School Accountability Report Card

Issued Spring 2013 for Academic Year 2011–12

Dana Middle School

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Diane Ryan, Principal

What Is a School Accountability Report Card?

Since November 1988, state law has required all public schools to prepare and distribute annually a School Accountability Report Card (SARC).

The purpose of the report card is to provide parents and the community with important information about the performance and condition of each California public school. The SARC can also be an effective way for a school to report the progress it has made toward achieving its goals. In addition, the public may use the SARC to evaluate and compare schools throughout the state on a variety of indicators.

More information about the requirements for the SARC is available on the state's SARC website:

www.cde.ca.gov/ta/ac/sa/

Additional copies of this SARC may be obtained from the school office or from the district's SARC website:

www.sandi.net/page/1598

Contents

School Description and Mission Statement

Dana Middle School (serving grades 5 and 6), located in the Point Loma community, reopened in August 1998 as a grade 6 school after having been closed since 1983. In September 2001, we added grade 5 to complete our configuration as a grades 5 and 6 middle school. We draw from the six feeder elementary schools in the Point Loma cluster. We also accept students on a space-available basis through the Volunteer Enrollment Exchange Program (VEEP) and the School Choice Program. Our current enrollment is approximately 820 students. Our highly trained staff serves an ethnically diverse and bright population of students through a variety of programs including Special Education and Gifted and Talented Education (GATE) "cluster" and "seminar" classes. We are proud of the extensive support we receive from an involved community. We are dedicated to the education of the total child. We are committed to providing a challenging curriculum that inspires academic, artistic, and physical excellence while fostering positive self-esteem, respect, enthusiasm, and cooperation.

Opportunities for Parent Involvement

We are committed to communicating with and engaging parents as partners in their children's education. The district's Parent Outreach and Engagement Department serves as a national model in providing opportunities and effective methods for parents, guardians, and family members to participate in the educational process. We are also committed to obtaining community resources for our school and invite all members of our community to assist us in the education of our students. Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

Parents are active participants in our Parent Association and the Dana Instrumental Music Association. Informational meetings are held regularly to keep parents informed (English Learner Advisory Committee, GATE, technology training). Our website provides parents with an events calendar, homework assignments, and resources and links. Weekly "eblast" e-mail newsletters are sent to over 800 parent addresses. Parents have access to ParentConnection, a web-based program that provides up-to-date information about student grades, attendance, and behavior. A monthly "Principal's Coffee" offers opportunities to chat informally with the principal.

If you want to get involved, please contact Arielle Sykes at (619) 225-3897.

Data and Access

Most of the data in this SARC are from the 2011–12 school year or the two preceding years (2009–10 and 2010–11). Graduation, dropout, and fiscal data are from 2010–11. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines, available at the California Department of Education website: *www.cde.ca.gov/ta/ac/sa/*.

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public K–12 school districts and schools.

DataQuest

DataQuest is an on-line data tool (*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. *DataQuest* is a dynamic system that provides reports for accountability, test results, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

About This School

Student Enrollment by Grade Level

Grade Level	Enrollment on October 5, 2011
5	424
6	353
TOTAL	777

Student Enrollment by Group (2011–12)

Student Group	Number of Students	Percentage of Enrollment
African American	35	4.5
Asian	12	1.5
Filipino	17	2.2
Hispanic	252	32.4
Indochinese	0	0.0
Native American	3	0.4
Pacific Islander	3	0.4
White (Not Hispanic)	411	52.9
Two or More Races	44	5.7
Socioeconomically Disadvantaged	313	40.3
English Learners	81	10.4
Students with Disabilities	78	10.0

Average Class Size and Class Size Distribution (Secondary)

This table displays the average class size for each subject area and the number of classrooms that fall into each class size category.

Subject	2009–10 Avg. Class Size	2009–10 1–22	2009–10 23–32	2009–10 33+	2010–11 Avg. Class Size	2010–11 1–22	2010–11 23–32	2010–11 33+	2011–12 Avg. Class Size	2011–12 1–22	2011–12 23–32	2011–12 33+
English	28	9	8	16	—	—	—	—				
Mathematics	30	6	8	17	—	—	—	—				
Science	31	2	13	12	—	—	—	—				
History–Social Science	30	6	9	15	—	—	—	—				

School Climate

School Safety Plan (2011–12)

Last Review/Update: October 18, 2012   Last Discussed with Staff: October 18, 2012

Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. This plan meets the state requirements described in California Education Code Sections 35294–35297. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

Dana Middle School is committed to supporting a safe and respectful learning environment. We know that an atmosphere that supports learning is vital; therefore students are expected to behave respectfully, and expectations for behavior are clear and reviewed regularly. Our two counselors work closely with students, staff members, and families to mitigate issues that might affect students academically or socially. A schoolwide discipline code is distributed and reviewed at the beginning of the year and revisited, as needed, during the school year. Students are rewarded for appropriate behavior and academic achievement through awards assemblies and regular drawings of tickets distributed by staff members to students who show positive character traits. The result of these efforts is a school in which serious discipline issues are few in number and students are respectful to adults and each other.

