

# Thurston Middle School

2100 Park Avenue • Laguna Beach, CA 92651 • (949) 497-7785 • Grades 6-8

Jennifer Salberg, Principal

[jsalberg@lbusd.org](mailto:jsalberg@lbusd.org)

## 2010-11 School Accountability Report Card

Published During the 2011-12 School Year



**Laguna Beach Unified  
School District**  
550 Blumont Street  
Laguna Beach, CA 92651  
Phone: (949) 497-7700  
Fax: (949) 497-6021  
[www.lbusd.org](http://www.lbusd.org)

### Board of Educations

**Ketta Brown**

**Betsy Jenkins**

**William Landsiedel**

**Theresa O'Hare**

**Jan Vickers**

### District Administration

**Sherine Smith**  
Superintendent of Schools

**Nancy Hubbell**  
Assistant Superintendent,  
Instructional Services

**Norma Shelton**  
Assistant Superintendent,  
Business Services

**Irene White**  
Director of Special Education

**Victor Guthrie**  
Director of Technology

**Eric Jetta**  
Director of Facilities & Grounds

**Debra Appel**  
Director of Food Services

### **School Description and Mission Statement**

Thurston Middle School is part of the Laguna Beach community. Sloping down the Laguna Hills to the edge of the Pacific Ocean, Laguna Beach is known for its dramatic contrast of mountains and beaches. A center for fine arts, Laguna Beach's culture is as unique as its landscape.

The Laguna Beach Unified School District serves students in grades kindergarten through 12 by providing comprehensive educational programs through its two elementary schools, a middle school, and a high school. The District is proud of the high level of community support it receives and the commitment the community demonstrates towards its students. The Laguna Beach Education Foundation (School Power) was created by the community to provide additional funds to the school district to support school programs and activities. Thurston Middle School serves students in grades six through eight on a traditional school calendar. Our school's 672 students proudly call themselves the Wave Riders.

### **District Mission Statement**

Each student gains the knowledge, experience, world perspectives, and skills needed to become a lifelong learner and producer in a competitive and interconnected world.

Education in the Laguna Beach Unified School District

- Is challenging while insuring each student's successful experiences in education.
- Provides lifelong values, attitudes, and skills which promote public service and respect for others.
- Offers environments that spark individual curiosity and learning.
- Encourages an appreciation of differences, diversity and similarities.
- Ignites a commitment to learning, scholarship, creativity and service.
- Explores various career paths.
- Is relevant to each student's immediate and future goals, and
- Prepares graduates to adapt to change and deal with a technological age and a global environment.

The Schools in the Laguna Beach Unified School District are the convening point of the community and, as such, are connected with each other, the community, and the world through information-rich, interactive technology.

### **Laguna Beach Unified School District Goals**

#### **Goal One: Student Achievement**

All students will demonstrate academic growth across content areas.

#### **Goal Two: School Culture**

Each student will strengthen connections to the school, the community, and the world by engaging in activities that build skills and responsibility.

#### **Goal Three: Learning Environment**

Safe, attractive, clean, and well-equipped learning environments will be provided for each student.

#### **Goal Four: Staffing**

The District will recruit, hire, train, and retain high performing staff.

#### **Goal Five: Fiscal Responsibility**

The District will maintain fiscal solvency and transparency to ensure support of student learning.

## Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Thurston Middle School. Our parents serve on the School Site Council, the English Language Advisory Council, the Parent Teacher Association, and the GATE Advisory Council. Numerous programs and activities are enriched by the generous contributions made by the SchoolPower Education Foundation.

## 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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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.

## Our Community

The City of Laguna Beach is well known as a unique beach community and artist's colony with seven miles of City beaches running along its nine square miles. The resident population enjoys the ambiance provided by the sandy beaches, canyons and coastal hills. During the summer, several million visitors are drawn to the resort environment for its picturesque beaches, art festivals and the Pageant of the Masters. Laguna's village scale shopping district, blufftop walkways and tram system create a pedestrian environment and scale which is unique in Southern California.

The City provides a broad array of services, including police, fire, paramedic, marine safety, recreation, parks, public works, community development, transit, information technology and animal control. The City employs more than two hundred full-time employees and an additional hundred part-time employees during the peak summer months.

## Our Schools

The Laguna Beach Unified School District serves students in grades kindergarten through 12 by providing comprehensive educational programs through its two elementary schools, a middle school, and a high school. The District is proud of the high level of community support it receives and the commitment the community demonstrates towards its students. The Laguna Beach Education Foundation (School Power) was created by the community to provide additional funds to the District to support school programs and activities.

