

# Executive Summary School Accountability Report Card, 2006-07

*For: Bowling Green Elementary*

**Address:** 4211 Turnbridge Drive  
**Principal:** John Ginn

**Phone:** 916-433-5426  
**Grade Span:** K-6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

## About This School

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The mission is proficiency for all children.

Enrollment at our charter school totaled 680 students for the 2006-07 school year. Students attended classes in one of six departments: Literacy and Arts Academy, Spanish-English Developmental Bilingual Education, Multiage, Physically and Health Impaired, Math and Science Academy. Students in the five general education departments are admitted on a first come, first served basis. The school's attendance area covers the entire state. Students enrolled in the Center for Physically and Health Impaired (PHI) need a Special Education IEP.

There are 20 students in each primary classroom. There are approximately 25 students in each intermediate classroom. There are six special day classes for 40 PHI students. An additional 10 PHI students are fully included in general education classes.

Bowling Green has been a charter school since 1993. The school's charter governs the school. As a charter school, Bowling Green is exempt from most state laws governing schools. Bowling Green, however, must still meet state academic standards and participate in the statewide testing program.

Starting in 2008-09, there will be three departments. The Multiage, Math and Science Academy, and Literacy and Arts Academy departments will become The Ken McCoy Academy for Excellence. The Spanish-English Developmental Bilingual Education will become the Chacon Language and Science Academy. It will be two-way English-Spanish immersion program. The Physically and Health Impaired will continue to serve students with special physical needs.

Each department will continue with two major curriculum parts at Bowling Green. The first part is the social skills curriculum. The second part is the academic curriculum. The social skills curriculum includes teaching students how to resolve conflict, how to live by the five school rules, how to live by a set of Lifeskills, how to live by a basic set of Lifelong Guidelines, and how to believe that if you work hard you can get smarter. We believe that smart is something you become. It is not something you have when you are born.

Having confidence is the first step in getting smarter. The next step is effective effort, which is more than just working hard. Working hard can get you nowhere. Effective effort, however, will get you somewhere. Effective effort is characterized by:

- 1) tenacious engagement with what you are doing,
- 2) use of feedback from a continuous data stream, and
- 3) ongoing strategizing based on the feedback.

Then you will get smarter! That's what our charter school is all about: getting smarter!

## Student Enrollment

<b>Group</b>	<b>Enrollment</b>
Number of students	719
African American	14%
American Indian or Alaska Native	1.39%
Asian	22.25%
Filipino	2%
Hispanic or Latino	50%
Pacific Islander	0.56%
White (not Hispanic)	8.76%
Multiple or No Response	0.14%
Socioeconomically Disadvantaged	79%
English Learners	62%
Students with Disabilities	13%

## Teachers

<b>Indicator</b>	<b>Teachers</b>
Teachers with full credential	45
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## School Facilities

### Summary of Most Recent Site Inspection

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The latest facility inspection was completed September 2007.

### Repairs Needed

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There were no major deficiencies noted at this time.

### Corrective Actions Taken or Planned

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None at this time

## Curriculum and Instructional Materials

<b>Core Curriculum Areas</b>	<b>Pupils Who Lack Textbooks and Instructional Materials</b>
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%

## School Finances

<b>Level</b>	<b>Expenditures Per Pupil (Unrestricted Sources Only)</b>
School Site	\$6,314
District	\$4,696
State	\$4,943

## Student Performance

<b>Subject</b>	<b>Students Proficient and Above on California Standards Tests</b>
English-Language Arts	28%
Mathematics	38%
Science	12%

## Academic Progress

<b>Indicator</b>	<b>Result</b>
2007 API Growth Score (from 2007 API Growth Report)	699
Statewide Rank (from 2007 API Base Report)	3
2007-08 Program Improvement Status (PI Year)	In PI

