

# School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

## II. About This School

### Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Browning Road Elementary School	<b>District Name</b>	McFarland Unified School District
<b>Street</b>	410 East Perkins	<b>Phone Number</b>	(661) 792-3081
<b>City, State, Zip</b>	McFarland, CA 93250	<b>Web Site</b>	www.mcfarlandusd.com
<b>Phone Number</b>	(661) 792-2113	<b>Superintendent</b>	Gabriel McCurtis
<b>Principal</b>	Maria E. Gonzalez-Salgado	<b>E-mail Address</b>	webmaster@mcfarlandusd.com
<b>E-mail Address</b>	masalga@mcfarland.k12.ca.us	<b>CDS Code</b>	15-73908-6009757

### School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

Browning Road School will provide an environment that fosters academic success, self-esteem and good citizenship. We will aid every child in developing and maintaining a positive self-image by recognizing his/her worth as an individual.

We will provide a program which emphasizes the importance of basic skills and processes, and the ability to apply these learning's through a flexible program of instruction. We will create situations which make learning enjoyable, interesting, and meaningful for students, by tailoring learning tasks to the learning styles and interests to the student.

### Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Maria E. Gonzalez-Salgado, Principal 661-792-2113

Browning Road School has several opportunities for parent involvement. Throughout the year, there are several activities in which parents may participate. Below are a few activities, events and opportunities that we provide for parental involvement:

#### Fall activities:

- **Back to School Night** -- This is an opportunity for teachers to share with parents their expectations, rules, procedures, curriculum and grade level standards for their child's grade level.
- **Parent Conferences** -- At the end of the first quarter, staff set up appointments with every students' parents in their class to review their report card with parents, share their child's work, address academic/behavior concerns with parents and answer/respond to any questions/concerns that parents may have for the teacher, concerning their child.
- **English Language Acquisition Committee meetings** -- On a monthly basis, parents of English Language students meet with the EL coordinator to discuss concerns, get state updates, be trained on how to read and interpret their child's STAR scores and CELDT scores, receive information about reclassification and any other programs offered at the site levels.
- **School Site Council meetings** -- The school site council is represented by parents, certificated and classified staff. On a yearly basis, parents and staff are elected by their peers to represent the school in providing recommendations to the school site council members when it comes to programs offered to students and approval of the categorical school site budget.
- **End of Quarter Awards Assembly** -- At the end of each quarter, 1st - 5th grade students are recognized for academic achievement and improvement, as well as for perfect attendance.
- **Student of the Month Recognition/Social** -- Each month, students are selected by their teachers as student of the month and the Principal celebrates this recognition with a short assembly and social with their parents.
- **Christmas Program** -- Each Christmas, students perform Christmas songs for their peers and parents just before the Winter break.
- **Canned Food Drive** -- During Thanksgiving and Christmas, parents are asked to participate in a canned food drive to provide baskets for underprivileged families in the communities.
- **Signatures Fund Raiser** -- Each year, the student body has a fund raiser to raise money for school activities, field trips, and/or end of year activities.

#### Winter Activities:

- **English Language Acquisition Committee meetings** --On a monthly basis, parents of English Language students meet with the EL coordinator to discuss concerns, get state updates, be trained on how to read and interpret their child's STAR scores and CELDT scores, receive information about reclassification and any other programs offered at the site levels.
- **School Site Council meetings** -- The school site council is represented by parents, certificated and classified staff. On a yearly basis, parents and staff are elected by their peers to represent the school in providing recommendations to the school site council members when it comes to programs offered to students and approval of the categorical school site budget.
- **End of Quarter Awards Assembly** -- At the end of each quarter, 1st - 5th grade students are recognized for academic achievement and improvement, as well as for perfect attendance.
- **Student of the Month Recognition/Social** -- Each month, students are selected by their teachers as student of the month and the Principal celebrates this recognition with a short assembly and social with their parents.

