American	Students	27	1,445	313,201
	API-G	743	658	710
American Indian or Alaska Native	Students	2	21	31,606
	API-G		732	742
Asian	Students	23	553	404,670
	API-G	913	833	905
Filipino	Students	2	34	124,824
	API-G		792	869
Hispanic or Latino	Students	115	1,488	2,425,230
	API-G	819	759	740
Native Hawaiian/Pacific Islander	Students	3	15	26,563
	API-G		757	775
White	Students	88	2,238	1,221,860
	API-G	966	922	853
Two or More Races	Students	30	706	88,428
	API-G	889	867	849
Socioeconomically Disadvantaged	Students	124	2,740	2,779,680
	API-G	789	728	737
English Learners	Students	83	1,073	1,530,297
	API-G	802	704	716
Students with Disabilities	Students	35	916	530,935
	API-G	739	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	Yes	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No