

# Dr. Ralph E. Hawes Elementary School

9682 Yellowstone Drive • Huntington Beach, CA 92646 • (714) 963-8302 • Grades K-5

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



### Huntington Beach City School District

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#### District Governing Board

Celia Jaffe

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#### District Administration

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Jennifer Shepard

**Assistant Superintendent  
Educational Services**

Deborah Cockrell

**Assistant Superintendent  
Human Resources**

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**Assistant Superintendent  
Administrative 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 (714) 963-8302.

### School Description

Hawes School is a Learning Community -- where all participants -- students, staff, parents are responsible for learning. We share the commitment that ALL students succeed in a rigorous curriculum. The following vision/mission will build our actions within a safe, friendly, and joyful learning environment.

WE BELIEVE that, with strong home and school support, all students can successfully acquire the skills needed to become lifelong learners.

WE BELIEVE in a school climate that is built upon a foundation of teamwork collaboration, and mutual respect among all groups. We are a professional learning community.

WE BELIEVE that an environment that supports risk-taking, creativity, and openness to new ideas and technologies is essential to our vision of success.

WE BELIEVE that positive self-esteem and a strong sense of social responsibility are goals for every student.

WE BELIEVE that students will love learning and be challenged to reach their highest potential when their natural curiosity and creativity is stimulated.

WE BELIEVE in aiming for the remarkable. We will set ambitious goals and strive to achieve them.

The hawk's flight symbolizes our vision for children... to soar, to experience joy and freedom, and to apply strength, grace, and a keen eye to a noble purpose.

Dr. Ralph E. Hawes Elementary School serves students in PreK through 5th grade. We currently have 740 students, including Pre-K, enrolled in our programs. Within our preschool program, we serve students with special needs as well as have a Neighborhood Friends program. Beginning in second grade, we identify students for our GATE program, which is a cluster program. Our school, which was built in 1974 and modernized in 2005, is located in the center of our community, which consists of mostly single-family homes. We maintain high expectations for all students and strive to have a strong collaborative partnership with our PTA and local businesses. Through our partnerships, we offer music programs, after-school enrichment programs, art and continue to build our technology resources to integrate them into our instructional program to ensure that our students are prepared for the 21st century.

## Opportunities for Parental Involvement

Collaboration, involvement and support of our parents and community are integral to our work at Hawes Elementary School. Our PTA continues to contribute time and resources to numerous programs and activities. This support includes:

Brand new MacLab that includes 37 desktop computers;

Funding for fieldtrips and the purchase of instructional supplies;

Parent volunteers assist and support instruction in the classroom, in the Computer Lab, with rainy day schedules and activities on the playground and other tasks associated with classroom instruction;

Support with our Physical Education Program and Visual Arts programs in all classrooms;

Support through a part-time vocal music teacher;

Reading Counts Program;

PTA sponsored events: Fall carnival, gardening, assemblies, Red Ribbon Week, Earth Day, a school-wide recycling program and more;

Classroom teachers have received funding for technology and other instructional materials through the Huntington Beach Educational Foundation, through Donorschoose.org, the Huntington Beach Alliance Foundation and other grant opportunities.

Local businesses have supported the school program by providing a portion of sales to our school. Local businesses include: Kohl's, Target, Corner Bakery, Market Broiler, Horace Mann Foundation, Shima Restaurant and the Skating Center in Fountain Valley.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	102
Gr. 1	114
Gr. 2	119
Gr. 3	127
Gr. 4	125
Gr. 5	111
<b>Total</b>	<b>698</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.3
Asian	9.7
Filipino	0.4
Hispanic or Latino	10.9
Native Hawaiian/Pacific Islander	0.1
White	68.3
Two or More Races	9.9
Socioeconomically Disadvantaged	6.0
English Learners	3.8
Students with Disabilities	9.9

Average Class Size and Class Size Distribution												
Year	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.	26.8	30	29.1	1	0	0	3	4	4	0	0	0
Gr. 1	30	23.2	28.5	0	1	0	4	4	4	0	0	0
Gr. 2	28.6	31.2	29.7	0	0	0	5	5	4	0	0	0
Gr. 3	31.3	30.3	31.7	0	0	0	3	4	4	0	0	0
Gr. 4	33.3	32	31.2	0	0	0	0	2	4	3	1	0
Gr. 5	29.3	34.7	31.7	0	0	0	3	0	4	0	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			
School	10-11	11-12	12-13
Suspensions Rate	0.44	1.7	.14
Expulsions Rate	0.0	0.0	0.0
District	10-11	11-12	12-13
Suspensions Rate	4.23	4.8	3.33
Expulsions Rate	0.09	.10	0.0

\* 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.

