Berkeley Arts Magnet at Whittier

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2012-13 School Accountability Report Card
Published During the 2013-14 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 2012-13 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) 644-6225.

Principal's Message

I am proud to present our annual report for the 2012-2013 school year. Berkeley Arts Magnet is a wonderful community, enriched by our diverse student body, families and staff. The staff shares a commitment to academic excellence: quality instruction and curriculum in all disciplines, high achievement for all students, appropriate supports for all students, and a rich arts education for the entire school. The purpose of this report is to present a clear picture of our students' academic achievements as well as the facts about our teachers and support staff whose dedication, training and professionalism contribute to a strong learning community. 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. You will see both school, district and state data. You will not see the caring relationships or engaged community that support student well-being and distinguish our school. But visit our school and talk to our community, and those qualities and experiences will be evident!

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. Improvements are celebrated, and challenges are addressed.

You will also see how Berkeley Arts Magnet is meeting federal and state measurements of progress. These measures are the Adequate Yearly Progress (AYP) and California's Academic Performance Index (API). In 2013 our school did not meet the AYP proficiency levels of 89.2 percent in English Language Arts and 89.5 percent in math. Our 2013 API of 873 is well above the State's goal of 800, and we plan to make continued growth!

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.

Kristin Collins
Principal

Opportunities for Parental Involvement

Parent involvement is an important part of the school community. Parent/caregivers volunteer in classrooms, chaperone field trips, sponsor meaningful activities such as enrichment classes, student productions, and safety and disaster preparedness. They support the school's efforts to welcome and celebrate our diversity. They raise significant funds to support the school's needs. Parent/caregivers participate in shared governance through the School Governance Council, PTA, Family Now, English Language Advisory Council, Greening Committee, and our positive behavior support and equity/safety committees. A parent engagement coordinator does outreach to families for the purpose of involving and supporting families who may be hard to reach. PTA leadership represents and promotes specific communities at our school: vice-presidents serve and represent our Latino, Asian, African-American, LGBTQ, and special needs families. The PTA supports family education nights (e.g., Family Math, Family Literacy, Gender Diversity); our weekly newsletter (The Thursday News); and the production of the Parent Handbook and School Directory. PTA Co-Presidents: Nisha Anand (510-213-0968 or nishamanand@gmail.com), Joel Chala (510-847-6969 or joelchala@hotmail.com)

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.	83
Gr. 1	60
Gr. 2	60
Gr. 3	53
Gr. 4	56
Gr. 5	92
Total	404

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	15.6
American Indian or Alaska Native	0.0
Asian	7.4
Filipino	0.7
Hispanic or Latino	18.1
Native Hawaiian/Pacific Islander	0.2
White	37.6
Two or More Races	17.8
Socioeconomically Disadvantaged	43.8
English Learners	13.9
Students with Disabilities	9.2

Average Class Size and Class Size Distribution

	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.	20.3	21.0	21.0	4	3	1	0	0	3	0	0	
Gr. 1	20.0	20.3	20.0	3	3	2	0	0	1	0	0	
Gr. 2	20.7	19.7	20.0	3	3	3	0	0		0	0	
Gr. 3	19.4	21.0	18.0	5	3	3	0	0		0	0	
Gr. 4	24.3	23.5	28.0	0	1		4	3	2	0	0	
Gr. 5	27.0	24.0	23.0	0	1		2	2	4	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.

Suspensions and Expulsions

Schoolwide	10-11	11-12	12-13
Suspensions Rate	4.41		16
Expulsions Rate	0		0
Districtwide	10-11	11-12	12-13
Suspensions Rate	9.53		16
Expulsions Rate	0.15		0

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

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. The social and emotional well-being of students is also of paramount importance. Site funds are allocated to provide counseling, behavior support services and family services. BAM implements positive behavior interventions supports. Our "Welcoming Schools" curriculum teaches and supports respect and anti-bullying. Community and family members volunteer in our classrooms and participate in school events. 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. Noon supervisors work under the direction of a coach from the YMCA, and also lead and coach games. 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 2011. The current plan includes goals for emergency response, strength-based social-emotional interventions, and cultural competence.

