

O. W. Erlewine Elementary School

2441 Stansberry Way • Sacramento, CA 95826 • 916.228.5870 • Grades K-6

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2010-11 School Accountability Report Card Published During the 2011-12 School Year



**Sacramento City
Unified School District**
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Jonathan P. Raymond
Superintendent

School Description and Mission Statement

School Description:

O.W. Erlewine Elementary School is a small neighborhood school located near the American River Parkway. It is located in a quiet residential neighborhood. O. W. Erlewine School provides a safe, orderly and nurturing environment for students, faculty and parents. It features designed to ensure a secure environment include a completely fenced campus, as well as close and caring supervision of students at all times. School behavior and safety procedures are frequently monitored to ensure effectiveness. O.W. Erlewine's campus has an outdoor learning center on its campus that includes a Nature Area, which expands the width of the school site (a half of an acre) and 4,000 square foot garden with a fully automated drip irrigation system.

O. W. Erlewine is a 2002 California Distinguished School and a 2006 Exemplary School. We also recognized as a National Excellence in Urban School Winner in 2007.

Erlewine is Thematic Instruction School. It offers a well-balanced, thematic standards-based instructional program, which is closely focused on meeting the individual learning, emotional, social, and physical needs of each student. Students learn through different modes, styles and multiple intelligences. Themes are used as a way of understanding and organizing new concepts.

In addition Erlewine promotes the use of technology in the classroom. We have one computer for every three students on our site. We also have Smart Boards in every classroom.

Mission Statement: The students, staff, parents and the larger community of O. W. Erlewine School are committed to working harmoniously, in a spirit of mutual trust, close cooperation, and shared decision-making to pro-actively pursue excellence in education. Each of our students will succeed, as shown by continually rising test scores and other measures, through a positive learning environment. To support our learning environment we will:

Provide a safe and secure environment; Provide continuous improvement of our building and equipment, particularly in technology; Involve all families in our school operation; Involve staff in an ongoing process of self-growth and training to sharpen and enhance teaching skills; Recognize the importance of our school library to learning; and Direct our primary focus and emphasis on resources for classroom learning.

Through our efforts we are committed to creating a school, which is widely recognized and sought after because of its pursuit and achievement of excellence.

Erlewine provides a wealth of extended day activities. We offer band, ECO Club, Running Club, Gardening Club, Reading and Math Tutoring, and Enrichment Classes for our 4th-6th graders.

Opportunities for Parental Involvement

Erlewine is exemplified by high levels of family and community partnerships. At Erlewine parents are actively involved as classroom volunteers, chaperones on field trips, or through direct involvement in school planning bodies, such as, PTA, ELAC, and School Site Council. Parents help to create the school plan by attending our annual Strategic Planning Meeting held every year in March. The Strategic Planning Meeting is crucial in helping to create our school's School Development and Improvement Plan for the next year.

For more information, contact Michelle Dickson (P.T.A.); Vicki Duke (Site Council); Lorena Blanco (ELAC Rep.); or Terry Smith, Principal at (916) 228-5870.

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Student Enrollment by Grade Level	
Grade Level	Number of Students
K	42
1	64
2	63
3	58
4	43
5	54
6	42
Total Enrollment	366

Student Enrollment by Group	
Group	Percent of Total Enrollment
American Indian or Alaska Native	1.4
Asian	3.8
Black or African American	12.3
English Learners	10.1
Filipino	1.9
Hispanic or Latino	18.3
Native Hawaiian/Pacific Islander	0.3
Socioeconomically Disadvantaged	60.9
Students with Disabilities	19.1
Two or More Races	4.4
White	57.7

Suspensions and Expulsions						
Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0	0	0	19.74	18.1	17.1
Expulsions	0	0	0	0	0	0.03

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
2010-2011				
K	21	2	0	0
1	24.5	0	2	0
2	25	0	2	0
3	25	0	2	0
4	30	0	1	0
5	33.5	0	0	2
6	34	0	0	1
2009-2010				
K	22	1	2	0
1	24	0	2	0
2	24	0	2	0
3	25	0	2	0
4	27	0	2	0
5	29	0	1	0
6	33	0	0	1
Other	18	2	2	0
2008-2009				
K	21	1	3	0
1	20	4	0	0
2	20	2	0	0
3	22	2	1	0
4	21.5	1	1	0
5	33	0	0	2
6	33	0	0	1
Other	0	0	0	0

- * Number of classes indicates how many classes fall into each size category (a range of total students per class).