#### Spring Activities:

- **English Language Acquisition Committee meetings** --On a monthly basis, parents of English Language students meet with the EL coordinator to discuss concerns, get state updates, be trained on how to read and interpret their child's STAR scores and CELDT scores, receive information about reclassification and any other programs offered at the site levels.
- **School Site Council meetings** -- The school site council is represented by parents, certificated and classified staff. On a yearly basis, parents and staff are elected by their peers to represent the school in providing recommendations to the school site council members when it comes to programs offered to students and approval of the categorical school site budget.
- **End of Quarter Awards Assembly** -- At the end of each quarter, 1st - 5th grade students are recognized for academic achievement and improvement, as well as for perfect attendance.
- **Student of the Month Recognition/Social** -- Each month, students are selected by their teachers as student of the month and the Principal celebrates this recognition with a short assembly and social with their parents.
- **Parent Conferences** -- At the end of the first quarter, staff set up appointments with every students' parents in their class to review their report card with parents, share their child's work, address academic/behavior concerns with parents and answer/respond to any questions/concerns that parents may have for the teacher, concerning their child.

- **Signatures Fund Raiser** -- Each year, the student body has a fund raiser to raise money for school activities, field trips, and/or end of year activities.
- **Open House** -- At the end of the year, staff open their doors to parents to share with them the major projects, activities and work their child has accomplished throughout the school year.
- **Spring Festival** -- Staff work together in providing a small carnival to invite families and community members for some fun and games, while raising money for student body.
- **End of the Year Awards Assembly** -- At the end of the year, staff recognize their students for outstanding academic accomplishments and perfect attendance.

[Student Enrollment by Grade Level \(School Year 2007-08\)](#)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	116
Grade 1	114
Grade 2	96
Grade 3	103
Grade 4	89
Grade 5	94
<b>Total Enrollment</b>	<b>612</b>

[Student Enrollment by Group \(School Year 2007-08\)](#)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.16%	White (not Hispanic)	0.65%
American Indian or Alaska Native	0%	Multiple or No Response	0%
Asian	0.16%	Socioeconomically Disadvantaged	99%
Filipino	0%	English Learners	50%
Hispanic or Latino	99.02%	Students with Disabilities	8%
Pacific Islander	0%		

[Average Class Size and Class Size Distribution \(Elementary\)](#)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	19.2	6			19.8	6			19.3	6		
<b>1</b>	19	6			18.4	5			19	6		
<b>2</b>	17.8	6			17.7	6			16	6		
<b>3</b>	18	6			18.6	5			17.2	6		
<b>4</b>	28.8		5		26.3		4		29.7		3	
<b>5</b>	24.7		3		27.8		4		23.3	1	3	

### III. School Climate

#### [School Safety Plan \(School Year 2007-08\)](#)

This section provides information about the school's comprehensive safety plan.

Browning Road School offers a strong, academic curriculum where all of its students learn, succeed, and become active participants in society. The diversity of our student population is recognized, valued, and respected. In order to have a "Safe School" Browning Road School is increasing its commitment to creating an extended learning environment. We believe that this starts in the school by incorporating parents, outside community agencies and other district resources to form our educational community. Browning Road School is a school with a high minority population, as well as a large English language learners population. Browning Road students and their parents will have the opportunity to participate in activities and programs offered through the school.

Each year, the school staff is provided with a variety of staff development training targeted at increasing student achievement throughout the curriculum and grade levels. In addition to staff development, the school continues to address any health concerns pertaining to any of our students, in speech, hearing and vision testing when necessary, in accordance to student need. Browning Road School is constantly looking for ways to improve and provide safer playground, classroom and other campus areas, to accommodate a more positive learning environment for all students and staff.

We are in the process of improving a more secure system to control the access of unauthorized persons to the campus. For the safety of the students and staff, signs are posted throughout the school requiring all visitors to report to the office. Visitors are required to sign-in at the front office, and no parents or visitors are allowed on campus without authorization and a visible name tag. There are signs posted all over campus stating that all alcohol, tobacco, and drugs are prohibited on school campus.

The principal of the school will take an active leadership role in setting the direction of the school and establishing a positive climate. A school-wide set of rules for acceptable student behavior, agreed upon by staff consensus, will be clearly communicated and reinforced by school staff to parents and students. Classroom conditions will provide an orderly learning environment, that will enhance the learning experience and promote positive interactions among students and staff. Positive academic and social expectations will be clearly stated and communicated to students and parents.

