

# Malcolm X Elementary School

1731 Prince Street • Berkeley, CA 94703 • (510) 644-6313 • Grades K-5

Alexander Hunt, Principal  
ahunt@berkeley.k12.ca.us

## 2010-11 School Accountability Report Card Published During the 2011-12 School Year



### Berkeley Unified School District

2134 Martin Luther King Jr. Way  
Berkeley, CA 94704-1180  
Phone: (510) 644-6348

[www.berkeley.net](http://www.berkeley.net)

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## School Description and Mission Statement

### Principal's Message

From kindergarten to 5th grade, students at Malcolm X School know that it is an exciting place to be! The talented teaching staff provides rigorous instruction in all content areas, enriched by the integration of the visual and performing arts into the curriculum. Our students' success has not gone unnoticed; Malcolm X has been named a California Distinguished School, and has also received awards for Title One Academic Achievement and California Excellence in Arts. The entire Malcolm X community is committed to building on this history of excellence, both in academics and in the arts.

Just by walking through the halls of Malcolm X, student art shows you what students are learning about in their reading, social studies, and science. Students receive specialized instruction in art, drama, music, and dance, and these disciplines are incorporated into students' learning throughout the day. At every grade level, children participate in dramatic performances, and showcase their singing in a musical Chorale. Students also learn about science, life cycles, and nutrition through the cooking and garden class. Teachers at Malcolm X work together as a team, sharing their ideas and techniques to ensure that all students have access to the best possible lessons. Teachers work with students to reinforce four core values (Be Safe, Be Respectful, Be Responsible, Be a Scholar) through a schoolwide system of Positive Behavior Support.

The Malcolm X School motto is "Together We Can" and this collaborative ethic is demonstrated by the way that parents and the school come together to help students learn and grow. Parental involvement is one of the pillars of the school's success, and parent volunteers support student learning in a variety of ways. Our school is supported by an active PTA chapter, which plans community events and raises funds to support our school programs.

Students at Malcolm X develop an enthusiasm for learning, an appreciation for diversity, and a healthy spirit of inquiry. After school, Malcolm X offers extended learning opportunities that are linked to the academic and arts programs during the day. Students have the opportunity to continue their learning through programs such as X-Plus, Project Connect, BEARS, and a variety of PTA-sponsored classes. Our goal is to provide each child with the educational experience that they need in order to thrive.

Sincerely,  
Alexander Marcos Hunt

### District Profile

We serve a city founded on the ideal of quality public education. Since 1868 the proud home to a great public university, Berkeley established California's first accredited high school, and in 1968 was the nation's first school district to desegregate without a court order. Our goal is always to give each of our children an equal opportunity to achieve the productive and fulfilled life that education brings.

With an enrollment of just over 9,000 students, Berkeley has 16 schools, from kindergarten through high school, plus extensive preschool and adult education programs. Its eleven elementary schools, with an average enrollment of about 379, are the product of an enduring community commitment to providing small, nurturing environments for our youngest students. Each school's student body represents the full spectrum of Berkeley families, both culturally and economically.

### District Mission Statement

The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

### Berkeley Unified School District's Vision

**Our Students** are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community.

**Our Educators** believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are responsible in the stewardship of our fiscal resources and fair and equitable in their distribution.

**Our Families and Community** are integral to the success of our students and schools. Families are active, engaged and welcomed partners in their child's education, who give valued input and participate in making important decisions about our academic and enrichment programs. Our diverse community is passionate about equitable educational outcomes for all students. Our civic and community organizations partner with us to promote family engagement and the well-being and success of our students.

**Our Schools** are vital centers of community life enriched by the diversity of our city and welcoming to all families. Each classroom offers engaging and culturally relevant curriculum that builds on students' interests and abilities. Student needs, as identified by regular assessment, inform our teaching and guide appropriate and effective intervention services. We offer an enriched learning environment and a comprehensive system of supports to address the needs of the whole child.

Values and Beliefs of Berkeley Unified School District:

- Students are our priority.
- We take pride in our diversity.
- We hold high expectations for ourselves and our students.
- We treat each other with respect and act with integrity.

