# Pioneer Middle School

225 East College Avenue • Porterville, CA 93257 • (559) 782-7200 • Grades 7-8
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## 2012-13 School Accountability Report Card
## Published During the 2013-14 School Year

**Porterville Unified School District**

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**District Governing Board**

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Pete Lara, Jr.

Pat Contreras

Sharon Gill

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**District Administration**

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**Assistant Superintendent
Business Services**

Martha Stuemky, Ed.D.
**Assistant Superintendent
Instructional Services**

Nate Nelson, Ed.D.
**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 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 (559) 782-7200.

## Principal's Message

"*To accomplish great things, we must not only act, but also dream; not only plan, but also believe.*" ~ Anatole France

Pioneer Middle School members share the belief that all students can learn. We believe that all students have the potential to become ethical and democratic citizens who are optimistic about the future. We see that maximizing the potential of each child as our responsibility and charge during their academic years at Pioneer Middle School.

The teachers at Pioneer Middle School are educators who value and understand the importance of working with young adolescent minds. As a professional learning community, we strive for continued improvement of the academic program. Teachers are continuously engaged in collaborative research, problem-solving, and reflective dialogue that enables them to examine their practices with the ultimate goal of improving student achievement. Pioneer continually strives to create a college-bound academic culture where students play a major role in their own learning and education.

We have emphasized the achievement of every student in every classroom. This approach makes sure that poor performance is not acceptable and each and every adult is accountable to the students that sit in front of them every day. By placing relentless focus on individual performance, we have implemented a vital cycle of instruction, assessment, and intervention, followed by more instruction, assessment, and intervention. We believe in all of our students and will do whatever it takes to make them successful. The students have developed an attitude of "I can and I will" when it comes to their academic success.

## Community & School Profile

Porterville, lying along the foothills of the Sierras, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves more than 13,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, one magnet academy, one continuation high school, and two alternative sites.

Centrally located within city limits, Pioneer Middle School serves students in grades seven and eight on a traditional calendar schedule. Curriculum is based on improving literacy and mathematical comprehension, with special emphasis placed on cultural awareness. Diverse literature selections, the "Habits of Mind" program, and various cultural observances promote a climate of tolerance and acceptance among students and faculty.

During the 2012-13 school year, 542 students were enrolled at the school. Student demographics are displayed in the chart.

## Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programs in the Porterville Unified School District. The Parent Teacher Organization (PTO) plays a special role in the community and at each school site through fundraising and special activities. In addition to chaperoning field trips and volunteering in the classroom, Pioneer Middle School has established a school-to-home connection in which parents agree to have their children at school each day, provide assistance with homework when necessary, and read with their student each day.

Contributions by the following community partners add to the programs available at Pioneer Middle School: Wal-Mart and Wal-Mart Distribution Center, Lion's Club, Eagle Mountain Casino, Veterans of Foreign Wars, and Target.

## Contact Information

Parents who wish to participate in the school's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (559) 782-7200. The district's website (www.porterville.k12.ca.us) also provides a variety of helpful resources and information for parents, students, staff, and community members.

| Student Enrollment by Grade Level | |
|---|---|
| Grade Level | Number of Students |
| Gr. 7 | 271 |
| Gr. 8 | 263 |
| Total | 534 |

| Student Enrollment by Group | |
|---|---|
| Group | Percent of Total Enrollment |
| Black or African American | 0.4 |
| American Indian or Alaska Native | 8.2 |
| Asian | 0.7 |
| Filipino | 0.9 |
| Hispanic or Latino | 80.7 |
| Native Hawaiian/Pacific Islander | 0.4 |
| White | 8.1 |
| Two or More Races | 0.4 |
| Socioeconomically Disadvantaged | 97.4 |
| English Learners | 45.9 |
| Students with Disabilities | 4.7 |

| 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 |
| English | 22.8 | 25.7 | 25 | 8 | 5 | 6 | 15 | 16 | 14 | 0 | 1 | 1 |
| Math | 25.2 | 26.6 | 28 | 5 | 4 | 3 | 13 | 13 | 9 | 1 | 2 | 7 |
| Science | 25.3 | 23.6 | 25 | 4 | 6 | 6 | 10 | 11 | 3 | 0 | 0 | 2 |
| SS | 26.3 | 28.3 | 28 | 3 | 1 | 3 | 3 | 6 | 8 | 3 | 1 | 5 |

\* 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 | 25.26 | 23.37 | 12.92 |
| Expulsions Rate | 4.18 | 0.20 | 0.37 |
| District | 10-11 | 11-12 | 12-13 |
| Suspensions Rate | 11.96 | 11.83 | 7.97 |
| Expulsions Rate | 1.03 | 0.14 | 0.17 |

\* 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 of Pioneer Middle School. Teachers and administrators supervise students on campus before and after school and during recess. Noon duty supervisors monitor students during the lunch break. All visitors must sign in at the Principal's office and receive proper authorization to be on campus. Visitors are asked by the staff to display their pass at all times.

