School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Malcolm X Elementary	01-61143-6090286	May 7, 2026	June 17, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Malcolm X Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of this plan is to outline actions needed to improve student achievement and support the whole child for all student groups at Malcolm X Elementary. The resources that are spoken to in this plan include budget allocations, personnel allocations and instructional materials.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Malcolm X Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of this plan is to outline actions needed to improve student achievement and support the whole child for all student groups at Malcolm X Elementary. The resources that are spoken to in this plan include budget allocations, personnel allocations and instructional materials.

Not applicable. (ESSA requirements relate to schools that receive Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support and Improvement)

Educational Partner Involvement

How, when, and with whom did Malcolm X Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. The goals of the SPSA were shared with the English Learner Advisory committee in the March 2026 meeting and input from advisory groups, parents and teachers were instrumental in the development of the SPSA. The stakeholder engagement process is an ongoing, annual process. The School Site Committee (SSC) was established through an election process in early September and is comprised of parents/guardians, teachers, the principal and other staff. The SSC met to review data and the site plan monthly to ensure alignment and effective implementation with the Local Control and Accountability Plan and other federal, state, and local programs. Parents, staff and the principal attend the meetings and fully participate in the development and oversight process. Data and the proposed budget are reviewed in multiple meetings to ensure that funds are aligned with the school's priorities and needs. All efforts are made to ensure that all groups are represented on all school site and district committees. Berkeley Unified School District provides guidance and oversight in the development and implementation of this plan, and sends a representative from the Planning and Oversight Committee to participate in school site SSC meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

A critical challenge for the school is the availability of intervention support for students who are behind grade level in core content areas. Although there is a plan for a multi-tiered system of supports (MTSS), the staffing does not currently exist to provide adequate intervention support in both Math and Language Arts. Because the number of students who are below grade level in Math exceeds capacity to provide targeted interventions following the pandemic, the school has implemented a strategic use of Title I funding to address needs in the area of math, focusing on improving Tier 1 instruction in Math through coaching as well as providing in-class intervention to students in this area.

There are several barriers which may interfere with student achievement at our school. Attendance problems and tardiness keep students out of school or with inconsistent participation in available interventions. Although there is a designated time in the school day to provide remedial support for students who are furthest from grade level in English Language Arts, there is not an equivalent level of service in Math. Although there is hourly tutoring allocated in the plan for after school tutoring, not all students who would benefit are able to participate in after school programs.

Key Barriers:

*Tardies, chronic absenteeism, and lack of capacity in extended day programs impact available instructional time for some students
*behavioral, emotional, and social issues which impact student engagement or student achievement. Insufficient access to counseling or family resources.
*lack of access to sufficient instructional coaching in Common Core State Standards and student engagement strategies

*lack of adequate supplemental instructional minutes to provide interventions for students below grade level
*inadequate resources or strategies to encourage active participation of all parents
*language barriers which impede the school's outreach to English Learners, or students' access to instruction

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

In 2024-2025, the California School Dashboard, overall indicators for English Language Arts, Science and Math were in the "Green" performance category, and suspensions were in the "Blue" category. Chronic Absenteeism was in the "Red" category, which represents a major area of concern.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Chronic Absenteeism was a general problem in 2024-2025, and all student groups were in the "Orange" or "Red" category. In English Language Arts and Math, African Americans students, Latino students and Socioeconomically disadvantaged students were in the Orange performance band, which is two performance bands below the "all students" category.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

The schools uses locally collected data such as DIBELS and STAR to measure progress towards grade level, which is a key measure of the effectiveness of our intervention programs in English Language Arts and Math.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Malcolm X Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.22%	0.21%	%	1	1	
African American	16.52%	15.78%	17.35%	76	74	89
Asian	6.09%	8.10%	10.92%	28	38	56
Filipino	0.22%	0.43%	0.58%	1	2	3
Hispanic/Latino	15.65%	15.57%	14.81%	72	73	76
White	43.91%	42.22%	38.40%	202	198	197
Multiple/No Response	17.17%	17.48%	17.74%	79	82	91
			Total Enrollment	460	469	513

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten	39	38	79
Kindergarten	59	64	65
Grade 1	63	63	62
Grade 2	76	68	69
Grade3	61	76	70
Grade 4	83	73	91
Grade 5	79	87	77
Total Enrollment	460	469	513

Conclusions based on this data:

1. Although there were several years of declining enrollment following the pandemic, our October numbers in 22-23 and 23-24 were 459 and 460, respectively. This represents a decline from the pre-pandemic high of 27 classrooms and 570 students. In the 25-26 school year, the school has returned to 26 classroom and an enrollment of over 520 students with the addition of two Transitional Kindergarten classrooms and two special day classes.

2. The demographic mix of the school has remained consistent despite changes in total enrollment numbers. Declining enrollment at the school is reflective of large declines in district-wide enrollment. Because of a need to maintain viable infrastructure at relatively smaller schools in our zone, these schools continue to be assigned the same number of classes, while larger schools have absorbed the districtwide decline in student population.

3. TK students are included in the kindergarten number in 22-23. The number of students in 25-26

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	34	30	29	7.6%	7.4%	5.7%
Fluent English Proficient (FEP)	29	26	29	4.6%	6.3%	5.7%

Conclusions based on this data:

1. The population of English Learners at the school is consistently under 10%.
2. The rate of reclassification for English Learners is an area of critical need, although reflective of the small number of English Learners in each grade level and the number of years that language acquisition takes according to research. For example, with 40 total ELs divided by 7 grade levels, there are relatively few ELs in the upper grades where students typically reclassify.
3. The student population of English Learners over time reflect a consistent number of English Learners at Malcolm X, although some students come and go every year. Reclassification rates are reflective of students who stay in the program long enough to acquire a second language, which research says takes 5-7 years. Staffing from the district for English Learners remained at .6 FTE in the 24-25 school year..

