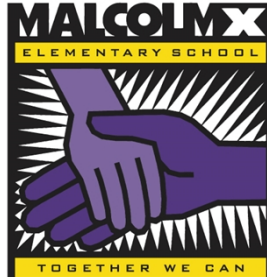


Malcolm X Elementary

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Malcolm X Elementary
Street	1731 Prince Street
City, State, Zip	Berkeley, CA 94703
Phone Number	(510) 644-6313
Principal	Alexander Hunt
Email Address	alexanderhunt@berkeley.net
School Website	www.malcolmxelementary.org
Grade Span	K-5
County-District-School (CDS) Code	01-61143-6090286

2025-26 District Contact Information

District Name	Berkeley Unified School District
Phone Number	(510) 644-6150
Superintendent	Enikia Ford Morthel
Email Address	superintendent@berkeley.net
District Website	www.berkeleyschools.net

2025-26 School Description and Mission Statement

Principal's Message

Malcolm X Elementary school staff is committed to promote each student's academic skills, artistic talents and social development. The school's focus on the integration of the arts as a means of academics learning is also a strategy we use to build community, develop skills, and promote student voice. Our school has been recognized for both academic and artistic success by the California Department of Education on multiple occasions as a result. In 2016 Malcolm X Elementary was named Gold Ribbon School 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

2025-26 School Description and Mission Statement

also received the Title I Academic Achievement Award, granted to schools with demonstrated success in closing the opportunity 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. Our recent academic focus as a staff has been in developing students' critical thinking and problem solving in math, and in providing our students' a systematic and structured way improve their reading and writing.

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 this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	102
Grade 1	63
Grade 2	68
Grade 3	76
Grade 4	73
Grade 5	87
Total Enrollment	469

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51
Non-Binary	0.6
American Indian or Alaska Native	0.2
Asian	8.1
Black or African American	15.8
Filipino	0.4
Hispanic or Latino	15.6
Two or More Races	17.5
White	42.2
English Learners	6.4
Foster Youth	0.2
Homeless	3
Socioeconomically Disadvantaged	32
Students with Disabilities	15.1

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.2	100	453	87.93	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.6	0.32	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	44.9	8.72	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.9	0.96	11953.1	4.28
Unknown/Incomplete/NA	0	0	10.6	2.06	15831.9	5.67
Total Teaching Positions	26.2	100	515.2	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.8	96.4	441	82.94	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2.9	0.56	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.6	73.3	13.8	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6	1.13	11746.9	4.23
Unknown/Incomplete/NA	0	0	8.3	1.56	14303.8	5.15
Total Teaching Positions	27.8	100	531.7	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.3	96.34	435.9	85.21	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3.5	0.7	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.66	52.5	10.27	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.1	1.01	12112.8	4.34
Unknown/Incomplete/NA	0	0	14.3	2.8	13705.8	4.91
Total Teaching Positions	27.3	100	511.5	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	1	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	1

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	3.3	5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	2.3	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Fishtank Learning, Functional Phonics and Morphology (Adopted June 2025)	0%
Mathematics	A Story of Units (Eureka Math) Adopted 2013	0%
Science	Full Option Science System (FOSS) (Foss Delta Education) Adopted in 2007	0%
History-Social Science	TCI History Curriculum / 2023-24	0%
Foreign Language		0%
Health	Healthy Oakland Teens Curriculum (5th Grade) Adopted 2017	0%
Visual and Performing Arts	NA	0%
Science Laboratory Equipment (grades 9-12)		0%

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

School Facility Conditions and Planned Improvements

Malcolm X Elementary School was constructed in 1922 and covers 3.3 acres. Facilities include 27 classrooms, a library, a staff room, a multipurpose room/auditorium, a playground, a school garden, a music room, a literacy center, 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, as well as a playground remodel in 2025. 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 next few school years.

School Facility Conditions and Planned Improvements

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. Touchless sinks and paper towel dispensers were added to all bathrooms in the summer of 2020 as a result of district COVID 19 safety measures.

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: August 22, 2024

Year and month of the most recent FIT report

August, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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	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 Facility Rate

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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	63	66	70	71	47	48
Mathematics (grades 3-8 and 11)	61	63	64	66	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	236	232	98.31	1.69	65.52
Female	120	120	100.00	0.00	69.17
Male	115	111	96.52	3.48	62.16
American Indian or Alaska Native	--	--	--	--	--
Asian	16	15	93.75	6.25	66.67
Black or African American	32	30	93.75	6.25	23.33
Filipino	0	0	0	0	0
Hispanic or Latino	40	40	100.00	0.00	45.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	41	41	100.00	0.00	92.68
White	106	105	99.06	0.94	75.24
English Learners	17	17	100.00	0.00	5.88
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	74	98.67	1.33	31.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	44	93.62	6.38	22.73

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	236	230	97.46	2.54	62.61
Female	120	119	99.17	0.83	59.66
Male	115	110	95.65	4.35	66.36
American Indian or Alaska Native	--	--	--	--	--
Asian	16	15	93.75	6.25	66.67
Black or African American	32	29	90.63	9.37	27.59
Filipino	0	0	0	0	0
Hispanic or Latino	40	40	100.00	0.00	42.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	41	40	97.56	2.44	80.00
White	106	105	99.06	0.94	73.33
English Learners	17	17	100.00	0.00	5.88
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	73	97.33	2.67	31.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	43	91.49	8.51	20.93

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	64.79	56.47	54.91	59.77	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	85	97.70	2.30	56.47
Female	44	44	100.00	0.00	56.82
Male	43	41	95.35	4.65	56.10
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	9	81.82	18.18	--
Filipino	0	0	0	0	0
Hispanic or Latino	17	17	100.00	0.00	47.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	83.33
White	44	44	100.00	0.00	65.91
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	26	96.30	3.70	19.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	12	85.71	14.29	8.33

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	96%	98%	95%	100%

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Berkeley Unified School District and Malcolm X Elementary School commit to family engagement that builds relational trust, links families to learning, connects schools and families to community resources, and develops the capacity of staff and family to partner together and lead student learning. Our school welcomes families to engage with school staff daily by communicating on the phone, via email, through district and school social media, and in person and will receive regular communications via school newsletters. Families in need of translation and interpretation services can seek support from the school office staff. Families are invited to attend a wide range of special events throughout the year including assemblies for academic and citizenship honorees and heritage months, Family Math and Literacy Nights, Back-to-School and Open House Nights, and field trips as chaperones. Learning opportunities for families are available throughout the year provided at both the school and district level on topics such as supporting your child's literacy development, building social/emotional competencies, and supporting mental and physical wellness. We believe families should be partners in student learning and are provided a variety of opportunities for input in important decisions through surveys and participation on leadership committees such as the School Site Council, English Learner Advisory Committee, Parent Teacher Association, and a variety of additional school-based committees. Opportunities for families to gather in affinity-based spaces are provided throughout the district and school. For more information on family engagement opportunities and resources please contact: Jocelyn Foreman, Family Engagement & Equity Specialist, or Alexander Hunt, Principal.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	491	489	79	16.2
Female	237	236	36	15.3
Male	250	249	42	16.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	43	41	3	7.3
Black or African American	78	78	23	29.5
Filipino	--	--	--	--
Hispanic or Latino	78	78	23	29.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	85	85	12	14.1
White	203	203	17	8.4
English Learners	36	35	9	25.7
Foster Youth	--	--	--	--
Homeless	22	22	10	45.5
Socioeconomically Disadvantaged	181	181	60	33.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	84	84	31	36.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.41	0.2	1.83	1.77	1.59	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0.03	0.01	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.20	0.00
Female	0.00	0.00
Male	0.40	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.28	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.55	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 twice 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 National Incident Management System guidelines created by FEMA, and this plan is updated annually. This enables our staff to better coordinate with local, state, and federal emergency workers in the case of an emergency. Our School Safety Plan and emergency procedures are reviewed and updated every year, and staff is trained annually to ensure that we are as prepared as possible in the case of an emergency.

Each year, our safety plan includes site level goals that address needs we have identified in the school.

One goal in our Safety Plan is to pursue strategies to improve school climate by implementing strategies designed to build a positive school community, teach conflict resolution and develop self regulation skills. Benchmarks for this goal 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. Our school teaches social emotional skills through a program called Toolbox, which teaches students different skills for conflict resolution and self-regulation. Teachers at Malcolm X also teach lessons from the Welcoming Schools curriculum, an anti-bias and anti-bullying curriculum that aims to create an inclusive school environment.

