Huntington Seacliff Elementary School

6701 Garifield Ave. • Huntington Beach, CA 92648 • (714) 841-7081 • 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) 841-7081.

School Description

At Huntington Seacliff Elementary School, we empower each other to create, communicate, collaborate, and think critically in a technology-rich environment.

We Envision a Community of Learners where:
• All children learn and achieve grade level standards.
• Clearly articulated, data driven/research based instruction is aligned with state standards.
• Positive values and strong character are encouraged within our students.
• Staff development, risk-taking, creativity, and collaborative decision-making are supported.
• Students feel secure, safe and nurtured.
• Open communication and collaboration exists between all members of the school community.
• Students are prepared for participation in the culturally diverse, technologically rich, democratic society of the twenty-first century.

The excitement, enthusiasm and commitment to making a difference for each child that accompanied the opening of Huntington Seacliff in 1999 continues to be part of our school climate today. The high value placed on education is evidenced by a phenomenal degree of parental involvement and generous participation by the school community. Volunteers contribute countless hours assisting in classrooms, working in the media center, organizing school and community fundraisers, and contributing to decision-making committees.

Seacliff's 27 classrooms surround shared learning corridors that are designed with networked learning stations. The open architecture of the corridors allows resources of the mind and materials to be shared with ease, as well as facilitating peer coaching as both teachers and students learn from each other. Our state-of-the-art library/media center serves as the resource and technological "heart" of the school.

Stepping into a classroom at Seacliff, one would immediately take notice of the warm, positive, and supportive tone that permeates the school climate. The Seacliff Code of Conduct clearly defines behavior expectations and consequences, which support our purpose. Our school's "3 R's" - Respect, Responsibility, and personal Regard, stand as a goal for each student's character development, defining expectations for moral and ethical decision-making and acceptance of personal responsibility. Visitors often comment on the campus orderliness, engaging classroom environments, and comfortable spirit at Seacliff School.

The classic story of the boy tossing stranded Sea Stars back into the ocean reminds us of our compelling responsibility to make a difference for every child. We judge our effectiveness by results. Seacliff's API has grown from 884 to 960 in the past five years, and continues to meet adequate yearly progress in all areas and subgroups. Seacliff's staff and teachers collaborate as a Professional Learning Community to design and implement action plans targeted to improve students' learning. Assessment plays a pivotal role in our standards-based system by providing benchmarks for teaching and learning and by shaping the performance of educators and students. Professional growth is a priority for all staff members. We believe that when teachers are actively encouraged and provided opportunities to develop and grow professionally, dynamic learning takes place for both students and teachers. Seacliff staff members see themselves as an essential part of the support system for students. We strive to identify and develop the special abilities and talents of each child. All members of our school community implement instructional innovations that support the "at-risk" child and challenge our most talented students, ensuring each student success in our mission: Making a Difference for Each One! The SPSA's goals reflect Seacliff's three-tiered model of intervention based on prevention, early intervention, and accelerated learning opportunities. Individual student progress is monitored through the implementation of Seacliff's assessment system. Illuminate enables staff to gather current and historical information on students' performance and proficiencies. Teachers disaggregate the State and local data to identify specific needs of sub-groups including low SES, special education, gender, and ethnicity. Longitudinal and subtest performance data graphs are provided for individual students. Teachers use a multitude of classroom formative assessments to monitor student progress toward proficiency.

Students who need extra ELA support in grades K-3 are placed in strategic coaching groups. These groups focus on explicit word attack skills to improve reading strategies; e.g. small groups of at-risk kindergarten and first grade students use the Earobics Language Literacy Program to strengthen their phonemic awareness, phonics, and decoding skills.

Students in grades 3-5 identified "at-risk of retention" also receive support to improve their academic performance. In partnership with parents, Student Intervention Plans are developed that specify strengths, areas in need of improvement, and strategies to assist the students in meeting grade level expectations. These plans are reviewed and revised at least three times a year. Careful attention is paid to a wide array of comprehensive interventions. A Literacy Support Teacher provides 30 minutes of extra daily support in a small group setting. Additionally, students in grades 4-5 participate after school in the state adopted intervention program READ 180. In 2010-11, 19 of the 24 participants (79%) increased their California Standards Test (CST), ELA scores by at least one level. In 2011-12, 22 of the 25 participants (88%) increased their ELA scores by at least on level, 96% increased their ELA points.

