Malcolm X Elementary School

1731 Prince Street • Berkeley, CA 94703 • (510) 644-6313 • Grades K-5
Alexander Hunt, Principal
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http://www.berkeleyschools.net/schools/elementary-schools/malcolm-x-elementary/

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Berkeley Unified School District
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School Description
Principal's Message

Malcolm X Elementary School's focus on arts and academics is a formula that has led to the school's continued success. In 2016, Malcolm X Elementary was named Gold Ribbon School by the California Department of Education. This recognition was based on our signature practice in Response to Intervention and Instruction (RTI2), an articulated system of supports and practices to support students' academic success and social-emotional wellbeing. In 2016 the school also received the Title I Academic Achievement Award, granted to schools with demonstrated success in closing the achievement gap for socioeconomically disadvantaged students. These awards continue a tradition of recognition of Malcolm X's academic excellence, as the school was selected as a California Distinguished School in 2012 and 2006 and a Title One Achievement award in 2009.

In addition to academic excellence, we also received the commendation from the CDE for our Exemplary Arts Program in 2016. At Malcolm X, our focus on the Visual and Performing Arts is another vehicle to promote student academic success, through engaging students, nurturing student creativity and expression, and allowing them to develop a wide array of talents and interests. arts programs. All students receive instruction in the four artistic disciplines- visual art, music, dance, and drama. This arts focus is present throughout the school year, either with a specialist or integrated into the academic curriculum, and students receive specific instruction to help them acquire the skills to express themselves through the arts. Students perform in grade level dramatic performances of increasing complexity every year. Weekly dance classes provide students with a lifelong form of physical exercise that encourages teamwork and self-expression, and helps to fulfill the state Physical Education requirements. In alignment with the state's Visual and Performing Arts standards, students also develop a sense of art history and an appreciation of the artistic traditions of many cultures. Every year all students are exposed to high-quality professional performances by local, national, and international dance, music, and theatrical groups. Connections made between the art disciplines and other academic areas help engage students in their learning, and build a sense of community at the school.

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 and 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 principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	110
Grade 1	78
Grade 2	105
Grade 3	108
Grade 4	72
Grade 5	81
Total Enrollment	554

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	15.7
American Indian or Alaska Native	0
Asian	5.2
Filipino	0.9
Hispanic or Latino	15.5
Native Hawaiian or Pacific Islander	0
White	46.2
Two or More Races	16.1
Socioeconomically Disadvantaged	26
English Learners	7.6
Students with Disabilities	8.7
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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	**15-16**	**16-17**	**17-18**
With Full Credential	29	29.8	37
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Berkeley Unified School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	604
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Malcolm X Elementary School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

*   "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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: December 2017	
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 Calkins 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) Adopted 2013
	The textbooks listed are from most recent adoption: Yes
	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%
Science Laboratory Equipment	N/A
	The textbooks listed are from most recent adoption: N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Malcolm X Elementary School was constructed in 1922 and covers 3.3 acres. Facilities include 27 permanent classrooms, a library, a staff room, a multipurpose room/auditorium, a playground, a school garden, a music room, a Reading Recovery room, a science/art room, and a cafeteria. Comprehensive seismic retrofitting to this historic building happened in 1999. Recent improvements include new roofing for the entire building and the installation of solar panels. The building underwent major renovations during the 16-17 school year, including installing energy efficient double paned windows, replacing stucco on the original building, and improved flooring in classrooms and hallways. The next planned facilities upgrade is to renovate the cafeteria and kitchen in the 18-19 school year.

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 2017

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2016				
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			Interior flooring replaced on the main building during 16-17 school year, main building repainted.
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			In 16-17,the exterior shell of the main building has been completely replaced and sealed, including windows, stucco and paint. Play field was redone following the removal of the portable.
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
		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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students 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 Test Results in Science for All Students					
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	74	74	66	63	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

	2016-17 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	66	65	60	59	48	48
Math	62	62	55	54	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	20.3	31.6	29.1

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	83	82	98.8	74.4
Male	38	37	97.4	70.3
Female	45	45	100.0	77.8
Black or African American	15	15	100.0	73.3
White	35	35	100.0	85.7
Two or More Races	17	17	100.0	88.2
Socioeconomically Disadvantaged	35	34	97.1	50.0
English Learners	13	12	92.3	16.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	263	254	96.58	64.57
Male	142	136	95.77	56.62
Female	121	118	97.52	73.73
Black or African American	50	49	98	30.61
Asian	16	14	87.5	28.57
Filipino	--	--	--	--
Hispanic or Latino	44	44	100	54.55
White	111	107	96.4	85.98
Two or More Races	39	38	97.44	73.68
Socioeconomically Disadvantaged	78	76	97.44	26.32
English Learners	28	27	96.43	18.52
Students with Disabilities	24	24	100	0