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	76	62	73	74	59	72	74	59	72	97.4	95.2	98.6
Grade 4	78	84	66	72	84	64	72	84	64	92.3	100	97
Grade 5	74	77	86	73	71	85	73	71	85	98.6	92.2	98.8
All Grades	228	223	225	219	214	221	219	214	221	96.1	96	98.2

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2442.	2467.	2481.	40.54	42.37	48.61	17.57	23.73	26.39	13.51	15.25	12.50	28.38	18.64	12.50
Grade 4	2505.	2499.	2509.	45.83	34.52	43.75	19.44	23.81	21.88	13.89	19.05	14.06	20.83	22.62	20.31
Grade 5	2546.	2560.	2534.	45.21	47.89	40.00	24.66	23.94	22.35	10.96	18.31	16.47	19.18	9.86	21.18
All Grades	N/A	N/A	N/A	43.84	41.12	43.89	20.55	23.83	23.53	12.79	17.76	14.48	22.83	17.29	18.10

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.03	35.59	34.72	55.41	54.24	56.94	17.57	10.17	8.33
Grade 4	34.72	32.14	32.81	55.56	54.76	57.81	9.72	13.10	9.38
Grade 5	35.62	36.62	37.65	53.42	57.75	48.24	10.96	5.63	14.12
All Grades	32.42	34.58	35.29	54.79	55.61	53.85	12.79	9.81	10.86

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.03	28.81	45.07	41.89	57.63	46.48	31.08	13.56	8.45
Grade 4	25.00	21.43	31.25	56.94	53.57	51.56	18.06	25.00	17.19
Grade 5	38.36	35.21	29.41	47.95	56.34	48.24	13.70	8.45	22.35
All Grades	30.14	28.04	35.00	48.86	55.61	48.64	21.00	16.36	16.36

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.62	15.25	20.83	64.86	72.88	73.61	13.51	11.86	5.56
Grade 4	19.44	27.38	18.75	68.06	61.90	68.75	12.50	10.71	12.50
Grade 5	20.55	23.94	23.53	67.12	69.01	68.24	12.33	7.04	8.24
All Grades	20.55	22.90	21.27	66.67	67.29	70.14	12.79	9.81	8.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.68	27.12	26.39	60.81	62.71	63.89	13.51	10.17	9.72
Grade 4	26.39	20.24	28.13	62.50	67.86	57.81	11.11	11.90	14.06
Grade 5	34.25	30.99	22.35	49.32	59.15	64.71	16.44	9.86	12.94
All Grades	28.77	25.70	25.34	57.53	63.55	62.44	13.70	10.75	12.22

Conclusions based on this data:

1. Overall scores are above the state average in ELA in all grades tested on the most recent tests.
2. The overall percentage of students who met or exceeded grade level standard in Language Arts improved from 64.39% in 22 - 23 to 67.42% met or exceeded standard in 24-25

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	76	62	73	74	59	72	74	59	72	97.4	95.2	98.6
Grade 4	78	84	66	74	84	63	74	84	63	94.9	100	95.5
Grade 5	74	77	86	73	71	85	73	71	85	98.6	92.2	98.8
All Grades	228	223	225	221	214	220	221	214	220	96.9	96	97.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2447.	2478.	2484.	32.43	45.76	52.78	27.03	20.34	23.61	13.51	20.34	9.72	27.03	13.56	13.89
Grade 4	2509.	2489.	2494.	36.49	28.57	31.75	28.38	26.19	28.57	21.62	25.00	19.05	13.51	20.24	20.63
Grade 5	2530.	2564.	2530.	34.25	50.70	36.47	20.55	18.31	20.00	27.40	15.49	20.00	17.81	15.49	23.53
Grade 11															
All Grades	N/A	N/A	N/A	34.39	40.65	40.45	25.34	21.96	23.64	20.81	20.56	16.36	19.46	16.82	19.55

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	39.19	45.76	51.39	29.73	40.68	34.72	31.08	13.56	13.89
Grade 4	31.08	23.81	31.75	52.70	45.24	42.86	16.22	30.95	25.40
Grade 5	35.62	47.89	30.59	39.73	43.66	49.41	24.66	8.45	20.00
Grade 11									
All Grades	35.29	37.85	37.73	40.72	43.46	42.73	23.98	18.69	19.55

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	37.84	49.15	45.83	41.89	33.90	48.61	20.27	16.95	5.56
Grade 4	35.14	33.33	33.33	52.70	47.62	49.21	12.16	19.05	17.46
Grade 5	27.40	42.25	25.88	52.05	46.48	45.88	20.55	11.27	28.24
All Grades	33.48	40.65	34.55	48.87	43.46	47.73	17.65	15.89	17.73

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	29.73	42.37	47.22	54.05	54.24	44.44	16.22	3.39	8.33
Grade 4	39.19	30.95	30.16	50.00	51.19	53.97	10.81	17.86	15.87
Grade 5	19.18	32.39	25.88	56.16	54.93	51.76	24.66	12.68	22.35
All Grades	29.41	34.58	34.09	53.39	53.27	50.00	17.19	12.15	15.91

Conclusions based on this data:

1. On most recent tests, overall scores are above the state average in Math in all grade tested.

2. Overall math performance shows steady improvement over time. 52% of students scoring at or above standard in 21-22, 59% of students scoring at or above standard in 22-23 and 62.6% scoring at or above in 23-24 and 64% of students scoring at or above standard in 24-25. Over the last 4 years, the percentage of students scoring at or above standard has increased by 12%.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	9	*	*
1	*	*	*	*	*	*	*	*	*	7	6	*
2	*	*	*	*	*	*	*	*	*	5	8	9
3	*	*	*	*	*	*	*	*	*	5	*	7
4	*	*	*	*	*	*	*	*	*	5	7	*
5	*	*	*	*	*	*	*	*	*	*	4	6
All Grades										32	31	29

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	22.58	20.69	34.38	35.48	27.59	43.75	35.48	37.93	9.38	6.45	13.79	32	31	29