Student Enrollment by Grade Level	
Grade Level	Number of Students
6	222
7	258
8	221
<b>Total Enrollment</b>	<b>703</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Asian	1.8
Black or African American	0.7
English Learners	2.1
Filipino	0
Hispanic or Latino	6.8
Native Hawaiian/Pacific Islander	0.6
Socioeconomically Disadvantaged	11.9
Students with Disabilities	8.3
Two or More Races	2.4
White	87.2

Average Class Size and Class Size Distribution (Secondary)				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
<b>2010-2011</b>				
English	21.9	9	13	0
Mathematics	25.2	4	15	1
Science	29.2	1	11	4
Social Science	28.8	0	16	0
<b>2009-2010</b>				
English	25.3	3	23	1
Mathematics	26.8	3	21	0
Science	28.5	1	19	3
Social Science	28.4	1	23	0
<b>2008-2009</b>				
English	25.3	3	23	1
Mathematics	26.8	3	21	0
Science	28.5	1	19	3
Social Science	28.4	1	23	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## School Climate

### 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.

Safety of our students and staff is our primary concern. The school has a closed campus; all visitors must sign in at the front office and wear identification tags while on school grounds. School staff and administrators are on duty during recess, lunch, and before and after school to ensure the safety of all our students.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

A Comprehensive School Safety Plan was developed by the School Site Council in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies. The school evaluates the plan annually and updates the plan as needed. The plan was last updated in the September of 2010 and is reviewed with our school staff at that time as well.

Suspensions and Expulsions						
Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	3.57	4.69	5.41	4.45	4.15	4.16
<b>Expulsions</b>	0.15	0.15	0.28	0.17	0.07	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## School Facilities

### School Facility Conditions and Planned Improvements

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:** September 2010

Thurston Middle School provides a safe and clean environment for our students, staff, and volunteers. The school is situated on 15 acres. School facilities were built in the 1930's with additions built in 2004. They span 49,218 square feet, and include classrooms, a multipurpose room, administrative offices, restrooms, and storage rooms.

### School Facility Good Repair Status

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)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
<b>Overall Rating</b>	[X]	[ ]	[ ]	[ ]	

## Teachers

Teacher Credentials			
School	2008-09	2009-10	2010-11
With Full Credential	33	33	31
Without Full Credential	0	0	0
Outside Subject Area of Competence	0	0	0
District	2008-09	2009-10	2010-11
With Full Credential	---	---	143
Without Full Credential	---	---	0

Teacher Misassignments			
Indicator	2008-09	2009-10	2010-11
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.

\*\* "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

## Instructional Planning and Scheduling

### 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. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, was student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Laguna Beach Unified School District offers staff development and training opportunities to its teachers, administrators, and support staff. The District offers one staff development buy-back day annually where teachers are provided a broad-based variety of professional growth opportunities in curriculum and instructional strategies. Staff development topics include technology, teaching strategies, assessing change, and review of the California Standards as necessary.

Teachers at Thurston Middle School participated in additional training on technology, analysis of student achievement, and developing strategies to assist all students to meet grade level standards. To identify staff development needs for focus areas, teachers collaborate by department in professional learning communities to improve student outcome.

Laguna Beach Unified School District offers two programs to support new and veteran teachers in their classroom skills and to ensure continued professional development. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first and second-year credentialed teachers and provides skills assistance over a two-year period.

The District's Peer Assistance and Review (PAR) program is designed to improve the education of students and enhance the classroom performance of teachers, targeting both new and veteran teachers.

### 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: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
District		
All Schools	100	0
High-Poverty Schools	0	0
Low-Poverty Schools	100	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.

## Support Staff

Academic Counselors and Other Support Staff		
Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	336
Counselor (Social/Behavioral or	1	---
Library Media Teacher (Librarian)		---
Library Media Services Staff	1	---
Psychologist	1	---
Social Worker		---
Nurse	1	---
Speech/Language/Hearing	1	---
Resource Specialist (non-		---
Other		---

\* 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.

## Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

### 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.

### 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.

## Curriculum and Instructional Materials

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

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 instructional 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:** September 2010

Laguna Beach Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support our school's instructional program. Laguna Beach Unified School District held a Public Hearing on October 12, 2010, and determined that each school within the District 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 in core subjects for use in the classroom and to check out and take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks. Laguna Beach Unified School District follows the State Board of Education's six-year adoption cycle for core content materials. A committee consisting of administrators and teachers from each school establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final approval.

We take pride in our school's state-of-the-art technology. All classrooms are equipped with TV/DVDs and computers with Internet access. With an average of two computers in each classroom and a 35-workstation computer lab, students receive computer instruction regularly. Elective courses provide students opportunities to further build technology skills. Through a variety of funding sources, we have purchased two Computers on Wheels (C.O.W.) Teachers check out the C.O.W. through an on-line calendar and the core curriculum is enhanced through the use of this technology. We will continue to empower our students with the ability to utilize technology as a tool to enhance and extend learning.

