

# Malcolm X Elementary School

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

Alexander Hunt, Principal  
alexanderhunt@berkeley.net

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



Berkeley Unified School District

### **Berkeley Unified School District**

2020 Bonar Street  
Berkeley, CA 94702  
(510) 644-6206  
www.berkeleyschools.net

### **District Governing Board**

Beatriz Leyva-Cutler, President

Ty Alper, Vice President

Karen Hemphill, Clerk

Judy Appel

Josh Daniels

### **District Administration**

Donald Evans, Ed.D.

**Superintendent**

Donald Evans

**Superintendent**

Javetta Cleveland

**Deputy Superintendent**

Pasquale Scuderi

**Assistant Superintendent**

**Educational Services**

Delia Ruiz

**Assistant Superintendent**

**Human Resources**

### **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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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/>.
- 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/guardians and community members should contact the school at (510) 644-6313 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	127
Grade 1	108
Grade 2	76
Grade 3	95
Grade 4	81
Grade 5	80
<b>Total Enrollment</b>	<b>567</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	19.4
Asian	5.6
Filipino	1.6
Hispanic or Latino	14.6
White	42.3
Two or More Races	16
Socioeconomically Disadvantaged	31.6
English Learners	10.4
Students with Disabilities	7.8

## 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	13-14	14-15	15-16
<b>With Full Credential</b>	25	29	29
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>			
Berkeley Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Malcolm X Elementary School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0		
<b>Total Teacher Misassignments</b>	0		
<b>Vacant Teacher Positions</b>	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

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	100.0	0.0
<b>High-Poverty Schools</b>	100.0	0.0
<b>Low-Poverty Schools</b>	100.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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: January 2016	
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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	A Story of units ( Eureka Math) Pilot 2013-14 <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Full Option Science System (FOSS) (Foss Delta Education) Adopted in 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	History Social Science for California (Scott Foresman) Adopted in 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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: November 2015

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	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

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: November, 2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<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			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 2016
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		X			

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	20.30	17.70	50.60

\* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>ELA</b>	58	57	44
<b>Math</b>	59	52	33

\* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Science</b>	64	73	74	65	66	66	59	60	56

\* Results are for 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
<b>All Students in the LEA</b>	66
<b>All Student at the School</b>	74
<b>Male</b>	76
<b>Female</b>	73
<b>Black or African American</b>	58
<b>Asian</b>	--
<b>Filipino</b>	--
<b>Hispanic or Latino</b>	--
<b>White</b>	80
<b>Two or More Races</b>	80
<b>Socioeconomically Disadvantaged</b>	--
<b>English Learners</b>	--
<b>Students with Disabilities</b>	54
<b>Foster Youth</b>	--

\* 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	95	88	92.6	31	15	20	32
	4	82	81	98.8	27	17	20	36
	5	82	76	92.7	20	13	21	46
Male	3		50	52.6	32	16	20	30
	4		36	43.9	33	25	14	28
	5		31	37.8	29	13	23	35
Female	3		38	40.0	29	13	21	34
	4		45	54.9	22	11	24	42
	5		45	54.9	13	13	20	53
Black or African American	3		22	23.2	55	27	14	5
	4		16	19.5	69	13	19	0
	5		15	18.3	53	13	13	20
Asian	3		4	4.2	--	--	--	--
	4		6	7.3	--	--	--	--
	5		7	8.5	--	--	--	--
Filipino	3		1	1.1	--	--	--	--
	4		1	1.2	--	--	--	--
	5		2	2.4	--	--	--	--
Hispanic or Latino	3		18	18.9	39	17	11	28
	4		8	9.8	--	--	--	--
	5		7	8.5	--	--	--	--
White	3		32	33.7	6	9	28	56
	4		31	37.8	6	13	13	68
	5		28	34.1	4	7	25	64
Two or More Races	3		11	11.6	36	9	27	27
	4		18	22.0	0	28	39	33
	5		17	20.7	24	6	24	47
Socioeconomically Disadvantaged	3		32	33.7	56	19	19	6
	4		30	36.6	63	17	17	3
	5		34	41.5	35	18	21	26
English Learners	3		8	8.4	--	--	--	--
	4		10	12.2	--	--	--	--
	5		6	7.3	--	--	--	--
Students with Disabilities	3		11	11.6	82	9	0	9
	4		8	9.8	--	--	--	--
	5		14	17.1	43	29	14	14

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students 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 number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	95	89	93.7	22	19	22	36
	4	82	82	100.0	21	21	30	28
	5	82	80	97.6	25	14	26	35
Male	3		50	52.6	28	12	20	40
	4		36	43.9	19	25	19	36
	5		34	41.5	35	15	26	24
Female	3		39	41.1	15	28	26	31
	4		46	56.1	22	17	39	22
	5		46	56.1	17	13	26	43
Black or African American	3		22	23.2	45	36	14	5
	4		16	19.5	56	25	13	6
	5		15	18.3	60	13	13	13
Asian	3		5	5.3	--	--	--	--
	4		7	8.5	--	--	--	--
	5		7	8.5	--	--	--	--
Filipino	3		1	1.1	--	--	--	--
	4		1	1.2	--	--	--	--
	5		2	2.4	--	--	--	--
Hispanic or Latino	3		18	18.9	39	11	22	28
	4		8	9.8	--	--	--	--
	5		9	11.0	--	--	--	--
White	3		32	33.7	0	19	16	66
	4		31	37.8	6	6	48	39
	5		30	36.6	10	3	33	53
Two or More Races	3		11	11.6	18	0	55	27
	4		18	22.0	6	28	28	39
	5		17	20.7	29	18	29	24

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3		33	34.7	45	27	15	12
	4		31	37.8	52	26	16	6
	5		36	43.9	44	22	19	14
English Learners	3		9	9.5	--	--	--	--
	4		11	13.4	55	27	18	0
	5		9	11.0	--	--	--	--
Students with Disabilities	3		11	11.6	82	0	0	18
	4		8	9.8	--	--	--	--
	5		14	17.1	50	7	36	7
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students 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 number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

### 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	2012-13	2013-14	2014-15
Suspensions Rate	1.01	0.72	0.68
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.93	3.02	2.93
Expulsions Rate	0.01	0.07	0.06
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

#### 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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	12	
Percent of Schools Currently in Program Improvement	75.0	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	21	20	18	2	3	7	2	2				
1	21	19	22		4		4		5			
2	19	22	19	4		4		4				
3	20	19	19	3	4	5	1					
4	26	27	27				3	3	3			
5	26	58	45			2	3	4	3		1	1



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.

### Professional Development provided for Teachers

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 2014-15, 100% of all Berkeley K-5 teachers and site administrators who had not completed this training in 2014 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 training's, 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,051	\$42,315
Mid-Range Teacher Salary	\$67,093	\$66,451
Highest Teacher Salary	\$83,252	\$85,603
Average Principal Salary (ES)	\$114,002	\$105,079
Average Principal Salary (MS)	\$120,737	\$111,005
Average Principal Salary (HS)	\$145,832	\$121,310
Superintendent Salary	\$229,500	\$189,899
Percent of District Budget		
Teacher Salaries	36%	39%
Administrative Salaries	6%	6%

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

FY 2013-14 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	\$70,036
State	◆	◆	\$5,348	\$69,257
Percent Difference: School Site/District			2.6	-8.2
Percent Difference: School Site/ State			28.0	-7.6

\* Cells with ◆ do not require data.

### Types of Services Funded

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.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). 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.