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.88	38.71	31.03	37.50	38.71	44.83	34.38	19.35	13.79	6.25	3.23	10.34	32	31	29

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	9.38	9.68	13.79	28.13	29.03	20.69	40.63	32.26	41.38	21.88	29.03	24.14	32	31	29

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.25	41.94	34.48	62.50	54.84	55.17	6.25	3.23	10.34	32	31	29

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	38.71	34.48	65.63	54.84	55.17	9.38	6.45	10.34	32	31	29

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	19.35	13.79	65.63	45.16	51.72	21.88	35.48	34.48	32	31	29

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	6.45	6.90	59.38	83.87	79.31	28.13	9.68	13.79	32	31	29

Conclusions based on this data:

1. The small numbers of students in these charts make analysis difficult, since scores are not reported.

2. On the summative ELPAC test of English proficiency in 24-25, 81% of Malcolm X English Learner students maintained or increased their scores. The rate of improvement was 30.4%, which is lower than the state average of 46.4%.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
469	**32%**	**6.4%**	**0.2%**
Total Number of Students enrolled in Malcolm X Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	30	6.4%
Foster Youth	1	0.2%
Homeless	14	3%
Socioeconomically Disadvantaged	150	32%
Students with Disabilities	71	15.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	74	15.8%
American Indian	1	0.2%
Asian	38	8.1%
Filipino	2	0.4%
Hispanic	73	15.6%
Two or More Races	82	17.5%
Pacific Islander	0	0.0%
White	198	42.2%

Conclusions based on this data:

1. The overall student population at the school in 24-25 remained stable compare to the previous year. During the current year (25-26), the expansion of eligibility for Transitional Kindergarten led to an increase in enrollment.

2. There was a relative increase in the percentages of socioeconomically disadvantaged students from 22-23 to 23-24, increasing from 29.4% to 33.3%. This number increased further in the 25-26 school year, exceeding 35%.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Red	**Suspension Rate** Blue
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Overall academic performance is high in Language Arts and in Math, meeting state standards for schools.
2. Although Chronic Absenteeism is a barrier for student learning for many students, suspensions do not contribute to absenteeism.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	0	2

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	
39.1 points above standard	66.3 points below standard	
Maintained 1 points	Declined 16.7 points	
224 Students	21 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	42.4 points below standard
1 Student	9 Students	Declined 9.6 points
		74 Students

Students with Disabilities	African American	American Indian
Yellow	Orange	No Performance Color
63.2 points below standard	58.6 points below standard	Fewer than 11 students - No Data for Privacy
Increased 37 points	Declined 10.1 points	1 Student
41 Students	30 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
33.2 points above standard	0 Students	5.1 points below standard
13 Students		Declined 16.1 points
		38 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
100.1 points above standard	0 Students	57.5 points above standard
Increased 15.4 points		Maintained -1.8 points
41 Students		101 Students

Conclusions based on this data:

1. The school's instructional focus and available resources should continue be directed to support African American and Latino students, English Learners, socio-economically disadvantaged students and students with disabilities based on CAASPP data. There were significant improvements for students with disabilities (increased 37 points). Scores for African American and Latino students in the 24-25 cohort declined when compared to the 23-24 cohort.
2. Internal assessments in English Language Arts such as DIBELS and STAR Reading also indicate that continued focus on providing instructional support to African American and Latino students, English Learners, socio-economically disadvantaged students and students with disabilities is needed.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	1	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	
20.1 points above standard	73.1 points below standard	
Declined 4.5 points	Declined 28.8 points	
223 Students	22 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	59.2 points below standard
1 Student	9 Students	Declined 17.2 points
		73 Students

Students with Disabilities	African American	American Indian
Yellow	Orange	No Performance Color
82.6 points below standard	85.8 points below standard	Fewer than 11 students - No Data for Privacy
Increased 32.9 points	Declined 27 points	1 Student
41 Students	30 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
18.6 points above standard	0 Students	26.1 points below standard
14 Students		Declined 9.8 points
		38 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Green
69.6 points above standard	0 Students	43.2 points above standard
Maintained 0.7 points		Declined 3.8 points
40 Students		101 Students

Conclusions based on this data:

1. Performance in math increased for most subgroups.

2. Performance in math increased significantly by 32.9 points for students with disabilities. Improving supports and services for African American students who are are not at or above grade level in math continues to be an area of focus for the school. Improving supports and services for Latino students who are not at or above grade level is also an area of focus.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	No Performance Color
63.8 science points	Fewer than 11 students - No Data for Privacy	0 Students
Maintained -1.7 points	6 Students	
83 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	43.2 science points
1 Student	6 Students	Declined 6.5 points
		28 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
31.5 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained -0.4 points	10 Students	1 Student
14 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	60.7 science points
2 Students		Increased 5.1 points
		15 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
76.5 science points	0 Students	67.2 science points
Maintained -0.9 points		Declined 5.9 points
14 Students		43 Students

Conclusions based on this data:

1. Overall Science scores maintained at the previous levels, and also for students in the Two or More Races group.
2. Scores increased in science for Latino students.
3. Scores declined for slightly for white students and for socio-economically disadvantaged students.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
No Performance Color	No Performance Color
30.4 making progress.	making progress.
Number Students: 23 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19%	52.4%	0%	28.6%

Conclusions based on this data:

1. ELPAC scores remained mostly constant, with 30.4 percent of students progressing at least one level and 19% declining one level.
2. The overall performance in ELPAC for English Learners was below the state average in terms of improvement.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A- Elementary school.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Red	
16.2% Chronically Absent	25.7% Chronically Absent	
Increased 12.8	Increased 17.4	
489 Students	35 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	45.5% Chronically Absent	33.1% Chronically Absent
2 Students	Increased 34.3	Increased 26.3
	22 Students	181 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
36.9% Chronically Absent	29.5% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 31.1	Increased 23.4	1 Student
84 Students	78 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Red
7.3% Chronically Absent	Fewer than 11 students - No Data for Privacy	29.5% Chronically Absent
Increased 1.1	2 Students	Increased 25.5
41 Students		78 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Orange
14% Chronically Absent	0 Students	8.4% Chronically Absent
Increased 11.6		Increased 6.4
86 Students		203 Students