School Climate

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 Comprehensive Safe School Plan (CSSP) was updated on November 10, 2011 and shared with staff on December 1, 2011 at a Staff Meeting. The CSSP includes assessing the current status of school crime committed on the school campus and at school-related functions. It identifies appropriate strategies and programs that provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which include the development of the following:
Child abuse reporting procedures

Disaster procedures, routine and emergency
 Fire drills
 Earthquake emergency procedure system
 Campus intruder "lock down"
 Flood, evacuation of the site
 Parent/student reunification
 Policies on suspension, expulsion, or mandatory expulsion recommendations
 Procedures to notify teachers of dangerous pupils
 Discrimination and harassment policy
 School-wide dress code
 Procedures for safe ingress and egress of pupils, parents, and school employees to and from school
 Safe and orderly environment conducive to learning
 Rules and procedures on school discipline
 Hate crime reporting procedures

Visitor's on our campus must come through the school office and sign in. They must wear a visitor's pass while on campus. Parents that would like to attend field trips must be finger printed by the S.C.U.S.D. in advance of the field trip.

The steps of the plan are shared with our students in our classrooms by the classroom teacher. Drills are practiced at least once a month. They are then recorded in our Rapid Responder Computer System. The results of the drill are also discussed at Staff Meetings.

Students feel safe on campus because they are monitored by our teaching staff, aides, administrator, breakfast and noon duty, and community liaisons. Drills are discussed at Staff Meetings, Safety Meetings, and Common Planning Time Meetings. We have even "switched the drill up" to keep staff and students on their "toes" and ready for any type of situation.

School Facilities

School Facility Conditions and Planned Improvements

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

Month and year in which data were collected: June 2011

The main campus was built in 1965. This school has 12 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 6 portables. During the 2002 and 2003 modernization, renovations and upgrades were made in the following areas: site interior, HVAC, fire protection and alarms, roofing and miscellaneous upgrades. In 2009-2010 school year improvements were made in classrooms 14 and 16 which included new interior renovation and new electronic wiring to help facilitate our technology program. A drainage issue was also resolved by the placement of a new drain system in the court yard between room 8 and 14. The campus has a large garden and Nature Area.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the district operations office. The principal works directly with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The State Legislature established the Deferred Maintenance Fund (DMF) in 1980 to assist districts in maintaining facilities and sites. The District has participated in the Deferred Maintenance Program since its inception. The program requires both the local district and the State of California to share equally in the cost of major deferred maintenance projects, with the maximum contribution from the State limited to approximately one-half of one percent of the District's General Fund and Adult Education Fund operating budgets. For fiscal years 2008-09 through 2012-13, the Deferred Maintenance Program has been included in the State's Tier III Flexibility Program. Therefore, DMF funds received by the District are deposited in the General Fund, and are unrestricted. Due to state budget cuts for 2010-11 these unrestricted funds have not been designated to deferred maintenance purposes. The funds were used as part of the Tier III recommendations approved by the Board on the May 6, 2010 Board Meeting.

School Facility Good Repair Status

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)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	All needed repairs noted on the report have had work orders submitted

Teachers

Teacher Credentials			
School	2008-09	2009-10	2010-11
With Full Credential	19	19	15
Without Full Credential	0	0	0
Outside Subject Area of Competence	0	0	0
District	2008-09	2009-10	2010-11
With Full Credential	---	---	1,969
Without Full Credential	---	---	0

Teacher Misassignments			
Indicator	2008-09	2009-10	2010-11
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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.

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Instructional Planning and Scheduling

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. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, was student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers.

To that end, the district has crafted a high quality professional program that is focused on Literacy (including ELA Common Core Standards), English Language Learners, Differentiation of Instruction, Data Inquiry, Culturally and Linguistically Teaching and Learning, and Conceptual Understanding of Mathematics. These areas of focus were derived from needs assessments coupled with the analysis of student learning of specific content and that is ongoing with follow-up opportunities, models effective practices, and uses assessments to guide and monitor progress. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

These learning experiences, which are offered during the school day, after-school, as well as on Saturdays, and are supported with on-site coaching, are in addition to the required 18-hours of professional development designated for teachers to engage in collaborative professional learning at their respective school sites. Such communities of practices, under the leadership and guidance of site administrators, afford our teachers the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every teacher will help to promote and nurture a community of learners in which the individual school staff is not only enriched, but the district as a whole is enhanced.

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: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
District		
All Schools	91.54	8.46
High-Poverty Schools	91.33	8.67
Low-Poverty Schools	100	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.

Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://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.

Support Staff

Academic Counselors and Other Support Staff		
Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or		---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff		---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing	0	---
Resource Specialist (non-	0	---
Other	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.

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.

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.

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials

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 instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: November 2011

Textbooks and instructional materials are reviewed and then piloted across the district. Subsequent adoption by the Board of Education is consistent with the cycle of textbook approval by the State, California School Board. Textbooks are chosen for their alignment with California Content Standards, California Frameworks, and appropriateness for Sacramento City Unified School District students. Textbook sufficiency data is collected annually.

