



Branciforte Middle School

315 Poplar St. • Santa Cruz, CA 95062-1131 • (831) 429-3883 • Grades 6-8
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2012-13 School Accountability Report Card Published During the 2013-14 School Year

Santa Cruz City Schools

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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 (831) 429-3883.

A Message from the Principal

Branciforte is a creative and stimulating learning community built on a foundation of respect and integrity, where individuals are safe, known well, and cared for, where everyone contributes and values the contributions of others, where everyone learns every day, and where scholarship leads to academic excellence.

Branciforte Middle School serves a diverse student population primarily from the east side of Santa Cruz. Our academic program is designed to meet individual students' needs. Our base program includes an English/Social Studies Core, math, science, pe, and an elective. Our math classes use the College Prep Math curriculum with a focus on problem solving, explaining your reasoning, collaboration, and perseverance. The program includes both a standard middle school track and an opportunity for acceleration. We have an outstanding elective program that includes courses in fine arts, music, culinary arts, publications, theater, the Advancement Via Individual Determination (AVID) college-preparatory program and MESA, (math, engineering, and science achievement). Students from our district's dual-immersion program continue their studies in Spanish language on our site.

Branciforte is proud of the many programs and services we offer, including our state-of-the-art library computer lab staffed by our librarian; our two portable laptop labs, our Wednesday afternoon Arts Academy, which includes courses in visual, performing, and applied arts; and our Gifted and Talented Education (GATE) program, which offers a Spanish course.

Major Achievements

This past year we have been concentrating on the creation of an Innovation Center. We are creating an open-flexible space where children are excited to get to school, be at school, and stay after school because they are involved in meaningful and engaging work. The center celebrated its grand opening on December 5th. It includes 30 desk top computers, 30 laptop computers, 10 iPads, a recording studio, and a green screen for video production. Our vision for this center is to have students:

- working in a flexible space that promotes 21st century skills;
- making films based on their own creative writing and real world issues;
- making Public Service Announcements for their community;
- mixing their own music in the Sound and Recording Room;
- engaged in projects designed to teach fellow students science concepts;
- investigating inventions of the past and proposing new inventions;
- creating peer-to-peer tutorials;
- anchoring the school wide TV news cast, written and produced by sixth, seventh, and eighth graders;
- teaching their parents to use technology;
- collaborating on Google documents; and
- designing digital art.

At Branciforte we strive to involve families in the school community. Our Home and School Club, English Language Advisory Committee (ELAC), and School Site Council (SSC) offer formal ways for parents to participate. We also host workshops on parenting and planning for college. Our Home and School Club and ELAC parents partner to celebrate our community cultures. In the fall, we host an annual Tamalada that includes wonderful food and Baile Folklorico. In the spring, we host our Spring Festival, which highlights student performances and fabulous food. Both events bring thousands of dollars into Branciforte classrooms.

Another way we involve families at Branciforte is through celebrations of student learning. We host activities throughout the school year that celebrate student success, including music concerts, a Tamalada, featuring performances from our Arts Academy classes, a Turkey Trot (a Thanksgiving fun run), the Egyptian Museum for sixth graders, the Renaissance Presentations for seventh grade students, and an Invention Convention for eighth grade students. Our eighth graders also produce the Best of the West night. This includes an evening of student produced videos, theatrical vignettes, and musical interludes.

Focus for Improvement

We continue to work towards our goal that all students will be proficient or advanced in English Language Arts and math. Our professional development time focuses on building our repertoire of teaching strategies to engage students in the content, improving content literacy, and developing common assessments in each department so that we can use student results to inform our practice. We measure our students' progress throughout the year, and we use data systems to track students' mastery of the standards.

Our school community coordinator provides support to our students and their families. This work has increased the connection between home and school. We work with University of California at Santa Cruz (UCSC), students to provide more one-on-one support for students in the classroom. Our university students also promote a college-going culture at our school. Our AVID students visit universities and partner with graduate students to conduct science experiments at UCSC. Students in the MESA program also visit universities to participate in regional competitions. Students in our dual immersion program are working towards the Seal of Biliteracy, which represents master attainment of two or more languages. In addition, our school community coordinator is the driving force for the Latino Role Model conference that is held annually and provides students with the opportunity to hear Latino professionals talk about their preparation and experience in a wide range of careers. Branciforte students have flourished in an environment that promotes higher education and celebrates learning.

In 2013–2014, our staff will continue to collaborate to create opportunities for students to extend their learning. During our teacher-led professional development, teams work on project-based lessons that allow our students to apply their learning in meaningful and creative applications. With a focus on individual achievement and accountability through project-based and collaborative instruction, and the use of student results to inform our instruction we expect to see an increase in student achievement.