Conclusions based on this data:

1. At 16.2%,chronic absenteeism is an overall area of concern for students at Malcolm X, although it is below the state average of 17.1%.
2. The subgroups of students with a higher percent of chronic absenteeism are the same groups of students who are performing two bands below all students in English Language Arts and Math (African American students, Latino students, students with disabilities, and socio-economically disadvantaged students).
3. Efforts to improve attendance may be a high leverage strategy to improve academic performance, increasing access to core instruction and interventions.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	1	6

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Blue	
0.2% suspended at least one day	0% suspended at least one day	
Maintained -0.2%	Maintained 0%	
491 Students	36 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	0.6% suspended at least one day
2 Students	Maintained 0%	Maintained 0%
	22 Students	181 Students

Students with Disabilities	African American	American Indian
Blue	Blue	No Performance Color
0% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 2.9%	Declined 2.4%	1 Student
84 Students	78 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Orange
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	1.3% suspended at least one day
Maintained 0%	2 Students	Increased 1.3%
43 Students		78 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
0% suspended at least one day	0 Students	0% suspended at least one day
Maintained 0%		Maintained 0%
86 Students		203 Students

Conclusions based on this data:

1. Suspensions were not a significant cause of lack of access to instruction in 24-25.
2. Suspensions are low across all groups on campus.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Excellence & Equitable Outcomes
Academic Excellence & Equitable Outcomes
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Excellence & Equitable Outcomes
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Strong classroom instruction is the first step in ensuring student success. The professional development, collaboration opportunities, and coaching that teachers receive need to focus on plan, pace and strategize on how to best serve all of their students to ensure high academic achievement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS oral reading fluency (3rd - 5th)	2025-26 DIBELS oral reading fluency	3% increase for all students in DIBELS Oral Reading Fluency assessments. 5% for target subgroups.
Math Benchmark Assessments	2025-2026 MAC/MARS	2026-2027 MAC/MARS Benchmark- 3% Increase in students performing at or above grade level in when compared to previous year at that trimester.5% for target subgroups.
STAR 360 Reading (3rd - 5th) and STAR Math Assessment (1-5)	2025-2026 STAR 360 Reading and Math Assessment	2026-2027 STAR 360 Reading Assessment - 3% Increase in students performing at or above grade level in grades 3rd-5th, when compared to previous year by trimester. 5% for target subgroups.
DIBELS (K-2nd grade)	2025-2026 DIBELS Assessment	2026-2027 DIBELS Assessment - 3% Increase in students performing at or above grade level when compared to previous year at that trimester. 5% for target subgroups.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development and Coaching in Literacy • Literacy Coach and RTI Coach will lead whole staff professional development sessions during staff meeting time and facilitate collaborative discussions with teachers each trimester to align our instruction with the Common Core state standards and current educational research aligned to the science of reading. For 26-27 school year, teaching staff will focus on writing, and strategies for differentiation within the adopted English Language Arts curriculum. • Literacy Coach will coach and assist K-5 teachers in the implementation and pacing of Functional Phonics and Morphology, and support teachers in connecting the results from the DIBELS assessment, STAR assessment, and curriculum embedded assessments to classroom instruction in small groups that supports students who are performing below grade level. • After each reporting period or when new data is available, Literacy Coach and RTI teacher will meet with teachers during staff time to review student results and to group students for small group reading and strategy groups with their grade level teacher. Teachers will prepare and revise class schedule for small group reading and strategy groups, since this is an essential component of our literacy program. • Literacy Coach will provide in-class coaching on effective research-based literacy strategies and classroom structures, rotating through grade levels. • Teachers will be released to observe each other and plan with Literacy Coach in order to promote alignment within grade levels around implementation of standards-aligned curriculum. Expenditure Line 1: Literacy Coach .2 FTE $32,048 from site BSEP funds (.75 FTE provided by centrally funded BSEP funds) Expenditure Line 2: Substitute support to release grade level teams for peer observation and planning: $4000 (BSEP Carryover Priority 3) Expenditure Line 3: Unallocated reserve for personnel variance: (BSEP) $12,055	All kindergarten through fifth grade students, with a focus on the student subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (ELs), Socio-Economically Disadvantaged Students, Foster Youth, African American Students, Hispanic or Latino Students, and Students with Disabilities	32048 BSEP 1102 Certificated Monthly 4000 BSEP Carryover 12055 BSEP 4380 Other/Reserve 10279 BSEP 4380 Other/Reserve 30885 BSEP 1102 Certificated Monthly 8012 PTA 1102 Certificated Monthly

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Expenditure Line 4: Indirect costs from 26-27 BSEP $10,279 Expenditure Line 5: .2 Literacy Coach $30885 Expenditure Line 6: .05 Literacy Coach from PTA $8,012		
1.2	Professional Development and Coaching in Math Ensure implementation of high quality mathematics instruction based on the Common Core standards-based curriculum. • A .5 FTE Math Coach/Intervention Specialist will provide math Coaching for teachers • Math Coach will work with teachers and students in specific grade levels, and plan staff wide professional development coaching and intervention. • Staff will administer MAC/MARS tasks three times a year and analyze data from the assessment to plan instruction, with the goal of increasing students' ability to explain their thinking and solve complex problems. • Math Coach will observe and model lessons in classrooms, debrief with teachers about instructional practices, and plan lessons and structures to provide interventions in class for students performing below grade level. • Dedicate regular staff and team meeting time to the examination of student work and data for the purpose of instructional planning in math. Expenditure Line 1: Math Coach .36 FTE $79,445 from Title I funds Expenditure Line 2: Instructional materials $1,237 Expenditure Line 3: Unallocated reserve for personnel variance (Title 1) $4,767	All kindergarten through fifth grade students, with a focus on the student subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (ELs), Socio-Economically Disadvantaged Students, Foster Youth, African American Students, Hispanic or Latino Students, and Students with Disabilities	79,445 Title I A - Basic Funding 1102 Certificated Monthly 1237 Title I A - Basic Funding 4300 Materials and Supplies 4767 Title I A - Basic Funding 4380 Other/Reserve
1.3	English Language Development Support for English Learners: English Language Development teacher will provide designated English Language Development instruction to English Learners, using district adopted instructional materials. • English Language Development teacher and trained teachers will conduct annual and initial ELPAC testing. All English Learners will be administered the ELPAC and the results will be used to guide instruction with the EL teacher. • English Language Development teacher will provide designated ELD support	English Learners	30884 BSEP 1102 Certificated Monthly

