



Monroe Elementary School

3750 Monterey Blvd. • San Leandro, CA 94578 • (510) 618-4340 • Grades K-5

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2012-13 School Accountability Report Card Published During the 2013-14 School Year

San Leandro 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) 618-4340.

School Description

James Monroe Elementary School is a Community of Learners—students, staff, families, neighbors, and local San Leandro businesses—who collaboratively work together to ensure students with a nurturing and safe environment, while focusing on a fair and equitable education for all. As a culturally diverse learning community, Monroe strives towards academic excellence within an inclusive environment that brings all people together, and supports underserved communities. Working together, we strive to close the racial, linguistic, and economic achievement gap, achieving high academic standards for all of our children.

James Monroe has very active parent organizations. Our Parent Teacher Organization (PTO), Dad's Club, English Learner Advisory Committee (ELAC), School Site Council (SSC), and our African American Parent Organization work together to ensure all students meet high standards and are included in all aspects of the school. We welcome our community to continue to get involved and become an active part of our school. Please visit our PTO/Dad's Club website at www.gojamesmonroe.org to see the enthusiasm and excitement of our parent community.

District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

Our Monroe Vision:

"Our community is inclusive, engaged, and collaborative; providing a safe, equitable, and rigorous learning environment, promoting resiliency and success for all." (2013)

School Mission Statement

James Monroe Elementary is committed to building an inclusive school community. Our mission is to educate our students so they can achieve and demonstrate academic excellence. We will achieve Monroe's Mission objectives by providing our students with a nurturing, safe, and secure environment, while providing a Standards based curriculum and using culturally relevant teaching strategies with our students. We capitalize on the rich cultural heritage of our students, viewing students through the lens of equity to drive individualized instruction and sustain high expectations for all students.

District Profile

San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations.

Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Monroe Elementary School. Parents may participate in the Parent Teacher Organization (PTO), School Site Council (SSC,) English Learner Advisory Committee (ELAC,) African American Parent Organization, and Dad's Club. Please see our web site, www.gojamesmonroe.org to find out how to get involved or to see an updated calendar of meetings and events for James Monroe.

Monroe Elementary School has several partnerships with local community organizations and businesses, including the Floresta Homeowners Association, North Face, Wells Fargo Bank, Washington Mutual, Pappa Murphys Pizza, California Concepts

Contact Information

Individuals or businesses, who wish to participate, sponsor, volunteer, or provide donations to Monroe Elementary School may contact the main office at (510) 618-4340.

| Student Enrollment by Grade Level | |
|-----------------------------------|--------------------|
| Grade Level | Number of Students |
| Kinder. | 54 |
| Gr. 1 | 59 |
| Gr. 2 | 61 |
| Gr. 3 | 65 |
| Gr. 4 | 64 |
| Gr. 5 | 55 |
| Total | 358 |

| Student Enrollment by Group | |
|---|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 11.5 |
| American Indian or Alaska Native | 0.0 |
| Asian | 22.9 |
| Filipino | 8.9 |
| Hispanic or Latino | 41.3 |
| Native Hawaiian/Pacific Islander | 3.4 |
| White | 9.2 |
| Two or More Races | 2.8 |
| Socioeconomically Disadvantaged | 72.1 |
| English Learners | 45.0 |
| Students with Disabilities | 15.9 |

| 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. | | 25.5 | 18 | | 0 | 1 | | 2 | 2 | | | 0 |
| Gr. 1 | | 23 | 20 | | 1 | 1 | | 2 | 2 | | | 0 |
| Gr. 2 | | 23 | 20 | | 1 | 1 | | 2 | 2 | | | 0 |
| Gr. 3 | | 28 | 22 | | 0 | 1 | | 2 | 2 | | | 0 |
| Gr. 4 | | 30 | 16 | | 0 | 3 | | 2 | 1 | | | 0 |
| Gr. 5 | | 25.7 | 18 | | 1 | 2 | | 2 | 1 | | | 0 |
| Other | 23.2 | | | 5 | | | 9 | | | | 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 | | | |
|----------------------------|-------|-------|-------|
| School | 10-11 | 11-12 | 12-13 |
| Suspensions Rate | 0.55 | 4.09 | 1.40 |
| Expulsions Rate | 0 | 0 | 0 |
| District | 10-11 | 11-12 | 12-13 |
| Suspensions Rate | 18.68 | 17.75 | 15.65 |
| Expulsions Rate | 0.77 | 0.11 | 0.06 |

* 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 a primary concern at Monroe Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to our Safety Plan and emergency preparedness. The School Site Safety plan was reviewed, discussed and updated by the SSC and by Monroe Elementary School Staff. It was presented and approved by the SSC on January 24th, 2013. The key elements of the School Site Safety Plan include anti-bullying policies and procedures, district discipline policies and documents, child abuse reporting procedures, sexual harassment policy, and a section devoted to emergency preparedness. Fire, earthquake, and intruder drills are conducted on a monthly basis throughout the school year. To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. All visitors to the campus are required to check in at the school's office and wear the proper identification badge at all times.

