



El Morro Elementary School

8681 North Coast Highway • Laguna Beach, CA 92651 • (949) 497-7780 • Grades K-5

Christopher Duddy, Principal

cduddy@lbusd.org

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

Laguna Beach Unified School District

550 Blumont Street
Laguna Beach, CA 92651
(949) 497-7700
www.lbusd.org

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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 (949) 497-7780.

School Description

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

The Laguna Beach Unified School District serves students in grades kindergarten through 12 by providing comprehensive educational programs through its two elementary schools, a middle school, and a high school. The District is proud of the high level of community support it receives and the commitment the community demonstrates towards its students. The Laguna Beach Education Foundation (School Power) was created by the community to provide additional funds to the District to support school programs and activities. El Morro Elementary School serves students in grades kindergarten through five on a traditional school calendar. Our school's students proudly call themselves the Sea Lions. During the 2011-12 school year, 655 students were enrolled at El Morro Elementary School. The student population consisted of 11% socioeconomically disadvantaged, 7% English learners, and 12% students with disabilities.

Our mission is that each student gains the knowledge, experience, world perspectives, and skills needed to become a lifelong learner and producer in a competitive and interconnected world.

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

Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at El Morro Elementary School. Our parents serve on the School Site Council, the English Language Advisory Council, the Parent Teacher Association (PTA), and the GATE Advisory Council. Numerous programs and activities are enriched by the generous contributions made by the SchoolPower Education Foundation. The PTA supports several exciting programs at El Morro Elementary School, such as, Science-On-The-Go, Art Masters, Colonial Days, Jog-A-Thon, and an community favorite, the Boo Blast. Parents who are interested in El Morro Elementary School's school committees, school activities, or volunteer programs may contact the principal at (949) 497-7780.

District Mission Statement

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

Education in the Laguna Beach Unified School District

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

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	79
Gr. 1	107
Gr. 2	94
Gr. 3	111
Gr. 4	126
Gr. 5	133
Total	650

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

Laguna Beach Unified School District Goals**Goal One: Student Achievement**

All students will demonstrate academic growth across content areas.

Goal Two: School Culture

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

Goal Three: Learning Environment

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

Goal Four: Staffing

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

Goal Five: Fiscal Responsibility

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

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	1.2
Asian	6.2
Filipino	0.3
Hispanic or Latino	12.9
Native Hawaiian/Pacific Islander	0.5
White	75.8
Two or More Races	0.6
Socioeconomically Disadvantaged	15.8
English Learners	9.5
Students with Disabilities	11.8

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.	14.3	15.3	13.7	6	6	6	0	0	0	0	0	0
Gr. 1	19.2	19.5	21	5	4	5	0	0	0	0	0	0
Gr. 2	19.8	17.8	18	5	6	5	0	0	0	0	0	0
Gr. 3	20	17.9	17.8	3	7	6	1	0	0	0	0	0
Gr. 4	27.5	29.5	25.6	0	0	1	4	4	4	0	0	0
Gr. 5	31.3	27.5	26.2	0	0	0	3	4	5	0	0	0
Gr. 6	0			0			0			0		
Other	0			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	1.32	2.35	1.26
Expulsions Rate	0	0	0
District	09-10	10-11	11-12
Suspensions Rate	4.15	4.16	3.6
Expulsions Rate	0.07	0.1	0.06

* 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.

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

A Comprehensive School Safety Plan was developed by the District in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies. The School evaluates the plan annually and updates the plan as needed. The plan was updated in the on January 20, 2012, and was reviewed with our school staff at that time as well.

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: September 2011

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

School Facility Good Repair Status (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]	[]	[]	

School Facility Good Repair Status

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
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	29	31	31
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	143
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
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.

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

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

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

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: 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	100	0
High-Poverty Schools	0	0
Low-Poverty Schools	100	0

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Social/Behavioral or Career Development Counselor	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	1
Average Number of Students per Staff Member	
Academic Counselor	

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

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 assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Based on 2011-12 audited financial statements, Laguna Beach Unified School District spent an average of \$13,670 to educate each student. The chart provides a comparison of El Morro Elementary School's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

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

- Title I
- Economic Impact Aid
- Class Size Reduction
- Instructional Materials
- Gifted and Talented Pupils

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,971	\$415	\$7,557	\$92,712
District	♦	♦	\$9,551	\$91,828
State	♦	♦	\$5,455	\$62,892
Percent Difference: School Site/District			21%	3%
Percent Difference: School Site/ State			9%	36%

