El Morro Elementary School

8681 North Coast Highway • Laguna Beach, CA 92651 • (949) 497-7780 • Grades K-5
Christopher Duddy, Principal
cduddy@lbusd.org

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

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

District Governing Board

Ketta Brown

Betsy Jenkins

William Landsiedel

Theresa O'Hare

Jan Vickers

District Administration

Sherine Smith
Superintendent

Darlene Messinger
Assistant Superintendent, Instructional Services

Dean West
Assistant Superintendent, Business Services

Irene White
Director of Special Education and Student Services

TBD
Chief Technology Officer

Ted Doughty
Director of Facilities & Grounds

Debra Appel
Director of Food Services

Leisa Winston
Director, Human Resources/Public Information

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/. 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 2012- 2013 school year, 603 students were enrolled at El Morro Elementary School. The student population consisted of 14.9% socioeconomically disadvantaged, 8.8% English learners, and 11.3% 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 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 favority, 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.	82
Gr. 1	93
Gr. 2	105
Gr. 3	98
Gr. 4	107
Gr. 5	118
Total	603

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	2.0
American Indian or Alaska Native	1.0
Asian	7.3
Filipino	0.5
Hispanic or Latino	12.9
Native Hawaiian/Pacific Islander	0.3
White	75.3
Two or More Races	0.7
Socioeconomically Disadvantaged	14.9
English Learners	8.8
Students with Disabilities	11.3

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.	15.3	13.7	12	6	6	7	0	0		0	0	
Gr. 1	19.5	21	16	4	5	6	0	0		0	0	
Gr. 2	17.8	18	18	6	5	2	0	0	4	0	0	
Gr. 3	17.9	17.8	16	7	6	6	0	0		0	0	
Gr. 4	29.5	25.6	21	0	1	1	4	4	4	0	0	
Gr. 5	27.5	26.2	24	0	0	1	4	5	4	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	2.35	1.26	.33
Expulsions Rate	0	0	0
Districtwide	10-11	11-12	12-13
Suspensions Rate	4.16	3.6	3.27
Expulsions Rate	0.1	0.06	0.03

* 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 August 2013, and was reviewed with our school staff at that time as well.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:
- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: August 2013

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 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**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	[X]	[ ]	[ ]	[ ]

Teacher Credentials			
Schoolwide	**10-11**	**11-12**	**12-13**
Fully Credentialed	31	31	31
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	**10-11**	**11-12**	**12-13**
Fully Credentialed	♦	♦	160
Without Full Credential	♦	♦	1

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.

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	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	0.0	0.0
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	.50
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.50
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	603

*   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	$7,971	$415	$7,557	$92,712
District	♦	♦	$9,551	$93,450
State	♦	♦	$5,537	$63,166
Percent Difference: School Site/District			-20.9	-0.8
Percent Difference: School Site/ State			36.5	46.8

*   **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 2011-12)		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$52,163	$38,578
Mid-Range Teacher Salary	$84,981	$59,799
Highest Teacher Salary	$118,863	$78,044
Average Principal Salary (ES)	$147,193	$95,442
Average Principal Salary (MS)	$150,835	$98,080
Average Principal Salary (HS)	$164,807	$106,787
Superintendent Salary	$225,000	$150,595
Percent of District Budget		
Teacher Salaries	33.0%	37.1%
Administrative Salaries	7.2%	5.9%

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

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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:

- Economic Impact Aid
- Class Size Reduction
- Instructional Materials
- Special Education
- ESEA

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 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**
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	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. SRA/Open Court, 2003
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	enVision Mathematics, Pearson Scott-Foresman, 2009
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Scott Foresman California Science, Pearson/Scott Foresman, 2008; Beckman Science Program
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	California Reflections, Harcourt Brace, 2007

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison								
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	78	83	84	81	86	83	54	56	55
Math	78	86	88	72	77	74	49	50	50
Science	85	87	90	86	90	90	57	60	59
H-SS				83	87	85	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	83	74	90	85
All Student at the School	84	88	90	
Male	83	89	88	
Female	85	86	92	
Black or African American	67	92		
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	66	70		
Native Hawaiian/Pacific Islander				
White	87	89	93	
Two or More Races				
Socioeconomically Disadvantaged	67	80	77	
English Learners	52	61		
Students with Disabilities	63	70		
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	5.2	31.0	56.9

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-10	29	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-5	26	5
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

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

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	9	9	9
Similar Schools	5	4	8

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.

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		0.0

API Growth by Student Group - 2013 Growth API Comparison

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

Group		School	District	State
All Students at the School	Students	403	2,306	4,655,989
	API-G	926	918	790
Black or African American	Students	9	33	296,463
	API-G		824	708
American Indian or Alaska Native	Students	5	13	30,394
	API-G		914	743
Asian	Students	29	93	406,527
	API-G	977	951	906
Filipino	Students	1	9	121,054
	API-G			867
Hispanic or Latino	Students	46	203	2,438,951
	API-G	837	857	744
Native Hawaiian/Pacific Islander	Students	2	6	25,351
	API-G			774
White	Students	308	1,884	1,200,127
	API-G	938	924	853
Two or More Races	Students	3	65	125,025
	API-G		951	824
Socioeconomically Disadvantaged	Students	57	233	2,774,640
	API-G	861	853	743
English Learners	Students	31	76	1,482,316
	API-G	789	763	721
Students with Disabilities	Students	54	248	527,476
	API-G	815	779	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/.

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	Yes