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	within the classroom to ELs at ELPAC scores of 3 or 4 • English Language Development teacher will provide designated ELD instruction with ELD teacher to ELs at ELPAC levels of 1 or 2 • Malcolm X classroom teachers will collaborate with ELD teacher to support English Learners during core instruction in the classroom • Strategies for engaging and supporting English Learners during the Language Arts block will be implemented following the EL guide from TCRWP. Expenditure Line 1: RTI teacher/Literacy Intervention .2 FTE $30,884 from site BSEP funds (additional .6 FTE from LCAP ELD)		
1.4	Instructional Minutes: • Staff will review review revised BUSD instructional minutes to ensure a guaranteed viable curriculum at Tier 1 for all students in core content areas. • Teachers will create schedules based on new instructional minutes. • Within school master schedule, classroom schedules will reflect times to provide interventions to students performing below grade level without disrupting their access to core instruction. • Administrators will review schedules to ensure that there is adequate time allocated to contact areas in line with revised minutes, and monitor implementation.	All students	

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The strategies from the 25-26 SPSA were able to be implemented and action steps were completed as stated.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were minor differences in the implementation based on the data gathered by teachers once we began implementing the new curriculum. Notably, ELA intervention supports in 3rd-5th grade that were scheduled during the independent reading block focused on writing, since this was a major area of concern.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal was updated in 25-26 to include the new measure being implemented by the school district K-5th grade, using DIBELS as the consistent basis for measuring reading fluency.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Excellence & Equitable Outcomes
Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and eliminate barriers to student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and eliminate barriers to student success.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students who have fallen behind in core content areas need extra support to help them catch up, and to keep them engaged and successful in school. There is a need for a system to provide support to students based on academic performance and to dynamically monitor their progress over time.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS composite (K-2)	End of year DIBELS scores for K-2nd grade 24-25 were 16% below benchmark in 2024-25.	A reduction in the percentage of total k-2nd grade students scoring below benchmark to 5% by the end of 26-27. Establishment of a baseline year for DIBELS ORF in 3rd-5th grade.
STAR Reading	End of year STAR Reading for 24-25 24.7% of 3rd graders, 29.7% of 4th graders and 26.6% of 5th graders scored below benchmark	By cohort, a reduction of 5% in the percentage of students scoring below benchmark in each grade for the end of year scores in 26-27.
STAR Math (3-5)	End of year STAR math for 24-25 40.5% of 3rd graders, 49.2% of 4th graders and 46.9% of 5th graders scored below benchmark	By cohort, a reduction of 5% in the percentage of students scoring below benchmark in each grade for the end of year scores in 26-27.
DIBELS (3-5)	End of year DIBELS overall for 3rd-5th in 24-25, 27.2% were below benchmark.	By cohort, a reduction of 5% in the percentage of students scoring below benchmark in each grade for the end of year scores in 26-27.
STAR Math (K-2)	Establishment of baseline for K-2 in STAR math.	By cohort, a reduction of 5% in the percentage of students scoring below benchmark in each grade for the end of year scores in 26-27.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Response to Intervention teacher will convene Coordination of Services team to ensure that all available school resources align to meet the needs of a diverse learning community: For all students: • Conduct data review in the Coordination of Services (CoS) team at the beginning and middle of school year to assess student progress, review interventions, and to determine intervention needs. • CoS team will align services between classroom reading groups, literacy intervention, math RTI, Resource, and Special Education to ensure that intervention services supplement core instruction. • CoS team will hold bi-weekly meetings to monitor services, and determine school-wide needs. • CoS team will hold separate meetings to case manage identified general education students in need of more specific interventions. • Continue to hold weekly SST meetings and follow-up for students who are referred. Expenditure Line 1: RTI Coach .1 FTE $17,369 from site BSEP funds (.8 FTE provided by LCAP/BSEP, .1 by CCEIS)	All kindergarten through fifth grade students, with a focus on the student subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (ELs), Socio-Economically Disadvantaged Students, Foster Youth, African American Students, Hispanic or Latino Students, and Students with Disabilities	17369 BSEP 1102 Certificated Monthly
2.2	Make maximum use of the opportunities for extended learning time during the school's afterschool programs, summer and breaks: Coordination: • Improve communication with after school programs through recruitment of LEARNS and BEARS Teacher Liaisons, providing staff development and homework support, provide staff to cover LEARNS IT's while they attend MX LEARNS monthly staff meetings • Use assessment data to determine priorities for referral to BEARS and LEARNS afterschool classes and summer program. • LEARNS instructional technicians will meet with program coordinator and administrators to set goals aligned with the programs areas (academics, recreation, enrichment) and review at the end of the year. Intervention:	Students in BEARS and LEARNS, student subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (ELs), Socio-Economically Disadvantaged Students, Foster Youth, African American Students, Hispanic or Latino Students, and Students with Disabilities in need of afterschool academic intevention	District Allocation 1116 Certificated Hourly 5000 BSEP Carryover 1116 Certificated Hourly