Daily supervision before and after school, during passing periods, and at lunch recess ensures school grounds are kept safe. Access to the school is actively monitored, and visitors must check in at the front office before moving through the campus.

Suspensions and Expulsions

The following table shows the numbers and rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school's enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school's enrollment and grade-level composition, based on actual districtwide rates. Because suspension and expulsion rates vary greatly by grade level, and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates.

Type of Action		2009–10		2010–11		2011–12	
		School	District	School	District	School	District
Suspensions	Number	51	13,199	42	12,693	18	10,362
	Rate per 100 students	6.30	10.51	5.34	10.07	2.32	8.94
Expulsions	Number	1	260	0	210	0	205
	Rate per 100 students	0.12	0.14	0.00	0.08	0.00	0.08

School Facilities

School Facility Conditions and Improvements (2012–13)

Dana Middle School is an impressive and beautiful facility. Thanks to Proposition MM, a multipurpose room, a library extension, a playground extension and remodel, and an auditorium remodel were completed in the summer of 2003. Funds from Proposition MM have also been used to create four state-of-the-art science labs, two art rooms, and a band room. Classrooms are carpeted and have large windows providing natural light. The school grounds and buildings are clean, safe, and orderly.

School Facility Good-Repair Status (2012–13)

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

Inspection Date:

Item Inspected	Repair Status*				Repair Needed and Action Taken or Planned
	E	G	F	P	
Systems: Gas, mechanical, sewer					
Interior: Interior surfaces					
Cleanliness: Overall, pest/vermin					**Facilities inspections are ongoing throughout the school year. This table will be updated when inspection results become available.**
Electrical: Interior/exterior					
Restrooms/fountains					
Safety: Fire safety/hazardous materials					
Structural: Damage, roofs					
External: Playground, gates, fences					
Overall Rating					

* Repair Status: E = exemplary, G = good, F = fair, P = poor

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools. Detailed information about teachers' qualifications can be found on the CDE *DataQuest* website at *dq.cde.ca.gov/dataquest/*.

Number of Teachers	School			District
	2009–10	2010–11	2011–12	2011–12
Full credential and teaching in subject area	24	23		
Full credential but teaching outside subject area	12	9		
Without full credential	0	0		
Total	**36**	**32**		

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 (long-term vacancies for which there was no teacher assigned by the twentieth school day of each semester). Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2012–13, the most current data are reported.

Indicator	2010–11		2011–12		2012–13	
	Smstr 1	Smstr 2	Smstr 1	Smstr 2	Smstr 1	Smstr 2
Misassignments of Teachers of English Learners	0	0	0	0	0	N/A
Total Teacher Misassignments	0	0	0	0	0	N/A
Vacant Teacher Positions	0	0	0	0	0	N/A

Core Academic Courses Taught by Teachers in Compliance with the No Child Left Behind Act (2011–12)

The No Child Left Behind (NCLB) Act requires all teachers of core academic subjects to be "highly qualified." In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject he or she will teach.

This table displays the percentage of classes in core academic subjects taught by teachers who are compliant with NCLB at this school, at all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. (High-poverty schools are defined as those with student eligibility rates of approximately 40 percent or higher in the free and reduced-price meals program. Low-poverty schools are defined as those with student eligibility rates of 25 percent or lower in the program.) More information on teacher qualifications required under NCLB can be found at the CDE website at *www.cde.ca.gov/nclb/sr/tq/*.

Location of Classes	Percentage of Classes in Core Academic Subjects	
	Taught by NCLB-Compliant Teachers	Taught by Non-NCLB-Compliant Teachers
This School		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

Support Staff

Academic Counselors and Other Support Staff Members (2011–12)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff members who are assigned to the school. 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. The table also displays the average number of students for each academic counselor.

Position	Number of FTE Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	N/A
Counselor (Social/Behavioral or Career Development)	1.8	
Library Media Teacher (Librarian)	0.0	
Library Media Services Staff (Paraprofessional)	1.0	
Psychologist	0.6	
Social Worker	0.0	
Nurse	0.8	
Speech/Language/Hearing Specialist	0.8	
Resource Specialist (Non-Teaching)	3.6	
Network Technician	0.6	
Other	0.0	

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (2012–13)

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school. These data were collected on October 29, 2012.

Core Curriculum Area	Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Are These Textbooks and Instructional Materials from the Most Recent Adoption?
English Language Arts	0	Yes
Health	0	Yes
History–Social Science	0	Yes
Mathematics	0	Yes
Science	0	Yes
Science Laboratory Equipment (grades 9–12)	0	Yes
Visual and Performing Arts	0	Yes
World Language	0	Yes

List of Textbooks and Instructional Materials Used in Core Subject Areas (2012–13)

All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social science), may be found at the end of this document in the appendix entitled Adopted Texts and Instructional Materials. Descriptions of the district's courses, including instructional materials, may be found in the *Course of Study, K–12*, revised annually and available on-line at *www.sandi.net/page/1605*.

Instructional Planning and Scheduling

Professional Development

The Instructional Support Services Department collaborates with other departments to provide teachers and administrators with ongoing professional development to improve teaching and learning in the areas of literacy, mathematics, science, history–social studies, visual and performing arts, physical education, health, educational technology, and gifted and talented education. Sessions offered at various times throughout the year focus on a wide variety of professional development aimed at strengthening pedagogy and content knowledge to meet the needs of all learners, with an emphasis on targeting the needs of our English language learners, Special Education students, and other struggling learners.

In addition to district-provided professional development, principals identify a schoolwide focus each year for professional development and also determine areas of individual need. Throughout the year, they conduct large- and small-group staff conferences and coach teachers at the school site to improve instructional practice. Staff release for professional development is organized in a variety of ways on a site-by-site basis throughout the year.

School Finances

Expenditures per Pupil and School-Site Teacher Salaries (Fiscal Year 2010–11)

This table displays this school's expenditures per student from basic (unrestricted) sources, from any supplemental (restricted) sources, and its total per-pupil expenditures. The table also provides a comparison of the school's per-pupil expenditures from basic sources with other schools in the district and throughout the state. Finally, it compares the average teacher salary at the school with average teacher salaries in the district and the state.

Basic or *unrestricted sources* are funds that, except for general guidelines, are not controlled by law or by a donor. *Supplemental* or *restricted sources* are funds whose use is controlled by law or by a donor. Money that is designated for specific purposes by the Board of Education is not considered restricted.

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$5,958	$1,510	$4,449	$63,468
District			$5,026	$64,014
Difference: School Site and District (%)			-11.5	-0.9
State			$5,455	$68,835
Difference: School Site and State (%)			-18.5	-7.8

Types of Services Funded (Fiscal Year 2011–12)

The district's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage 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 website at *www.cde.ca.gov/ds/fd/cs/*.

Position	District Amount	Statewide Average for Districts in Same Category
Beginning Teacher Salary	$38,347	$41,455
Mid-Range Teacher Salary	$58,269	$66,043
Highest Teacher Salary	$78,416	$85,397
Average Principal Salary (Elementary School Level)	$105,878	$106,714
Average Principal Salary (Middle School Level)	$109,361	$111,101
Average Principal Salary (High School Level)	$115,766	$121,754
Superintendent Salary	$245,192	$223,357
Percentage of Budget for Teachers' Salaries	39%	39%
Percentage of Budget for Administrative Salaries	5%	5%

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

The CSTs show how well students are doing in relation to the state's content standards. The CSTs include English–language arts (ELA) and mathematics in grades 2–11; science in grades 5, 8, and 9–11; and history–social science in grades 8 and 9–11.

The CMA is an alternate assessment based on modified achievement standards. 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. The CMA includes ELA for grades 3–11; mathematics for grades 3–7, algebra I, and geometry; and science for grades 5, 8, and life science in grade 10.

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 CAPA includes ELA and mathematics in grades 2–11 and science in grades 5, 8, and 10.

General information about the STAR Program and detailed information regarding the STAR Program results for each grade and performance level, including the percentage of students not tested, may be found on the CDE's STAR results website: *star.cde.ca.gov*.

