

S. A. Moffett Elementary School

8800 Burlcrest Ave. • Huntington Beach, CA 92646 • (714) 963-8985 • Grades K-5

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2011-12 School Accountability Report Card Published During the 2012-13 School Year



Huntington Beach City 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 2011-12 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 (714) 963-8985.

School Description

Moffett School is a K-5 school nestled within a quiet, residential neighborhood comprised of single family homes. Located in the southwest section of Huntington Beach, California, Moffett School is a modern facility, built in 1975 and modernized in 2005, yet the culture within its walls is reminiscent of the early country schoolhouse that served as the center of the community. A sense of belonging and pride can be felt throughout the school. Monday mornings find the Moffett community gathered together to honor our country's flag and to celebrate the accomplishments of students, teachers, parents, and staff.

Operating on a traditional schedule, Moffett School serves a population of 518 students. At the time of this writing, 19 students were identified English Language Learners (3.6%), 59 students received free/reduced lunches (11.3%), 64 students received special education services (12.3%), and 27 students were identified GATE (5.2%).

Moffett School is a Learning Community -- a community where learning is valued and engaged in by all. The Moffett School staff is committed to all students succeeding in a rigorous core curriculum. A collaboratively developed mission statement clearly defines the purpose of our learning community. We believe our purpose is:

- To provide students a solid foundation in literacy, mathematics, science, and history;
- To help children respect and value themselves and others;
- To teach children to access and apply information;
- To teach children to be effective communicators (to read, to write, to speak and to listen well);
- To develop critical thinking and problem-solving skills; and
- To provide a safe, secure and supportive learning environment.

The above statement is the "rudder" that guides our decisions and determines our actions as we work together to provide our children a strong foundation for the future.

Rigorous content standards further define our purpose and clarify student outcomes and expectations. The Moffett School staff believes that reading is the foundation for all learning. It is essential that every student leave third grade reading to learn. Essential standards determine what is taught, and it is expected that all students will meet or exceed these standards. Teachers meet regularly in grade level teams to analyze student performance data and to plan research-based instruction. Three elements define the foundation for results at Moffett School: teamwork; clear, measurable goals; and the ongoing analysis of performance data.

Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programs at Moffett School. The Moffett School Parent Teacher Association (PTA) and the Huntington Beach Education Foundation have made generous contributions of time and money to numerous programs and activities. PTA fundraisers enable the school to offer programs in art, music, and reading; they also enrich classroom learning experiences through donations that support assemblies, field trips and/or purchase instructional supplies.

The Huntington Beach Education Foundation, a joint business and educational partnership, provides funding for teacher mini-grants, classroom speakers, supplemental materials and supports parent education opportunities.

The Moffett School PTA directly supports a variety of instructional programs by providing funding and volunteer hours, including Best Foot Forward, a reading incentive program; vocal music; keyboard instruction for third grade; Art Masters; the annual Science Fair; etc.

The Moffett School Site Council is a leadership body consisting of staff and parents. Interested parents can submit their name in the fall and participate in an election for representation on the council. The council gathers input for use in the decision making process regarding the expenditure of site funds in alignment with the implementation of our school plan.

Parent participation in the Moffett classrooms is critical to the success of our school. Teachers design their lessons knowing parents will assist in the classroom to allow for small group and individualized instruction. Additionally, Moffett parents support the implementation of our homework program by establishing an environment in which the homework can be completed, monitoring their child's efforts, and reviewing homework for accuracy and completion.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	130
Gr. 1	77
Gr. 2	94
Gr. 3	81
Gr. 4	78
Gr. 5	89
Total	572

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	1.8
Asian	9.7
Filipino	1.6
Hispanic or Latino	12.3
Native Hawaiian/Pacific Islander	0.4
White	75.4
Two or More Races	1.8
Socioeconomically Disadvantaged	11.3
English Learners	4
Students with Disabilities	12.3

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.

Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to sign in at the school office upon arrival and obtain a visitors badge; visitors are required to return to the school office upon departure and sign out. During lunch, recesses, and before and after school, yard supervisors and teachers monitor students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment.