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	• Small group tutoring after school with credentialed teachers and Instructional Assistants, connected to school day learning (Project Connect, math, reading and writing intervention groups) • One-on-one tutoring with Cal Berkeley students through the BUILD tutor program Materials: • Supplemental online lessons available to identified students in Project Connect, in class, and after school. • Literacy Team and classroom teacher will use grant funding from BPSF to provide high interest new books selected by below grade level students with limited access to books at home to read over the summer. Extended Learning: • Continue school's focus on at-home reading through use of reading logs, and Literacy committee will encourage summer reading program, as well as prioritizing students for reading incentives during winter and spring breaks. Expenditure Line 1: Project Connect teacher hourly after-school intervention, TBD hours from Title IV Expenditure Line 2: Project Connect teacher hourly after-school intervention, $5,000 from BSEP carryover (priority #3)		
2.3	Strategies and materials for intervention: In-class or small group interventions for below grade level students: • The Literacy Coach and RTI Teacher will work with small groups of students performing below grade level in literacy, as identified by local and standardized assessments. • Resource Specialist and Full Inclusion Teacher will provide in-class and small group interventions to students with IEP's and general education students. • RSP and Full Inclusion Teacher will support classroom teachers with individual strategies and materials for students with IEP's and general education students. • CoS team will meet to monitor and track student progress, and plan interventions. • Classroom teachers in grades K-1 will be trained in Orton Gillingham program to	Students performing below grade level in Literacy	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	align with interventions from Literacy Coach and RTI teachers. Materials: • small group reading/strategy group materials at different levels available to all classrooms • Reading, writing, spelling, and other appropriate classroom materials, (including those for ELs), equipment, and furniture will be available for all classrooms. • Standards-based assessment and other intervention materials will be purchased to replace or supplement the current materials and to accompany District staff development.		

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

DIBELS scores in K-2 went from 34% of students scoring below benchmark at the beginning of the year to 14% of students scoring below benchmark by the end of the year. This shows that interventions and classroom instruction are reducing the number of students without skills necessary to access grade level text.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The activities were able to be implemented as planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The metrics were changed to reflect a goal of reducing the percentage of students scoring below the 50th percentile, since this is a more accurate way to gauge the effectiveness of interventions than measuring by the state benchmark, since the cut scores do not register where most students in intervention start in their reading.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Wellness & Belonging
Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students and families need to feel welcome at school. Meaningful opportunities for parent participation in their child's education is linked to increased positive student behaviors and academic performance. Clear structures to foster socio-emotional learning, positive behavior and the inclusion of all cultures present at school are all important components of making sure all students have access to education.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Records	Number of students with absenteeism of 10% or more absences for 2025-2026 school year is 16.7%	Reduction in the number of students with 10% or more absences for 2026-2027 school year by 3%
PBIS practices	Number of office referrals, "uh-ohs" gathered	Reduction in the number of office referrals for the 26-27 school year
Parent participation	Number of parents attending school events	Maintain participation in student performance, increase number of parents participating in one or more academically focused parent workshop

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The schools Visual and Performing Arts program will promote family engagement, inclusion, and social emotional development. Arts program will represent and value the diverse cultural backgrounds of students at the school. Arts program will provide access to standards-based curriculum though arts integration. • Instructional Specialist to provide training in arts integration at staff meetings,	All students	24504 PTA 1102 Certificated Monthly 24000 PTA 1102 Certificated Monthly

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	coordinate performances and lead Arts Anchor Committee. • Instruction in Dance, Drama, Art and Music,will be incorporated in all classrooms to engage students and to draw upon and develop the full range of student learning styles. • Arts teachers will collaborate to review the longitudinal arts program K-5th (Art, Music, Dance, Drama) to ensure that the program reflects VAPA standards and aligns with classroom teaching. • Arts teachers will collaborate to review the longitudinal arts program K-5th (Art, Music, Dance, Drama) to ensure that the program is inclusive and reflects our students' lives, cultures and backgrounds. • Arts teachers will set goals in these areas for the year (standards alignment and inclusivity) and review them at the end of the year. • DANCE: All students will have the opportunity to learn healthy fitness habits through an integrated physical education program that includes weekly dance class during PE time. • DRAMA: All students will have the opportunity to prepare and perform at least once a year in classroom and school-wide dramatic productions at an increasing level of complexity • MUSIC: TK-5th grade students will learn the fundamentals of music, both instrumental and choral, through weekly music lessons with the Music Teacher. • ART: K-5 grade students will have the exposure to drawing, painting, sculpture, photography, and printmaking through classes with the Art Teacher. Expenditure Line 1: Music Teacher, $24,504 for .20 FTE from PTA Expenditure Line 2: Drama Teacher, $24,000 for .16 FTE from PTA Expenditure Line 3: Drama Teacher, $14,000 for .09 FTE from BSEP Arts Anchor Expenditure Line 4: Art Instructional Specialist, $57,039 for .64 FTE from BSEP Expenditure Line 5: Drama Teacher, $28,500 for .19 FTE from Prop 28 Expenditure Line 6: Dance Instructional Specialist, $38,283 for .36 FTE from Prop 28 Expenditure Line 7: Art Instructional Specialist, $9,804 for .11 FTE from PTA Expenditure Line 8: Dance Instructional Specialist, $14,888 for .14 FTE from PTA Expenditure Line 9: Unallocated reserve for personnel variance Prop 28 $4,007		14000 Other 1102 Certificated Monthly 57039 BSEP 2102 Classified Monthly 28500 Other 2102 Classified Monthly 38283 Other 2102 Classified Monthly 9804 PTA 2102 Classified Monthly 14888 PTA 2102 Classified Monthly 4007 Other 4380 Other/Reserve 4901 BSEP 1102 Certificated Monthly