* **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	\$52,163	\$38,725
Mid-Range Teacher Salary	\$84,981	\$59,717
Highest Teacher Salary	\$118,863	\$77,957
Average Principal Salary (ES)	\$146,643	\$95,363
Average Principal Salary (MS)	\$150,835	\$98,545
Average Principal Salary (HS)	\$164,807	\$107,031
Superintendent Salary	\$225,000	\$149,398
Percent of District Budget		
Teacher Salaries	33%	37%
Administrative Salaries	7%	6%

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

- Special Education
- Home-to-School Transportation
- ESEA
- School Improvement Program
- Educational Technology Assistance Grants
- Drug/Alcohol/Tobacco Education
- Peer Assistance and Review

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 11, 2011

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

Laguna Beach Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support our school’s instructional program. Laguna Beach Unified School District held a Public Hearing on October 11, 2011, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials in core subjects for use in the classroom and to check out and take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks. Laguna Beach Unified School District follows the State Board of Education’s six-year adoption cycle for core content materials. A committee consisting of administrators and teachers from each school establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final approval. The chart below illustrates the most recent textbooks in use at El Morro Elementary School, as of September 2011.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0%</p>	<p>All textbooks are in adequate supply and in excellent to good condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks, and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.</p> <p>SRA/Open Court, 2003</p>
<p>Mathematics The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0%</p>	<p>enVision Mathematics, Pearson Scott-Foresman, 2009</p>
<p>Science The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0%</p>	<p>Scott Foresman California Science, Pearson/Scott Foresman, 2008; Beckman Science Program</p>

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>History-Social Science The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0%</p>	<p>California Reflections, Harcourt Brace, 2007</p>
<p>Foreign Language The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0%</p>	
<p>Health The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0%</p>	
<p>Visual and Performing Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:</p>	
<p>Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:</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	77	78	83	78	81	85	52	54	56
Math	82	78	86	69	72	77	48	50	51
Science	88	85	87	85	86	90	54	57	60
H-SS				79	83	86	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	85	77	90	86
All Student at the School	83	86	87	
Male	78	86	89	
Female	88	87	86	
Black or African American				
American Indian or Alaska Native				
Asian	84	88		
Filipino				
Hispanic or Latino	57	67	65	
Native Hawaiian/Pacific Islander				
White	87	89	92	
Two or More Races				
Socioeconomically Disadvantaged	69	70	68	
English Learners	46	59	53	
Students with Disabilities	51	62		
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	9.6	23.5	61.8

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	24	-10	29
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	18	-5	26
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	9	9	9
Similar Schools	2	5	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	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0

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	445	2,302	4,664,264
	API-G	923	922	788
Black or African American	Students	6	32	313,201
	API-G		898	710
American Indian or Alaska Native	Students	3	8	31,606
	API-G			742
Asian	Students	25	80	404,670
	API-G	961	949	905
Filipino	Students	1	10	124,824
	API-G			869
Hispanic or Latino	Students	51	194	2,425,230
	API-G	835	844	740
Native Hawaiian/Pacific Islander	Students	2	5	26,563
	API-G			775
White	Students	351	1,919	1,221,860
	API-G	934	929	853
Two or More Races	Students	4	50	88,428
	API-G		952	849
Socioeconomically Disadvantaged	Students	63	219	2,779,680
	API-G	855	857	737
English Learners	Students	46	90	1,530,297
	API-G	830	786	716
Students with Disabilities	Students	62	241	530,935
	API-G	771	769	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	Yes
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	Yes
Met Percent Proficient: Mathematics	Yes	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the Percent of Students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2012		
	School	District	State
All Students			---
Black or African American			---
American Indian or Alaska Native			---
Asian			---
Filipino			---
Hispanic or Latino			---
Native Hawaiian/Pacific Islander			---
White			---
Two or More Races			---
Socioeconomically Disadvantaged			---
English Learners			---
Students with Disabilities			---

Dropout Rate and Graduation Rate			
Indicator	2008-09	2009-10	2010-11
Dropout Rate (1-year)			
Graduation Rate			
District			
Dropout Rate (1-year)	0.8	3	1.6
Graduation Rate	97.48	96.54	97.56
Dropout Rate (1-year)	5.7	16.6	14.4
Graduation Rate	78.59	80.53	76.26

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2009-10	2010-11	2011-12
English-Language Arts			
Mathematics			
District			
English-Language Arts	84	83	86
Mathematics	82	80	85
English-Language Arts	54	59	56
Mathematics	54	56	58

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	14	20	67	15	52	34
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	N/A

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee