



# McKinley Institute of Technology

400 Duane Street • Redwood City, CA 94062 • (650) 366-3827 • Grades 6-8

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

### Redwood City School District

750 Bradford Street  
Redwood City, CA 9406  
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##### 2013-14

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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 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 (650) 366-3827.

### District and Community Profile

Located about halfway between San Francisco and San Jose, Redwood City schools are part of a vibrant, historic, culturally rich community that enjoys a charming downtown, scenic mountain vistas to the west and San Francisco Bay shoreline to the east. The district's 16 schools benefit from the involvement of active community members who donate time and resources to ensure that students receive a premier education in well-maintained, modern facilities. Redwood City schools are a vital and active participant in the community, enjoying strong partnerships with the city's Parks and Recreation Department, the Public Library and many other organizations providing services and benefits to the youth of Redwood City.

The Redwood City School District aims to be a premier California school district, and believes that children learn and succeed:

- in a safe environment with challenging and enriching instruction.
- when all students and staff are held to high expectations.
- when each of us supports their intellectual, physical, social and emotional development.
- when they have caring adults in their lives.
- in a community that respects diverse backgrounds and treats everyone equitably.
- when their ideas and involvement are encouraged and respected.
- when families actively support their learning.
- when we work in partnership with families and community.
- when all employees are highly qualified, valued and respected.
- when each of us acts on the conviction that every child can and will learn.

Test scores have been steadily rising in the Redwood City School District. We are proud of the progress we have been making, and have taken strong steps to accelerate the gains. In early 2007, the Redwood City School District put in place an Achievement Plan aimed at assuring high achievement for all students, regardless of background. Key components of the plan include:

- Teacher training.
- Use of state-adopted and research-proven curriculum and instructional strategies.
- Dedicated blocks of time for reading, writing, math, social studies and science.
- Targeted instructional groupings (TIG), where students receive differentiated instructions tailored to their specific needs (for example, English Language Development for English Learners, Reading Intervention for students reading below grade level, and Enrichment for students who are working at or above grade level.)

## MIT Vision Statement

We will cultivate an environment where technology is a part of the academic culture, empowering students to meet or exceed state academic standards in all content areas using traditional and innovative technologies. We will expand the school community beyond the physical campus, benefiting from local and global resources. We will develop independent, life-long critical thinkers and learners by setting high expectations and fostering an awareness of cultural diversity and gender equity.

## School Profile

McKinley Institute of Technology is an open enrollment school that provides a comprehensive middle school experience with a small student body. Along with a strong core curriculum, students have the opportunity to develop their skills in the use of technology as a source of information, a tool to demonstrate an understanding of the curriculum, and to provide experiences that will allow the students to acquire the technical skills to be successful in the 21st century. MIT strives to meet the needs of all students. Additional support and enrichment programs are provided before, during, and after school. MIT has strong parent involvement. At our Back to School Night, approximately 70% of the families attended and upwards of 75% of the parents completed goal setting meetings with the teachers in September. MIT has a Parents' Club that provides support in both time and money for the benefit of the students and staff. The School Site Council is active and provides leadership in implementing new programs and supporting the staff. Ongoing communication and involvement with parents is a priority for the staff.

## Opportunities for Parental Involvement

Parents play an important role at McKinley through active participation and involvement in the School Site Council, English Learner Advisory Committee (ELAC), the Parents Club and other support committees. Parents are encouraged to volunteer at school events and in classrooms. McKinley is very proud of the strong support it receives from the community, including partnerships with Los Ayudantes, Google, Sequoia High School, and Citizen Schools.

