



Mendota Junior High School

1258 East Belmont Ave. • Mendota, CA 93640-2049 • (559) 655-4301 • Grades 7-8

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2012-13 School Accountability Report Card Published During the 2013-14 School Year

Mendota Unified School District

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (559) 655-4301.

School Description

Mendota Junior High School is in its sixth year of existence. Previously known as McCabe Junior High, Mendota Junior High will continue the tradition of hard work, high expectations, and rigor.

City of Mendota

Mendota Junior High is located in the city of Mendota, which is located about 42 miles west of Fresno. Mendota is a rural community with a population of roughly 10,000. The city of Mendota is approximately 90% Hispanic with a great majority of those people working in the farmland that surrounds Mendota. Mendota has seen an unemployment rate of as high as 50% which in turn makes many of our students socioeconomically disadvantaged. The majority of our parents are Spanish speaking which equates to roughly 70% of our students English Learners from year to year.

Enrollment and Services

Mendota Junior High has an enrollment of 436 students of which 86.6% are Hispanic and 83.8% of them are English Learners. We have a total of 20 teachers, 1 Counselor, 1 Learning Director and 5 instructional aides. We are a school wide Title I school and also count on State and Federal Title III Funds. We provide after school services through our FRESH after school program that is funded through the Fresno County Office of Education. This program provides a recreational, nutritional, and academic component. Some of the after school programs include cooking classes, gamers, and a mountain biking club. Our after school programs services about 115 students per day. Title III services are provided through a part-time teacher with students being registered a Title III class during the day to help support their Math and English classes. The Title III teachers uses System 44 and Read 180 language acquisition computer programs to support language development. After school academic tutoring is also provided through our Title III program. The Title III tutoring program is aimed at helping our newcomer students to transition into their core classes. Additionally, there are after school tutorial services provided by our teachers in all subjects.

During the school day students participate in seven classes; five core classes and two electives. Some students who are identified as students of need based on the previous years standardized tests are provided intervention classes for both Math and English in lieu of elective classes. These intervention classes supplement the core Math and English classroom and serve as pre-teaching and/or re-teaching services to students in need. The math intervention classes are structured back to back with their regular core math class. This enables teachers to provide more one on one time with individual students during the guided practice portion of the lessons. All EL students are also scheduled with an ELD classes. These ELD classes are scheduled depending on the student's CELDT level. Currently we have classes at levels 1,2, and 3. The ELD teacher coordinates with the core ELA teachers to develop lessons which reinforce skills learned in students core ELA class. As stated above, Title III classes are also scheduled for students who demonstrated a need in the area of Math and English.

Students are also serviced by a full time counselor that works with our students in their academics, social, and personal life. The focus of our counselor is to act as a guide and mentor to assist students meet the demands of a secondary school. The counselor is available to all the students and routinely makes home visits. They are charged with tracking the academic success of all our students as well as being a safe supportive adult for our students.

Goals:

The goal of Mendota Junior High is to create successful, lifelong learners, who will realize their full potential. We will implement classes with a focus on rigor, and higher level student tasks. We strive to teach and leading with enthusiasm, transmitting our passion for the subject we teach to our students. We will create a school environment which fosters positive academic achievement. We will provide opportunities for students to succeed academically, adapt socially, and mature. We will rejoice in their successes and teach them to learn from their failures, building confidence over time. Our teachers are fully committed to the vision of our school and the responsibility that we carry. We will hold each other to the highest standards and accept no excuses as we strive to meet these goals.

Opportunities for Parental Involvement

School Based Activities

We have a variety of activities that involve parents in the education of their children. Some of these activities include School Site Council Meetings, English Learners Advisory Committee Meetings, Parent Night, Dinner Dance Committee meetings, Back to School Nights, Title I Meetings and District English Learners Advisory Committee. Parents are also encouraged to volunteer during school hours in the office or in the classroom. In addition, parent-teacher conferences are schedule after the 1st and 2nd quarter and parents are highly encouraged to attend. Conferences last all week from 1:40 to 4:40 each day. New this year we are implementing parent nights to highlight each subject. Math, Science, History, ELA, and Electives will each host a parent night. Parents and will be invited to view student work specific to each subject and meet the instructor. We are also planning on holding a Winter and Spring concert. All parents will be invited and we expect over 400 people to attend. Many of these activities will be announced through flyers sent home, Teleparent contacts, and personal phone calls.

