



# Branciforte Middle School

315 Poplar St. • Santa Cruz, CA 95062-1131 • (831) 429-3883 • Grades 6-8  
Kristin Pfothenauer, Principal  
kpfothenauer@sccs.net

## 2011-12 School Accountability Report Card Published During the 2012-13 School Year

### Santa Cruz City Schools

405 Old San Jose Rd.  
Soquel, CA 95073  
(831) 429-3410  
[www.sccs.santacruz.k12.ca.us](http://www.sccs.santacruz.k12.ca.us)

#### District Governing Board

Ken Wagman  
Deborah Tracy-Proulx  
John T. Collins II  
Steve Trujillo  
Sheila Coonerty  
Cynthia Hawthorne  
Patricia Threet

#### District Administration

Gary S. Bloom  
**Superintendent**  
  
Alvaro Meza  
**Assistant Superintendent  
Business Services**  
  
Kris Munro  
**Assistant Superintendent  
Educational Services**  
  
Karen Hendricks  
**Assistant Superintendent  
Human Resources**

### About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/). For additional information about this school, please contact the school administration at (831) 429-3883.

### School Description

#### 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. We offer challenging courses such as algebra and geometry as well as skill-building courses for students who need support in math and language arts. 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 courses in Spanish.

#### Major Achievements

We are excited to celebrate the many enrichment and support programs at Branciforte. We are committed to providing a learning community that meets the needs of all of our students. Whether students need geometry or math support, we have a program for them. In addition, Branciforte students participate in a variety of extracurricular enrichment activities through the arts and athletics.

This past year, Branciforte Middle School students participated in a number of competitions where they consistently demonstrated academic achievement and creativity. Our MESA students placed in the top three categories for a competition at Cal Poly in March 2011. 6th and 7th grade students went to the finals for the state science fair competition. Additionally, students participated in a number of writing competitions sharing their poetry and expository text. Two of our teachers were recognized last year as certified writing project consultants and provide ongoing professional development to their department.

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), our Science Fair, art shows, Your Contribution Counts Awards Assemblies, the Byzantine Bazaar for seventh grade students, and an Invention Convention for eighth grade students.

### **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 California Content Standards.

Our school community coordinator and bilingual instructional aide provide support to our students and their families. Their 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 Bi literacy, 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 in the fall or winter 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 2012–2013, 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 through project-based instruction, we hope to see an increase in student achievement.

### **Leadership**

Kristin Pfothenauer is new to the principalship this year. She brings thirty-two years of experience and has been assistant principal at Santa Cruz High for the past 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 administrators 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 MESA, 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, Outdoor School Fund-raising, The Byzantine Bazaar, and the Decades Project. Parents also volunteer to 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	132
Gr. 7	147
Gr. 8	174
<b>Total</b>	<b>453</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.2
Asian	2.6
Filipino	0
Hispanic or Latino	48.6
Native Hawaiian/Pacific Islander	1.1
White	43.3
Two or More Races	1.8
Socioeconomically Disadvantaged	54.1
English Learners	38.2
Students with Disabilities	17.7

Average Class Size and Class Size Distribution												
Year	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	10	11	12	10	11	12	10	11	12	10	11	12
Gr. 6	22.6	27.6	32	7	0	0	16	5	3	0	0	1
Other			19.4			56			23			3
English	22.6	12.8	12.5	9	3	6	8	1	0	0	0	0
Math	23.8	26.8	27.4	5	2	3	11	9	5	0	2	5
Science	25.0	27.9	32.2	3	1	0	7	8	2	0	1	7
SS	22.6	0	16	9	0	1	8	0	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			
School	09-10	10-11	11-12
Suspensions Rate	28.83	18.08	0.0
Expulsions Rate	1.6	0.44	0.0
District	09-10	10-11	11-12
Suspensions Rate	3.74	1.86	7.8
Expulsions Rate	0.59	0.38	.69

\* 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 anti bullying programs. 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.

### School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

**Year and month in which data were collected:** 11/06/2012

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, which resulted in an all-weather track and soccer field, expanded life lab and picnic and eating area.

### School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[ ]	[X]	[ ]	Several classrooms have electrical cords that create a tripping hazard
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Sink in Girls Bathroom needs repair. Showerhead leaks in Boys Locker Room.
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	Fire extinguishers are not being checked regularly.
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	Bathroom stall is loose from wall in the Boys Locker Room.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

Teacher Credentials			
School	09-10	10-11	11-12
<b>Fully Credentialed</b>	26	28	28
<b>Without Full Credential</b>	0	1	0
<b>Teaching Outside Subject Area</b>	1	0	0
Districtwide	09-10	10-11	11-12
<b>Fully Credentialed</b>	◆	◆	363
<b>Without Full Credential</b>	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	4	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 teaching engagement strategies and common assessments. 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 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 other weeks. This collaboration is focused on student engagement through curriculum development, sharing best practices, 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,
- "Digital Storymaking" focused on incorporating technology into classroom instruction,
- "CUE" conference focused on incorporating technology into classroom instruction, and
- 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/](http://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
<b>This School</b>	100%	0
<b>Districtwide</b>		
<b>All Schools</b>	89%	11%
<b>High-Poverty Schools</b>	86.04	13.96
<b>Low-Poverty Schools</b>	81.69	18.31

\* 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	.2
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 2010-11)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,965	\$2,068	\$4,897	\$45,074
District	♦	♦	\$5,085	58,930
State	♦	♦	\$5,455	
<b>Percent Difference: School Site/District</b>			-3.7	-23.5
<b>Percent Difference: School Site/ State</b>			-10.2	

\* **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/](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 [www.cde.ca.gov/ds/fd/cs/](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: [www.ed-data.org](http://www.ed-data.org).