Students, parents, and staff will work together to ensure that strategies are in place to build a sense of community within the school, so that we can all feel a sense pride in our school and feel that everyone is an important members of the team.

#### [Suspensions and Expulsions](#)

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>Suspensions</b>	3.6	3.4	18.3	12.6	15.7	18.3
<b>Expulsions</b>	0.0	0.0	0.0	0.4	0.5	0.7

### IV. School Facilities

#### [School Facility Conditions and Planned Improvement \(School Year 2008-09\)](#)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

We are proud to announce that Browning Road School has met and exceeded it's site inspection of the school's facility's good repair status. The school's grounds, bathrooms and buildings have passed and be recognized as exemplary in status.

### School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[ ]	[ ]	No repairs needed
Mechanical Systems	[X]	[ ]	[ ]	No repairs needed
Windows/Doors/Gates (interior and exterior)	[X]	[ ]	[ ]	No repairs needed
Interior Surfaces (walls, floors, and ceilings)	[X]	[ ]	[ ]	No repairs needed
Hazardous Materials (interior and exterior)	[X]	[ ]	[ ]	No repairs needed
Structural Damage	[X]	[ ]	[ ]	No repairs needed
Fire Safety	[X]	[ ]	[ ]	No repairs needed
Electrical (interior and exterior)	[X]	[ ]	[ ]	No repairs needed
Pest/Vermin Infestation	[X]	[ ]	[ ]	No repairs needed
Drinking Fountains (inside and outside)	[X]	[ ]	[ ]	No repairs needed
Restrooms	[X]	[ ]	[ ]	No repairs needed
Sewer	[X]	[ ]	[ ]	No repairs needed
Playground/School Grounds	[X]	[ ]	[ ]	No repairs needed
Roofs	[X]	[ ]	[ ]	No repairs needed
Overall Cleanliness	[X]	[ ]	[ ]	No repairs needed

### Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[X]	[ ]	[ ]	[ ]

## V. Teachers

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Throughout the 2005-2008 school years, the district had scheduled each year ten 2-hour delays for professional development. In addition to the district 2-hour delays, through the Comprehensive School Reform Grant, which later became the High Priority Grant, the school site was able to provide, by grade level, an additional 2 hours of professional development, 7 months out of year school year. The district has also provided, at least 3 opportunities yearly, for staff who wish to participate in additional full day staff development days.

In the 2008-09 school year, the district has an MOU with the teacher's union to provide early release days every Wednesday for staff development, grade level collaboration, and/or teacher planning/teacher prep. In addition, through the High Priority Grant, the site is also able to provide monthly grade level staff development with an outside consultant, to review benchmark data, learn new teaching and ELD strategies, review the latest research and discuss/share what worked and what didn't. As well as these meetings with the outside consultants, staff also meet four times out of the year, for two hours, with the Reading and Math coach to desegregate data further, and to discuss specific concerns of their students. Additionally, staff also have the opportunity to visit classrooms and support each other on non-negotiables decided at the beginning of the year.

This year, the district has also provided a 7-hour training on Thinking Maps, and paid for a 40-hour training on English Language Professional Development (ELPD) training for all interested staff. Each year in the past 3 years, the district has also offered and paid for 40-hour SB466 training in Language Arts. The Browning Road staff has had multiple opportunities for staff development in the past 4 years.

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
<b>With Full Credential</b>	33	35	35	148
<b>Without Full Credential</b>	4	1	1	21
<b>Teaching Outside Subject Area of Competence</b>	4	1	N/A	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2006-07	2007-08	2008-09
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100%	0%
<b>All Schools in District</b>	94.4%	5.6%
<b>High-Poverty Schools in District</b>	93.7%	6.3%
<b>Low-Poverty Schools in District</b>	100%	0%