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Expenditure Line 10: Music teacher, $4,901 for .04 FTE from BSEP site funds		
3.2	Equity Team: The Malcolm X Equity Team will meet plan to activities that build staff and institutional capacity to serve all students. • Team will work with the Family Engagement Specialist to promote practices that build positive cross-cultural relationships with parents. • Team will continue to review referral data team to examine ways help the school to address disproportionality in the number of referrals by subgroup. Team will plan training for staff in implicit bias, as a way to help staff examine whether implicit bias is a factor in the disproportionality of student referrals. • Team will examine policies and practices at the school and recommend options that would help increase equitable outcomes for students. • Team will investigate options for including restorative practices into our school wide discipline menu. Team will plan professional development for staff in this area. • Available carryover will be used to engage with a consultant to gather qualitative information about the student experience at Malcolm X for African American students. Equity Training/Strategies/Materials: • Equity Teacher Leader will partner with administration, Leadership team, and Equity team to plan professional development for staff during staff development time. • Teachers will utilize strategies of instruction and materials that are culturally relevant to all students. • Teachers will meet to collaborate on the planning of culturally responsive lessons. • Culturally responsive texts, books, and curriculum materials will be available in every classroom. • Development of the library collection and scheduled author visits will continue to focus on representing the diversity of the student community. Expenditure Line 1: $5000 from BSEP carryover for Equity consultant contract	All Transitional Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Hispanic or Latino Students, Students with Disabilities	5000 BSEP Carryover 5800 Contracted Services (inc software subscriptions
3.5	Schoolwide Positive Behavior Interventions & Support. (PBIS)	All Transitional Kindergarten through fifth grade students with	3000 BSEP Carryover 2116 Classified Hourly

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	• Continue calendar of behavior lessons regarding schoolwide rules (Be Safe, Be Respectful, Be Responsible, Be a Scholar) • Staff will teach lessons to all students reviewing these rules at the beginning of the year. • CBGs (Caught Being Good) tickets will be awarded to recognize positive behavior. Class CBGs will be awarded for positive group behavior. Weekly CBG drawing will be conducted by an administrator or TSA in each classroom, reviewing the week's PBIS focus. • Staff will conduct data review of suspensions, office referrals, and Uh Ohs, each trimester including data disaggregated based on student demographics. • Staff will meet with School Campus Aides for PBIS training/response to PBIS data, using classified hourly funds from carryover. Social Emotional Curriculum: • Staff will teach Toolbox social-emotional curriculum to all grades, TK-5th. • Staff will deliver Welcoming Schools lessons to all grades TK-5th • 3rd- 5th grade teachers will deliver lessons on Digital Citizenship • 4th and 5th grade teachers will deliver lessons on prevention of sexual harassment • 5th grade students will receive Puberty Education curriculum Expenditure Line 1 : carryover priority $3000 for classified hourly from BSEP carryover/PTA Carryover	a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Hispanic or Latino Students, Students with Disabilities	
3.6	Counseling Support: • BACR counselor will meet with individual students and groups of students to provide individual and group therapy. • BACR counselor will work with Social Emotional Learning committee to provide weekly SEL lessons for all staff. • BACR counselor will participate in the Coordination of Services Team • In addition to the .4 counseling position provided to each elementary school, carryover funding will fund a .2 FTE counseling intern, to serve the needs of a larger student population. Expenditure Line 1: $35,000 from BSEP carryover funds for counseling contract Expenditure Line 2: $7,597 from BSEP funds for	Students who qualify for MediCal, and All Transitional Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Hispanic or	35,000 BSEP Carryover 5800 Contracted Services (inc software subscriptions 7597 BSEP 5800 Contracted Services (inc software subscriptions 1500 PTA 5800 Contracted Services (inc software subscriptions

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	counseling contract Expenditure Line 3: $1,500 from PTA funds for counseling contract Expenditure Line 4: $2,586 from BSEP carryover for indirect cost of carryover	Latino Students, Students with Disabilities	2586 BSEP Carryover 4380 Other/Reserve
3.7	PE Teacher will provide instructional support and consultation to 4th, and 5th grade teachers in providing in-class P.E. If Proposition 28 money becomes available, PTA funding currently directed towards the arts may shift to staff an Instructional Specialist-PE position, providing recess coaching and supplemental P.E. instruction to teachers in 4th and 5th grade. • Focus on continued mentorship, sportsmanship and teaching of rules for sports will reduce conflicts on the yard that lead to office referrals. • Health and physical activity contribute to attendance, school climate and belonging. Expenditure Line 1: $42,603 for .28 FTE paid by PTA Expenditure Line 2: Unallocated reserve for personnel variance from PTA, $8,971	4th and 5th grade students	42603 PTA 1102 Certificated Monthly 8971 PTA 4380 Other/Reserve

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

These strategies were effective in creating a positive school environment, as shown by suspension rates, participation in school activities and events.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

These activities were able to be implemented as stated in the 25-26 plan.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Partnership & Engagement
Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for our students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Site staff will review and monitor the Site Plan for Student Achievement. The SPSA is the school's road map for the school year.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation in parent meetings and events	Sign-sheets collected from Back-to-School night and Parent teacher conferences in 2025-26 indicate approximately 90% participation.	Focused outreach to families who do not attend Back-to-School Night or parent teacher conferences to ensure that all families are
ILP meetings for Vision Scholars	In 2025-26, 90% of ILP meetings have been completed.	The goal is 100% completion of ILP meetings for continuously enrolled Vision Scholars.
Chronic Absenteeism	Current chronic absenteeism rate for the school is 16.2% for 25-26.	A 3% reduction in chronic absenteeism (approximately 15 students)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Family Engagement: • Family Engagement Specialist will partner with content area specialists to provide parent trainings in the areas of Literacy, Math and ELD to promote parent participation in trainings and meetings in these areas. • Family Engagement Specialist will continue to assist families to navigate district and community resources to help support their child's learning and socio-emotional wellbeing.	All Transitional Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged	889 Title I A - Parent Involvement 4380 Other/Reserve 27793 BSEP 2102 Classified Monthly 25709 PTA