Teacher and Administrative Salaries (Fiscal Year 2010-11)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	40,501	
Mid-Range Teacher Salary	56,337	
Highest Teacher Salary	75,569	
Average Principal Salary (ES)		
Average Principal Salary (MS)	82,790	
Average Principal Salary (HS)		
Superintendent Salary	155,000	
Percent of District Budget		
Teacher Salaries	34%	%
Administrative Salaries	3%	%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded (Fiscal Year 2011-12)**

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

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 hire more teachers so we can reduce class sizes in math. Additionally, we use federal funds to provide materials, support for classes, and after school tutorial time for students who are below proficient. The effectiveness of these additional resources is measured through our quarterly assessments.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)**

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** November 8, 2011

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><b>Reading/Language Arts</b>                      The textbooks listed are from most recent adoption: Yes                      Percent of students lacking their own assigned textbook: 0%</p>	<p>Literature and Language Arts - Holt, Rinehart &amp; Winston                      Adopted 2009                      Shining Star - Pearson Longman                      Adopted 2007</p>
<p><b>Mathematics</b>                      The textbooks listed are from most recent adoption: Yes                      Percent of students lacking their own assigned textbook: 0%</p>	<p>Mathematics Course 1&amp; 2 - Holt, Rinehart &amp; Winston                      Adopted 2008                      Algebra Readiness - Holt, Rinehart &amp; Winston                      Adopted 2008                      Algebra I - Holt, Rinehart &amp; Winston                      Adopted 2008</p>
<p><b>Science</b>                      The textbooks listed are from most recent adoption: Yes                      Percent of students lacking their own assigned textbook: 0%</p>	<p>CPO Earth Science - CPO                      Adopted 2007                      Focus on Life Science - Glencoe McGraw Hill                      Adopted 2007                      Focus on Physical Science - Glencoe McGraw Hill                      Adopted 2007</p>
<p><b>History-Social Science</b>                      The textbooks listed are from most recent adoption: Yes                      Percent of students lacking their own assigned textbook: 0%</p>	<p>History Alive!: The Ancient World - TCI                      Adopted 2006                      History Alive!: The Medieval World &amp; Beyond - TCI                      Adopted 2006                      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](http://star.cde.ca.gov).

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	57	56	60	58	58	59	52	54	56
Math	44	46	51	42	42	43	48	50	51
Science	51	61	73	57	56	63	54	57	60
H-SS	35	50	51	47	51	49	44	48	49

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	59	43	63	49
All Student at the School	60	51	73	51
Male	59	53	77	51
Female	61	49	68	51
Black or African American	50	50		
American Indian or Alaska Native				
Asian	92	75		
Filipino				
Hispanic or Latino	41	31	57	29
Native Hawaiian/Pacific Islander				
White	80	71	89	74
Two or More Races	73	64		
Socioeconomically Disadvantaged	41	33	53	27
English Learners	13	8	15	5
Students with Disabilities	26	26	40	21
Students Receiving Migrant Education Services	36	36		

### 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/](http://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	16.3	23.4	24.8

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at [dq.cde.ca.gov/dataquest/](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.



### 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/](http://www.cde.ca.gov/ta/ac/ap/).

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	11	8	33
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	3	21	51
Native Hawaiian/Pacific Islander			
White	29	-4	21
Two or More Races			
Socioeconomically Disadvantaged	-8	12	43
English Learners	9	20	32
Students with Disabilities	30	5	66

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	5	5	5
Similar Schools	2	3	3

### Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://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		30

### API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	425	3,445	4,664,264
	API-G	796	783	788
Black or African American	Students	9	63	313,201
	API-G		707	710
American Indian or Alaska Native	Students	0	25	31,606
	API-G		743	742
Asian	Students	12	92	404,670
	API-G	898	868	905
Filipino	Students	0	27	124,824
	API-G		813	869
Hispanic or Latino	Students	209	1,251	2,425,230
	API-G	702	696	740
Native Hawaiian/Pacific Islander	Students	5	16	26,563
	API-G		757	775
White	Students	179	1,832	1,221,860
	API-G	892	837	853
Two or More Races	Students	11	139	88,428
	API-G	840	822	849
Socioeconomically Disadvantaged	Students	218	1,254	2,779,680
	API-G	695	691	737
English Learners	Students	143	772	1,530,297
	API-G	652	655	716
Students with Disabilities	Students	81	367	530,935
	API-G	581	573	607

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at [www.cde.ca.gov/ta/ac/ay/](http://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	Yes	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No