School Facility Conditions and Planned Improvements (School Year 2013-14)

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: November, 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 8, 2010

School Facility Good Repair Status (School Year 2013-14)
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**
	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 the school are 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	**Exemplary** [ ]	**Good** [X]	**Fair** [ ]	**Poor** [ ]	No apparent problems

Teacher Credentials			
Schoolwide	**10-11**	**11-12**	**12-13**
Fully Credentialed	26		19
Without Full Credential	0	0	
Teaching Outside Subject Area	0		
Districtwide	**10-11**	**11-12**	**12-13**
Fully Credentialed	♦	♦	425
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	**11-12**	**12-13**	**13-14**
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	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	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	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	0

* 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 2011-12)				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$7,613	$1,886	$5,727	$62,595
District	◆	◆	$5,852	$65,957
State	◆	◆	$5,537	$67,106
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.

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$38,497	$40,928
Mid-Range Teacher Salary	$64,489	$64,449
Highest Teacher Salary	$80,021	$82,826
Average Principal Salary (ES)	$108,782	$102,640
Average Principal Salary (MS)	$115,712	$109,253
Average Principal Salary (HS)	$135,256	$118,527
Superintendent Salary	$238,000	$183,968
Percent of District Budget		
Teacher Salaries	35.0%	39.7%
Administrative Salaries	6.5%	5.8%

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

Types of Services Funded (Fiscal Year 2012-13)

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.

State and Federal funds are used to fund literacy coaching and intervention, after school instruction by the classroom teacher, and mental health services for students and families.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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 The textbooks listed are from most recent adoption:	Yes	Reading: A Legacy of Literacy (Houghton-Mifflin) Adopted in 2002
Percent of students lacking their own assigned textbook:	0%	
Mathematics The textbooks listed are from most recent adoption:	Yes	Everyday Mathematics, CA Edition (The Wright Group) Adopted in 2008
Percent of students lacking their own assigned textbook:	0%	
Science The textbooks listed are from most recent adoption:	Yes	Full Option Science System (FOSS) (Foss Delta Education) Adopted in 2007
Percent of students lacking their own assigned textbook:	0%	
History-Social Science The textbooks listed are from most recent adoption:	Yes	History Social Science for California (Scott Foresman) Adopted in 2006
Percent of students lacking their own assigned textbook:	0%	

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.

2013 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	57	65	50
All Student at the School	72	75	66	
Male	67	74	66	
Female	76	76	66	
Black or African American	50	54	38	
American Indian or Alaska Native				
Asian	85	100		
Filipino				
Hispanic or Latino	61	60	57	
Native Hawaiian/Pacific Islander				
White	90	91	92	
Two or More Races	71	76	47	
Socioeconomically Disadvantaged	53	63	41	
English Learners	41	64		
Students with Disabilities	50	46		
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	30.4	31.5	12.0

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.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	65	74	72	60	64	64	54	56	55
Math	73	80	75	53	56	57	49	50	50
Science	64	84	66	56	63	65	57	60	59
H-SS				45	47	50	48	49	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.

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**		
	10-11	**11-12**	**12-13**
All Students at the School	-1	43	-24
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-8	26	-19
Two or More Races			
Socioeconomically Disadvantaged	24	30	-23
English Learners			
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	**2010**	**2011**	**2012**
Statewide	8	8	9
Similar Schools	3	4	8

Federal Intervention Program (School Year 2013-14)

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	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		14
Percent of Schools Currently in Program Improvement		82.4

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	**Students**	253	6,653	4,655,989
	API-G	873	822	790
Black or African American	**Students**	48	1,368	296,463
	API-G	757	675	708
American Indian or Alaska Native	**Students**	0	16	30,394
	API-G		751	743
Asian	**Students**	21	532	406,527
	API-G	914	838	906
Filipino	**Students**	2	36	121,054
	API-G		835	867
Hispanic or Latino	**Students**	49	1,477	2,438,951
	API-G	832	766	744
Native Hawaiian/Pacific Islander	**Students**	1	15	25,351
	API-G		764	774
White	**Students**	90	2,348	1,200,127
	API-G	952	925	853
Two or More Races	**Students**	37	829	125,025
	API-G	859	859	824
Socioeconomically Disadvantaged	**Students**	127	2,717	2,774,640
	API-G	805	738	743
English Learners	**Students**	41	907	1,482,316
	API-G	801	703	721
Students with Disabilities	**Students**	33	840	527,476
	API-G	720	645	615

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	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes