



# Silva Valley Elementary School

3001 Golden Eagle Lane • El Dorado Hills, CA 95762 • (916) 933-3767 • Grades K-5

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

### Buckeye Union Elementary School District

1665 Blackstone Parkway  
El Dorado Hills, CA 95762  
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www.buckeyeusd.org

#### District Governing Board

Winston Pingrey

Brenda Hanson-Smith

Royce Gough

Kirk Seal

Gloria Silva

#### District Administration

David Roth, Ph. D.  
Superintendent

Jackie McHaney  
Assistant Superintendent of  
Administrative Services

Gabrielle Marchini  
Assistant Superintendent of  
Curriculum, Instruction, and  
Accountability

Nicole Schraeder  
Director of Student Services

### 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/](http://www.cde.ca.gov/ta/ac/sa/). For additional information about this school, please contact the school administration at (916) 933-3767.

### School Description

#### Principal's Message

Our mission is to provide a safe, nurturing and challenging educational environment in which students are eager learners, realize their full potential, exhibit positive self-esteem, and are successful, productive citizens now, and in the future. We are committed as a staff to providing a safe and healthy learning environment for our students. We all are working together to provide a high quality educational program for all students while at the same time providing opportunities to support the whole child. Utilizing our Core Values, students are taught character building skills throughout their time at Silva Valley. Silva Valley School is setting the standard for academic excellence.

#### School Profile

Silva Valley Elementary is one of six elementary schools, including a Charter Montessori located on the Blue Oak campus, and two middle schools in the Buckeye Union School District. The district was established in 1858 and currently serves the communities of Shingle Springs, Cameron Park and El Dorado Hills in El Dorado County.

During the 2011-12 school year, 629 Kindergarten through fifth grade students were enrolled at the school, with classes arranged on a traditional schedule.

### Opportunities for Parental Involvement

Silva Valley Elementary understands the positive correlation between parent involvement and student success. For this reason, the school continually searches for avenues to involve parents and the community to participate in the education of our students. The school greatly benefits from its supportive parents who are active in the Parent Teacher Association (PTA), and make up the 60 volunteers in the School Garden. Parents are also able to volunteer for the "Meet the Masters" art program, offering lessons once a month. Silva Valley also partners with the Sierra Foothills Assistance League to bring literacy support to students. Volunteers read with students focusing on reading comprehension throughout the school year.

#### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Silva Valley Elementary at (916) 933-3767. For more information on the Buckeye School District, contact the Superintendent, Dr. David Roth, or the Assistant Superintendent, Gabrielle Marchini, at (530) 677-2261 or (916) 985-2183.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	92
Gr. 1	90
Gr. 2	99
Gr. 3	105
Gr. 4	106
Gr. 5	123
<b>Total</b>	<b>615</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.3
Asian	6.3
Filipino	0.8
Hispanic or Latino	11.7
Native Hawaiian/Pacific Islander	0.5
White	71.9
Two or More Races	6.3
Socioeconomically Disadvantaged	4.4
English Learners	4.4
Students with Disabilities	10.4

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
Kinder.	24.2	27	23	0	0	2	5	4	3	0	0	0
Gr. 1	22.8	25.3	18	1	0	2	3	4	3	0	0	0
Gr. 2	24.8	25	20	0	0	2	5	5	4	0	0	0
Gr. 3	22.2	26	21	2	0	1	3	4	4	0	0	0
Gr. 4	27	33	21	1	0	2	2	1	4	1	2	0
Gr. 5	32.8	28.2	25	0	1	2	2	1	4	2	3	0

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

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	1.57	1.3	
Expulsions Rate	0	0	
Districtwide	10-11	11-12	12-13
Suspensions Rate	3.94	3.5	
Expulsions Rate	0.15	0	

\* 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 provides a safe, clean environment for students, staff, and volunteers. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and disaster drills are held regularly throughout the school. The School Site Safety Plan was last reviewed in November of 2012 by the School Site Council. The plan addresses earthquake safety, Core Values program, emergency procedures, visitor policy, TEAM Eagle and the traffic policy.

### 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:** 11/19/2012

The Buckeye Union School District is proud of the facilities that are provided for students and families. Each year parent surveys indicate that they are pleased with the condition of the schools. In the most recent parent survey, 97.5% of parents indicated that the district schools were clean and well-maintained.

Silva Valley Elementary was originally constructed in 1992 and is comprised of 26 classrooms, two portables, one administrative classroom, one gym, one multipurpose room, one library, one staff lounge, one computer lab, and two playgrounds. In recent years, Measure K paid for the expansion of the library and computer system, installation of a new intercom system, addition of 12 library computers, and campus re-keying. While reviewing this report, please note that even minor discrepancies are reported in the facility inspection process. The items noted in the table have been corrected or are in the process of remediation.

### Cleaning Process

The principal works daily with the custodial staff of four (two full-time day crew, one full-time and one part-time night crew) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure that efficient service and highest priority are given to emergency repairs.

### Deferred Maintenance Budget

During the recent economic crisis the State suspended their matching grant obligation to District's participating in the deferred maintenance program. District's were no longer required to match local funds with the grant, and District's were no longer required to spend the grant on deferred maintenance projects. While the district is no longer matching the grant amount, the BUSD Board of Trustee's acted to keep whatever grant proceeds received dedicated to the deferred maintenance projects in the district. While the budget has been reduced by 50% the district is still operating the program to maintain its facilities.