Parents who wish to participate in McKinley's committees, school activities, or become a volunteer may contact the school at (650) 366-3827, or visit our website at <http://www.rcsdk8.net/mit>

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	128
Gr. 7	149
Gr. 8	128
<b>Total</b>	<b>405</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.0
Asian	0.7
Filipino	1.2
Hispanic or Latino	89.6
Native Hawaiian/Pacific Islander	1.0
White	6.2
Two or More Races	0.0
Socioeconomically Disadvantaged	88.9
English Learners	65.9
Students with Disabilities	15.1

Average Class Size and Class Size Distribution												
	Average Class Size			Number of Classrooms*								
	11	12	13	1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
Gr. 6			23			10			21			2
English	24.4	25.3	28	4	2	3	10	9	9	0	0	
Math	26	26.5	25	4	2	3	8	9	9	1	0	1
Science	26.6	27.7	27	3	1	1	6	6	8	1	2	1
SS	23.1	26.8	25	2	1	2	8	8	9	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			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	3.94	7.1	7.0
Expulsions Rate	0.26	.5	.02%
Districtwide	10-11	11-12	12-13
Suspensions Rate	5.88	6.2	
Expulsions Rate	0.3	.25	

\* 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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Safety of students and staff is a primary concern of McKinley. The School Site Safety Plan is evaluated and revised annually in the fall by school faculty and administrators. Revisions to the Safety Plan are communicated to all staff members annually. Key elements of the Safety Plan include: Security Procedures, Emergency and Medical Procedures, Disaster Preparedness and Campus Climate. We employ a Proactive School Wide Student Support Program to ensure a safe, effective and meaningful academic and social environment.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire drills are held each month and earthquake drills are held three times a year.

To ensure student safety, supervision is provided on campus at all times. Teachers and administrators supervise students before and after school and during breaks. All visitors to the school must sign in and out at the office, and must have prior authorization for classroom visits.

## 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:** September 2013

MIT was originally constructed in 1927, with additions to the campus occurring in 1939 in the 1950s and again in 2005 . MIT is currently comprised of 24 classrooms, two computer labs, two science labs, one library, one multi-purpose room, one gymnasium, a television studio, one staff lounge, a playground, and an athletic field.

The school was completely modernized in 1998, and further renovated in 2002 as the result of two separate bond projects (Measures A & B). Measure A renovations were completed by August 2001 and included renovation of the administrative support area.

Measure B projects have been completed at variable times over the past three years and have included/will include: installation of energy-efficient lighting in all buildings, and new lighting in the auditorium; remodeling of the kitchen; construction of a 6,500 square foot dedicated gymnasium, and a maintenance and storage building; replacement of window coverings, the sidewalk in front of the library, areas behind play field backstops, fencing, and the auditorium; rebuilding of the play field and drainage system along the field; resurfacing of the playground areas and parking lot; fresh painting on all buildings; and campus-wide American Disabilities Act (ADA) improvements. The following chart displays the results of the most recent school facilities inspection.

Recently we completed an extensive upgrade of the auditorium including stage flooring, seating numbers, new curtains, light upgrades, sound upgrades as well as landscaping in the front of the school. This project was coordinated with Rebuilding Together and other local partners such as EA arts and Google.

### 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]	[ ]	[ ]	Room 216, keep access to gas shut off valve clear. Work Order 19884 completed by Principal.
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	Room 213, duct tape used on walls pulling off paint. Work Order 19882 completed by Principal. Room 123, replace vandalized hand sanitizer. Work Order 19872 completed 8-22-11 Room 119, replaced damaged ceiling tiles. Work Order 19870 completed 8-25-11
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	Storage by 117 needs to be cleaned out. Work Order 19869 completed by Principal.
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	Mens' Restroom light out by Auditorium. Work Order 19856 completed 9-12-11. Display case lights out in lobby of Auditorium. Work Order 19857 completed 8-23-11. Womens' Restroom light out by Auditorium. Work Order 19866 completed 8-16-11. Hallway by 118, light out. Work Order 19867 completed 8-22-11. North Restroom by 118, light out. Work Order 19868 completed 8-16-11. Library Camera not working. Work Order 19874 completed 8-22-11.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	Staff Mail room toilet running, Work Order 19862 completed 8-16-11. Girls' restroom by 108, replace vandalized soap dispensers. Work Order 19878 completed 8-18-11. Room 216, tighten 3 sink faucets. Work Order 19885 completed 8-16-11. Room 218, remove rags from inside sink. Work Order 19889 completed by Principal.