Average Class Size and Class Size Distribution												
Average Class Size	Number of Classrooms*											
	1-20			21-32			33+					
Year	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.	29.33	29	30.5	0	0	0	3	2	4	0	0	0
Gr. 1	19.25	29	24.3	0	0	1	4	2	2	0	0	0
Gr. 2	19.50	32	32	0	0	0	4	1	3	0	1	0
Gr. 3	22.25	29	32	0	0	0	4	1	2	0	0	1
Gr. 4	26.33	31.5	31.5	0	0	0	3	2	2	0	0	0
Gr. 5	31.0	32	30	0	0	0	3	1	3	0	0	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			
School	09-10	10-11	11-12
Suspensions Rate	0.39	0.78	.70
Expulsions Rate	0.0	0.0	0.0
District	09-10	10-11	11-12
Suspensions Rate	4.05	4.23	4.8
Expulsions Rate	0.01	0.09	.10

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

Moffett School includes the following requirements of SB 187 within our safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

Moffett School evaluates our plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in October of 2011.

The district progressively addresses structural needs at our school to ensure facilities are safe and comply with education codes as well as building and safety regulations. Improvements at the Moffett campus include replacement of roofing, installation of a new telephone system, and modernization of the classrooms in the building. A \$30 million bond (Measure DD) combined with a \$17 million Prop 47 allocation provide the necessary funding for Districtwide modernization efforts. Moffett School received an apportionment of \$4.0 million for its upgrades and modernization projects.

School Facility Conditions and Planned Improvements (School Year 2012-13)

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: August 23, 2012

Moffett School, built in 1974, consists of a main building with administrative offices, computer lab, library, indoor courtyard/lunch area and 23 classrooms. The site has 3 portable classrooms that were added during the 1990's. The YMCA also has a portable building used for before and after school child care.

This site has been retrofit with energy efficient interior and exterior lighting.

Improvements completed during 2012 included filling cracks, slurry coating and restriping of the playground, new floor tile in 2 restrooms, replacement of roof panels over exterior doors, exterior painting and landscaping in the front of the school.

Facilities are inspected continuously by custodial and maintenance personnel and work orders are submitted as needed.

School Facility Good Repair Status (School Year 2012-13)

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
	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]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	21	19	22
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	2	2
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	290
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
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.

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.

Moffett School is a place of continuous learning for all who work here. Ongoing examination and modification of practice is essential to professional growth. In order to help implement this philosophy, the Board of Trustees approved three staff development days for the 2011-12 school year. The primary purpose of professional development is to directly improve teaching and learning for all children. Topics for staff development included:

- Accelerated Reader/STAR
- Rebecca Sitton Spelling
- Cognitively Guided Instruction in Math
- Research-Based Instructional Practices
- Response to Intervention (RtI)
- Explicit Direct Instruction (EDI)
- Reciprocal Teaching (RT)
- Positive Behavior Interventions and Support (PBIS) - "The Moffett Way"
- Consistency of High Expectations
- Write from the Beginning/Thinking Maps
- Technology as a Tool for Teaching and Learning
- Californian Association for the Gifted (CAG) Teaching Strategies

The improvement process at Moffett School is on-going. Teachers play the lead role in determining changes in the curriculum and professional development topics. The curriculum steering committee includes nine teachers and the school principal who analyze student achievement data and develop action plans for improvement. Together, they compare school's programs and policies to the ideal outlined in the State Department documents and formulate the next best steps for improvement. Staff development is designed to support the action plans developed in each curricular area and the school plan as a whole.

A significant portion of Moffett School's categorical program budget is allocated for professional development activities to support improved instruction. The district continuously explores ways to increase extended learning opportunities and improve intervention with at-risk students. Moffett School staff participate in district-wide efforts to revise summer school programs to focus more on diagnostics and reading skills. Teachers new to the profession are supported by peer coaching and are encouraged to attend in services offered by the West Orange County Consortium for Special Education or education consultants. Teachers are encouraged to attend subject-specific seminars and major conferences and share what they learn with other staff members. The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

Huntington Beach City School District regularly collaborates with all levels of district and school site staff when developing professional development activities in alignment with the No Child Left Behind Improving Teacher Quality Expectations. Instructional program improvement is driven by student needs and guided by state standards and frameworks. District and school administrators use site trend analyses, state testing, district-level assessments, teacher response, and administrator observations to identify more effective methods and strategies to achieve positive results for teachers and students.