# Bowling Green Elementary School Accountability Report Card Reported for School Year 2006-07 *Published During 2007-08*

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 at the California Department of Education (CDE) Web site 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. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Bowling Green Elementary	<b>District Name</b>	Sacramento City Unified
<b>Street</b>	4211 Turnbridge Drive	<b>Phone Number</b>	916-643-7400
<b>City, State, Zip</b>	Sacramento	<b>Web Site</b>	<a href="http://www.scusd.edu">www.scusd.edu</a>
<b>Phone Number</b>	916-433-5426	<b>Superintendent</b>	M. Magdalena Carrillo Mejia, PhD
<b>Principal</b>	John Ginn	<b>E-mail Address</b>	webhelp@sac-city.k12.ca.us

### School Description and Mission Statement

This section provides information about the school's goals and programs.

The mission is proficiency for all children.

Enrollment at our charter school totaled 680 students for the 2006-07 school year. Students attended classes in one of six departments: Literacy and Arts Academy, Spanish-English Developmental Bilingual Education, Multiage, Physically and Health Impaired, Math and Science Academy. Students in the five general education departments are admitted on a first come, first served basis. The school's attendance area covers the entire state. Students enrolled in the Center for Physically and Health Impaired (PHI) need a Special Education IEP.

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Bowling Green has been a charter school since 1993. The school's charter governs the school. As a charter school, Bowling Green is exempt from most state laws governing schools. Bowling Green, however, must still meet state academic standards and participate in the statewide testing program.

Starting in 2008-09, there will be three departments. The Multiage, Math and Science Academy, and Literacy and Arts Academy departments will become The Ken McCoy Academy for Excellence. The Spanish-English Developmental Bilingual Education will become the Chacon Language and Science Academy. It will be two-way English-Spanish immersion program. The Physically and Health Impaired will continue to serve students with special physical needs.

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 Then you will get smarter! That's what our charter school is all about: getting smarter!

### Opportunities for Parental Involvement

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

<b>Contact Person Name</b>	Elizabeth Aguirre, Assistant Principal	<b>Contact Person Phone Number</b>	916 433-5426
Parents have an opportunity to participate as a member of the following committees: English Learners Advisory Committee/School Advisory Committee, Steering Committee, Facilities Committee, and Safety Committee. Each department can have their own parent support group. In addition, parents can volunteer in class, go on field trips with their child's class, and participate in special events such as Book Fair and Field Day.			

### Student Enrollment by Grade Level

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	99	Ungraded Elementary	0
Grade 1	109	<b>Total Enrollment</b>	719
Grade 2	107		
Grade 3	86		
Grade 4	113		
Grade 5	83		
Grade 6	122		

### Student Enrollment by Group

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	14	White (not Hispanic)	8.76
American Indian or Alaska Native	1.39	Multiple or No Response	0.14
Asian	22.25	Socioeconomically Disadvantaged	79
Filipino	2	English Learners	62
Hispanic or Latino	50	Students with Disabilities	13
Pacific Islander	0.56	---	---

### 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	2004-05				2005-06				2006-07			
	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+
K	19.8	4	1		20	5			20	5		
1	20	4			19.8	5			20.2	4	1	
2	21	1	3		19	3			19	4		
3	19.8	3	1		19.5	4			18.5	4		
4	23	1	3		22	1	2		24.3		3	
5	24.8		4		24.8		4		20.7	2	1	
6	26		4		22		4		24.3		4	
K-3	19.3	3			19.7	3			19	2		
3-4	18	1										
4-8	25		3		23.3		3		23		3	
Other												

## II. School Climate

### School Safety Plan

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

<b>Date of Last Review/Update</b>	<b>March, 2007</b>	<b>Date Last Discussed with Staff</b>	<b>September, 2007</b>
<p>The school site has complied with all of the components of the Comprehensive Safe School Plan as required by Ed. Code and recent Legislation.</p> <p>The comprehensive school safety plan includes the following:          Assessing the current status of school crime committed on the school campus and at school-related functions.          Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which include the development of the following:          Child abuse reporting procedures          Disaster procedures, routine and emergency          Fire drills          Earthquake emergency procedure system          Campus intruder "lock down"          Flood, evacuation of the site          Parent/student reunification          Policies on suspension, expulsion, or mandatory expulsion recommendations          Procedures to notify teachers of dangerous pupils          Discrimination and harassment policy          School-wide dress code          Procedures for safe ingress and egress of pupils, parents, and school employees to and from school          Safe and orderly environment conducive to learning          Rules and procedures on school discipline          Hate crime reporting procedures</p>			