As a PLC, teachers address academic, behavioral and social/emotional concerns for individual students at their weekly meetings. The goal for students at-risk is to identify appropriate interventions and/or resources to promote growth in the general education setting. In cases where these interventions are not producing results, students are referred to our SST which includes parents, teachers, specialists, and administrators. Students benefit from our SST process because of shared decision making, and a constructive, problem solving approach. Referral to the SST is simple. Team members meet to outline and document strengths and concerns, discuss interventions, and develop an Intervention Plan. At the conclusion of the SST, a plan of action is in place and a date to reconvene and check student progress is established. RtI (Response to Intervention) may include one-on-one, small group instruction or after school intervention.

Students with Disabilities (SWD) are provided full access across a variety of settings to the standards-aligned core curriculum through a full inclusion model. Currently, five fully included students are achieving success in regular education classrooms and are provided with special education services as directed by their unique needs specified in their IEP. Support systems are in place to ensure SWD success in meeting or exceeding high academic and non-academic skills. The resource specialist collaborates with classroom teachers to assist with differentiating instruction and provides academic support by using both "pull-out" and "push-in" models. The speech teacher holds weekly "lunch bunch" sessions to work on language and pragmatic skills for students needing extra support. The district provides program specialists that regularly observe SWD in their classrooms and assists teachers with curriculum accommodations, modifications, and positive behavior interventions. Also, teachers and independent facilitators working with fully included students attend district staff development annually to refine and improve their skills to assist SWD.

During the first week of school, teachers are provided release time to meet individually with the special education staff to discuss the details of each child's IEP or 504 plan. Children who qualify for the Resource Specialist Program (RSP) receive services through collaborative and/or "pull-out" models of instruction. Teachers work with the Resource Specialist to provide a program of instruction that meets the needs of the child within the "least restrictive environment" and to plan modifications and accommodations when needed. Last year, 97% of our RSP students met or exceeded their IEP goals. Our fully included students are achieving outstanding success in regular education classrooms. The SWD have access to the district nurse, speech and language specialist, occupational therapist, audiologist, and adaptive PE specialist. All teachers have received support and inservice by West Orange County Consortium for Special Education (WOCCSE) on IDEA compliance, identification and modification of curriculum for SWDs, including those with ADD, autism, and physical limitations. Our EL students speak 16 languages, with the largest group speaking Vietnamese. Using CELDT scores, we redesignated 35%, 12 out of 34 LEP students in 2010-11 . EL students are placed with highly trained personnel to ensure that they have equitable access to all standards-based programs. The core ELD is taught by the teacher using HM "EL Support Materials" and if needed, SRA's Language for Learning, Thinking and Writing Program. One hundred percent of Seacliff teachers are EL authorized, and 40% are trained in Guided Language Acquisition Development (GLAD) strategies, which emphasize SDAIE instructional techniques. All Seacliff teachers are trained to use Thinking Maps, Pathways to Proficiency - EL training. These strategies equip teachers with many tools to assist ELs in learning the core curriculum to increase proficiency in English and state standards. The SSC supports the EL program by providing categorical funds to purchase materials and fund staff training. Teachers use the ELD standards to plan and implement standards-aligned lessons. . Interpreters are available for parent/teacher conferences, SST, and IEP meetings to ensure that all parents are fully informed of their children's progress. Regular school attendance is encouraged and carefully monitored for student success. Tardies and absences are routinely addressed via written correspondence and conferences with parents. Seacliff's average daily attendance has a high rate of 96.7%.

Acceleration/extension is provided to students as appropriate. In fifth grade math, for example, instructional practices are typically informed by student pretests and frequent chapter "Quick Checks" to strategically target standards not yet mastered and to differentiate instruction for those who need additional challenges or would benefit from interventions. Following these pretests, approximately 25% of students advance to access 6th grade standards using the State Board of Education (SBE) adopted "Math Steps" curriculum.