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Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitors/volunteer badge. All visitors and volunteers are required to return to the school office upon departure. During lunch, recesses, and before and after school, yard supervisors and teachers monitor students and school grounds, including the lunch area 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. The school evaluates the 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 district addresses structural needs at each school to ensure facilities are safe and comply with education codes as well as building and safety regulations. Work orders are completed on a regular basis and all staff report safety hazards and concerns.

Through a partnership with PTA, Hawes school has fully shaded lunch tables in both the main lunch area and the kindergarten yard. The District and Chevron corporation placed a large solar panel structure on the main play yard which also provides shade and generates energy. This same installation also included a new HVAC system for the main building. In 2009, using donations, our kindergarten play equipment was updated and the black rubber matting was extended to accommodate our larger kindergarten population. During the summer of 2012, our parking lot was resurfaced and drainage was improved. During the summer of 2013, student restrooms were re-tiled and the area beneath the solar panels was surfaced.

## 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:** August 27, 2013

Hawes School, built in 1974, consists of a main building with administrative offices, computer lab, indoor courtyard/lunch area and 23 classrooms. The site has 12 portable classrooms, including a library, that were added during the 1990's. The YMCA also has 2 portable buildings used for before and after school child care.

This site has a solar array on the field at the edge of the playground area in the back of the school providing shade for students and the site has been retrofit with energy efficient interior and exterior lighting.

Improvements during 2012-13 included addition of a hard surface under the solar array, new carpet in one portable classroom, and new floor tile in six student restrooms.

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

### 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]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]

Teacher Credentials			
School	10-11	11-12	12-13
<b>Fully Credentialed</b>	31	30	30
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area</b>	0	1	1
Districtwide	10-11	11-12	12-13
<b>Fully Credentialed</b>	♦	♦	279
<b>Without Full Credential</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	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.

During the 2012-13, professional development focused on providing quality instruction to our all students, including intervention support, the use and implementation of thinking maps across the curriculum, integration of SmartBoard technology, Cognitive Guided Instruction, dis-aggregation of benchmark data to inform instruction. This focus was determined through the alignment of district goals, input from staff and analysis of student achievement data.

Professional development was conducted through the use of three district-wide professional development days, release time to attend workshops/trainings and through staff meeting/professional learning community (PLC) time. Through peer assistance and principal support, the staff worked diligently to implement CGI within the classrooms of trained teachers, data analysis and the implementation of Common Core. Staff supported one another in continued growth and implementation.

Through our School Site Council, our categorical budget, which includes funding through SLIP and EIA, was approved and included funds for staff development training. The expenditures for staff development training aligned to the goals within the school plan.

Classified staff and instructional assistants are provided training and development opportunities at the school, district, and county levels. Instructional assistants for special education programs met regularly to discuss best strategies for meeting the unique needs of the students and attended specialized training such as Pro-Act. All staff also had the opportunity to attend and update CPR/First Aid certification.

### 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>	100.0	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	N/A
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	.25
Psychologist	.9
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	2.4
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 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.

Hawes Elementary School offers a variety of services for our students in order to meet their unique needs and to ensure that they reach their full potential.

Beginning at the preschool level, the school provides a special education preschool program for those students who are eligible to receive this service. To support and compliment this program, we offer a Neighborhood Friends Preschool Program for students who are not eligible for special education, but could benefit from a preschool program. Special education support services continue through all grades and include speech and language, adaptive PE, occupational therapy, social skills training, counseling and academic support through a variety of on-site providers.

For students identified and who meet eligibility criteria, Hawes provides Gifted and Talented Education (GATE) instruction through cluster classes at grades 2 - 5. Instruction within these classes focuses on teaching grade level standards through the use of Sandra Kaplan's depth and complexity icons.