The School Site Safety Plan was most recently revised in Fall 2012 by the Safety Committee. Key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Emergency drills are held on a regular basis; fire drills are held once a month, earthquake and lockdown drills are held twice a year.

## 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:** 2013

Pioneer Middle School, originally constructed in the 1950s, is currently comprised of 35 classrooms (including portables), a library, four computer labs, one staff room, a cafeteria/multi-purpose room, one athletic field, and the main office. All facilities have been modernized and upgraded throughout the years.

The most recent renovations to the campus occurred in 2009, and included the construction of a county-sponsored, multi-million dollar Special Education facility. The state-of-the-art building replaced a number of older portable classrooms on the property and serves the needs of numerous students throughout the district. The chart displays the results of the most recent school facilities inspection, provided by the district in December 2011.

## 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] | [ ] | |
| **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 | 24 | 24 | 24 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area | 3 | 3 | 3 |
| Districtwide | 10-11 | 11-12 | 12-13 |
| Fully Credentialed | ♦ | ♦ | 563 |
| Without Full Credential | ♦ | ♦ | 4 |

| 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.

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has offered two staff development days. During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The school uses the Best Practices teaching strategies and teachers are trained in the techniques each year.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

**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 | 98.2 | 1.8 |
| High-Poverty Schools | 98.2 | 1.8 |
| Low-Poverty Schools | 0.0 | 0.0 |

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

| Academic Counselors and Other Support Staff at this School | |
|---|---|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | |
| Social/Behavioral or Career Development Counselor | |
| Library Media Teacher (Librarian) | 1 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1 |
| Social Worker | |
| Nurse | 1 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist | 1 |
| Other | |
| Average Number of Students per Staff Member | |
| Academic Counselor | |

\* 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) | | | | |
|---|---|---|---|---|
| | **Expenditures Per Pupil** | | | **Average Teacher Salary** |
| **Level** | **Total** | **Restricted** | **Unrestricted** | |
| **School Site** | $6,707 | $614 | $6,092 | $70,648 |
| **District** | ♦ | ♦ | $6,336 | $69,248 |
| **State** | ♦ | ♦ | $5,537 | $68,841 |
| **Percent Difference: School Site/District** | | | -3.9 | 2.0 |
| **Percent Difference: School Site/ State** | | | 10.0 | 2.6 |

\*    **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\*    **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

| Teacher and Administrative Salaries (Fiscal Year 2011-12) | | |
|---|---|---|
| **Category** | **District Amount** | **State Average for Districts In Same Category** |
| **Beginning Teacher Salary** | $42,106 | $40,933 |
| **Mid-Range Teacher Salary** | $63,598 | $65,087 |
| **Highest Teacher Salary** | $82,129 | $84,436 |
| **Average Principal Salary (ES)** | $123,392 | $106,715 |
| **Average Principal Salary (MS)** | $114,481 | $111,205 |
| **Average Principal Salary (HS)** | $124,594 | $120,506 |
| **Superintendent Salary** | $155,487 | $207,812 |
| **Percent of District Budget** | | |
| **Teacher Salaries** | 38.9% | 39.8% |
| **Administrative Salaries** | 4.0% | 5.1% |

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

## Types of Services Funded (Fiscal Year 2012-13)

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

In addition to general state funding, Porterville Unified School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency

## 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 2011

Porterville Unified School District held a Public Hearing on September 6, 2011 and determined that each school has sufficient and good quality textbooks, instructional materials, or 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. The chart below displays data collected in December 2011, regarding textbooks in use during the 2011-12 school year.

| 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: Percent of students lacking their own assigned textbook: | Yes 0.0% | McDougal Littell Adopted 2003 Wright Group Adopted 2003 |

| Textbooks and Instructional Materials | |
|---|---|
| **Core Curriculum Area** | **Textbooks and Instructional Materials/Year of Adoption** |
| **Mathematics** <br> The textbooks listed are from most recent adoption:     Yes <br><br> Percent of students lacking their own assigned textbook:     0.0% | Glencoe <br> Adopted 2000 <br><br> McDougal Littell <br> Adopted 2006 <br><br> Prentice hall <br> Adopted 2006 |
| **Science** <br> The textbooks listed are from most recent adoption:     Yes <br><br> Percent of students lacking their own assigned textbook:     0.0% | Glencoe <br> Adopted 2001 |
| **History-Social Science** <br> The textbooks listed are from most recent adoption:     Yes <br><br> Percent of students lacking their own assigned textbook:     0.0% | McDougal Littell <br> Adopted 2007 |
| **Health** <br> The textbooks listed are from most recent adoption:     Yes <br><br> Percent of students lacking their own assigned textbook:     0.0% | MacMillan/McGraw Hill <br> Adopted 2006 |