## Opportunities for Parental Involvement

Parents are involved in all aspects of our school, including assisting teachers in the classroom, monitoring recess, chaperoning events and field trips, and helping with all aspects of our drama productions. Parents also serve on our SGC, the District Advisory Committee (DAC), our ELAC, and on the Berkeley Schools Excellence Project Committee. Our PTA is very active organizing fund-raisers, teacher appreciation luncheons, afterschool programs, and field trips.

To learn about ways to become involved in our school, please contact Jai Waggoner at (510) 644-6313.

## Our Community

Berkeley is a community as diverse as any in the nation—and our shared goal is to provide all students with the range of educational experiences that will inspire them to excel. Berkeley teachers are some of the state's experts in teaching classrooms full of students with different achievement levels, learning styles, native languages, and family resources. Our schools feature:

- a respected Early Literacy Program,
- a comprehensive arts and music education,
- enriched programs in science, English as a Second Language, and other disciplines,
- a Universal Learning Support System (ULSS) at each K-5 and 6-8 school designed to offer immediate support services to students and families in need,
- a nationally recognized healthy lunch program coupled with nutrition education for our students through hands-on science, gardening and cooking programs, and
- an extensive athletic program. Berkeley High School boasts more team sports than any public school west of the Mississippi.

*There is something for everyone here!*

## Our Schools

With an enrollment of just over 9,000 students, Berkeley has 16 schools, from kindergarten through high school, plus extensive preschool and adult education programs. It's eleven elementary schools, with an average enrollment of about 379, are the product of an enduring community commitment to providing small, nurturing environments for our youngest students. Each school's student body represents the full spectrum of Berkeley families, both culturally and economically.

The Berkeley Community believes in well-maintained and safe schools and generously supports the maintenance and safety of our facilities. In 2010, a dedicated maintenance parcel tax, approved by 80% of the voters, and a new construction bond measure, approved by 77% of the voters, ensures that our district can adequately respond to growing enrollment and continue to offer safe and modernized places of learning for our students.

Over 98 percent of Berkeley teachers are qualified with full state-certified teaching credentials, and many have earned post-graduate degrees in their areas of expertise. There are ten national board certified teachers in our district, including the first special education teacher to receive a national board certification.

## 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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- **For additional information about the school, parents and community members should contact the school principal or the district office.**

Student Enrollment by Grade Level	
Grade Level	Number of Students
K	72
1	81
2	93
3	62
4	66
5	63
<b>Total Enrollment</b>	<b>437</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	7.3
Black or African American	23.8
English Learners	11.7
Filipino	0.9
Hispanic or Latino	11.2
Native Hawaiian/Pacific Islander	0
Socioeconomically Disadvantaged	49.4
Students with Disabilities	11
Two or More Races	17.2
White	35.7

Average Class Size and Class Size Distribution (Elementary)				
Grade Level	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
<b>2010-2011</b>				
K	18	4	0	0
1	20.5	4	0	0
2	18.5	6	0	0
3	19.8	4	0	0
4	26.3	0	3	0
5	26.5	0	2	0
<b>2009-2010</b>				
K	18.8	4	0	0
1	18.6	4	0	0
2	20.3	2	1	0
3	20.3	2	1	0
4	23.5	0	3	0
5	25	0	2	0
<b>2008-2009</b>				
K	17.8	6	0	0
1	20	3	0	0
2	19.7	3	0	0
3	18.3	3	0	0
4	23.5	0	2	0
5	24.5	0	2	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

## School Climate

### 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 our primary concern. Parents and visit the campus to volunteer in the classroom and participate in school events. During lunch, recesses, and before-and-after school, staff members, administrators, and safety officers supervise students and school grounds to ensure an orderly, safe environment. The school is always fully compliant with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drill are held regularly, and intruder drills are held at least once a year. Safety procedures, including elements of our Comprehensive Safe School Plan, are reviewed with school and district staff at the start of each school year. The plan was last updated and reviewed with school staff in spring 2011. During the 2010-2011 school year, Berkeley Unified School District and Malcolm X Elementary updated our Emergency Disaster plan based on the guidelines created by FEMA. This will enable our staff to better coordinate with local, state, and federal emergency workers in the case of an emergency.