**School Facility Good Repair Status**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	Outside Room 108, exit sign vandalized. Work Order 19903 completed 9-12-11. Room 212, replace orange extension cord with surge protector. Work Order 19881 completed by Principal. Science Prep, materials blocking electrical panel. Work Order 19886 completed by Principal. Install "keep clear" stickers on sub panels. Work Order 19887 completed 8-18-11. Flammable Cabinet in Science Prep. will not lock. Work Order 19888 completed 8-16-11. Room 123, partitions to close to Fire Extinguisher. WO 19873 completed by Principal.
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	No Issues
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	No Issues
<b>Overall Rating</b>	<b>Exemplary</b> [ ]	<b>Good</b> [X]	<b>Fair</b> [ ]	<b>Poor</b> [ ]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	19	19	20
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
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.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the District has sponsored three staff development days, where teachers are offered a variety of growth opportunities. Topics for staff development during the 2012-13 school year included: Instructional Strategies for the Common Core Standards, Technology Integration in the classroom, Explicit Direct Instruction, FOSS science kit training, Training, Reading Assessment Training for K-2 Teachers and English Language Development strategies. The District also created an optional training program for teachers called RCSD University. This differentiated program allows teachers to choose workshops based on topics they are interested in pursuing.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

### 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
This School	100	0
Districtwide		
All Schools	98.4	1.6
High-Poverty Schools	98.0	2.0
Low-Poverty Schools	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	0
Social/Behavioral or Career Development Counselor	0.6
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.4
Resource Specialist	0
Other	1
Average Number of Students per Staff Member	
Academic Counselor	0

\* 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 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,233	\$3,472	\$5,761	\$72,562
District	♦	♦	\$5,150	\$70,965
State	♦	♦	\$5,537	\$70,193
Percent Difference: School Site/District			11.9	2.3
Percent Difference: School Site/ State			4.0	3.4

\* **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
Beginning Teacher Salary	\$43,879	\$41,451
Mid-Range Teacher Salary	\$67,133	\$67,655
Highest Teacher Salary	\$85,395	\$85,989
Average Principal Salary (ES)	\$112,619	\$108,589
Average Principal Salary (MS)	\$112,619	\$111,643
Average Principal Salary (HS)	\$0	\$110,257
Superintendent Salary	\$170,000	\$182,548
Percent of District Budget		
Teacher Salaries	38.6%	41.8%
Administrative Salaries	6.9%	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/).

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

- Title I: Migrant Education
- Title I: Even Start Migrant Education
- Title IV: Drug Free Schools
- Title II: Part A Teacher Quality
- Title II: Principal Training
- Title II: Part D Enhancing Education Through Technology
- Title III: Immigrant Education Program
- Title III: Limited English Proficiency
- Medi-Cal Billing Option
- Teacher Recruitment & Retention
- Community Based English Tutoring Program
- English Language Acquisition Program ("ELAP")
- Lottery: Instructional Materials
- School Safety & Violence Prevention
- Tobacco-Use Prevention Education("TUPE" 4-8)
- Economic Impact Aid ("LEP")
- Economic Impact Aid ("SCE")
- Gifted & Talented Education ("GATE")
- Instructional Material Fund Realignment Program
- Peer Assistance & Review Program ("PAR")
- Targeted Instructional Improvement Block Grant
- AB825 Beginning Teacher Support And Assessment ("BTSA")
- AB825 Instructional Time and Staff Development Reform
- AB825 School Improvement Program ("SIP")
- Art, Music & PE Supplies & Equipment
- Title I: Basic Grants Low Income
- Title IV: Part B 21st Century Community Learning Centers
- After School Education and Safety ("ASES")
- High Priority School Grant

### **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:** September 2013

All Redwood City School District students have equal access to state adopted, standards aligned textbooks and instructional materials. Funds are appropriated according to the textbook adoption cycle. Additional supplemental materials are purchased and made available to students. All instructional materials are aligned to the standards and available for each student.

Pursuant to the settlement of Williams vs. the State of California, Redwood City School District thoroughly inspected each of its school sites at the start of the 2013-2014 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 the four core subject areas: English language arts, mathematics, history/social studies and science), for use in the classroom and to take home if necessary. 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 State Board of Education.