Elementary School		
Title	Subject	Date of Publication
<i>Open Court Reading, SRA</i>	Reading/Language Arts	2002
<i>Moving Into English, Harcourt</i>	English Language Development	2004
<i>High Point, Hampton Brown</i>	English Language Arts Intervention	2002
<i>Avenues, Hampton Brown</i>	English Language Development	2002
<i>English at Your Command, National Geography</i>	English Language Development	1996
<i>California Mathematics, Macmillan McGraw-Hill</i>	Mathematics	2009
<i>California Science, McMillian McGraw-Hill</i>	Science	2008
<i>California Vistas, McMillian McGraw-Hill</i>	History/Social Science	2007

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (FY 2009-10)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,218	\$1,756	\$4,462	\$71,008
District	---	---	\$4,467	\$62,499
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and District			-0.1%	11.1%
Percent Difference: School Site and State			-18.2%	4.9%

* **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 <http://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 <http://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: <http://www.ed-data.org>.

Types of Services Funded

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

Our school receives categorical funding to provide supplemental services to assist students reach grade level proficiency and above, master grade level content standards and successfully graduate from high school.

Services at our school include:

Class Size Reduction in our primary classrooms:
 Readers Club and Math Club (Tutoring)
 Supplemental instructional materials and books in mathematics, reading/language arts and ELD
 Enrichment programs
 Access to technology
 Library Nights
 Parent Education/Family Nights
 Student/Family Primary Language Support
 Translation for Home-School Communication
 Professional Development for teachers and aides

Average Teacher and Administrative Salaries (FY 2009-10)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher	\$39,885	\$42,017
Mid-Range Teacher	\$52,419	\$67,294
Highest Teacher	\$86,028	\$86,776
Average Principal (ES)	\$100,430	\$108,534
Average Principal (MS)	\$102,617	\$112,893
Average Principal (HS)	\$118,237	\$123,331
Superintendent	\$245,000	\$226,417
Percent of District Budget (FY 2009-10)		
Teacher Salaries	34%	38%
Administrative Salaries	5%	5%

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

Student Performance

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 in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science 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 <http://star.cde.ca.gov>.

STAR Results for All Students - Three-Year Comparison			
Subject	2008-09	2009-10	2010-11
STAR Results for All Students --School			
English-Language Arts	60	65	68
Mathematics	68	62	78
Science	58	52	63
History-Social Science	N/A	N/A	N/A
STAR Results for All Students --District			
English-Language Arts	46	48	48
Mathematics	44	46	48
Science	42	46	49
History-Social Science	39	41	44
STAR Results for All Students --State			
English-Language Arts	49	52	54
Mathematics	46	48	50
Science	50	54	57
History-Social Science	41	44	48

* 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.

STAR Results by Student Group - Most Recent Year				
Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	48	48	49	44
All Student at the School	68	78	63	N/A
Male	72	79	76	N/A
Female	64	77	50	N/A
Black or African American	57	76	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	67	91	0	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	73	65	36	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	68	80	72	N/A
Two or More Races	76	83	0	N/A
Socioeconomically Disadvantaged	61	74	56	N/A
English Learners	58	57	0	N/A
Students with Disabilities	66	78	0	N/A
Students Receiving Migrant Education Services				N/A

* 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.

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 <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six	Five of Six	Six of Six
5	21.2	23.1	11.5

* 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.

Accountability

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 <http://www.cde.ca.gov/ta/ac/ap/>.

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.

API Rank	2008	2009	2010
Statewide	7	7	7
Similar Schools	9	8	8

API Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	247	864	31,839	759	4,683,676	778
Black or African American	31	802	4,980	683	317,856	696
American Indian or Alaska Native	4		281	700	33,774	733
Asian	10		6,178	805	398,869	898
Filipino	6		345	840	123,245	859
Hispanic or Latino	46	849	11,561	723	2,406,749	729
Native Hawaiian/Pacific Islander	1		522	714	26,953	764
White	133	878	6,122	830	1,258,831	845
Two or More Races	14	895	1,779	809	76,766	836
Socioeconomically Disadvantaged	141	838	23,412	727	2,731,843	726
English Learners	27	840	11,210	723	1,521,844	707
Students with Disabilities	58	810	3,919	577	521,815	595

API Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	15	-1	32
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	15	4	23
Two or More Races	N/D		
Socioeconomically Disadvantaged	14	-4	49
English Learners			
Students with Disabilities			71

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria

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

Federal Intervention Program

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	2011-2012	2008-2009
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement		51
Percent of Schools Currently in Program Improvement		59.3