About the SARC
Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at 916.433.5082.

School Description
It is the mission of Parkway Elementary School to maximize each student’s potential through a meaningful education in a safe and culturally inclusive environment. It is our goal to work with the family and community to provide a strong academic foundation in order to prepare all students to become productive citizens in a global society.

To address this mission, Parkway Elementary School will:
• provide a safe and secure environment where people enjoy learning
• stress the importance of rigorous academic programming
• recognize the worth, dignity, and leadership capacity of every individual
• focus on quality, research based instructional programming
• work in partnership with the parents and the Parkway community

Parkway Elementary School’s staff is committed to enhancing our educational skills and expertise. We will teach and motivate all students to compete academically and demonstrate academic proficiency in the core curriculum areas, while building confidence in their ability to achieve.

Opportunities for Parental Involvement
Parkway Elementary School recognizes the importance of establishing effective partnerships with parents. The school is committed to establishing effective communication to keep parents informed of school policies, initiatives, and encourages their participation as part of the school governing body. Parent participation includes, but is not limited to participating on the School Site Council, Parent University, classroom assistance, yard duty supervision, and facilitating with schoolwide activities. Parental involvement is a key element in elevating the level of student achievement.

For more information, contact the school at (916) 433-5082.
### Student Enrollment by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder.</td>
<td>84</td>
</tr>
<tr>
<td>Gr. 1</td>
<td>90</td>
</tr>
<tr>
<td>Gr. 2</td>
<td>92</td>
</tr>
<tr>
<td>Gr. 3</td>
<td>91</td>
</tr>
<tr>
<td>Gr. 4</td>
<td>85</td>
</tr>
<tr>
<td>Gr. 5</td>
<td>76</td>
</tr>
<tr>
<td>Gr. 6</td>
<td>77</td>
</tr>
<tr>
<td>Total</td>
<td>595</td>
</tr>
</tbody>
</table>

### Average Class Size and Class Size Distribution

<table>
<thead>
<tr>
<th>Year</th>
<th>1-20</th>
<th>21-32</th>
<th>33+</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Student Enrollment by Group

<table>
<thead>
<tr>
<th>Group</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>27.6</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1.2</td>
</tr>
<tr>
<td>Asian</td>
<td>26.9</td>
</tr>
<tr>
<td>Filipino</td>
<td>0.5</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>32.8</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>4</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>3</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>100</td>
</tr>
<tr>
<td>English Learners</td>
<td>45.4</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>10.4</td>
</tr>
</tbody>
</table>

* 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.

### 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 Comprehensive Safe School Plan (CSSP) is updated and shared with staff on an annual basis. The CSSP includes assessing the current status of school crime committed on the school campus and at school-related functions. It identifies appropriate strategies and programs that 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

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* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).
School Facility Conditions and Planned Improvements (School Year 2012-13)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:
- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: December 2012

The main campus was built in 1954. This school has 13 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 18 portables. 3 portables classrooms were constructed in 1997 and 3 in 1998 for class size reduction. During the 2004-05 modernization, renovations and upgrades were made in the following areas: HVAC, portable buildings, and miscellaneous upgrades.

The district takes great efforts to ensure that all schools are clean, safe, and functional. 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. 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.

The State Legislature established the Deferred Maintenance Fund (DMF) in 1980 to assist districts in maintaining facilities and sites. The District has participated in the Deferred Maintenance Program since its inception. The program requires both the local district and the State of California to share equally in the cost of major deferred maintenance projects, with the maximum contribution from the State limited to approximately one-half of one percent of the District’s General Fund and Adult Education Fund operating budgets. For fiscal years 2008-09 through 2012-13, the Deferred Maintenance Program has been included in the State’s Tier III Flexibility Program. Therefore, DMF funds received by the District are deposited in the General Fund, and are unrestricted. Due to state budget cuts for 2010-11 these unrestricted funds have not been designated to deferred maintenance purposes. The funds were used as part of the Tier III recommendations approved by the Board on the May 6, 2010 Board Meeting.