### 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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
<b>Suspensions</b>	3	1.7	0.3	14.6	18.3	14.5
<b>Expulsions</b>	0	0	0	0.0	0.0	0.0

## III. School Facilities

### School Facility Conditions and Improvements

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

#### **General**

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district Facilities/Maintenance and Operations office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

#### **Age of School Buildings**

The main campus was built in 1957. This school has 21 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 19 portables.

**Maintenance and Repair**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

**Cleaning Process and Schedule**

The district governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the district operations office. The principal works directly with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

**Deferred Maintenance Budget**

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2007-08 school year, the district has budgeted 4 million for the deferred maintenance program.

**Deferred Maintenance Projects (if applicable)**

The district's governing board has approved a deferred maintenance 5-year plan. The complete deferred maintenance plan is available at the district office.

**Modernization Projects (if applicable)**

During the 2004 and 2005 modernization, renovations and upgrades were made in the following areas: health and safety, site interior, exterior, plumbing, roofing and miscellaneous upgrades.

**New School Construction Projects (if applicable)**

N/A

**School Facility Good Repair Status**

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

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		

<b>Sewer</b>	<b>X</b>		
<b>Playground/School Grounds</b>	<b>X</b>		
<b>Roofs</b>	<b>X</b>		
<b>Overall Cleanliness</b>	<b>X</b>		

### Overall Summary of School Facility Good Repair Status

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		

## IV. Teachers

### 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	46	47	45	2358
Without Full Credential	3	0	0	157
Teaching Outside Subject Area of Competence	2	3	0	93

### 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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	3	0
Vacant Teacher Positions	0	1	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site 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
This School	94.9	5.1
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	100.0	0.0

## V. Support Staff

### Academic Counselors and Other Support Staff

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
Academic Counselor	1	719
Library Media Teacher (Librarian)		n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist		n/a
Social Worker	1	n/a
Nurse	1	n/a
Speech/Language/Hearing Specialist		n/a
Resource Specialist (non-teaching)		n/a
Other		n/a

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

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.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Textbooks and instructional materials are reviewed and then piloted across the district. Subsequent adoption by the Board of Education is consistent with the cycle of textbook approval by the State, California School Board. Textbooks are chosen for their alignment with California Content Standards, California Frameworks, and appropriateness for Sacramento City Unified School District students	0%
Mathematics		0%
Science		0%
History-Social Science		0%
Foreign Language		0%
Health		0%
Science Laboratory Equipment (grades 9-12)		0%

## Core Curriculum for Sacramento City Unified School District

### Elementary Grades (K-6)

Core Curriculum Areas	Grade Level(s)	District Adopted Textbooks/Materials
Reading/Language Arts	K-6	<i>Open Court Reading</i>
English Language Development	K-3	<i>Moving Into English</i>
English Language Arts Intervention	K-8	<i>Avenues</i>
English Language Development	4-6	<i>High Point</i>
Mathematics	K-6	<i>Saxon Mathematics</i>
Science	K-6	Open Court Connection Cards; Inquiry Journal
History/Social Science	K-3	Open Court Connection Cards; Inquiry Journal
History/Social Science	4	<i>Harcourt Social Studies – California History</i>
History/Social Science	5	<i>Harcourt Social Studies – U.S. History</i>
History/Social Science	6	<i>Harcourt Social Studies – Ancient Civilizations</i>

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <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>	\$5,795,814	\$8,061	\$6,314	\$57,901
<b>District</b>	---	---	\$4696	\$57953
<b>Percent Difference – School Site and District</b>	---	---	34.5%	-0.1%
<b>State</b>	---	---	\$4943	\$60032
<b>Percent Difference – School Site and State</b>	---	---	27.7%	-3.5%

### Types of Services Funded

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

#### Supplemental Services

Each district school receives categorical funding to provide supplemental services to assist students reach grade level proficiency and above, master grade level content standards and successfully graduate from high school.

