Mendez Fundamental Intermediate School

2000 N. Bristol Street • Santa Ana, CA 92706 • (714) 972-7800 • Grades 6-8
Cynthia Landsiedel, Principal

2006-07 School Accountability Report Card
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District Mission
The mission of the Santa Ana Unified School District is to successfully educate all students through high expectations, a commitment to excellence, and an equal access to a comprehensive program, emphasizing the belief that all students will learn and become responsible, literate, thinking, and contributing members of society.

Enrollment by Student Group 2006-2007 Enrollment: 1470	
American Indian or Alaska Native	0.07%
White (not Hispanic)	2.45%
Asian	0.95%
Hispanic or Latino	96%
Pacific Islander	0.07%
Multiple or No Response	0.07%
Socioeconomically Disadvantaged	70%
English Learners	26%
Students with Disabilities	6%

School Description & Mission Statement
Gonzalo Felicitas Mendez Fundamental Intermediate School ("Mendez Fundamental") is located at the intersection of North Bristol Street and West 17th Street. During the 2005-06 school year, 1,478 students in grades 6-8 were enrolled. Demographic composition of student enrollment includes 5% receiving special education services, 21.4% qualifying for English language learner support, and 68.8% enrolled in the Free or Reduced Price Meal program.

As a school of choice, students residing in the district's attendance boundaries are eligible for enrollment through a lottery system. Students attending a fundamental elementary school within the district and siblings of current students are given first priority for enrollment.

Daily class schedules fill an eight-period day. On Mondays, students attend all eight classes and for the remainder of the week, follow a block schedule (80 minutes per period) with 4 periods per day. Math and language arts instruction are provided daily, as they are comprised of 2 periods each. The class schedule is available on the school's web site.

Mendez Fundamental Intermediate School, a school of choice, addresses the educational and language needs of all students through standards-based instruction and assessment driven planning. Staff, parents, and community members provide a caring environment that affords all students access to a technologically enriched curriculum in order to prepare them for the new millennium.

District Profile
Santa Ana Unified School District is the seventh largest district in the state, currently servicing over 54,800 students in grades K-12 and residing in the city of Santa Ana. The district currently operates 36 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, 6 charter schools, and 12 special schools/programs. The student population is comprised of 8.9% receiving special education services, 69.3% qualifying for English language learner support, and 89% enrolled in the Free or Reduced Price Meal program. Many of the district's schools have received California Distinguished Schools and National Blue Ribbon Schools awards in honor of their outstanding school programs. Thirty seven schools have received the Golden Bell Award - the largest number of awards received by any school district.

Each of Santa Ana Unified School District's staff members, parents, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

District Vision
The Santa Ana Unified School District is recognized as one of the leading American urban school districts, notable for the achievement of its students, the quality of its teachers, support staff, and administrators, the engagement of its community, the clarity of its strategies, and the effectiveness and efficiency of its systems. The District is on the cutting edge of equipping all students to succeed in their life goals, in American society, and in the free-market economy.

Opportunities for Parent Involvement

Parents are encouraged to get involved in Mendez Fundamental Intermediate School learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom and library and on special days. Parents are always invited to help chaperone field trips. Mendez Fundamental Intermediate School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts; these may include:

• Back to School Night
• Open House
• Student performances
• Fundraisers
• Career Day
• Music/choir performances
• Science fairs
• Sports events
• Promotion activities
• Student recognition assemblies
• Parent education workshops

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:

• School Site Council
• English Language Advisory Council
• Parent Teacher Association (PTA)
• Parent Teacher Organization (PTO)

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 972-7800.

School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates in the following formats:

• School web site
• Public Service Channel 31 or 51
• School newsletters
• Class newsletters
• Flyers
• Letters
• School Marquee/Banners

Class Size and Distribution

This table displays by the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Average Class Size & Class Size Distribution (Secondary)				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
2004-05				
English	39.5		2	43
Mathematics	38.6		5	35
Science	39.7	1	2	33
Social-Science	40		2	37
2005-06				
English	38.0			4
Mathematics	33.3	1	1	7
Science	31.5		1	1
Social Science	36.0			1
2006-07				
English	35	4	4	36
Mathematics	35	4	1	34
Science	37		2	39
Social-Science	37			39

Suspensions & Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	0	1.6	1.4	0	9.1	8.3
Expulsions	0	0.5	0.5	0	0.3	0.3

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Mendez Fundamental Intermediate School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed prior to February 22, 2008 and updated prior to February 29, 2008. The Santa Ana Unified School District's Board of Trustees reviews the safety plans annually by March 1. The most recent staff meeting addressing safety plan components and individual responsibilities associated with the school safety plan was held in January 14, 2008.

School Inspections

The most recent facilities inspection at Mendez Fundamental Intermediate School took place on May 13, 2008. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state required inspection areas and discloses the operational status in each of those areas.

Deferred Maintenance

Santa Ana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2006-07 school year, the district has budgeted approximately $2.5 million for the deferred maintenance program. This represents .5% percent of the district's general fund budget.