## VI Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	0	0
<b>Library Media Teacher (Librarian)</b>		N/A
<b>Library Media Services Staff (paraprofessional)</b>		N/A
<b>Psychologist</b>		N/A
<b>Social Worker</b>		N/A
<b>Nurse</b>		N/A
<b>Speech/Language/Hearing Specialist</b>		N/A
<b>Resource Specialist (non-teaching)</b>		N/A
<b>Other</b>		N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Every student in Browning Road School has a textbook for Reading, Math, Social Science, Science and all identified EL students has a textbook for English Language Development. Textbooks are adopted in accordance with the state's timeframe and standards. Other additional supplemental materials are either teacher developed, purchased along with the textbook adoption or through teacher lottery money. Instructional material is usually purchased through categorical funds, depending on the availability of funds.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
<b>Reading/Language Arts</b>	<ul style="list-style-type: none"> <li>SRA/McGraw-Hill, SRA Open Court Reading 2002, Gr K-5</li> <li>Sopris West, Language! 3rd Edition, 2004 Gr. 4-5 (Intervention Program Curriculum)</li> <li>Hampton Brown, Avenues, 2004, Gr K-5th (ELD Curriculum)</li> </ul> Every student has their own textbook.	0%
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Pearson Scott Foresman, Scott Foresman-Addison Wesley enVision Math California, 2007, Gr. K-5</li> <li>Glencoe-McGraw-Hill, California Math Triumphs, 2007, 4th - 5th (Intervention Program Curriculum)</li> </ul> Every student has their own textbook.	0%
<b>Science</b>	<ul style="list-style-type: none"> <li>Macmillan/McGraw Hill, Macmillan/McGraw Hill California Science, 2008, Gr. K-5</li> </ul> Every student has their own textbook.	0%
<b>History-Social Science</b>	<ul style="list-style-type: none"> <li>Harcourt School Publishers, Reflections: California Series, 2007, Gr. K-5</li> </ul> Every student has their own textbook.	0%
<b>Foreign Language</b>	N/A	N/A
<b>Health</b>	N/A	N/A
<b>Visual and Performing Arts</b>	N/A	N/A

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
<b>School Site</b>				
<b>District</b>	---	---		\$57,349
<b>Percent Difference – School Site and District</b>	---	---		
<b>State</b>	---	---	\$5,300	\$59,271
<b>Percent Difference – School Site and State</b>	---	---		

[Types of Services Funded \(Fiscal Year 2007-08\)](#)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

In the 2007-08 school year, Browning Road School was able to provide a couple of afterschool programs funded through High Priority Grant and a Block Grant. The afterschool program was an intensive intervention program geared to improve student academic growth in K - 5th grades. There was also a Homework afterschool program for 2nd - 5th grade students, as well.

[Teacher and Administrative Salaries \(Fiscal Year 2006-07\)](#)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,622	\$37,916
Mid-Range Teacher Salary	\$58,309	\$58,151
Highest Teacher Salary	\$76,734	\$75,396
Average Principal Salary (Elementary)	\$96,551	\$91,086
Average Principal Salary (Middle)	\$81,417	\$95,220
Average Principal Salary (High)	\$103,975	\$101,661
Superintendent Salary	\$120,000	\$136,091
Percent of Budget for Teacher Salaries	35.4%	38.5%
Percent of Budget for Administrative Salaries	5.4%	5.8%

**IX. Student Performance**

**California Standards Tests**

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

[CST Results for All Students – Three-Year Comparison](#)

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	22	23	24	22	22	26	42	43	46
Mathematics	37	42	42	24	25	27	40	40	43
Science	4	7	19	13	15	23	35	38	46
History-Social Science				14	17	19	33	33	36

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native				
Asian				
Filipino	*	*	*	
Hispanic or Latino	24	42	18	
Pacific Islander	*	*		
White (not Hispanic)	*	*	*	
Male	27	45	30	
Female	21	38	8	
Economically Disadvantaged	24	42	19	
English Learners	12	34	0	
Students with Disabilities	6	24	*	
Students Receiving Migrant Education Services	23	43	26	

### California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards
5	8.2

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005-06	2006-07	2007-08
Statewide	1	2	2
Similar Schools	4	8	8

### API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	69	9	1	696
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	70	6	2	695
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	69	6	8	697
English Learners	72	-2	16	674
Students with Disabilities				

### **Adequate Yearly Progress**

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	No

### Federal Intervention Program (School Year 2008-09)

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 (English-language arts 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. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	50.0