One goal in the 2010-2011 Safety Plan include reducing the number of behavioral incidents requiring office referrals or suspension. Strategies to achieve this goal include training students as peer Conflict Managers on the playground, implementation of schoolwide positive discipline practices, and building home-school communication around behavior expectations. In 2010-2011, teachers were trained in the Welcoming Schools anti-bullying curriculum, and implemented lessons from this program in their classroom. The entire school was also trained in the school wide Positive Behavior Support program, which has been implemented in the 2011-2012 school year.

Suspensions and Expulsions						
Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	6.3	5.6	7.09	23.81	13.87	9.53
<b>Expulsions</b>	0	0	0	0.53	0.24	0.15

A second goal in the Safety Plan is the improvement of traffic safety around the school. This has been identified as an area of concern due to the density of traffic in adjoining streets, and the frequency of traffic accidents involving children in the area. The school established a Traffic Safety Committee, which worked with the City of Berkeley and Safe Routes to School to inform the community about safe traffic practices, and to introduce measures to calm traffic in the area. The goal of this group was the implementation of a Safe Routes to School grant to put a flashing pedestrian beacon at the crossing of Ellis Street and Ashby Avenue.

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## School Facilities

### School Facility Conditions and Planned Improvements

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:** November, 2011

Malcolm X Elementary School was constructed in 1922 and covers 3.3 acres. Facilities include 21 permanent classrooms, a library, a staff room, a multipurpose room/auditorium, a playground, a school garden, a drama studio, a dance studio, a music room, a Reading Recovery room, a science room, a cafeteria, a Behind the Glass room, and a Parent Resource room. The facility strongly supports teaching and learning through its ample classroom and playground space.

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well maintained and in good repair. A work order process alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

Safety issues are the top priority for Maintenance and Operations. District maintenance supervisors inspect school sites continually and complete repairs in a timely manner. They use a work order process to ensure an efficient, prioritized repair process. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Date of Last Inspection: October 12, 2010

### School Facility Good Repair Status

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)

Facility Conditions					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	No apparent problems
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	No apparent problems
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	No apparent problems
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	No apparent problems
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	No apparent problems
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	No apparent problems
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	No apparent problems
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	No apparent problems
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

### Teachers

Teacher Credentials			
School	2008-09	2009-10	2010-11
<b>With Full Credential</b>	26	26	27
<b>Without Full Credential</b>	0	0	0
<b>Outside Subject Area of Competence</b>	0	0	0
District	2008-09	2009-10	2010-11
<b>With Full Credential</b>	---	---	588
<b>Without Full Credential</b>	---	---	0

Teacher Misassignments			
Indicator	2008-09	2009-10	2010-11
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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.
- \*\* "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

### Instructional Planning and Scheduling

#### 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. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, was student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Administrators and teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. During the last three school-years, each school in the Berkeley Unified School District dedicated 3 days annually for teacher and administrator professional development. Malcolm X has two Literacy Coaches who provide training and support to the Malcolm X teaching staff in their teaching of reading and writing. The school Leadership Team meets monthly to plan teachers' weekly collaboration time, which includes review of assessment data and grade-level team planning of curriculum. During 2010, 80% of all Berkeley K-5 teachers and site administrators participated in a four-day intensive literacy training to support Readers' Workshop in K-5 classrooms. A math teacher-leader at the site participates in monthly District trainings, and supports math professional development and collaboration at the site.

New teachers participate in a rigorous District BTSAs program. Teacher-initiated professional development is supported through local funds earmarked for this purpose.

## Support Staff

## Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://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.

### 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: <http://www.cde.ca.gov/nclb/sr/tq/>

Percent of Classes In Core Academic Subjects Taught by		
Location of Classes	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
District Percentages		
All Schools	100	0
High-Poverty Schools	100	0
Low-Poverty Schools	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.

Title	Academic Counselors and Support Staff	
	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or	1	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff	0.8	---
Psychologist	0.33	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing	0.25	---
Resource Specialist (non-	0	---
Other	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.

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### 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.

## Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials

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:

Williams legislation calls for the schools to have enough books in core classes for all students and asks districts to indicate whether those books are presenting information outlined in the California content standards. Textbook materials are adopted by the school board following a rotating adoption cycle for subject specific state adopted textbooks and instructional materials.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reading: A Legacy of Literacy (Houghton Mifflin) Adopted in 2002	Yes	0%
Mathematics	Everyday Mathematics, CA Edition (The Wright Group) Adopted in 2008	Yes	0%
Science	Full Option Science System (FOSS) (Foss Delta Education) Adopted in 2007	Yes	0%



Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	History Social Science for California (Scott Foresman) Adopted in 2006	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

## School Finances

Expenditures Per Pupil and School Site Teacher Salaries (FY 2009-10)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,710	\$2,707	\$6,003	\$62,595
District	---	---	\$5,852	
State	---	---	\$5,455	\$66,511
Percent Difference: School Site and District			3%	0%
Percent Difference: School Site and State			9%	-3%

\* **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 <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 <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: <http://www.ed-data.org>.

### Types of Services Funded

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.

Malcolm X uses a combination of Title I, Berkeley Schools Excellence Project, and PTA funds to support our academic and arts programs. We also write a variety of short- and long-term grants to provide the rich array of arts activities at our school. We hold a raffle, a walk-a-thon, and a spring fair to raise money to support our arts programs and classroom teachers. As an arts school, we use our site funds to support programs include drama, K-2 music, and art classes. We also support students' academic performance through our funding for an on site Literacy Coach, and our academic intervention programs, such as Project Connect after school and Reading Recovery for 1st graders.

Average Teacher and Administrative Salaries (FY 2009-10)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher		\$41,284
Mid-Range Teacher		\$65,173
Highest Teacher		\$83,460
Average Principal (ES)		\$102,834
Average Principal (MS)		\$108,953
Average Principal (HS)		\$118,384
Superintendent		\$179,397
Percent of District Budget (FY 2009-10)		
Teacher Salaries	34%	40%
Administrative Salaries	6%	6%

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

## Student Performance

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 in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science 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 <http://star.cde.ca.gov>.

**STAR Results for All Students - Three-Year Comparison**

Subject	2008-09	2009-10	2010-11
<b>STAR Results for All Students - School</b>			
English-Language Arts	66	62	69
Mathematics	71	72	76
Science	62	66	46
History-Social Science	0	0	0
<b>STAR Results for All Students - District</b>			
English-Language Arts	55	59	60
Mathematics	46	52	53
Science	53	56	56
History-Social Science	49	50	45
<b>STAR Results for All Students - State</b>			
English-Language Arts	49	52	54
Mathematics	46	48	50
Science	50	54	57
History-Social Science	41	44	48

\* 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.

**STAR Results by Student Group - Most Recent Year**

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	60	53	56	45
All Student at the School	69	76	46	0
Male	63	70	46	0
Female	76	83	46	0
Black or African American	49	56	22	0
American Indian or Alaska Native				
Asian	52	87	0	0
Filipino	0	0	0	0
Hispanic or Latino	68	71	0	0
Native Hawaiian/Pacific Islander				
White	93	95	77	0
Two or More Races	65	72	0	0
Socioeconomically Disadvantaged	58	69	42	0
English Learners	53	70	0	0
Students with Disabilities	46	49	0	0
Students Receiving Migrant Education Services				

\* 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.



### 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 <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six	Five of Six	Six of Six
5	14.5	16.1	30.6

\* 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.

### Accountability

#### 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 <http://www.cde.ca.gov/ta/ac/ap/>.

#### API Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	270	867	6,658	790	4,683,676	778
Black or African American	74	766	1,486	643	317,856	696
American Indian or Alaska Native	0		17	729	33,774	733
Asian	23	866	555	821	398,869	898
Filipino	3		39	757	123,245	859
Hispanic or Latino	34	836	1,536	744	2,406,749	729
Native Hawaiian/Pacific Islander	0		17	644	26,953	764
White	87	971	2,119	908	1,258,831	845
Two or More Races	44	858	663	855	76,766	836
Socioeconomically Disadvantaged	148	809	3,025	711	2,731,843	726
English Learners	43	809	1,106	680	1,521,844	707
Students with Disabilities	37	655	737	592	521,815	595

### 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.

API Rank	2008	2009	2010
Statewide	8	7	8
Similar Schools	10	9	5

### API Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-4	15	18
Black or African American	5	7	44
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	0	5	-4
Two or More Races	N/D		
Socioeconomically Disadvantaged	-32	31	47
English Learners			
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

#### 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, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

#### Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

#### Federal Intervention Program

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	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		64.7