Facilities Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of Mendez Fundamental Intermediate School repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day- custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the day custodian inspects facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds.

School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian and administrators check restrooms throughout the day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping.

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[ ]	[ ]	
Mechanical Systems	[X]	[ ]	[ ]	
Windows/Doors/Gates (interior and exterior)	[X]	[ ]	[ ]	
Interior Surfaces (walls, floors, and ceilings)	[X]	[ ]	[ ]	
Hazardous Materials (interior and exterior)	[X]	[ ]	[ ]	
Structural Damage	[X]	[ ]	[ ]	
Fire Safety	[X]	[ ]	[ ]	
Electrical (interior and exterior)	[X]	[ ]	[ ]	
Pest/Vermin Infestation	[X]	[ ]	[ ]	
Drinking Fountains (inside and outside)	[X]	[ ]	[ ]	
Restrooms	[X]	[ ]	[ ]	
Sewer	[ ]	[X]	[ ]	
Playground/School Grounds	[X]	[ ]	[ ]	
Roofs	[X]	[ ]	[ ]	
Overall Cleanliness	[X]	[ ]	[ ]	

Overall summary of the results of the most recently completed school site inspection.	Exemplary	Good	Fair	Poor
	[X]	[ ]	[ ]	[ ]

Professional Development

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the California State Content Standards and Frameworks. Staff development concentrations are selected and identified based upon student assessment results, NCLB requirements, teacher input, state content standards, and professional development surveys.

All staff development activities at Santa Ana Unified School District are focused on increasing student learning and proficiency. During the 2006-07 school year, Mendez Fundamental Intermediate School sponsored three days of staff development. Staff training topics at the individual school sites may have included: Open Court, Frontloading, Thinking Maps, Guided Language Acquisition Design, effective teaching strategies from Marzano, et al., effective grading practices, etc.

Santa Ana Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year, after school, and during the summer and generally focus on curriculum, teaching strategies, and methodologies. During the 2006-07 school year, district training opportunities focused on the following:

At the secondary level –
• Language Arts
• AP Training (Advanced Placement)
• SDAIE Training (Specially Designed Academic Instruction In English)
• AVID Training (Advancement Via Individual Determination)
• SALT Training (Systematic Academic Language Tools)
• CTAP Technology Training (California Technology Assistance Project)
• Working with Parents
• GATE Training (Gifted And Talented Education)
• GLAD Training (Guided Language Acquisition Design)
• Special Education
• Data Analysis and Using Data to Drive Instruction
• Curriculum Mapping

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The BTSA Induction Program (Beginning Teacher Support and Assistance) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period. More information about the BTSA Induction Program is available at http://www.sausd.us/14431028114350867/site/default.asp

To support veteran teachers as well as new teachers to the district, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Office of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teachers Who Are Teaching	School			District
	04-05	05-06	06-07	06-07
With Full Credential	42	47	49	2376
Without Full Credential	0	0	4	172
Outside Subject Area of Competence	0	2	0	N/A

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	% of Classes In Core Academic Subjects Taught by Teachers Who Are	
	NCLB Compliant	Non-NCLB Compliant
This School	100%	0%
All Schools in District	96%	4%
High-Poverty Schools	97%	3%
Low-Poverty Schools	%	%

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Misassignments/Vacancies	05-06	06-07	07-08
Teachers of English Learners	0	0	0
Total	0	0	0
Vacant Teacher Positions	4	1	0

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	# of FTE Assigned to School	Average # of Students per Academic Counselor
Academic Counselor	2	653
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	0.2	N/A

Instructional Materials

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption.

On October 10, 2006, the Santa Ana Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 06/07-2660 which certifies as required by Education Code §60119 that for the 2006-07 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Elementary School Textbooks		
Year Adopted	**Publisher**	**Grades**
Math		
2001	Saxon Publishers *Saxon Math*	1-3
2001	Saxon Publishers *Math 54 & 65*	4-5
2001	Harcourt Brace *Harcourt Math*	K-5
Language Arts		
2002	SRA/McGraw Hill *Open Court Reading*	K-5
2001	Hampton Brown *High Point*	4-5
Science		
2000	McGraw Hill *McGraw Hill Science*	K-5
Social Science		
2007	Scotts Foresman	K-5
Intermediate School Textbooks		
Year Adopted	**Publisher**	**Grades**
Math		
2001	McDougal Littell	6
2001	McDougal Littell	7
2001	McDougal Littell	8
Language Arts		
2002	Hampton Brown	6-8
2002	Holt, Rinehart, Winston	6-8
Science		
2007	Holt, Rinehart, Winston *Earth Science*	6
2007	Holt, Rinehart, Winston, *Life Science*	7
2007	Holt, Rinehart, Winston, *Physical*	8
Social Science		
2006	Pearson/Prentice-Hall, *Ancient Civilization*	6
2006	Pearson/Prentice-Hall, *Medieval & Early Modern Times*	7
2006	Glencoe/McGraw Hill, *Discovering our past: The American Journey to WWI*	8
High School Textbooks		
Year Adopted	**Publisher**	**Grades**
Math		
2001	Prentice Hall *Pre-Algebra*	9-12
2001	McDougal Littell *Algera 1: Applications, Equations & Graphs*	9-12
2001	McDougal Littell *Geometry: Applying Reasoning & Measuring*	9-12
2001	McDougal Littell *Algebra 2: Applications, Equations, & Graphs*	9-12
Language Arts		
2002	Hampton Brown *Success in Language & Literature*	9-12
2002	Holt, Rinehart, Winston *Literature & Language Arts (with handbook)*	9-12
Science		
2007	Prentice Hall *Exploring Earth Science*	9-12
2007	Glencoe *Dynamics of Life*	9-12
2007	Thompson Learning *Oceanography*	9-12
2007	Addison Wesley *Essentials of Human Anatomy & Physiology*	9-12
Social Science		
2006	McDougal-Littell *World Regional Geography*	9-12
2006	McDougal-Littell *Modern World History*	9-12
2006	Prentice Hall *American Government - Magruders*	9-12
2006	Prentice Hall *Economics: Principles in Action*	9-12
2006	McDougal-Littell *The Americans - Reconstruction to the 21st Century*	9-12