Students who are eligible for English Language support receive services within the classroom during the regular teaching day. Intervention, vocabulary development and intervention materials are used to enhance learning and academic growth for these students.

### 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>	5,081.06	1,332.63	3,748.43	\$71,870
<b>District</b>	♦	♦	1,253.19	\$76,029
<b>State</b>	♦	♦	\$5,537	\$70,193
<b>Percent Difference: School Site/District</b>			199.1	%
<b>Percent Difference: School Site/ State</b>			%	%

\* **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>	\$40,989	\$41,451
<b>Mid-Range Teacher Salary</b>	\$77,179	\$67,655
<b>Highest Teacher Salary</b>	\$94,135	\$85,989
<b>Average Principal Salary (ES)</b>	\$110,543	\$108,589
<b>Average Principal Salary (MS)</b>	\$106,029	\$111,643
<b>Average Principal Salary (HS)</b>	\$0	\$110,257
<b>Superintendent Salary</b>	\$189,000	\$182,548
Percent of District Budget		
<b>Teacher Salaries</b>	45.7%	41.8%
<b>Administrative Salaries</b>	5.8%	5.5%

\* 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/).

Intervention support is utilized within the classroom through small group instruction and one-on-one instruction to support struggling learners. Imagine Learning is used to support EL students as well as students in grades 2-5 who need remediation support in English Language-Arts. Reading Counts and IXL support growth in reading comprehension and math facts as well.

Students are encouraged to participate in our school's extracurricular and enrichment activities that are an integral part of the educational program. Some of these enrichment programs are provided by the PTA and include: art, chess, Legos, tennis, speed and agility training and choir.

A school-wide positive behavior system is in place and students are rewarded for making a positive contribution to the school and their classroom. Students are recognized on a weekly basis for earning Rockin' Hawks. Monthly assemblies recognize students for academic, citizenship and effort as well as incorporate character development and school spirit. Each Monday begins with a school-wide flag ceremony lead by fifth grade students and then followed by a mini-lesson aligned to our character trait of the month.

Student Council provides a presence on the playground on Fridays to recognize students who are modeling positive attributes. Student Council Members also organize skits for assemblies and community service projects.

**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:** October 2013

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 2013-14 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 used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	Houghlin Mifflin Adoption Year 2003
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	Houghton Mifflin Adoption Year 2002
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	Pearson Scott Foresman Adoption Year 2008
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	Houghton Mifflin - 2-5 Adoption Year 2007  Scott Foresman - K-1 Adoption Year 2007

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	85	87	86	78	81	80	54	56	55
Math	85	86	92	74	75	79	49	50	50
Science	89	88	90	84	86	88	57	60	59
H-SS				72	74	75	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	80	79	88	75
All Student at the School	86	92	91	
Male	83	90	92	
Female	90	94	88	
Black or African American				
American Indian or Alaska Native				
Asian	91	100		
Filipino				
Hispanic or Latino	75	73	58	
Native Hawaiian/Pacific Islander				
White	87	93	93	
Two or More Races	94	98		
Socioeconomically Disadvantaged	82	82		
English Learners				
Students with Disabilities	74	81	69	
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	25.0	30.4	22.3

#### 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	5	4	10
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	5	4	11
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	5	5

### 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		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		100.0

### API Growth by Student Group - 2013 Growth API Comparison

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

Group	School	District	State	
All Students at the School	Students	484	5,376	4,655,989
	API-G	931	910	790
Black or African American	Students	2	27	296,463
	API-G		878	708
American Indian or Alaska Native	Students	2	18	30,394
	API-G		872	743
Asian	Students	47	509	406,527
	API-G	980	961	906
Filipino	Students	3	45	121,054
	API-G		884	867
Hispanic or Latino	Students	54	1,010	2,438,951
	API-G	877	846	744
Native Hawaiian/Pacific Islander	Students	1	22	25,351
	API-G		889	774
White	Students	328	3,367	1,200,127
	API-G	943	920	853
Two or More Races	Students	47	378	125,025
	API-G	972	926	824
Socioeconomically Disadvantaged	Students	32	944	2,774,640
	API-G	879	831	743
English Learners	Students	21	431	1,482,316
	API-G	949	821	721
Students with Disabilities	Students	86	710	527,476
	API-G	861	777	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	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A