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: 1/22/14

Age & Condition of Facilities

Monroe Elementary School was originally constructed in 1955 and is currently comprised of 20 permanent classrooms, five portables, a computer lab, a library, a staff lounge, a staff workroom, a multi-purpose room, and a playground. Recent renovation includes new double doors at the hall entrances and restroom renovations.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At the time of publication 100% of Monroe Elementary's restrooms were in good working order.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating/air conditioning, interior/exterior painting, electrical systems, and flooring. For the 2012-2013 school year, the district allocated \$164,000 for the deferred maintenance program. This represents .22% of the district's general fund budget.

The chart displays the results of the most recent school facilities inspection provided by the district. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been scheduled for repair or are in the process of remediation. With the passage of Measure B, modernization and renovation of the San Leandro schools has begun. For more information about Measure B, please visit the district's web site: www.sanleandro.k12.ca.us.

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] | [] | [] | (D) missing bulbs |
| 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 | Exemplary | Good | Fair | Poor |
| | [] | [X] | [] | [] |

| Teacher Credentials | | | |
|--------------------------------------|-------|-------|-------|
| School | 10-11 | 11-12 | 12-13 |
| Fully Credentialed | 16 | 17 | 18 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area | 0 | 0 | 0 |
| Districtwide | 10-11 | 11-12 | 12-13 |
| Fully Credentialed | ◆ | ◆ | 405 |
| Without Full Credential | ◆ | ◆ | 9 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| School | 11-12 | 12-13 | 13-14 |
| 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.

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.

Teachers and staff at James Monroe Elementary are continually working to improve their practice. The District supports staff development through three Professional Growth Days each year. This year we are working to implement English Language Development instruction through the use of GLAD strategies, regrouping students based on their language level. Additionally we meet monthly for 90 minute meetings to work on issues such as implementing the Common Core State Standards, equity, discipline, English Language Development, safety procedures/emergency preparedness, etc..

Teachers meet weekly for 45 minutes in Professional Learning Communities to discuss best practices and examine data from Common Formative Assessments to ensure mastery of essential standards for all students.

Teachers receive support from District coaches who work to improve daily teaching practices, provide support for teachers to reflect and stay current with technology, implement the best teaching strategies and District curriculum, as well as other areas of need. The principal visits classrooms regularly, providing feedback to support teachers as they are continuously improving.

For our newer teachers, staff development is supported by BTSA (Beginning Teachers Support and Assessment.)

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 | 92.0 | 8.0 |
| High-Poverty Schools | 91.9 | 8.1 |
| Low-Poverty Schools | 95.2 | 4.8 |

* 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) | 0 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1 |
| Social Worker | 0 |
| Nurse | 1 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist | 1 |
| Other | 1 |
| 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 | \$4,765 | \$521 | \$4,245 | \$80,701 |
| District | ♦ | ♦ | \$4,333 | \$75,133 |
| State | ♦ | ♦ | \$5,537 | \$67,106 |
| Percent Difference: School Site/District | | | -2.0 | 7.4 |
| Percent Difference: School Site/ State | | | -23.3 | 20.3 |

* **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 | \$49,098 | \$40,928 |
| Mid-Range Teacher Salary | \$68,225 | \$64,449 |
| Highest Teacher Salary | \$90,568 | \$82,826 |
| Average Principal Salary (ES) | \$109,795 | \$102,640 |
| Average Principal Salary (MS) | \$116,916 | \$109,253 |
| Average Principal Salary (HS) | \$135,375 | \$118,527 |
| Superintendent Salary | \$214,619 | \$183,968 |
| Percent of District Budget | | |
| Teacher Salaries | 48.1% | 39.7% |
| Administrative Salaries | 6.7% | 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 assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Federal, ECIA/ESEA/IASA (Title I) • K-5 Class Size Reduction • Economic Impact Aid (EIA) • Peer Assistance & Review • Special Education Master Plan • Instructional Materials • ROC/P Entitlement • Supplemental Counseling • Gifted & Talented Pupils • School & Library Improvement Program • Special Education Transportation • School Safety & Violence Prevention • Title II Teacher Quality | <ul style="list-style-type: none"> • Title III English Learners • Federal, Special Education, Entitlement per UDC • Vocational and Applied Technology Education Act / California Partnership Academy • CAHSEE • 21st Century • Homeless Children • Medi-Cal Billing • Gear up • After School Safety • Mental Health • QEIA |
|---|---|

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, 2012

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on September 20th, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks are illustrated in the chart.