Expenditures Per Pupil and School Site Teacher Salaries (FY 05-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$6,447	$2,277	$4,170	$74,431
District	---	---	$4,758	$72,213
% Difference: School/District	---	---	-14%	3%
State	---	---	$4,943	$60,032
% Difference: School/State	---	---	-19%	19%

Teacher and Administrative Salaries (FY 05-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average
Beginning Teacher Salary	$38,706	$38,937
Mid-Range Teacher Salary	$62,580	$61,080
Highest Teacher Salary	$79,884	$76,443
Average Principal Salary (Elementary)	$107,268	$99,694
Average Principal Salary (Middle)	$108,456	$103,687
Average Principal Salary (High)	$110,556	$112,983
Superintendent Salary	$205,056	$195,054
Percent of Budget (Teacher Salaries)	42.1%	40.1%
Percent of Budget (Administrative Salaries)	4.0%	5.4%

Types of Services Funded

In addition to general fund state funding, Santa Ana Unified School District receives state and federal categorical funding for special programs. For the 2005-06 school year, the District received approximately $4,087 per student in federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- Bilingual Education
- Beginning Teacher & Support (BTSA)
- California Child Nutrition Education
- Carl Perkins
- Class Size Reduction
- Comprehensive School Reform
- Drug Free Schools
- Even Start Family Literacy
- Gifted & Talented Education
- Head Start
- Instructional Materials
- Migrant Education
- Peer Assistance & Review
- Reading First
- Regional Occupational Program
- Safe Schools and Healthy Students
- Special Education
- Title I, II, III, IV, & VII
- Vocational Education

California Physical Fitness Test Results

Every year, the California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period.

Grade Level	Percent of Students Meeting Fitness Standards
7	50

California Standards Tests (CST)

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	34	38	37	24	26	28	40	42	43
Mathematics	32	36	35	25	27	29	38	40	40
Science		29	33	15	20	23	27	35	38
History-Social Science	34	32	32	23	24	24	32	33	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
American Indian or Alaska Native	*	*		
Asian	64	64	*	*
Hispanic or Latino	36	34	31	31
Pacific Islander	*	*		
White (not Hispanic)	67	50	62	54
Male	35	37	36	39
Female	38	33	29	26
Economically Disadvantaged	33	33	28	27
English Learners	6	9	12	4
Students with Disabilities	7	9	*	*
Students Receiving Migrant Education	24	29	55	27

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

NRT Results for All Students - Three-Year Comparison

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

Subject	School			District			State		
	05	06	07	05	06	07	05	06	07
Reading	38	39	41	23	23	25	41	42	42
Mathematics	43	49	46	37	37	40	52	53	53

NRT Results by Student Group - Most Recent Year

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

Group	% of Students Scoring at or Above the National Average	
	Reading	Mathematics
American Indian or Alaska Native	*	*
Asian	*	*
Hispanic or Latino	39	45
Pacific Islander	*	*
White (not Hispanic)	73	73
Male	40	47
Female	41	45
Economically Disadvantaged	36	44
English Learners	4	8
Students with Disabilities	12	12
Students Receiving Migrant Education	18	18

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - three-Year Comparison

API Rank	04-05	05-06	06-07
Statewide	6	6	6
Similar Schools	10	10	10

API Changes by Student Group - Three-Year Comarison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	04-05	05-06	06-07	07
All Students at the School	23	6	-3	732
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	23	6	0	727
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	25	8	1	720
English Learners	N/A	31	-30	673
Students with Disabilities	N/A			

Adequate Yearly Progress (AYP)

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics, 2) Percent proficient on the state's standards-based assessments in ELA and mathematics, 3) API as an additional indicator and 4) Graduation rate (for secondary schools).

AYP Overall and by Criteria

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

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

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	40
Percent of Schools Currently in Program Improvement	N/A	67.8