

El Morro Elementary School

8681 North Coast Highway • Laguna Beach, CA 92651 • (949) 497-7780 • Grades K-5
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2010-11 School Accountability Report Card Published During the 2011-12 School Year



**Laguna Beach Unified
School District**
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School Description and Mission Statement

El Morro Elementary School is part of the Laguna Beach community. Sloping down the Laguna hills to the edge of the Pacific Ocean, Laguna Beach is known for its dramatic contrast of mountains and beaches. A center for fine arts, Laguna Beach's culture is as unique as its landscape. During the 2007-08 school year, El Morro Elementary School received recognition as a California Distinguished School.

The Laguna Beach Unified School District serves students in grades kindergarten through 12 by providing comprehensive educational programs through its two elementary schools, a middle school, and a high school. The District is proud of the high level of community support it receives and the commitment the community demonstrates towards its students. The Laguna Beach Education Foundation (School Power) was created by the community to provide additional funds to the District to support school programs and activities. El Morro Elementary School serves students in grades kindergarten through five on a traditional school calendar. Our school's students proudly call themselves the Sea Lions. During the 2010-11 school year, 655 students were enrolled at El Morro Elementary School. The student population consisted of 11% socioeconomically disadvantaged, 7% English learners, and 12% students with disabilities.

Our mission is to maximize each student's potential to learn and make a positive contribution to our world.

El Morro Elementary School is committed to student success. Teachers, staff and parents work together to do whatever it takes as partners in learning.

District Mission Statement

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

Education in the Laguna Beach Unified School District

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

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

Laguna Beach Unified School District Goals

Goal One: Student Achievement

All students will demonstrate academic growth across content areas.

Goal Two: School Culture

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

Goal Three: Learning Environment

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

Goal Four: Staffing

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

Goal Five: Fiscal Responsibility

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

Opportunities for Parental Involvement

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

Parents who are interested in El Morro Elementary School’s school committees, school activities, or volunteer programs may contact the principal at (949) 497-7780.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Our Community

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

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

Our Schools

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

Student Enrollment by Grade Level	
Grade Level	Number of Students
K	94
1	80
2	107
3	123
4	119
5	113
Total Enrollment	638

Student Enrollment by Group	
Group	Percent of Total Enrollment
American Indian or Alaska Native	0.6
Asian	6
Black or African American	3.8
English Learners	9.7
Filipino	0.5
Hispanic or Latino	11.8
Native Hawaiian/Pacific Islander	0.6
Socioeconomically Disadvantaged	15
Students with Disabilities	11.1
Two or More Races	0.6
White	76.2

Average Class Size and Class Size Distribution (Elementary)				
Grade Level	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
2010-2011				
K	15.3	6	0	0
1	19.5	4	0	0
2	17.8	6	0	0
3	17.9	7	0	0
4	29.5	0	4	0
5	27.5	0	4	0
2009-2010				
K	14.3	6	0	0
1	19.2	5	0	0
2	19.8	5	0	0
3	20	3	1	0
4	27.5	0	4	0
5	31.3	0	3	0
2008-2009				
K	14.3	6	0	0
1	19.2	5	0	0
2	19.8	5	0	0
3	20	3	1	0
4	27.5	0	4	0
5	31.3	0	3	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

School Climate

School Safety Plan

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

Safety of our students and staff is our primary concern. The school has a closed campus; all visitors must sign in at the front office and wear identification tags while on school grounds. School staff and administrators are on duty during recess, lunch, and before and after school to ensure the safety of all our students. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted once per month throughout the school year.

A Comprehensive School Safety Plan was developed by the District in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies.

The School evaluates the plan annually and updates the plan as needed. The plan was updated in the on January 20, 2012, and is reviewed with our school staff at that time as well.

Suspensions and Expulsions						
Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	1.99	1.32	2.35	4.45	4.15	4.16
Expulsions	0	0	0	0.17	0.07	0.1

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

School Facilities

School Facility Conditions and Planned Improvements

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

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

Year and month in which data were collected: September 2010

El Morro Elementary School provides a safe, clean environment for students, staff, and volunteers. The school is situated on 10.2 acres. School facilities were built in the 1950's with additions built in 2003. They span 38,285 square feet, and include classrooms, a multipurpose room, administrative offices, restrooms, a Library Media Center, and storage rooms. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room. The chart below displays the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Good Repair Status

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

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[X]	[]	[]	[]	

Teachers

Teacher Credentials			
School	2008-09	2009-10	2010-11
With Full Credential	29	29	31
Without Full Credential	0	0	0
Outside Subject Area of Competence	0	0	0
District	2008-09	2009-10	2010-11
With Full Credential	---	---	146
Without Full Credential	---	---	0

Teacher Misassignments			
Indicator	2008-09	2009-10	2010-11
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

- * "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
- ** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

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

Laguna Beach Unified School District offers staff development and training opportunities to teachers, administrators, and instructional aides. The District offers one staff development buy-back day annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum and instructional strategies. Staff development topics included: technology, teaching strategies, student engagement, RtI, best first instruction, data driven decision making, and review of the California Standards as necessary.