Our GATE students also benefit from an enhanced curriculum. HBCSD offers two options for GATE students: a GATE magnet school or cluster classrooms at each site. At Seacliff, we serve the largest GATE population within their home school cluster program. Currently, we serve 140 identified gifted students in our cluster classrooms. Cluster teachers have been well trained to differentiate instruction with depth and complexity throughout the curriculum, challenging our most talented students. There is a high degree of parent satisfaction with our program. Last year, the families of all but 2 of the 47 newly qualified GATE students chose to have their children remain in our GATE program.

Opportunities for Parental Involvement

Parents and the community are exceedingly supportive of the educational programs at Huntington Seacliff School. The Huntington Seacliff Parent Teacher Association (PTA) has made generous contributions of time and money to numerous programs and activities. PTA fundraisers enable the school to offer additional programs in art, music, and reading. In addition to enriching classroom learning experiences through donations, the PTA also supports assemblies and field trips and/or purchase of instructional supplies. The Huntington Beach Education Foundation (HBEF), a joint business and educational partnership, provides funding for teacher mini-grants, classroom speakers, supplemental materials and supports the Parent Empowerment Academy.

Parent participation in the Seacliff 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, Seacliff 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.	119
Gr. 1	117
Gr. 2	124
Gr. 3	128
Gr. 4	102
Gr. 5	126
Total	716

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.3
Asian	19.7
Filipino	1
Hispanic or Latino	11
Native Hawaiian/Pacific Islander	0.4
White	58.6
Two or More Races	9.1
Socioeconomically Disadvantaged	3.5
English Learners	7
Students with Disabilities	8.9

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.	29.5	28	28.8	0	0	0	4	4	4	0	0	0
Gr. 1	20.33	29.7	28.8	1	0	0	5	3	5	0	0	0
Gr. 2	20	31	31	1	0	0	4	5	4	0	0	0
Gr. 3	31.75	29.5	32	0	0	0	4	4	4	0	0	0
Gr. 4	27.25	32.7	34	0	0	0	4	1	0	0	2	3
Gr. 5	26.5	31	32.5	0	0	0	4	2	1	0	0	3

* 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	1.17	0.14	.60
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).

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 check in at the school office upon arrival and obtain a visitors badge; visitors 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 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. Each school includes the following requirements of SB 187 within their 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.

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 plan was last updated and reviewed with school staff in October 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. During 2011-2012, Seacliff's exterior was painted, new restroom doors were installed, the front grass was replaced with synthetic grass and our students are now able to eat lunch under cover, thanks to concrete and field enhancements.

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

Huntington Seacliff School, constructed in 2000, consists of an administration building with office and library, a multipurpose room, three classroom buildings, with 28 total classrooms, 2 portable classrooms and a YMCA portable building used for before and after school child care.

The parking lot was redesigned and replaced recently and a second parking area was added in front of the school.

Three solar arrays were added in the parking lot and next to the multipurpose room to provide shade for lunch tables and the site has been retrofit with energy efficient interior and exterior lighting.

Improvements for 2012 included extending the hard surface under the solar arrays to provide additional shade for students, adding artificial grass in front of the school for drop off/pick up, the replacement of 2 exterior doors, improved maintenance free landscaping, and exterior painting of all buildings.

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	28	26	25
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
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.

All training and curriculum development at Huntington Seacliff School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels. Ongoing examination and modification of practice is essential to professional growth. In order to help implement this philosophy, the Board of Trustees has 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:

- Reading Instructional Strategies
- Mental Math and Comprehension Strategies in Math
- Cognitively Guided Instruction (CGI) Strategies in Math
- Rebecca Sitton Spelling Program
- ST MIND Math Instruction
- Sports Play and Active Recreation for Kids (SPARK) PE Training
- iPad Use and Implementation in the Classroom
- California Association for the Gifted (CAG) Teaching Strategies
- Analysis of Benchmark Assessment Training
- Introduction to Common Core California Standards

The improvement process at Seacliff School is on-going. Teachers play the lead role in determining changes in the curriculum and professional development topics. The curriculum steering committee includes six 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.