### 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	Kindergarten play apparatus containment box replaced in 12/13
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.
	[ ]	[X]	[ ]	

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
<b>Fully Credentialed</b>	28	24	24
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area</b>	0	0	0
Districtwide	10-11	11-12	12-13
<b>Fully Credentialed</b>	◆	◆	200
<b>Without Full Credential</b>	◆	◆	0

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

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

## 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.

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers three staff development days annually, where staff members are offered growth opportunities in curriculum, teaching strategies, and methodologies. A current District focus is transitioning to the Common Core State Standards.

The 2012-13 staff development focus included: Instruction related to the Common Core State Standards and writing, differentiated Instruction to meet the needs of a variety of learners in the classroom, use of technology in the classroom, review of data related to state and district level assessments, areas of focus related to specific duties according to grade level and subject area, and other topics as they arose as an area of need based on site goals for the school year.

Staff is offered support through the Peer Assistance Review (PAR) program and new educators can find mentors through the Beginning Teacher Support Association (BTSA).

## 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/](http://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
<b>This School</b>	100.0	0.0
<b>Districtwide</b>		
<b>All Schools</b>	100.0	0.0
<b>High-Poverty Schools</b>	0.0	0.0
<b>Low-Poverty Schools</b>	100.0	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	
Social/Behavioral or Career Development Counselor	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* 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	
<b>School Site</b>	\$6,389	\$1,531	\$4,858	\$62,882
<b>District</b>	♦	♦	\$5,063	\$63,939
<b>State</b>	♦	♦	\$5,537	\$66,594
<b>Percent Difference: School Site/District</b>			-4.0	-1.7
<b>Percent Difference: School Site/ State</b>			-12.3	-5.6

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

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$39,015	\$41,327
<b>Mid-Range Teacher Salary</b>	\$58,930	\$63,903
<b>Highest Teacher Salary</b>	\$78,978	\$81,573
<b>Average Principal Salary (ES)</b>	\$102,522	\$103,887
<b>Average Principal Salary (MS)</b>	\$104,955	\$107,439
<b>Average Principal Salary (HS)</b>	\$0	\$102,399
<b>Superintendent Salary</b>	\$143,500	\$155,551
Percent of District Budget		
<b>Teacher Salaries</b>	43.7%	40.7%
<b>Administrative Salaries</b>	5.7%	6.2%

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

In addition to general state funding, Buckeye Union School District receives state and federal funding for the following categorical funds and other support programs:

- Special Education
- Economic Impact Aid
- Title I
- Title II
- Title III
- Home to School Transportation
- English Language Acquisition Program
- Lottery
- K-3 Class Size Reduction

**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:** September 2013

Buckeye Union School District held a public hearing on the fourth of September 2013, and determined that each school within the District had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are provided their own individual standards-aligned textbooks or instructional materials, or both, in core subjects as well as foreign language for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District office prior to adoption. The table displays information collected in August 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials		
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
<b>Reading/Language Arts</b>	Houghton Mifflin (K-5) Adopted in 2003	
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0	
<b>Mathematics</b>	Houghton Mifflin (K-5) Adopted in 2009	
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0	
<b>Science</b>	Pearson Scott Foresman (K-5) Adopted in 2008	
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0	
<b>History-Social Science</b>	Harcourt School Publishers (K-3) Adopted in 2007	
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0	Scott Foresman (4th-5th) Adopted in 2006

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](http://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	79	84	83	77	79	77	54	56	55
Math	88	88	91	74	76	78	49	50	50
Science	86	94	89	83	86	85	57	60	59
H-SS				73	80	79	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	77	78	85	79
All Student at the School	83	91	89	
Male	80	93	90	
Female	86	89	88	
Black or African American				
American Indian or Alaska Native				
Asian	91	97	92	
Filipino				
Hispanic or Latino	76	82	88	
Native Hawaiian/Pacific Islander				
White	82	92	92	
Two or More Races	85	89		
Socioeconomically Disadvantaged	54	77		
English Learners				
Students with Disabilities	60	73		
Students Receiving Migrant Education Services				

#### 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/](http://www.cde.ca.gov/ta/tg/pf/).

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.9	20.7	55.4

#### DataQuest

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

### 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/](http://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	-4	10	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-8	11	2
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
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	10	10	10
Similar Schools	6	4	6

### 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](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		12.5%

### 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	423	3,688	4,655,989
	API-G	933	901	790
Black or African American	Students	9	54	296,463
	API-G		855	708
American Indian or Alaska Native	Students	1	16	30,394
	API-G		792	743
Asian	Students	34	247	406,527
	API-G	975	969	906
Filipino	Students	2	55	121,054
	API-G		934	867
Hispanic or Latino	Students	49	486	2,438,951
	API-G	894	843	744
Native Hawaiian/Pacific Islander	Students	3	9	25,351
	API-G			774
White	Students	300	2,569	1,200,127
	API-G	932	906	853
Two or More Races	Students	25	252	125,025
	API-G	956	894	824
Socioeconomically Disadvantaged	Students	29	615	2,774,640
	API-G	858	800	743
English Learners	Students	15	175	1,482,316
	API-G	921	825	721
Students with Disabilities	Students	77	559	527,476
	API-G	858	769	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/](http://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	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A