Home Based Activities

Parents are expected to be involved with their children's education by providing a proper environment in which students can complete their homework. This environment along with the encouragement to complete work and act in a responsible manner allows for the students to experience a greater level of success in school. Parent nights which focus on suggestions to create a beneficial educational setting at home take place throughout the year during many of the previously mentioned parent nights. We are also working on a special social media/ internet parent night. Its intention is to educate parents about the possible activities their children are engaged in online, how to monitor the use of the internet, and the dangers which can be present.

Contact Information

Online grading information is provided through our student information system's online portal. Parents are able to view their child's grades and keep track of their assignments. Parents are given the URL a password and username that will allow them to access this portal at back to school night, during parent conferences, and at every opportunity. Being able to monitor their child's grades in real time is a huge asset which can increase student achievement drastically.

A parent communication system is also in place at Mendota Junior High. This program allows us to make automated phone calls home to keep parents informed of school activities or to keep them informed of information concerning their child. Messages are sent both in Spanish and in English depending of the students language information. This system is not a substitute for personal phone calls, but it works well when general messages must get out quickly. Teachers have access to the Teleparent system as well. They often use it to contact parents for procedural or informational purposes. Teachers are required to make personal contacts with each parent for each student who may earn a failing grade each quarter.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 7	211
Gr. 8	206
Total	417

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	98.3
Native Hawaiian/Pacific Islander	0.0
White	1.0
Two or More Races	0.0
Socioeconomically Disadvantaged	97.6
English Learners	73.1
Students with Disabilities	4.3

Average Class Size and Class Size Distribution												
	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
English	26.2	22	16	7	11	12	16	11	17	5	0	
Math	26.6	28.4	27	6	3	3	7	8	12	6	5	2
Science	35	36.2	26	0	0	3	0	1	13	12	5	
SS	34.8	35.2	26	0	0	6	1	1	11	11	11	1

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

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	25.71	16.82	46
Expulsions Rate	1.9	.97	6
Districtwide	10-11	11-12	12-13
Suspensions Rate	15.01	13.04	5.84
Expulsions Rate	0.76	0.734	.0537

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

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The school safety plan is an all involving plan designed to help us get through an emergency situation. It involves teams of administrators, teachers, janitors, and instructional aides that are designed to communicate, locate, assist, and properly evacuate students in the event of an emergency. The main objective of this plan is to efficiently coordinate actions, structure a chain of command, and minimize possible risks in the event of an emergency. A detailed copy of our emergency plan is available upon request at our office. Currently, (2014) this plan is in the process of being updated on a district level. Our current plan has been reviewed with teachers during the first week of school in August, and a test is conducted quarterly. Please contact our office if you have any further questions.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 8/30/2013

The facilities are in good condition. Our school is in its sixth year of existence. The only issue at the site was an inoperable door located in the library. Currently there are plans to make structural upgrades to room 104 to convert it to a science laboratory. Room 211 is also being converted into a computer laboratory to prepare for the new Common Core computer based exam in 2014.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	Inoperable door in the library. The door has been fixed 9/15/2013.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	18	18	18
Without Full Credential	0	0	1
Teaching Outside Subject Area	2	2	2
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	137
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	1

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The main areas of focus for Mendota Junior High staff professional development are based on the four District Initiatives; Professional Learning committees, Best Practices, Instructional Rounds, and Response to Intervention 2. All professional development is conducted with the new Common Core State Standards in mind. There is also a EL component to all professional development workshops for Junior High teachers. Student assessment data, such as district benchmark exams, past C.S.T scores, Read 180/system 44 assessments, as well as student English language proficiency scores on the CELT test determines the areas of focus when selecting professional development for Junior High teachers and the administrative team.

Professional development workshops are delivered in various ways. A district focus this year is District Level Professional Development days. Five workshops of this type have been scheduled this year. During these workshop days Junior High staff is combined with Mendota High School staff and the Firebaugh staff for training provided by the Fresno County Office of Education. Site level professional development takes place during regularly scheduled minimum days. Generally this professional development is led by the administrative team, however teachers do take active leadership roles in instruction. Supplemental and non-restricted monies have been set aside for teachers to attend conferences of their choice with the understanding that these conferences must follow the districts initiatives.

Implementation of techniques learned during professional development workshops is monitored by various ways. First, the district has implemented Instructional Rounds. At Mendota Junior High we have undergone this process and implemented it on a smaller scale at our site. The principal and learning director are also responsible to monitor implementation of professional development instructional techniques. This is accomplished through formal and informal observations throughout the school day. Teachers are provided immediate and specific feedback from these observations in the form of written coaching forms. In addition all first and second year teachers are involved in a teaching/coaching cohort lead by the Director of Common Core Implementation and his support staff. Junior High core teachers are also provided quarterly department collaboration days. During these days core teachers focus on implementation of district initiatives in their classroom from questioning techniques to higher level student tasks. These days are an extended time period which is teacher lead specifically focusing on collaboration, reflection, and planning.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	0.0	0.0

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	.5
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	1
Average Number of Students per Staff Member	
Academic Counselor	436

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,717.02	\$907.10	\$5,809.92	\$56,294.88
District	♦	♦	\$7,749	\$58,047
State	♦	♦	\$5,537	\$63,166
Percent Difference: School Site/District			-25.0	-3.0
Percent Difference: School Site/ State			4.9	-10.9

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

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

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

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,036	\$38,578
Mid-Range Teacher Salary	\$59,875	\$59,799
Highest Teacher Salary	\$69,014	\$78,044
Average Principal Salary (ES)	\$88,996	\$95,442
Average Principal Salary (MS)	\$81,185	\$98,080
Average Principal Salary (HS)	\$88,996	\$106,787
Superintendent Salary	\$101,000	\$150,595
Percent of District Budget		
Teacher Salaries	38.1%	37.1%
Administrative Salaries	4.7%	5.9%

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

Types of Services Funded (Fiscal Year 2012-13)

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

Mendota Junior High provides students with multiple services to meet their academic and social needs. Academic needs are met with programs such as our FRESH after school program, after school tutoring, Title III intervention programs, MESA classes, a learning director that organizes tutorial and intervention services, and academic counselor. As for their social needs our sports programs allow students the opportunity to play a variety of sports for both girls and boys. An academic counselor also serves to help students with their social and personal needs. An effective incentive program that celebrates academic accomplishments is also an important part of our school.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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

Year and month in which data were collected: 2008

No insufficiency exists. Mendota Junior High School received a passing score when audited in 2013 by the Williams Act Text Book auditors.

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	Holt Language Arts - 2008
<p>Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	McDougal Littell - 2008
<p>Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	Holt Life Science
<p>History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	Oxford University Press - Hakim

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

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

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

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

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

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	33	32	39	39	34	35	54	56	55
Math	35	34	35	48	44	40	49	50	50
Science	51	51	56	45	39	36	57	60	59
H-SS	36	28	35	40	34	39	48	49	49

Internet Access

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

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	35	40	36	39
All Student at the School	39	35	57	35
Male	34	35	54	32
Female	44	35	59	39
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	39	35	57	35
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	39	36	56	35
English Learners	32	30	42	17
Students with Disabilities	17	24		
Students Receiving Migrant Education Services	21	21	40	13

California Physical Fitness Test Results

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

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	16.5	13.0	15.0

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

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

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	38	-39	42
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	34	-36	45
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	38	-40	44
English Learners	42	-113	38
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	2	3	2
Similar Schools	8	10	2

Federal Intervention Program (School Year 2013-14)

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

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		80.0

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	383	1,997	4,655,989
	API-G	750	732	790
Black or African American	Students	0	3	296,463
	API-G			708
American Indian or Alaska Native	Students	0	0	30,394
	API-G			743
Asian	Students	0	1	406,527
	API-G			906
Filipino	Students	0	0	121,054
	API-G			867
Hispanic or Latino	Students	376	1,965	2,438,951
	API-G	753	733	744
Native Hawaiian/Pacific Islander	Students	0	0	25,351
	API-G			774
White	Students	4	22	1,200,127
	API-G		733	853
Two or More Races	Students	3	6	125,025
	API-G			824
Socioeconomically Disadvantaged	Students	366	1,941	2,774,640
	API-G	751	733	743
English Learners	Students	200	1,399	1,482,316
	API-G	681	708	721
Students with Disabilities	Students	19	115	527,476
	API-G	530	596	615

Adequate Yearly Progress

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

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

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	No
Met Graduation Rate (if applicable)	N/A	Yes