STAR Program Results

STAR scores are ranked according to five "performance levels": Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient and Advanced levels have met state standards in that content area.

The following tables show, by subject area, the percentage of students in each grade who achieved the Proficient or Advanced levels (meeting or exceeding state standards) at the school, district, and state levels for the last three years. Statewide data are rounded to the nearest percentage point.

STAR: English–Language Arts

Grade Level	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
5	76.0	78.1	79.2	63.2	65.8	67.0	58	59	63
6	74.2	72.6	76.5	60.5	58.8	63.8	56	55	59

STAR: Mathematics

Grade Level	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
5	77.7	69.2	70.9	62.7	65.0	65.7	60	63	65
6	61.8	59.7	63.8	54.8	55.4	58.0	52	53	55

STAR: Grade-Level Science

Grade Level	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
5	63.7	62.9	69.5	64.0	66.5	67.2	55	58	60

The following table shows the percentage of all students, at this school and in the district, who achieved the Proficient or Advanced levels (meeting or exceeding state standards) for the most recent STAR testing period (2011–12).

2011–12 STAR: All Students

Student Group	Percentage of Students Scoring at Proficient or Advanced Levels*				
	English– Language Arts	Mathematics	Grade-Level Science	End-of-Course Science	History–Social Science
All at this school	78.0	67.6	69.5	—	—
All in the district	60.4	50.9	42.4	63.9	50.2

The following tables show the percentage of students in various state-defined student groups who achieved the Proficient or Advanced levels (meeting or exceeding state standards) for the most recent STAR testing period (2011–12).

Note: No group score is reported that would deliberately or inadvertently make public the score or performance of any individual student. Scores are not shown when the number of students tested in a particular student group is 10 or fewer, either because the number of students is too small for statistical accuracy or to protect students' privacy. Such cases are indicated by an asterisk (*). Data on students receiving migrant education services are not available.

2011–12 STAR Student Groups: English–Language Arts

Grade Level	Sex		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
5	74.4	84.5	8.6	86.2	68.6	86.1	73.7	79.5
6	69.1	85.0	16.7	79.9	67.4	82.3	22.2	79.6

* = 10 or fewer students tested; — = no data available for this field.

2011–12 STAR Student Groups: Mathematics

Grade Level	Sex		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
5	68.6	73.4	8.3	77.2	53.8	82.0	50.0	72.2
6	62.1	65.8	11.1	66.8	46.6	74.8	15.0	66.9

* = 10 or fewer students tested; — = no data available for this field.

2011–12 STAR Student Groups: Grade-Level Science

Grade Level	Sex		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
5	68.9	70.1	2.8	76.2	51.9	81.0	60.9	70.0

* = 10 or fewer students tested; — = no data available for this field.

2011–12 STAR Racial/Ethnic Groups: English–Language Arts

Grade Level	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White (Not Hispanic)	Two or More Races
5	70.6	*	*	63.1	—	*	*	86.9	—
6	71.4	*	*	63.9	—	*	*	87.1	—

* = 10 or fewer students tested; — = no data available for this field.

2011–12 STAR Racial/Ethnic Groups: Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White (Not Hispanic)	Two or More Races
5	58.8	*	*	51.3	—	*	*	79.9	—
6	64.3	*	*	45.5	—	*	*	75.6	—

* = 10 or fewer students tested; — = no data available for this field.

Grade Level	African American	Asian	Filipino	Hispanic	Indo-chinese	Native American	Pacific Islander	White (Not Hispanic)	Two or More Races
5	52.9	*	*	50.4	—	*	*	78.8	—

* = 10 or fewer students tested; — = no data available for this field.

California Physical Fitness Test Results (2011–12)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percentage of students tested who met the 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 website at *www.cde.ca.gov/ta/tg/pf/*.

Note: No group score is reported that would deliberately or inadvertently make public the score or performance of any individual student. Scores are not shown when the number of students tested in a particular student group is 10 or fewer, either because the number of students is too small for statistical accuracy or to protect students' privacy. Such cases are indicated by an asterisk (*). Data on students receiving migrant education services are not available.

Grade Level	Percentage of Students Tested Who Met Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.1	26.6	28.5

* = 10 or fewer students tested; — = no data available for this field.

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API website at *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 10 means that the school has an API score in the highest 10 percent of all schools in the state, while a statewide rank of 1 means that the school has an API score in the lowest 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 in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school's academic performance is in the highest 10 percent of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	8	8	8
Similar Schools	5	6	4

API Changes by Student Group: Three-Year Comparison

This table displays, by student group, the actual API changes (growth) in points added or lost for the past three years, and the most recent API score (growth).