Leadership

Kristin Pfothenauer is enjoying her second year as principal. She brings thirty-two years of experience and had been assistant principal at Santa Cruz High for the previous eight years. She brings skills in data analysis, leadership and collaboration, with a focus on equity of outcomes for students.

Teachers, students, parents, and administrators take part in decision making at this school. Teachers determine instructional methods as a team; the leadership team, along with the administration, plans staff development. Our School Site Council, which includes parent members as well as students, teachers, staff, and administrators, plays a key role in shaping our students' educational experience. The Student Council advises the school administration and helps guide our activities and enrichment.

Opportunities for Parental Involvement

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents join our School Site Council, which works with administration, staff and students to make financial decisions. Parents of English Learners are vital to our English Language Advisory Committee and to our efforts to reach out to our Spanish speaking families. Our Home and School Club provides support for our students in a variety of ways including co-hosting, with ELAC, the annual Tamalada and Spring Festival, organizing several fund raisers and supporting our school financially with teacher grants, support of student field trips, support of the Arts Academy, and support of our technology equipment and lab. Our parents assist with a variety of school activities, including Open House, Back-to-School Night, The Turkey Trot, fund-raising, and important feedback and communication about our program. Parents also volunteer to provide adult supervision at lunch and at school activities, teach Wednesday Arts Academy classes, coach teams, chaperone school dances, and much more.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	137
Gr. 7	141
Gr. 8	145
Total	423

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.0
Asian	2.1
Filipino	0.5
Hispanic or Latino	47.5
Native Hawaiian/Pacific Islander	0.9
White	43.5
Two or More Races	2.4
Socioeconomically Disadvantaged	50.8
English Learners	31.0
Students with Disabilities	17.3

Average Class Size and Class Size Distribution												
Year	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	11	12	13	11	12	13	11	12	13	11	12	13
Gr. 6	27.6	32	17	0	0	24	5	3	12	0	1	4
English	12.8	12.5	72	3	2	4	1	0		0	0	
Math	26.8	27.4	24	2	3	2	9	5	10	2	5	
Science	27.9	32.2	27	1	0	2	8	2	8	1	7	
SS	0	16		0	1		0	0		0	0	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	18.08	23.4	21.5
Expulsions Rate	0.44	3.2	.7
Districtwide	10-11	11-12	12-13
Suspensions Rate	8.27	7.8	4.4
Expulsions Rate	0.38	.69	0.8

* 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.

We revise our safety plan yearly, and we hold regular fire, earthquake, and lockdown drills to ensure that all students are prepared in the event of an emergency or natural disaster. We also monitor our school throughout the day, and all our facilities have phones and intercoms. Our site council reviews our safety plan each October. The plan includes goals for creating a safe environment through Positive Behavior and Intervention Systems. Branciforte students participate in self-defense classes each fall to learn strategies for maintaining safe and positive relationships with others. In addition, our counselor and assistant principal facilitate trainings to reduce bullying and teasing. Additionally, a group of students trained in Teaching Tolerance are active in planning activities and education to support a safe and respectful campus culture and our Gay Straight Alliance club designs educational presentations with a goal to eliminate homophobia.

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: 10/12/2013

Much work has been done on our campus in the last few years. We have recently painted, added student murals, renovated electrical wiring, purchased furniture for our computer lab, and added an outdoor eating pavilion. Our new field project was completed in the spring of 2012 - resulting in an all-weather track and soccer field - expanded life lab and picnic and eating areas.

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]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	Several bulbs burned out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	Items stacked on tall cabinets; several cabinets not secured to wall.
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	28	28	26
Without Full Credential	1	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	273
Without Full Credential	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	1
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.

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.

The primary focus of professional development is on aligning with the Common Core State Standards, engagement strategies, common assessments, and the use of Data Team Records to use student results to inform instruction. This decision was made based on several factors including our CST data, research regarding what improves student achievement, district goals and metrics, and staff leadership discussions.

Teachers have the opportunity to collaborate every week during the afternoon of a Wednesday shortened day. The first week the focus is on school wide professional development with a lens on teacher engagement strategies. These include strategies to incorporate technology into the classroom, strategies to engage students in the content through reading, writing, speaking, and listening, strategies to check for understanding, and content literacy strategies. Department collaboration, and grade alike collaboration occur on the second and fourth Wednesday. Grade level teams meet on the third Wednesday to review student achievement data, attendance data, and discipline data and plan appropriate interventions. This collaboration is focused on student engagement through curriculum development, sharing best practices, aligning with the Common Core State Standards, developing common assessments, and using the results of these assessments to drive instruction.