The Redwood City School District Textbook selection is done by a District, grade level and subject area committees coordinated by the Deputy Assistant Superintendent of Curriculum and Instruction. The final textbook selections for grades K-8 from the current approved State lists are then selected and the recommendation goes before the School Board for final approval.

Additionally MIT is using Scholastic English 3D Language and Writing program ©2006 as supplemental ELD materials.

The chart below displays data collected during the September 2013 District Textbook Audit, in regards to student editions in use at McKinley Institute of Technology during the current school year (2013-14).

**Textbooks and Instructional Materials**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b>                      The textbooks listed are from most recent adoption: Yes                      Percent of students lacking their own assigned textbook: 0%</p>	<p>Pearson Literature for California &amp; Language Central ©2010, 6th grade through 8th grade – State Approved, Board Adopted in 2009                      Inside Language, Literacy and Content ©2006, (4th grade through 8th grade Intervention / English Language Development) – State Approved 2008</p>
<p><b>Mathematics</b>                      The textbooks listed are from most recent adoption: Yes                      Percent of students lacking their own assigned textbook: 0%</p>	<p>Macmillan / McGraw – Hill California Mathematics, Concepts Skills and Problem Solving ©2009, Kindergarten through 6th grade – State Approved, Board Adopted in 2009                      Glencoe / McGraw – Hill California Mathematics Concepts, Skills &amp; Problem Solving ©2008, Pre-Algebra – State Approved, Board Adopted 2009                      Pearson Prentice Hall Algebra 1 Classic, Smith Charles ©2008 – State Approved, Board Adopted 2009</p>
<p><b>Science</b>                      The textbooks listed are from most recent adoption: Yes                      Percent of students lacking their own assigned textbook: 0%</p>	<p>CPO Science - Focus on Earth/Life/Physical ©2007, 6th grade through 8th grade – State Approved, Board Adopted in 2007</p>
<p><b>History-Social Science</b>                      The textbooks listed are from most recent adoption: Yes                      Percent of students lacking their own assigned textbook: 0%</p>	<p>Teachers' Curriculum Institute, History Alive! ©2004/2005, 6th grade through 8th grade – State Approved, Board Adopted in 2006</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](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	46	47	47	49	53	51	54	56	55
Math	34	40	34	56	59	57	49	50	50
Science	43	43	57	50	54	52	57	60	59
H-SS	46	34	37	43	45	47	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	51	57	53	47
All Student at the School	47	34	57	37
Male	47	35	76	48
Female	48	33	42	27
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	47	34	56	37
Native Hawaiian/Pacific Islander				
White	56	44		
Two or More Races				
Socioeconomically Disadvantaged	44	32	54	35
English Learners	13	9	6	
Students with Disabilities	35	21		9
Students Receiving Migrant Education Services	50	50		

### 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	21	18	1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	32	15	2
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	23	22	0
English Learners	34	-12	11
Students with Disabilities		48	38

### 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	3	3	3
Similar Schools	7	5	6

### 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	In PI
First Year of Program Improvement	2006-2007	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	91.7	

### 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	393	6,838	4,655,989
	API-G	741	783	790
Black or African American	Students	5	100	296,463
	API-G		773	708
American Indian or Alaska Native	Students	0	13	30,394
	API-G		749	743
Asian	Students	3	177	406,527
	API-G		916	906
Filipino	Students	5	79	121,054
	API-G		882	867
Hispanic or Latino	Students	352	4,934	2,438,951
	API-G	740	742	744
Native Hawaiian/Pacific Islander	Students	3	105	25,351
	API-G		766	774
White	Students	25	1,337	1,200,127
	API-G	723	905	853
Two or More Races	Students	0	91	125,025
	API-G		894	824
Socioeconomically Disadvantaged	Students	349	4,831	2,774,640
	API-G	731	734	743
English Learners	Students	246	4,056	1,482,316
	API-G	679	710	721
Students with Disabilities	Students	67	1,020	527,476
	API-G	606	651	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	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A