



# Taft Elementary School

903 Tenth Avenue • Redwood City, CA 94063 • (650) 369-2589 • Grades K-5  
Patricia Pelino, Principal  
ppelino@rcsdk8.net

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

### Redwood City School District

750 Bradford Street  
Redwood City, CA 9406  
(650) 423-2200  
www.rcsdk8.net

#### Board of Trustees

##### 2013-14

María Díaz-Slocum  
**President**

Dennis McBride  
**Vice President**

Alisa MacAvoy  
**Clerk**

Hilary Paulson  
**Member**

Shelly Masur  
**Member**

##### 2012-13

Shelly Masur  
**President**

María Díaz-Slocum  
**Vice President**

Dennis McBride  
**Clerk**

Alisa MacAvoy  
**Member**

Hilary Paulson  
**Member**

#### District Administration

Jan Christensen  
**Superintendent**

### 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) 369-2589.

### 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.)

## Vision Statement

Taft Community School, by providing a quality education, will be a source of empowered, successful members who reinvest in the community they create.

## Mission Statement

We are Taft Community School. Our students, parents, staff, and community members work together to ensure every student meets or exceeds academic standards in a safe and caring environment. Building on diverse backgrounds, providing educational opportunities and resources, and fostering successful learning experiences, we are dedicated to being lifelong learners and contributing members of a global society.

## Working Agreements

1. Build trust by accepting and respecting everyone as he or she is.
2. Communicate respectfully, appropriately and in a timely manner while giving equal weight to: speaking, active listening and non-verbal communication.
3. Bridge across cultures by valuing and working to understand each other's various backgrounds.
4. Create a safe environment for our diverse community to speak outside of the norm by encouraging and accepting our differences in beliefs, culture, learning styles and abilities.
5. Strengthen our community by celebrating our achievements, appreciating our differences, sharing our voices, and cultivating life-long learners.
6. Value our bilingual assets by engaging in open discussions to clarify and embrace our various cultural and linguistic backgrounds.
7. Build strong relationships across generations by making them a priority and treating them with respect.

## School Profile

Taft Community School, one of 16 schools in the Redwood City School District, promotes student success by focusing on the broad community context in which education and learning happen. The fundamental belief guiding this approach is a conviction that schools, families, and communities can work together for their common good. Community schools draw from several disciplines such as education, and community and youth development. Taft Community School is committed to a school wide focus on literacy and mathematics.

## Opportunities for Parental Involvement

Parents play a crucial role at Taft Community School through active participation and involvement in the Community School Task Force/School Site Council, Parent Advisory Board, English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and other support committees. Parents are encouraged to volunteer at school events and in classrooms. In the 2011-12 school year, Taft School established a Parent-Teacher Organization (PTO).

Taft Community School is proud of the support it receives from the community and its strong collaboration with the Field Trip Foundation, the Optimist Club, Hidden Villa, Police Athletic League, Boys and Girls Club, New Hope Church, Peninsula Bridge Foundation, Menlo School, Sequoia Adult School, Peninsula Conflict Resolution Center, ECHALE, Stanford University, CSUSF, Canada College, and the San Mateo County Office of Education.

Parents who wish to participate in Taft Community School's committees and activities, or become a volunteer may contact the school at (650) 369-2589, or visit the school's website at [www.rcsdk8.net/taft](http://www.rcsdk8.net/taft).

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	126
Gr. 1	91
Gr. 2	87
Gr. 3	90
Gr. 4	89
Gr. 5	95
Total	578

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.0
Asian	0.5
Filipino	0.3
Hispanic or Latino	94.1
Native Hawaiian/Pacific Islander	1.6
White	2.6
Two or More Races	0.3
Socioeconomically Disadvantaged	100.0
English Learners	83.7
Students with Disabilities	9.5

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.	22	17	21	3	6	1	1	0	5	0	0	
Gr. 1	19.6	21.8	18	3	3	3	2	2	2	0	0	
Gr. 2	27	18.1	15	0	7	3	4	0	3	0	0	
Gr. 3	26.7	21.8	18	0	3	2	3	1	3	0	0	
Gr. 4	25	23	22	1	2	1	3	2	3	0	0	
Gr. 5	25	21	24	0	3	1	3	1	3	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.

### 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.

The safety of students and staff is a primary concern of Taft Community School. The School Site Safety Plan is evaluated and revised annually by administrators, staff and parents. Revisions to the Safety Plan are communicated to staff and community members annually. Key elements of the Safety Plan emphasize disaster preparedness and drill schedules (intruder, earthquake, and fire). 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 and earthquake drills are conducted on a monthly basis throughout the school year. The school also practices lock down drills 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, wear a visitor pass and receive prior authorization to be on campus at least 24 hours in advance. Classroom visitors must meet with the Principal and are limited to 30 minutes per visit unless an alternative arrangement has been made.

### 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 6, 2011

Taft Community School was originally constructed in 1951, and is currently comprised of 33 classrooms, one computer lab, one library, one multi-purpose room, one staff lounge, a playground, and a play field.