All textbooks are in adequate supply and in excellent to good condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials; 100% of students in each core subject areas possess the necessary textbooks and instructional materials.

<b>Adopted Textbooks</b>
<b>Reading/Language Arts</b>
Holt Literature and Language Arts, Holt McDougal (Division of Houghton Mifflin Harcourt) - Adopted in 2003
<b>Mathematics</b>
Pearson Prentice Hall- Adopted in 2010
<b>History / Social Science</b>
Holt McDougal (Division of Houghton Mifflin Harcourt)- Adopted in 2007
<b>Foreign Language</b>
McDougal Littell, 2005
<b>Science</b>
Holt McDougla (Division of Houghton Mifflin Harcourt)- Adopted in 2008

## School Finances

Expenditures Per Pupil and School Site Teacher Salaries (FY 2009-10)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,093	\$337	\$7,756	\$90,107
District	---	---	\$9,551	\$93,120
State	---	---	\$5,455	\$63,062
Percent Difference: School Site and District			19%	1%
Percent Difference: School Site and State			29%	32%

\* **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 <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded

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.

Based on 2008-09 audited financial statements, Laguna Beach Unified School District spent an average of \$12,241 to educate each student. The chart provides a comparison of Thurston Middle School's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

In addition to general fund state funding, Laguna Beach Unified School District received state and federal categorical funding for the following categorical, special education, and support programs:

- Title I
- Class Size Reduction
- Gifted and Talented Pupils
- Home-to-School Transportatin
- School Improvement Program
- Educational Technology Assistance Grants
- Drug/Alcohol/Tobacco Education
- Economic Impact Aid
- Instructional Materials
- Special Education
- Peer Assistance and Review

Average Teacher and Administrative Salaries (FY 2009-10)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher	\$52,163	\$39,074
Mid-Range Teacher	\$84,981	\$60,172
Highest Teacher	\$118,863	\$78,468
Average Principal (ES)	\$146,643	\$95,926
Average Principal (MS)	\$150,835	\$99,356
Average Principal (HS)	\$164,807	\$107,041
Superintendent	\$232,866	\$148,555
Percent of District Budget (FY 2009-10)		
Teacher Salaries	31%	38%
Administrative Salaries	6%	6%

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

## Student Performance

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 in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science 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 <http://star.cde.ca.gov>.

**STAR Results for All Students - Three-Year Comparison**

Subject	2008-09	2009-10	2010-11
<b>STAR Results for All Students --School</b>			
English-Language Arts	79	82	85
Mathematics	73	77	79
Science	82	87	94
History-Social Science	69	82	92
<b>STAR Results for All Students --District</b>			
English-Language Arts	75	78	81
Mathematics	62	69	72
Science	81	85	86
History-Social Science	71	79	83
<b>STAR Results for All Students --State</b>			
English-Language Arts	49	52	54
Mathematics	46	48	50
Science	50	54	57
History-Social Science	41	44	48

\* 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.

**STAR Results by Student Group - Most Recent Year**

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	81	72	86	83
All Student at the School	85	79	94	92
Male	83	79	93	94
Female	88	80	94	90
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	83	92	0	0
Filipino				
Hispanic or Latino	59	64	93	75
Native Hawaiian/Pacific Islander	0	0	0	0
White	87	81	93	93
Two or More Races	100	85	0	0
Socioeconomically Disadvantaged	68	66	85	81
English Learners	0	0	0	0
Students with Disabilities	46	40	71	73
Students Receiving Migrant Education Services				

\* 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.

### 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 <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six	Five of Six	Six of Six
7	16.5	34.6	35.4

\* 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.

### Accountability

#### 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 <http://www.cde.ca.gov/ta/ac/ap/>.

#### API Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	656	934	2,298	904	4,683,676	778
Black or African American	6		34	870	317,856	696
American Indian or Alaska Native	3		11	810	33,774	733
Asian	12	955	77	956	398,869	898
Filipino	0		9		123,245	859
Hispanic or Latino	43	868	186	814	2,406,749	729
Native Hawaiian/Pacific Islander	3		6		26,953	764
White	576	939	1,917	911	1,258,831	845
Two or More Races	13	969	50	949	76,766	836
Socioeconomically Disadvantaged	78	877	242	829	2,731,843	726
English Learners	10		84	750	1,521,844	707
Students with Disabilities	54	690	218	691	521,815	595

### 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.

API Rank	2008	2009	2010
Statewide	9	10	10
Similar Schools	1	4	5



API Growth by Student Group - Three-Year Comparison			
Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	30	21	28
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	33	25	27
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

#### 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, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	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 (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0