School Facility Good Repair Status (School Year 2012-13)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

<table>
<thead>
<tr>
<th>System Inspected</th>
<th>Repair Status</th>
<th>Repair Needed and Action Taken or Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exemplary</td>
<td>Good</td>
</tr>
<tr>
<td>Systems: Gas Leaks, Mechanical/HVAC, Sewer</td>
<td>[ ]</td>
<td>[x]</td>
</tr>
<tr>
<td>Interior: Interior Surfaces</td>
<td>[ ]</td>
<td>[x]</td>
</tr>
<tr>
<td>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</td>
<td>[ ]</td>
<td>[x]</td>
</tr>
<tr>
<td>Electrical: Electrical</td>
<td>[ ]</td>
<td>[x]</td>
</tr>
<tr>
<td>Restrooms/Fountains: Restrooms, Sinks/ Fountains</td>
<td>[ ]</td>
<td>[x]</td>
</tr>
<tr>
<td>Safety: Fire Safety, Hazardous Materials</td>
<td>[ ]</td>
<td>[x]</td>
</tr>
<tr>
<td>Structural: Structural Damage, Roofs</td>
<td>[ ]</td>
<td>[x]</td>
</tr>
<tr>
<td>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</td>
<td>[ ]</td>
<td>[x]</td>
</tr>
</tbody>
</table>
| Overall Rating                    | [ ] | [x] | [ ] | [ ] | Work orders made for all deficiencies. Repairs made.
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.

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers.

To that end, the district has crafted a high quality professional program that is focused on ELA Common Core State Standards, Math Common Core State Standards, English Language Learners, Balanced Literacy and Instructional Strategies for Addressing the Needs of Diverse Learners. These areas of focus were derived from needs assessments coupled with the analysis of student learning of specific content and that is ongoing with follow-up opportunities, models effective practices, and uses assessments to guide and monitor progress. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

These learning experiences, which are offered during the school day and after-school are supported with on-site coaching, are in addition to the required 18-hours of professional development designated for teachers to engage in collaborative professional learning at their respective school sites. Such communities of practices, under the leadership and guidance of site administrators, afford our teachers the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every teacher will help to promote and nurture a community of learners in which the individual school staff is not only enriched, but the district as a whole is enhanced.

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/

<table>
<thead>
<tr>
<th>Percent of Classes in Core Academic Subjects</th>
<th>Core Academic Classes Taught by Highly Qualified Teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Location of Classes</td>
<td>Taught by Highly Qualified Teachers</td>
<td>Not Taught by Highly Qualified Teachers</td>
</tr>
<tr>
<td>This School</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Districtwide</td>
<td>87.15</td>
<td>12.85</td>
</tr>
<tr>
<td>All Schools</td>
<td>86.41</td>
<td>13.59</td>
</tr>
<tr>
<td>High-Poverty Schools</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Low-Poverty Schools</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>

* 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.
Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

<table>
<thead>
<tr>
<th>Level</th>
<th>Expenditures Per Pupil</th>
<th>Average Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Restricted</td>
</tr>
<tr>
<td>School Site</td>
<td>$5,289</td>
<td>$1,324</td>
</tr>
<tr>
<td>District</td>
<td>♦</td>
<td>♦</td>
</tr>
<tr>
<td>State</td>
<td>♦</td>
<td>♦</td>
</tr>
<tr>
<td>Percent Difference: School Site/District</td>
<td>-15.4%</td>
<td>-10.3%</td>
</tr>
<tr>
<td>Percent Difference: School Site/State</td>
<td>-27.3%</td>
<td>-17.5%</td>
</tr>
</tbody>
</table>

* 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 2010-11)

<table>
<thead>
<tr>
<th>Category</th>
<th>District Amount</th>
<th>State Average for Districts In Same Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teacher Salary</td>
<td>$40,184</td>
<td>$41,455</td>
</tr>
<tr>
<td>Mid-Range Teacher Salary</td>
<td>$52,812</td>
<td>$66,043</td>
</tr>
<tr>
<td>Highest Teacher Salary</td>
<td>$86,673</td>
<td>$85,397</td>
</tr>
<tr>
<td>Average Principal Salary (ES)</td>
<td>$99,223</td>
<td>$106,714</td>
</tr>
<tr>
<td>Average Principal Salary (MS)</td>
<td>$101,385</td>
<td>$111,101</td>
</tr>
<tr>
<td>Average Principal Salary (HS)</td>
<td>$116,819</td>
<td>$121,754</td>
</tr>
<tr>
<td>Superintendent Salary</td>
<td>$241,628</td>
<td>$223,357</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of District Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Salaries</td>
</tr>
<tr>
<td>Administrative Salaries</td>
</tr>
</tbody>
</table>

* 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 2011-12)

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

Each district school receives categorical funding to provide supplemental services to assist students in reaching 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
- Enrichment programs
- Access to technology
- Parent Education/Family Nights
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Special Education
- Professional Development
- Support Staff, such as nurses, instructional assistants, speech pathologist, and school psychiatrist

Please check with your child’s principal to receive information regarding the services that are specific to your child’s school.
Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

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

Year and month in which data were collected: November 2012

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. Textbook sufficiency data is collected annually.