The school was completely modernized in 1993, and further renovated in 2000 as the result of two separate bond projects (Measures A & B). Measure A renovations were completed by December 2001 and included the addition of 7 new classrooms, two reclaimed classrooms, and a new library/media center and cafeteria/multipurpose room. Measure B projects have been completed at variable times over the past three years and have included: remodeling of restrooms in older buildings; replacing of damaged sidewalks, old perimeter fencing, and window coverings; installation of energy efficient lighting in older buildings; the addition of a covered walkway; fresh painting on a number of buildings; and campus-wide American Disabilities Act (ADA) improvements.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	1.27	3.4	3%
Expulsions Rate	0	0	0%
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 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]	[ ]	[ ]	No Issues
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	Room 301, High Storage issues. To be corrected by 3-2-12 by Principal. Room 403, High Storage issues. To be corrected by 3-2-12 by Principal. Room 606, High Storage issues. To be corrected by 3-2-12 by Principal.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	No Issues
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	Staff Restroom, Light Out. Work Order to correct by 3-2-12. Room 402, strings attached to light fixtures not allowed. To be corrected by Principal by 3-2-12. Room 404, Cord to Elmo needs protective cover. Work Order to correct by 3-2-12. Room 405, Cord to Elmo needs protective cover. Work Order to correct by 3-2-12.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	Room 104, Paper Towel Dispenser empty. Corrected 9-6-11. Drinking Fountain, 200 plugged. Corrected 9-6-12.
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	Room 107, access to Fire Extinguisher blocked. To be corrected by Principal by 3-2-12.
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	No Issues.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[X]	I do not agree with the mathematics on this column. 1 problem should not constitute a poor rating-Don
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	33	33	29
Without Full Credential	0	0	0
Teaching Outside Subject Area	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
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	98.4	1.6
<b>High-Poverty Schools</b>	98.0	2.0
<b>Low-Poverty Schools</b>	100.0	0.0

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.7
Psychologist	0.5
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	0.6
Resource Specialist	0
Other	1.5
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	
<b>School Site</b>	\$9,308	\$4,479	\$4,829	\$61,742
<b>District</b>	♦	♦	\$5,150	\$70,965
<b>State</b>	♦	♦	\$5,537	\$70,193
<b>Percent Difference: School Site/District</b>			-6.2	-13.0
<b>Percent Difference: School Site/ State</b>			-12.8	-12.0

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: [www.ed-data.org](http://www.ed-data.org).

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$43,879	\$41,451
<b>Mid-Range Teacher Salary</b>	\$67,133	\$67,655
<b>Highest Teacher Salary</b>	\$85,395	\$85,989
<b>Average Principal Salary (ES)</b>	\$112,619	\$108,589
<b>Average Principal Salary (MS)</b>	\$112,619	\$111,643
<b>Average Principal Salary (HS)</b>	\$0	\$110,257
<b>Superintendent Salary</b>	\$170,000	\$182,548
Percent of District Budget		
<b>Teacher Salaries</b>	38.6%	41.8%
<b>Administrative Salaries</b>	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")
- Quality Education Investment Act ("QEIA")

### **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 instructional 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.

The chart below displays data collected during the August 2013 district Textbook Audit, in regards to student editions in use at Taft Community School during the current school year (2013-2014).

**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>Houghton Mifflin Harcourt Splash Into Pre-K Program ©2012, Transitional Kindergarten, Board Adopted August 2012                       Houghton Mifflin California Reading Medallion Edition ©2010, Kindergarten through 5th Grade – State Approved, Board Adopted in 2009</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 5th grade – State Approved, Board Adopted in 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>Full Option Science System (FOSS) Delta Education, Inc. ©2007, Kindergarten through 5th grade – State Approved, Board Adopted 2008</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>Macmillan / McGraw – Hill California Vistas ©2005, Kindergarten through 5th 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	45	49	40	49	53	51	54	56	55
Math	62	65	54	56	59	57	49	50	50
Science	41	44	41	50	54	52	57	60	59
H-SS				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	40	54	42	
Male	37	55	45	
Female	43	53	39	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	39	53	42	
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	40	54	42	
English Learners	21	39	11	
Students with Disabilities	39	32		
Students Receiving Migrant Education Services				



### 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	-15	14	-37
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-16	16	-37
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-17	16	-27
English Learners	-10	11	-33
Students with Disabilities			

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	5	4	4
Similar Schools	9	6	7

### 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	2013-2014	2008-2009
Year in Program Improvement	Year 1	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	342	6,838	4,655,989
	API-G	750	783	790
Black or African American	Students	1	100	296,463
	API-G		773	708
American Indian or Alaska Native	Students	0	13	30,394
	API-G		749	743
Asian	Students	1	177	406,527
	API-G		916	906
Filipino	Students	0	79	121,054
	API-G		882	867
Hispanic or Latino	Students	326	4,934	2,438,951
	API-G	746	742	744
Native Hawaiian/Pacific Islander	Students	5	105	25,351
	API-G		766	774
White	Students	8	1,337	1,200,127
	API-G		905	853
Two or More Races	Students	1	91	125,025
	API-G		894	824
Socioeconomically Disadvantaged	Students	342	4,831	2,774,640
	API-G	750	734	743
English Learners	Students	295	4,056	1,482,316
	API-G	744	710	721
Students with Disabilities	Students	46	1,020	527,476
	API-G	653	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	No	Yes
Met Graduation Rate (if applicable)	N/A	N/A