Malcolm X Elementary School

1731 Prince Street • Berkeley, CA 94703 • (510) 644-6313 • Grades K-5
Alexander Hunt, Principal
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2012-13 School Accountability Report Card
Published During the 2013-14 School Year

Berkeley Unified School District

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (510) 644-6313.

Principal's Message

From kindergarten to 5th grade, Malcolm X School 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; in 2012 we were named a California Distinguished School for the second time, with signature practices in Visual and Performing Arts and Response to Intervention. The school has also received the Title One Academic Achievement Award in 2009, the California Distinguished School award in 2006, and the California Excellence in Arts Award in 2000. 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, students' art shows you what classes are learning about in 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 productions, and develop their skills and comfort as performers. Students also learn about science, life cycles, and nutrition through the garden class.

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 Interventions and Support. Students have a voice in supporting and maintaining these values through their artistic expression, a student-written newsletter, the Peace News, and by serving as peer Conflict Managers on the playground. Students develop social-emotional skills needed to develop resiliency through a schoolwide implementation of the Toolbox Project. Malcolm X Elementary was recognized as an Ashoka Changemaker School in 2013 for our work in helping students to develop empathy and student voice.

The Malcolm X School motto is "Together We Can" because collaboration is such an important part of making our school work. Teachers at Malcolm X plan together as a team, sharing their ideas and techniques to ensure that all students have access to the best possible lessons. This collaborative ethic is also 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 has 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 LEARNS and BEARS after school programs, Project Connect after school intervention, 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

Opportunities for Parental Involvement

Parents are involved in all aspects of our school, including assisting teachers in the classroom, chaperoning events and field trips, and helping with all aspects of our drama productions. Parents also serve on our School Governance Council, the District Advisory Committee (DAC), our English Learner Advisory Committee, and on the Berkeley Schools Excellence Project Committee. Our PTA is very active in organizing fund-raisers, teacher appreciation luncheons, after school programs, and field trips. Our Family Engagement Coordinator, Dawn Robinson can be reached in the front office on Wednesday, Thursday and Friday.

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

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.

Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	82
Gr. 1	86
Gr. 2	76
Gr. 3	80
Gr. 4	95
Gr. 5	61
Total	480

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.	18.0	19.3	21.0	4	4	2	0	0	2	0	0	
Gr. 1	20.5	19.8	21.0	4	4		0	0	4	0	0	
Gr. 2	18.5	20.6	19.0	6	5	4	0	0		0	0	
Gr. 3	19.8	19.6	20.0	4	5	3	0	0	1	0	0	
Gr. 4	26.3	24.8	24.0	0	0	1	3	4	3	0	0	
Gr. 5	26.5	25.5	20.0	0	0	1	2	2	2	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.

Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	24.2
American Indian or Alaska Native	0.0
Asian	6.7
Filipino	0.4
Hispanic or Latino	11.5
Native Hawaiian/Pacific Islander	0.0
White	40.4
Two or More Races	15.8
Socioeconomically Disadvantaged	38.8
English Learners	11.5
Students with Disabilities	7.9

Suspensions and Expulsions

Schoolwide	10-11	11-12	12-13
Suspensions Rate	7.09		5
Expulsions Rate	0		0
Districtwide	10-11	11-12	12-13
Suspensions Rate	9.53		5
Expulsions Rate	0.15		0

* 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.

A safe school environment is the bedrock on which students' learning and growth rests. During lunch, recesses, and before-and-after school, staff members and the principal 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 drills are held regularly, and lockdown procedure drills are practiced 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 is updated annually, and the staff reviews our emergency each year. The coordinated Emergency Disaster plan adopted by Berkeley Unified School District and Malcolm X Elementary in 2011 is based on the guidelines created by FEMA. This enables our staff to better coordinate with local, state, and federal emergency workers in the case of an emergency. In 2012-2013, Malcolm X Elementary participated in a district-wide safety audit, which included visits from safety consultants and

One goal in the 2012-2013 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. All Malcolm X teachers are 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 entered our second year of implementation in the 2012-2013 school year.

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. This group was instrumental in procuring the flashing pedestrian beacon at the crossing of Ellis Street and Ashby Avenue. In 2012-2013, our rolling morning drop-off zone was consistently staffed by parent volunteers from each classroom on a rotating basis.

