Malcolm X Elementary School

1731 Prince Street • Berkeley, CA 94703 • (510) 644-6313 • Grades K-5
Alexander Hunt, Principal
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2013-14 School Accountability Report Card
Published During the 2014-15 School Year

Berkeley Unified School District

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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

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school at (510) 644-6313.

2013-14 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kinder.	101
Gr. 1	74
Gr. 2	87
Gr. 3	77
Gr. 4	81
Gr. 5	107
Total	**527**

2013-14 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	21.6
American Indian or Alaska Native	0.0
Asian	5.5
Filipino	1.1
Hispanic or Latino	13.1
Native Hawaiian/Pacific Islander	0.0
White	41.2
Two or More Races	16.1
Socioeconomically Disadvantaged	37.4
English Learners	10.8
Students with Disabilities	6.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Malcolm X Elementary School	**12-13**	**13-14**	**14-15**
Fully Credentialed	23	25	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0		
Berkeley Unified School District	**12-13**	**13-14**	**14-15**
Fully Credentialed	◆	◆	
Without Full Credential	◆	◆	
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Malcolm X Elementary School	**12-13**	**13-14**	**14-15**
Teachers of English Learners	1	0	
Total Teacher Misassignments	1	0	
Vacant Teacher Positions	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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	100.00	0.00
Districtwide		
All Schools	99.86	0.14
High-Poverty Schools	99.68	0.32
Low-Poverty Schools	100.00	0.00

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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 Year and month in which data were collected:		
Core Curriculum Area		**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts		Teachers College Reading and Writing Project Adopted 2011 & Lesson Study by Lucy Caulkins Adopted 2014
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0%	
Mathematics		A Story of units (Eureka Math) Pilot 2013-14
The textbooks listed are from most recent adoption:	No	
Percent of students lacking their own assigned textbook:	0%	
Science		Full Option Science System (FOSS) (Foss Delta Education) Adopted in 2007
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0%	
History-Social Science		History Social Science for California (Scott Foresman) Adopted in 2006
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0%	

School Facility Conditions and Planned Improvements (Most Recent Year)

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 2014

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]	[ ]	The external shell of the main building is worn and starting to have minor leaks. We plan to replace all stucco and windows in summer 2015

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: November, 2014

Overall Rating	Exemplary	Good	Fair	Poor	
	[ ]	[X]	[ ]	[ ]	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	55	64	74	63	65	64	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	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
HSS				45	47	50	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	8	8	9
Similar Schools	8	6	8

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.5	38.8	28.8

* Percentages are not calculated 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	64
All Student at the School	74
Male	73
Female	74
Black or African American	70
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	31
Native Hawaiian/Pacific Islander	
White	87
Two or More Races	80
Socioeconomically Disadvantaged	55
English Learners	27
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

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	20
Black or African American	44	-9	-9
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			

* "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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
•   Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

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.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

•   Pupil suspension rates;
•   Pupil expulsion rates; and
•   Other local measures on the sense of safety.

School Safety 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 2013-2014 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.

Suspensions and Expulsions			
School	**11-12**	**12-13**	**13-14**
Suspensions Rate	2.7	1.0	0.7
Expulsions Rate	0.0	0.0	0.0
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	4.8	3.9	3.0
Expulsions Rate	0.1	0.0	0.1
State	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

*   The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
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		13
Percent of Schools Currently in Program Improvement		76.5

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	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.

Average Class Size and Class Size Distribution												
Average Class Size			Number of Classrooms*									
			1-20			21-32			33+			
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	19.3	21	20	4	2	3	0	2	2	0		
Gr. 1	19.8	21	19	4		4	0	4		0		
Gr. 2	20.6	19	22	5	4		0		4	0		
Gr. 3	19.6	20	19	5	3	4	0	1		0		
Gr. 4	24.8	24	41	0	1		4	3	3	0		1
Gr. 5	25.5	20	42	0	1		2	2	4	0		1

* 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 rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$39,459	$41,243
Mid-Range Teacher Salary	$66,101	$64,893
Highest Teacher Salary	$82,022	$83,507
Average Principal Salary (ES)	$113,018	$103,404
Average Principal Salary (MS)	$118,605	$109,964
Average Principal Salary (HS)	$142,697	$120,078
Superintendent Salary	$205,985	$183,557
Percent of District Budget		
Teacher Salaries	36	40
Administrative Salaries	7	6

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$8,710	$2,707	$6,003	$62,595
District	♦	♦	$5,852	$68,192
State	♦	♦	$4,690	$67,762
Percent Difference: School Site/District			2.6	-8.2
Percent Difference: School Site/ State			28.0	-7.6

Types of Services Funded at Malcolm X Elementary School

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.

Professional Development provided for Teachers at Malcolm X Elementary School

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. During 2013-14, 100% of all Berkeley K-5 teachers and site administrators participated in four-days of Common Core State Standards Professional Development for their K-5 classrooms. A site literacy coach provides ongoing support for teachers to improve literacy instruction to students. 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 BTSA program. Teacher-initiated professional development is supported through local funds earmarked for this purpose.