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 Percent of students lacking their own assigned textbook: 0.0% | Hampton Brown Adopted 2002 Houghton Mifflin Adopted 2002 Hampton Brown Adopted 2011 | |
| Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0% | Pearson Scott Foresman Adopted 2008 | |
| Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0% | MacMillan/ McGraw Hill Adopted 2007 | |
| History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0% | Scott Foresman Adopted 2006 | |

Student Performance Data

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 (A Composite of CST, CMA and CAPA) | | | | | | | | | |
|---|---|-------|-------|----------|-------|-------|-------|-------|-------|
| 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 | 53 | 55 | 45 | 45 | 48 | 46 | 54 | 56 | 55 |
| Math | 60 | 66 | 58 | 36 | 37 | 37 | 49 | 50 | 50 |
| Science | 71 | 52 | 57 | 53 | 49 | 52 | 57 | 60 | 59 |
| H-SS | | | | 39 | 37 | 40 | 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 (A Composite of CST, CMA and CAPA)

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|------|---------|------|
| | ELA | Math | Science | H-SS |
| All Students in the LEA | 46 | 37 | 52 | 40 |
| All Student at the School | 45 | 58 | 59 | |
| Male | 42 | 60 | 65 | |
| Female | 47 | 56 | 52 | |
| Black or African American | 58 | 55 | | |
| American Indian or Alaska Native | | | | |
| Asian | 62 | 76 | 75 | |
| Filipino | 48 | 74 | | |
| Hispanic or Latino | 33 | 49 | 37 | |
| Native Hawaiian/Pacific Islander | | | | |
| White | 39 | 57 | | |
| Two or More Races | | | | |
| Socioeconomically Disadvantaged | 40 | 53 | 50 | |
| English Learners | 34 | 50 | | |
| Students with Disabilities | 42 | 36 | | |
| Students Receiving Migrant Education Services | | | | |

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.

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 | 27.5 | 17.6 | 23.5 |

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 | 38 | 11 | -41 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | -1 | -9 |
| Filipino | | | |
| Hispanic or Latino | 25 | 15 | -31 |
| Native Hawaiian/Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 25 | 21 | -42 |
| English Learners | 50 | -7 | -26 |
| Students with Disabilities | 142 | | |

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 | 3 | 5 | 5 |
| Similar Schools | 2 | 3 | 4 |

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 | 2013-2014 | 2009-2010 |
| Year in Program Improvement | Year 1 | Year 3 |
| Number of Schools Currently in Program Improvement | 8 | |
| Percent of Schools Currently in Program Improvement | 100.0 | |

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 | 235 | 6,317 | 4,655,989 |
| | API-G | 810 | 740 | 790 |
| Black or African American | Students | 28 | 987 | 296,463 |
| | API-G | 770 | 670 | 708 |
| American Indian or Alaska Native | Students | 0 | 17 | 30,394 |
| | API-G | | 725 | 743 |
| Asian | Students | 52 | 934 | 406,527 |
| | API-G | 871 | 858 | 906 |
| Filipino | Students | 21 | 501 | 121,054 |
| | API-G | 806 | 804 | 867 |
| Hispanic or Latino | Students | 99 | 2,965 | 2,438,951 |
| | API-G | 731 | 703 | 744 |
| Native Hawaiian/Pacific Islander | Students | 7 | 86 | 25,351 |
| | API-G | | 680 | 774 |
| White | Students | 24 | 664 | 1,200,127 |
| | API-G | 722 | 781 | 853 |
| Two or More Races | Students | 4 | 163 | 125,025 |
| | API-G | | 822 | 824 |
| Socioeconomically Disadvantaged | Students | 186 | 4,525 | 2,774,640 |
| | API-G | 759 | 714 | 743 |
| English Learners | Students | 102 | 2,712 | 1,482,316 |
| | API-G | 784 | 711 | 721 |
| Students with Disabilities | Students | 39 | 826 | 527,476 |
| | API-G | 653 | 573 | 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 | No | No |
| Met Graduation Rate (if applicable) | N/A | Yes |