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: 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. Comprehensive seismic retrofitting to this historic building happened in 1999.

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 (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]	[ ]	[ ]	No apparent problems
Interior: Interior Surfaces	[X]	[ ]	[ ]	No apparent problems
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	No apparent problems
Electrical: Electrical	[X]	[ ]	[ ]	No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	No apparent problems
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	No apparent problems
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	No apparent problems
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	[ ]	[X]	[ ]	[ ]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	27	28	29
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	425
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	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.

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. In 2012-2013, all Malcolm X K-5 teachers had been trained in the Teachers College Reading and Writing Program framework for teaching literacy.

In 2012-13, teachers at Malcolm X received training in Constructing Meaning, which develops skills to help English Learners access core curriculum throughout the school day. A math teacher-leader at the site participates in monthly District trainings, and supports math professional development and collaboration at the site. In 2012-2013, teacher leaders from Malcolm X participated in district-wide committees in ELD, Equity, Response to Instruction and Intervention. New teachers participate in a rigorous District BTSA program. Teacher-initiated professional development is supported through local funds earmarked for this purpose.

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	100.0	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	0
Social/Behavioral or Career Development Counselor	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	0.33
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.25
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$8,710	$2,707	$6,003	$62,595
District	♦	♦	$5,852	$65,957
State	♦	♦	$5,537	$67,106
Percent Difference: School Site/District			3%	0%
Percent Difference: School Site/ 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 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	$38,497	$40,928
Mid-Range Teacher Salary	$64,489	$64,449
Highest Teacher Salary	$80,021	$82,826
Average Principal Salary (ES)	$108,782	$102,640
Average Principal Salary (MS)	$115,712	$109,253
Average Principal Salary (HS)	$135,256	$118,527
Superintendent Salary	$238,000	$183,968
Percent of District Budget		
Teacher Salaries	35.0%	39.7%
Administrative Salaries	6.5%	5.8%

* 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.

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.

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:

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.

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%	Reading: A Legacy of Literacy (Houghton Mifflin) Adopted in 2002
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Everyday Mathematics, CA Edition (The Wright Group) Adopted in 2008
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Full Option Science System (FOSS) (Foss Delta Education) Adopted in 2007
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	History Social Science for California (Scott Foresman) Adopted in 2006

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									
	Percent of Students Scoring at Proficient or Advanced								
Subject	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	69	74	73	60	64	64	54	56	55
Math	76	77	76	53	56	57	49	50	50
Science	46	55	64	56	63	65	57	60	59
H-SS				45	47	50	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	64	57	65	50
All Student at the School	73	76	64	
Male	66	72	58	
Female	79	80	73	
Black or African American	46	49	40	
American Indian or Alaska Native				
Asian	78	83		
Filipino				
Hispanic or Latino	55	58		
Native Hawaiian/Pacific Islander				
White	93	94	91	
Two or More Races	82	84		
Socioeconomically Disadvantaged	53	56	43	
English Learners	43	55		
Students with Disabilities	43	57		
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	25.0	46.7	16.7

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	18	4	19
Black or African American	44	-9	-11
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-4	-4	10
Two or More Races			
Socioeconomically Disadvantaged	47	-11	-1
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	8	8	8
Similar Schools	5	8	6

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement		14
Percent of Schools Currently in Program Improvement		82.4

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**	305	6,653	4,655,989
	API-G	889	822	790
Black or African American	**Students**	74	1,368	296,463
	API-G	747	675	708
American Indian or Alaska Native	**Students**	0	16	30,394
	API-G		751	743
Asian	**Students**	24	532	406,527
	API-G	865	838	906
Filipino	**Students**	2	36	121,054
	API-G		835	867
Hispanic or Latino	**Students**	30	1,477	2,438,951
	API-G	826	766	744
Native Hawaiian/ Pacific Islander	**Students**	0	15	25,351
	API-G		764	774
White	**Students**	119	2,348	1,200,127
	API-G	977	925	853
Two or More Races	**Students**	51	829	125,025
	API-G	927	859	824
Socioeconomically Disadvantaged	**Students**	127	2,717	2,774,640
	API-G	798	738	743
English Learners	**Students**	40	907	1,482,316
	API-G	787	703	721
Students with Disabilities	**Students**	34	840	527,476
	API-G	777	645	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