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

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

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

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

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

| STAR Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
| **Subject** | **School** | | | **District** | | | **State** | | |
| | **10-11** | **11-12** | **12-13** | **10-11** | **11-12** | **12-13** | **10-11** | **11-12** | **12-13** |
| **ELA** | 41 | 47 | 43 | 42 | 45 | 42 | 54 | 56 | 55 |
| **Math** | 45 | 48 | 45 | 41 | 44 | 41 | 49 | 50 | 50 |
| **Science** | 50 | 45 | 48 | 44 | 44 | 44 | 57 | 60 | 59 |
| **H-SS** | 16 | 17 | 16 | 35 | 37 | 36 | 48 | 49 | 49 |

**Internet Access**

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

| 2013 STAR Results by Student Group | | | | |
|---|---|---|---|---|
| **Group** | **Percent of Students Scoring at Proficient or Advanced** | | | |
| | **ELA** | **Math** | **Science** | **H-SS** |
| **All Students in the LEA** | 42 | 41 | 44 | 36 |
| **All Student at the School** | 43 | 45 | 48 | 16 |
| **Male** | 37 | 41 | 43 | 14 |
| **Female** | 49 | 50 | 52 | 18 |
| **Black or African American** | | | | |
| **American Indian or Alaska Native** | 24 | 21 | 23 | 8 |
| **Asian** | | | | |
| **Filipino** | | | | |
| **Hispanic or Latino** | 44 | 48 | 51 | 17 |
| **Native Hawaiian/Pacific Islander** | | | | |
| **White** | 47 | 44 | 40 | 18 |
| **Two or More Races** | | | | |
| **Socioeconomically Disadvantaged** | 42 | 44 | 47 | 15 |
| **English Learners** | 12 | 28 | 26 | 7 |
| **Students with Disabilities** | 9 | 9 | | |
| **Students Receiving Migrant Education Services** | 38 | 47 | 41 | 5 |

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

| API Growth by Student Group – Three-Year Comparison | | | |
|---|---|---|---|
| **Group** | **Actual API Change** | | |
| | **10-11** | **11-12** | **12-13** |
| **All Students at the School** | -8 | 25 | -14 |
| **Black or African American** | | | |
| **American Indian or Alaska Native** | | | |
| **Asian** | | | |
| **Filipino** | | | |
| **Hispanic or Latino** | 8 | 29 | -16 |
| **Native Hawaiian/Pacific Islander** | | | |
| **White** | | | |
| **Two or More Races** | | | |
| **Socioeconomically Disadvantaged** | -5 | 22 | -16 |
| **English Learners** | -5 | 31 | -22 |
| **Students with Disabilities** | | | |

## California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | **4 of 6** | **5 of 6** | **6 of 6** |
| **7** | 21.2 | 17.3 | 20.1 |

## 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 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** | 4 | 4 | 4 |
| **Similar Schools** | 10 | 10 | 9 |

**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** | 2004-2005 | 2006-2007 |
| **Year in Program Improvement** | Year 5 | Year 3 |
| **Number of Schools Currently in Program Improvement** | | 17 |
| **Percent of Schools Currently in Program Improvement** | | 89.5 |

**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 | 508 | 10,065 | 4,655,989 |
| | API-G | 750 | 742 | 790 |
| **Black or African American** | Students | 2 | 41 | 296,463 |
| | API-G | | 742 | 708 |
| **American Indian or Alaska Native** | Students | 42 | 233 | 30,394 |
| | API-G | 638 | 683 | 743 |
| **Asian** | Students | 3 | 180 | 406,527 |
| | API-G | | 815 | 906 |
| **Filipino** | Students | 5 | 93 | 121,054 |
| | API-G | | 820 | 867 |
| **Hispanic or Latino** | Students | 412 | 7,923 | 2,438,951 |
| | API-G | 764 | 735 | 744 |
| **Native Hawaiian/ Pacific Islander** | Students | 2 | 26 | 25,351 |
| | API-G | | 655 | 774 |
| **White** | Students | 39 | 1,452 | 1,200,127 |
| | API-G | 715 | 775 | 853 |
| **Two or More Races** | Students | 3 | 94 | 125,025 |
| | API-G | | 758 | 824 |
| **Socioeconomically Disadvantaged** | Students | 492 | 8,452 | 2,774,640 |
| | API-G | 746 | 730 | 743 |
| **English Learners** | Students | 232 | 3,765 | 1,482,316 |
| | API-G | 710 | 689 | 721 |
| **Students with Disabilities** | Students | 23 | 579 | 527,476 |
| | API-G | 436 | 494 | 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 | No |