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

Laguna Beach Unified School District offers two programs to support new and veteran teachers in their classroom skills and to ensure continued professional development. Beginning Teacher Support and Assessment (BTSa), a state-sponsored program, is designed for first and second-year credentialed teachers and provides skills assistance over a two-year period. The District's Peer Assistance and Review (PAR) program is designed to improve the education of students and enhance the classroom performance of teachers, targeting both new and veteran teachers. El Morro Elementary School teachers utilize these programs with the goal of accomplishing the highest level of success for our students.

Core Academic Classes Taught by Highly Qualified Teachers

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

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

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

Support Staff

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

* 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.

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials

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

Year and month in which data were collected: September 2010

All curriculum development at Laguna Beach Unified School District adheres to the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Using student data from multiple assessments, administrators and teachers look at how well students are performing according to state grade level standards, identifying areas of strength and weakness. Teachers modify instruction to ensure students succeed in meeting grade level expectations. The District's Curriculum Council and the Quest for Excellence Committee provide guidance and input to ensure the educational program meets the needs of all students. The Curriculum Council, comprised of representatives from schools, the District, and the Board of Education, oversees curriculum policy and maintains a continuum of instructional programs across all grade levels. The Quest for Excellence committee and its five subcommittees, comprised of school staff and community members, provide in-depth analysis of student achievement and instructional programs.

Laguna Beach Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support our school's instructional program. Laguna Beach Unified School District held a Public Hearing on October 12, 2010, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials in core subjects for use in the classroom and to check out and take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks. Laguna Beach Unified School District follows the State Board of Education's six-year adoption cycle for core content materials. A committee consisting of administrators and teachers from each school establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final approval. The chart below illustrates the most recent textbooks in use at El Morro Elementary School, as of September 2010.

Adopted Textbooks
Reading/Language Arts
All textbooks are in adequate supply and in excellent to good condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks, and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.
SRA/Open Court, 2003

Data and Access

DataQuest

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

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Internet Access

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

Mathematics
enVision Mathematics, Pearson Scott-Foresman, 2009
History / Social Science
California Reflections, Harcourt Brace, 2007
Science
Scott Foresman California Science, Pearson/Scott Foresman, 2008; Beckman Science Program

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (FY 2009-10)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,971	\$415	\$7,557	\$92,712
District	---	---	\$9,551	\$93,120
State	---	---	\$5,455	\$63,062
Percent Difference: School Site and District			21%	3%
Percent Difference: School Site and State			27%	34%

- * **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
- ** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Types of Services Funded

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

Based on 2009-10 audited financial statements, Laguna Beach Unified School District spent an average of \$12,241 to educate each student. The chart provides a comparison of El Morro Elementary School's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

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

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

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

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

Student Performance

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

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

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

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

STAR Results for All Students - Three-Year Comparison

Subject	2008-09	2009-10	2010-11
STAR Results for All Students --School			
English-Language Arts	73	77	78
Mathematics	80	82	78
Science	76	88	85
History-Social Science	0	0	0
STAR Results for All Students --District			
English-Language Arts	75	78	81
Mathematics	62	69	72
Science	81	85	86
History-Social Science	71	79	83
STAR Results for All Students --State			
English-Language Arts	49	52	54
Mathematics	46	48	50
Science	50	54	57
History-Social Science	41	44	48

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

STAR Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	81	72	86	83
All Student at the School	78	78	85	0
Male	76	79	86	0
Female	80	77	85	0
Black or African American	45	55	0	0
American Indian or Alaska Native	0	0	0	0
Asian	87	96	0	0
Filipino	0	0	0	0
Hispanic or Latino	47	53	67	0
Native Hawaiian/Pacific Islander	0	0	0	0
White	82	82	88	0
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	60	60	79	0
English Learners	44	46	0	0
Students with Disabilities	44	43	0	0
Students Receiving Migrant Education Services				

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

California Physical Fitness Test Results

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six	Five of Six	Six of Six
5	7.9	18.4	64

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

Accountability

Academic Performance Index

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

API Growth by Student Group - 2011 Growth API Comparison

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

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	453	893	2,298	904	4,683,676	778
Black or African American	11	782	34	870	317,856	696
American Indian or Alaska Native	3		11	810	33,774	733
Asian	22	975	77	956	398,869	898
Filipino	3		9		123,245	859
Hispanic or Latino	51	769	186	814	2,406,749	729
Native Hawaiian/Pacific Islander	2		6		26,953	764
White	359	908	1,917	911	1,258,831	845
Two or More Races	2		50	949	76,766	836
Socioeconomically Disadvantaged	65	810	242	829	2,731,843	726
English Learners	50	804	84	750	1,521,844	707
Students with Disabilities	57	680	218	691	521,815	595

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	9	9	9
Similar Schools	4	2	5

API Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	10	24	-10
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	13	18	-5
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria

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

Federal Intervention Program

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

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