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Subject</th>
<th>Date of Publication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Court Reading, SRA</td>
<td>Reading/Language Arts</td>
<td>2002</td>
</tr>
<tr>
<td>Moving Into English, Harcourt</td>
<td>English Language Development</td>
<td>2004</td>
</tr>
<tr>
<td>High Point, Hampton Brown</td>
<td>English Language Arts</td>
<td>2002</td>
</tr>
<tr>
<td>Avenues, Hampton Brown</td>
<td>English Language Development</td>
<td>2002</td>
</tr>
<tr>
<td>English at Your Command, National Geography</td>
<td>English Language Development</td>
<td>1996</td>
</tr>
<tr>
<td>California Vistas, McMillian McGraw-Hill</td>
<td>History/Social Science</td>
<td>2007</td>
</tr>
</tbody>
</table>
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.

### 2012 STAR Results by Student Group

<table>
<thead>
<tr>
<th>Group</th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>H-SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students in the LEA</td>
<td>50</td>
<td>48</td>
<td>52</td>
<td>44</td>
</tr>
<tr>
<td>All Student at the School</td>
<td>43</td>
<td>53</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>41</td>
<td>57</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>44</td>
<td>49</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>41</td>
<td>47</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>39</td>
<td>56</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>47</td>
<td>55</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>21</td>
<td>43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>43</td>
<td>53</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>23</td>
<td>44</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>37</td>
<td>39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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/.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Percent of Students Meeting Fitness Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 of 6</td>
</tr>
<tr>
<td>5</td>
<td>10.9</td>
</tr>
</tbody>
</table>

### 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.

### Internet Access

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

### EdData Partnership Web Site

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

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.
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/.

<table>
<thead>
<tr>
<th>API Growth by Student Group – Three-Year Comparison</th>
<th>Actual API Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>09-10</td>
</tr>
<tr>
<td>All Students at the School</td>
<td>-21</td>
</tr>
<tr>
<td>Black or African American</td>
<td>-50</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>15</td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>-20</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>-21</td>
</tr>
<tr>
<td>English Learners</td>
<td>-10</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td></td>
</tr>
</tbody>
</table>

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 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.

<table>
<thead>
<tr>
<th>Academic Performance Index Ranks - Three-Year Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>API Rank</td>
</tr>
<tr>
<td>Statewide</td>
</tr>
<tr>
<td>Similar Schools</td>
</tr>
</tbody>
</table>

Federal Intervention Program (School Year 2012-13)

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Improvement Status</td>
<td>In PI</td>
<td>In PI</td>
</tr>
<tr>
<td>First Year of Program Improvement</td>
<td>2011-2012</td>
<td>2008-2009</td>
</tr>
<tr>
<td>Year in Program Improvement</td>
<td>Year 2</td>
<td>Year 3</td>
</tr>
<tr>
<td>Number of Schools Currently in Program Improvement</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>Percent of Schools Currently in Program Improvement</td>
<td>66.7</td>
<td></td>
</tr>
</tbody>
</table>

API Growth by Student Group - 2012 Growth API Comparison

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

<table>
<thead>
<tr>
<th>Group</th>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students at the School</td>
<td>Students</td>
<td>356</td>
<td>31,393</td>
</tr>
<tr>
<td>Black or African American</td>
<td>Students</td>
<td>104</td>
<td>4,946</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>Students</td>
<td>7</td>
<td>258</td>
</tr>
<tr>
<td>Asian</td>
<td>Students</td>
<td>103</td>
<td>5,980</td>
</tr>
<tr>
<td>Filipino</td>
<td>Students</td>
<td>2</td>
<td>368</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>Students</td>
<td>108</td>
<td>11,507</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>Students</td>
<td>13</td>
<td>534</td>
</tr>
<tr>
<td>White</td>
<td>Students</td>
<td>10</td>
<td>6,171</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>Students</td>
<td>9</td>
<td>1,597</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>Students</td>
<td>356</td>
<td>23,735</td>
</tr>
<tr>
<td>English Learners</td>
<td>Students</td>
<td>172</td>
<td>11,147</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Students</td>
<td>48</td>
<td>3,983</td>
</tr>
</tbody>
</table>

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/.

<table>
<thead>
<tr>
<th>AYP Criteria</th>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made AYP Overall</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Met Participation Rate: English-Language Arts</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Met Participation Rate: Mathematics</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Met Percent Proficient: English-Language Arts</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Met Percent Proficient: Mathematics</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Met API Criteria</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Met Graduation Rate (if applicable)</td>
<td>N/A</td>
<td>No</td>
</tr>
</tbody>
</table>