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 analysis, 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 time lines, 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.

In alignment with the districts long-range curriculum plan, staff development opportunities are available for teachers, support personnel, administrators, and classified staff at Huntington Seacliff School. A comprehensive school plan is in place which guides curriculum improvement. Focus areas for each year are determined by student achievement, district focus areas, parent and staff survey results, and the textbook adoption cycle. Progress is assessed yearly using multiple criteria including STAR testing results, writing sample results, reading test results, student work, teacher observation, and criterion based testing. In 2011-12, focus areas for staff development include instructional reading and math strategies, analysis of benchmark assessment training, SPARK PE training,and integration of technology in the curriculum.

School 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 new to the profession are supported by peer coaching and are encouraged to attend inservices 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.

Classified staff and instructional assistants are provided training and development opportunities at the school, district, and county levels. Inservices for classified staff are geared to their specialty areas.

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)	.375
Psychologist	.4
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	1.
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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	4,196.96	551.90	3,645.06	68,404
District	♦	♦	1,472.52	$71,546
State	♦	♦	$5,455	$69,404
Percent Difference: School Site/District		59.60%		%
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/.

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 Huntington Seacliff 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.

Each year a portion of Huntington Seacliff'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.

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**
Reading/Language Arts The textbooks listed are from most recent adoption:	Yes	Houghton Mifflin Adoption Year 2003
Percent of students lacking their own assigned textbook:	0.0%	
Mathematics The textbooks listed are from most recent adoption:	Yes	Houghton Mifflin Adoption Year 2002
Percent of students lacking their own assigned textbook:	0.0%	
Science The textbooks listed are from most recent adoption:	Yes	Pearson Scott Foresman Adoption Year 2008
Percent of students lacking their own assigned textbook:	0.0%	
History-Social Science The textbooks listed are from most recent adoption:	Yes	Houghton Mifflin - 2-5 Adoption Year 2007
Percent of students lacking their own assigned textbook:	0.0%	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.

STAR Results for All Students - Three-Year Comparison								
	Percent of Students Scoring at Proficient or Advanced							
Subject	School			District			State		
	09-10	**10-11**	**11-12**	**09-10**	**10-11**	**11-12**	**09-10**	**10-11**	**11-12**
ELA	83	88	93	77	78	81	52	54	56
Math	89	92	93	74	74	75	48	50	51
Science	93	89	95	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	93	93	95	
Male	91	92	92	
Female	95	94	100	
Black or African American				
American Indian or Alaska Native				
Asian	90	97	100	
Filipino				
Hispanic or Latino	89	94	91	
Native Hawaiian/Pacific Islander				
White	94	91	94	
Two or More Races	91	94		
Socioeconomically Disadvantaged	83	67		
English Learners	57	93		
Students with Disabilities	83	89	94	
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	17.2	19.5	53.9

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	10	9
Black or African American			
American Indian or Alaska Native			
Asian	-19	12	2
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	4	9	10
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	10
Similar Schools	3	4	5

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**	476	5,377	4,664,264
	API-G	960	902	788
Black or African American	**Students**	0	29	313,201
	API-G		845	710
American Indian or Alaska Native	**Students**	1	24	31,606
	API-G		855	742
Asian	**Students**	101	508	404,670
	API-G	967	956	905
Filipino	**Students**	6	33	124,824
	API-G		903	869
Hispanic or Latino	**Students**	53	965	2,425,230
	API-G	949	838	740
Native Hawaiian/Pacific Islander	**Students**	1	23	26,563
	API-G		855	775
White	**Students**	280	3,458	1,221,860
	API-G	957	911	853
Two or More Races	**Students**	34	335	88,428
	API-G	961	927	849
Socioeconomically Disadvantaged	**Students**	12	929	2,779,680
	API-G	917	821	737
English Learners	**Students**	45	434	1,530,297
	API-G	923	806	716
Students with Disabilities	**Students**	58	599	530,935
	API-G	901	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