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 is consistently staffed by parent volunteers from each classroom on a rotating basis, and we work with the Transportation Department and the City of Berkeley to ensure that students have a safe route to and from school.

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. Our school follows COVID-19 risk mitigation protocols developed by the District in consultation with local Public Health agencies, and has reviewed our emergency plans to include procedures for safety drills and procedures with COVID safety in mind.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	4	0	1
1	24	3	0	1
2	26	1	1	1
3	30	0	5	1
4	14	11	0	0
5	15	7	3	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	0	0
1	21	1	2	0
2	19	4	0	0
3	15	3	1	0
4	17	3	2	0
5	20	4	0	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		3	
1	21		3	
2	23		3	
3	15	5		
4	18	1	3	
5	17	1	4	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16,256.12	3,682.79	12,573.33	101,448.33
District	N/A	N/A	16,888.99	105,065.78
Percent Difference - School Site and District	N/A	N/A	-34.5	-3.5
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	12.0	-3.5

Fiscal Year 2024-25 Types of Services Funded

The Berkeley Unified School District receives federal funding to provide supplemental services and instructional materials provided to the Title I schools that support schools that have high numbers of students that are socioeconomically disadvantaged. Supplemental services include intervention supports, curriculum, programming, and instructional supplies for

Fiscal Year 2024-25 Types of Services Funded

Title I schools to close the achievement gap.

The district also receives supplemental and concentration funds as part of the Local Control Funding Formula that is used to pay for direct services for unduplicated students through a variety of resources and materials. Funds are utilized to support students to graduate college and/or career ready. The district makes certain that all students have access to and success in a broad curriculum. We do this by expanding College and Career support programs, Career Pathways, and implementing intervention systems. Direct services include staffing, intervention support, counselors, and academic coaches.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,326	\$62,145
Mid-Range Teacher Salary	\$95,460	\$97,088
Highest Teacher Salary	\$116,849	\$120,436
Average Principal Salary (Elementary)	\$147,402	\$151,343
Average Principal Salary (Middle)	\$155,003	\$159,514
Average Principal Salary (High)	\$190,747	\$177,261
Superintendent Salary	\$280,000	\$294,805
Percent of Budget for Teacher Salaries	31.42%	29.95%
Percent of Budget for Administrative Salaries	6.77%	5.4%

Professional Development

During the 2025–26 school year, Berkeley Unified School District (BUSD) provided professional development at each school site with a strong focus on improving literacy outcomes for all students. Professional learning emphasized effective language and literacy instruction aligned to district priorities and the goal of ensuring students are on track for grade-level literacy by grade three.

At the elementary level, professional development supported the implementation of adopted English Language Arts instructional materials, with a focus on evidence-based literacy practices, instructional coherence, and meeting the needs of diverse learners. Teachers engaged in site-based professional learning and collaborative planning to strengthen foundational literacy skills, reading comprehension, and writing instruction.

At the secondary level, professional development emphasized integrated English Language Development (ELD) practices across content areas to support multilingual learners' language development and access to grade-level academic content. Teachers collaborated to strengthen instructional strategies that support language development, academic discourse, and literacy across disciplines.

Throughout the school year, educators participated in ongoing, job-embedded professional learning through collaboration, coaching, and alignment to School Plan for Student Achievement (SPSA) goals and district priorities. School leadership teams monitored the effectiveness of professional development using educator feedback and student learning data to support continuous improvement in literacy outcomes.

On October 7, 2024 and January 27, 2025 all TK-8 staff (certificated and classified) participated in a districtwide professional development day. For K-5 teachers, the focus was on implementing literacy practices learned in last years CORE Reading Academy as part of an ongoing districtwide professional learning initiative on reading instruction. Throughout the year, elementary schools continue to engage in sustained professional development centered on the implementation of our literacy

Professional Development

diagnostic plan.

To further support instructional growth, every TK-8 site has dedicated Literacy Coaches, Equity Leads, and Math Teacher Leaders. These professionals provide job-embedded support by co-teaching, facilitating reflective practices, and offering targeted professional development during staff meetings.

New teachers benefit from a comprehensive and rigorous District Teacher Induction Program. Teacher-initiated professional development is also encouraged and funded through both district and site-level allocations to ensure staff have access to relevant and meaningful learning opportunities.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3