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	263	255	96.96	62.35
Male	142	138	97.18	63.04
Female	121	117	96.69	61.54
Black or African American	50	49	98	18.37
Asian	16	16	100	43.75
Filipino	--	--	--	--
Hispanic or Latino	44	44	100	52.27
White	111	106	95.5	87.74
Two or More Races	39	38	97.44	71.05
Socioeconomically Disadvantaged	78	77	98.72	22.08
English Learners	28	28	100	28.57
Students with Disabilities	24	24	100	8.33

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (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 (School Year 2017-18)
Parents/caregivers are involved in all aspects of our school. Our Office of Family Engagement and Equity engages parents/caregivers, parent groups, school staff and the community to build partnerships that support our school and student learning. Parents/caregivers assist teachers in the classroom, chaperone events and field trips and help with all aspects of our drama productions. They also serve on our School Governance Council (SGC), the District Parent Advisory Committee (PAC), our English Learner Advisory Committee, Berkeley Schools Excellence Program (BSEP) committee, Yard Beautification Committee, LGBTQ Family Rainbow Group, Green Team, FUSE Social Justice and Safety Committee. Our PTA is very active and organizes fund-raisers, teacher appreciation luncheons, after-school programs and field trips. To learn more about ways to become involved in our school, you can reach our Family Engagement Specialist Jocelyn Foreman at 510-684-4100, or by calling (510) 644-6313.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (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.

One goal in the Safety Plan include reducing the number of behavioral incidents requiring office referrals or suspension. Strategies to achieve this goal include implementation of school-wide 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 is also trained in the school wide Positive Behavior Support program. 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. Our rolling morning drop-off zone was consistently staffed by parent volunteers from each classroom on a rotating basis. Our third safety plan goal is related to disaster preparedness, and includes action steps related to practice for a variety of emergencies, as well as communication with parents about our emergency procedures.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.7	0.7	0.0
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	2.9	2.1	1.8
Expulsions Rate	0.1	0.0	0.1
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	10	
Percent of Schools Currently in Program Improvement	71.4	

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)	1.0
Psychologist	0.6
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1.4
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 (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	18	19	18	7	6	5			1			
1	22	21	20		1	4	5	4				
2	19	21	21	4		1		5	4			
3	19	19	22	5	4				5			
4	27	22	24		1		3	3	3			
5	45	64	47	2		2	3	3	2	1	1	1

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

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 2017-18, 100% of all Berkeley K-5 teachers and site administrators who had not completed this training in 2017 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 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$42,486	$46,511
Mid-Range Teacher Salary	$71,172	$73,293
Highest Teacher Salary	$88,314	$92,082
Average Principal Salary (ES)	$117,914	$113,263
Average Principal Salary (MS)	$123,182	$120,172
Average Principal Salary (HS)	$150,202	$131,203
Superintendent Salary	$248,416	$213,732
Percent of District Budget		
Teacher Salaries	35%	36%
Administrative Salaries	6%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$8,557	$1,603	$6,954	$75,771
District	♦	♦	$10,050	$73,395
State	♦	♦	$6,574	$74,476
Percent Difference: School Site/District			-30.8	3.2
Percent Difference: School Site/ State			5.8	1.7

* Cells with ♦ do not require data.

Types of Services Funded

The Berkeley Unified School District benefits from a local tax initiative called the Berkeley Schools Excellence Program (BSEP). We used BSEP funds, along with state and federal funds, to support improving student achievement, sending teachers to staff development, and purchasing instructional materials for classrooms. Our PTA's fund-raising efforts support many activities and supplies, including field trips, assemblies, family nights, after-school enrichment scholarships, teachers' classroom requests, classroom library books, and more. In the 16-17 school year, the school employed Literacy Coaches (1.2 FTE) to provide instructional coaching and support to our teaching staff in teaching reading, and to provide intervention to students in reading. This was funded through a combination of BSEP, PTA, and LCAP funds. We also had 1.0 FTE Response to Intervention teacher, to coordinate services for students and to provide support for academic and behavioral systems for students.

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the CDE's Web site.

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 and the county. 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.