Services throughout the district include:

Class Size Reduction

Tutoring

Supplemental instructional materials and books in mathematics, reading/language arts and ELD

Extended Day/Year/ Summer school

Enrichment programs

Access to technology

AVID/MESA Programs

Parent Education/Family Nights

Social Services (Healthy Start)

Student/Family Primary Language Support

Translation for Home-School Communication

Counseling (academic and career)

Gifted and Talented Education (GATE)  
 Special Education  
 10th Grade Counseling  
 Professional Development  
 Support Staff, such as nurses, instructional assistants, parent advisors, and counselors  
 Supplemental Education Services  
 School Choice

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information 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 at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$37136	\$38937
<b>Mid-Range Teacher Salary</b>	\$48806	\$61080
<b>Highest Teacher Salary</b>	\$78914	\$76443
<b>Average Principal Salary (Elementary)</b>	\$96064	\$99694
<b>Average Principal Salary (Middle)</b>	\$98156	\$103687
<b>Average Principal Salary (High)</b>	\$113097	\$112983
<b>Superintendent Salary</b>	\$246120	\$195054
<b>Percent of Budget for Teacher Salaries</b>	36.2%	40.1%
<b>Percent of Budget for Administrative Salaries</b>	5.9%	5.4%

## VIII. 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 and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 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 at the CDE Web site 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.*

### 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	2006	2007	2005	2006	2007	2005	2006	2007
<b>English-Language Arts</b>	24	26	28	36	37	39	40	42	43
<b>Mathematics</b>	43	47	38	35	38	38	38	40	40
<b>Science</b>	11	14	12	18	25	29	27	35	38

### 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
African American	21	27	8
American Indian or Alaska Native	*	*	
Asian	35	47	9
Filipino	*	*	*
Hispanic or Latino	23	36	12
Pacific Islander	*	*	*
White (not Hispanic)	41	46	*
Male	21	36	15
Female	35	40	8
Economically Disadvantaged	25	37	7
English Learners	22	37	8
Students with Disabilities	9	15	0
Students Receiving Migrant Education Services	25	33	*

### Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site 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.*

### NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	21	22	27	37	36	38	41	42	42
Mathematics	55	45	53	52	50	53	52	53	53

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

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	29	21
American Indian or Alaska Native		
Asian	19	55
Filipino	*	*
Hispanic or Latino	32	66
Pacific Islander		
White (not Hispanic)	*	*
Male	10	37
Female	45	69
Economically Disadvantaged	27	54
English Learners	28	62
Students with Disabilities	*	*
Students Receiving Migrant Education Services	*	*

## California Physical Fitness Test Results

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 fitness standards (scoring in 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 CDE Web site 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.*

Grade Level	Percent of Students Meeting Fitness Standards
5	14

## IX. 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 CDE Web site 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	2004	2005	2006
Statewide	3	4	3
Similar Schools	5	4	4

### 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			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	28	2	-7	699
African American	31	8		
American Indian or Alaska Native				
Asian	22	17	-29	721
Filipino				
Hispanic or Latino	21	1	0	684
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	24	6	-17	684
English Learners	---	---	-16	688
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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### [AYP Overall and by Criteria](#)

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.

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

### [Federal Intervention Program](#)

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	In PI	Not in PI
<b>First Year of Program Improvement</b>	2006-2007	
<b>Year in Program Improvement</b>	Year 2	
<b>Number of Schools Currently in Program Improvement</b>	---	25
<b>Percent of Schools Currently in Program Improvement</b>	---	27.8