Teams of teachers participate in series of workshops offered through various agencies. These include:

- "Purposeful Classrooms" led by Douglas Fischer, renowned in the area of improving student achievement through student engagement,
- College Preparatory Math curriculum training and collaboration,
- ELA collaboration focused on the Common Core State Standards
- AVID training.

in addition, each teacher is expected to complete at least two peer observations each year. These observations are designed to have teachers support each other with best practices connected to classroom management, student engagement, or any area of specific need.

Finally, new teachers and administrators are provided teacher/administrator coaches who provide regular observations and dialogues giving staff the opportunity to reflect on practice with veterans in the field.

Time is built into the professional development for teachers to share the strategies they have tried and to get feedback regarding any questions. In addition, staff and district administration make regular visits into the classroom and share observed best practices through e-mails, newsletters, and personal interactions and follow-up with concerns individually.

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	73.5	26.5
Districtwide		
All Schools	80.6	19.4
High-Poverty Schools	73.8	26.2
Low-Poverty Schools	86.4	13.6

* 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	1
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.88
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.5
Resource Specialist	2.0
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	410

* 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	\$6,965	\$2,068	\$4,897	\$45,074
District	♦	♦	\$5,085	
State	♦	♦	\$5,537	
Percent Difference: School Site/District			-3.7	-23.5
Percent Difference: School Site/ State			-11.6	

* **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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* 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.

Our school works closely with the district’s state and federal program director to use specialized funding to provide extra help to students who need it. We update our school plan each year to ensure that our instruction is focused on student needs. For example, we are currently using federal funds to increase the number of sections in math and ELD. Additionally, we use federal funds to provide materials, translation services, professional development, and after school tutorial time for students. The effectiveness of these additional resources is measured through our quarterly assessments.

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: December 5, 2013

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Textbooks and Instructional Materials

Core Curriculum Area		Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Literature and Language Arts - Holt, Rinehart & Winston Adopted 2009</p> <p>Shining Star - Pearson Longman Adopted 2007</p>	
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Mathematics Course 1& 2 - Holt, Rinehart & Winston Adopted 2008</p> <p>Algebra Readiness - Holt, Rinehart & Winston Adopted 2008</p> <p>Algebra I - Holt, Rinehart & Winston Adopted 2008</p>	
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>CPO Earth Science - CPO Adopted 2007</p> <p>Focus on Life Science - Glencoe McGraw Hill Adopted 2007</p> <p>Focus on Physical Science - Glencoe McGraw Hill Adopted 2007</p>	
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>History Alive!: The Ancient World - TCI Adopted 2006</p> <p>History Alive!: The Medieval World & Beyond - TCI Adopted 2006</p> <p>History Alive!: The U.S. Through Industrialism - TCI Adopted 2006</p>	

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	56	60	54	58	59	59	54	56	55
Math	46	51	49	42	44	39	49	50	50
Science	61	73	75	56	63	64	57	60	59
H-SS	50	51	55	51	49	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.

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	59	39	64	50
All Student at the School	54	49	75	55
Male	51	51	81	61
Female	56	46	66	47
Black or African American	67	82		
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	31	29	56	37
Native Hawaiian/Pacific Islander				
White	73	63	88	70
Two or More Races	67	67		
Socioeconomically Disadvantaged	33	32	62	41
English Learners	9	6		
Students with Disabilities	17	22	38	19
Students Receiving Migrant Education Services	23	27		

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
7	19.3	17.8	25.2

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		
	10-11	11-12	12-13
All Students at the School	8	33	-23
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	21	51	-18
Native Hawaiian/Pacific Islander			
White	-4	21	-42
Two or More Races			
Socioeconomically Disadvantaged	12	43	-6
English Learners	20	32	-12
Students with Disabilities	5	66	-43

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	5	5	6
Similar Schools	3	3	3

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	Not In PI
First Year of Program Improvement	2004-2005	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		40.0

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	396	3,449	4,655,989
	API-G	785	780	790
Black or African American	Students	10	55	296,463
	API-G		725	708
American Indian or Alaska Native	Students	1	24	30,394
	API-G		795	743
Asian	Students	9	81	406,527
	API-G		886	906
Filipino	Students	2	25	121,054
	API-G		798	867
Hispanic or Latino	Students	186	1,297	2,438,951
	API-G	701	695	744
Native Hawaiian/Pacific Islander	Students	4	10	25,351
	API-G			774
White	Students	174	1,799	1,200,127
	API-G	857	834	853
Two or More Races	Students	10	157	125,025
	API-G		795	824
Socioeconomically Disadvantaged	Students	207	1,328	2,774,640
	API-G	706	700	743
English Learners	Students	121	769	1,482,316
	API-G	657	653	721
Students with Disabilities	Students	69	450	527,476
	API-G	554	564	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	No
Met Participation Rate: Mathematics	Yes	No
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