The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation timelines, and student achievement. Feedback is gathered at the site level through direct input and staff observation. Periodic Curriculum Development Committees are formed to address identified areas of need and focus. Three staff development days have been approved for the 2011-2012 school year. District-level training activities and professional development will revolve around Accelerated Reader STAR, Cognitively Guided Instruction, and benchmarking strategies to meet the needs of all 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: 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
Districtwide		
All Schools	99.8	0.2
High-Poverty Schools	0	0
Low-Poverty Schools	99.8	0.2

* 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	N/A
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	.25
Psychologist	.4
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	1.6
Resource Specialist	N/A
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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.

Types of Services Funded (Fiscal Year 2011-12)

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.

A significant portion of Moffett School's categorical program budget is allocated for professional development activities to support improved instruction. The district continuously explores ways to increase extended learning opportunities and improve intervention with at-risk students, students showing needs for accelerated learning, and English Language Learners.

Each year, a portion of Moffett's School/Library Improvement Block Grant funds are used to enable staff members to attend teaching seminars and other events designed to enhance their teaching techniques and expand their knowledge base. Teachers who are new to the profession are supported by peer coaching and are encouraged to attend in-services. Teachers who attend conferences, seminars, and other events are encouraged to share what they learn with other staff members.

The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students. Gifted and Talented Education (GATE) Program cluster classes are provided for grades 2 through 5 for GATE identified students.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4,501.46	815.07	3,686.39	68,978
District	♦	♦	1,472.52	\$71,546
State	♦	♦	\$5,455	\$69,404
Percent Difference: School Site/District			60.06%	%
Percent Difference: School Site/ State			%	%

* **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 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,207	\$41,246
Mid-Range Teacher Salary	\$73,823	\$67,400
Highest Teacher Salary	\$90,042	\$85,481
Average Principal Salary (ES)	\$109,661	\$107,739
Average Principal Salary (MS)	\$104,543	\$111,540
Average Principal Salary (HS)		\$110,146
Superintendent Salary	\$183,871	\$180,572
Percent of District Budget		
Teacher Salaries	45%	42%
Administrative Salaries	6%	5%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

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: October 2011

Pursuant to the settlement of Williams vs. the State of California, Huntington Beach City School District thoroughly inspected each of its school sites at the start of the 2008-09 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Houghton Mifflin Adoption Year 2003</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Houghton Mifflin Adoption Year 2002</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Pearson Scott Foresman Adoption Year 2008</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Scott Foresman, K-1 Adoption Year 2007</p> <p>Houghton Mifflin Adoption Year 2007</p>

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		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	83	75	84	77	78	81	52	54	56
Math	86	83	88	74	74	75	48	50	51
Science	93	87	94	82	84	86	54	57	60
H-SS				65	72	74	44	48	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.

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.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	81	75	86	74
All Student at the School	84	88	94	
Male	84	86	92	
Female	84	90	96	
Black or African American				
American Indian or Alaska Native				
Asian	79	100		
Filipino				
Hispanic or Latino	79	77	83	
Native Hawaiian/Pacific Islander				
White	85	91	95	
Two or More Races	80	83		
Socioeconomically Disadvantaged	76	84		
English Learners				
Students with Disabilities	67	72		
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/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.4	35.5	30.1

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		
	09-10	10-11	11-12
All Students at the School	1	-24	33
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	1	-19	31
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	2009	2010	2011
Statewide	10	10	9
Similar Schools	9	8	4

Federal Intervention Program (School Year 2012-13)

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
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		22.2

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	354	5,377	4,664,264
	API-G	929	902	788
Black or African American	Students	0	29	313,201
	API-G		845	710
American Indian or Alaska Native	Students	3	24	31,606
	API-G		855	742
Asian	Students	19	508	404,670
	API-G	951	956	905
Filipino	Students	2	33	124,824
	API-G		903	869
Hispanic or Latino	Students	46	965	2,425,230
	API-G	875	838	740
Native Hawaiian/Pacific Islander	Students	2	23	26,563
	API-G		855	775
White	Students	253	3,458	1,221,860
	API-G	940	911	853
Two or More Races	Students	29	335	88,428
	API-G	907	927	849
Socioeconomically Disadvantaged	Students	49	929	2,779,680
	API-G	888	821	737
English Learners	Students	13	434	1,530,297
	API-G	916	806	716
Students with Disabilities	Students	54	599	530,935
	API-G	801	757	607

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	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	N/A