Note: A dash (—) means that the student group is not numerically significant for the years shown, "B" means the school did not have a valid 2011 API Base and therefore will not have any growth or target information, and "C" means the school had significant demographic changes and will not have any growth or target information.

| Student Group | Actual API Change | | |
	2009–10	2010–11	2011–12
All Students at the School	23	-5	8
African American	—	—	—
Asian	—	—	—
Filipino	—	—	—
Hispanic	34	-4	10
Native American	—	—	—
Pacific Islander	—	—	—
White (not Hispanic)	9	3	-2
Two or More Races	—	—	—
Socioeconomically Disadvantaged	35	-9	15
English Learners	35	-47	21
Students with Disabilities	—	—	—

2012 API Growth Comparison by Student Group

This table displays, by student group, the number of students included in the API and the 2012 Growth API scores at the school, district, and state levels.

Note: A dash (—) means that the student group is not numerically significant, "B" means the school did not have a valid 2011 API Base and therefore will not have any 2012 growth or target information, and "C" means the school had significant demographic changes and will not have any growth or target information.

| Student Group | 2012 Growth API | | | | | |
| | School | | District | | State | |
	Number of Students	API Score	Number of Students	API Score	Number of Students	API Score
All Students at the School	732	872	79,205	808	4,664,264	788
African American	30	829	7,725	739	313,201	710
Asian	11	893	7,418	881	404,670	905
Filipino	17	866	5,060	870	124,824	869
Hispanic	237	811	35,701	746	2,425,230	740
Native American	2	—	221	812	31,606	742
Pacific Islander	3	—	519	786	26,563	775
White (not Hispanic)	393	907	18,673	898	1,221,860	853
Two or More Races	38	904	3,800	878	88,428	849
Socioeconomically Disadvantaged	286	815	50,699	756	2,779,680	737
English Learners	128	752	29,484	728	1,530,297	716
Students with Disabilities	79	725	9,587	627	530,935	607

Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP website *www.cde.ca.gov/ta/ac/ay/*.

AYP Overall and by Criteria (2011–12)

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

AYP Criteria	School	District
Overall	No	No
Participation Rate—English–Language Arts	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percentage Proficient—English–Language Arts	Yes	No
Percentage Proficient—Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program (2011–12)

Schools that receive funding from the federal government under Title I must enter federal 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 website at *www.cde.ca.gov/ta/ac/ay/*.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010–11	2009–10
Year in Program Improvement	2	3
Number of Schools Currently in Program Improvement*		130
Percentage of Schools Currently in Program Improvement*		58.3

* Includes charter schools

School Completion and Postsecondary Preparation (Secondary Schools)

This section does not apply to this school.

Appendix: Adopted Texts and Instructional Materials

Subject Area	Grade Level	Instructional Material or Textbook	Copyright Date	Adoption Year
English Language Arts	K–6	*A Legacy of Literacy,* Houghton Mifflin	2003	2002–03
Health	K–6	*Harcourt Health and Fitness*, Harcourt School Publishers	2006	2006–07
History–Social Science	K–5	*California Reflections,* Harcourt School Publishers	2007	2007–08
History–Social Science	6	*Holt CA Social Studies: World History Ancient Civilizations,* Holt Rinehart and Winston	2006	2007–08
Mathematics	K–5	*Scott Foresman–Addison Wesley enVision Math,* Pearson	2009	2010–11
Mathematics	6	*Prentice Hall Mathematics Grade 6, California Edition,* Prentice Hall	2009	2009–10
Science	K–5	*Full Option Science System (FOSS),* Delta Education	2007	2008–09
Science	6	*California Focus on Earth Science*, Pearson Prentice Hall	2008	2008–09
VAPA (Art)	K–6	*Portfolios: A State of the Art Program,* Kendall Hunt; *Arts Attack CA Standards Kit* (supplemental)	1998 2008	1998–99 2008–09
VAPA (Dance)	K–6	Online lessons and supplemental materials at: *www.sandi.net/depts/vapa*	n/a	n/a
VAPA (Music)	K–6	*Share the Music,* Glencoe -or- *Making Music!* Silver Burdett	1998 2008	1999–2000 2008–09
VAPA (Theatre)	K–6	Online lessons and supplemental materials at: *www.sandi.net/depts/vapa*	n/a	n/a