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	• Family Engagement Specialist will participate in the Coordination of Services team meeting, to connect families with school and district resources • With the assistance of the School Service Assistant, Family Engagement Specialist will outreach to families to help remove barriers to student attendance Expenditure Line 1: $889 for Title 1 Parent Involvement Expenditure Line 2: $27,793 for .4 FTE School Service Assistant (BSEP site funds) Expenditure Line 3: $25,709 for .37 FTE School Service Assistant (PTA funds)	Students, Foster-Youth, African-American Students, Hispanic or Latino Students, Students with Disabilities	2102 Classified Monthly
4.2	English Learner Advisory Committee: • Continue to grow our parent community centered around the English Learner Advisory Committee meeting and strengthen home/school connections by personal phone call outreach before meetings and events. We'll also use a parent survey to determine high- interest topics for ELAC meetings and best times for families to attend. • Continue ELAC/PTA partnership at events like the spring fair and family heritage night to increase ELAC visibility at school events and further involve ELAC parents with the wider school community.	Families of multilingual learners	0
4.3	CCEIS for Sig Dis • Conduct Individual Learning Plan meetings collaboratively with teachers and parents to choose goals to work on for Vision Scholars. • Equity Teacher leader will continue to conduct staff meetings related to school climate issues that impact African American students disproportionately. Expenditure Line 1: $3500 from BSEP Carryover for Equity Teacher Leader Stipend	Vision Scholars	3500 BSEP Carryover 2117 Coach Stipend
4.4	Reduce Chronic Absenteeism: Engage parents in a collaborative process to identify and remove barriers to regular school attendance. Chronic absenteeism for subgroups performing below the school average on English Language Arts and Math is double the number for the school as a whole. • communicate changes in district policy about Independent Study Contracts, so that students are provided with school work on days when they are out of school and not ill.	Overall Chronic Absenteeism rate of 16.2%. Socioeconomically disadvantaged students have rate of 33.1 percent, African American and Latino students have rate of 29.5%.	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	• Outreach to families of chronically absent students through the Coordination of Services Team. • Continue to folllow the Student Attendance Review Team/Student Attendance Review Board process to notify and meet with parents about unexcused absences. • Provide families with Alameda Public Health guidelines about when it is OK to send kids to school and when to keep home for illness. (returning to previous practice after the pandemic-- families may still be following extremely conservative pandemic protocols.) • Investigate carpool apps and other means of transportation to remove barriers for families where transportation is a periodic barrier to attendance. • Develop a matrix of attendance strategies to keep track of which strategies have been implemented for chronically absent students. • Communicate goals about attendance to parents at different parent forums and using different media (School Site Council, PTA, School news)		

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The site evaluated the previous year's SPSA in collaboration with our SSC. This supported the development of the 2025-2026 SPSA. District assessments and program evaluation were an ongoing process that also supported the development of the 2025-2026 SPSA.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This goal was able to be implemented as stated.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Given the correlation between attendance and academics, action steps around attendance have been revised.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Equity Multiplier
Goal 5: Within three years, all students, and particularly all students at Berkeley Technology Academy will demonstrate growth towards being prepared for college or a career.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5: Within three years, all students, and particularly all students at Berkeley Technology Academy will demonstrate growth towards being prepared for college or a career.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students and families who are experiencing homelessness are more likely to have a high absentee rate, need health and wellness assistance, and academic support.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who experience homelessness who meet/exceed CAASPP standards in the district	ELA - 27% Math - 22%	ELA - 35% Math - 30%
Chronic Absentee	33%	15%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Supports for Students Experiencing Homelessness: Collaborate with the district to provide direct services and support to our McKinney-Vento students.	Students Experiencing Homelessness	0
5.2	Family Engagement - Office of Family Engagement and Equity (OFEE): Site Staff to provide support in three main focal areas: 1) Establishing links between home and school for academic success 2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students	Students Experiencing Homelessness	0

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	3) Promoting attendance and access to health services		
5.3	Intervention Services for Students Experiencing Homelessness: Work with the district to identify students at risk due to chronic absenteeism. Provide incentives to promote attendance. On going review of chronic absenteeism data. Work with the district to support the needs of students experiencing homelessness. Work with staff to ensure families are connected to the site and available resources.	Students Experiencing Homelessness	0

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall we need to prioritize the implementation of this goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Reaching out earlier to families, especially those that we know have attendance issues.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$620,055.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
BSEP	$230,850.00
BSEP Carryover	$58,086.00
Other	$84,790.00
PTA	$159,991.00
Title I A - Basic Funding	$85,449.00
Title I A - Parent Involvement	$889.00

Subtotal of state or local funds included for this school: $620,055.00

Total of federal, state, and/or local funds for this school: $620,055.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
BSEP	230,850.00
BSEP Carryover	58,086.00
Other	84,790.00
PTA	159,991.00
Title I A - Basic Funding	85,449.00
Title I A - Parent Involvement	889.00

Expenditures by Budget Reference

Budget Reference	Amount
	4,000.00
1102 Certificated Monthly	308,651.00
1116 Certificated Hourly	5,000.00
2102 Classified Monthly	202,016.00
2116 Classified Hourly	3,000.00
2117 Coach Stipend	3,500.00
4300 Materials and Supplies	1,237.00
4380 Other/Reserve	43,554.00
5800 Contracted Services (inc software subscriptions	49,097.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1102 Certificated Monthly	BSEP	116,087.00
2102 Classified Monthly	BSEP	84,832.00

4380 Other/Reserve	BSEP	22,334.00
5800 Contracted Services (inc software subscriptions	BSEP	7,597.00
	BSEP Carryover	4,000.00
1116 Certificated Hourly	BSEP Carryover	5,000.00
2116 Classified Hourly	BSEP Carryover	3,000.00
2117 Coach Stipend	BSEP Carryover	3,500.00
4380 Other/Reserve	BSEP Carryover	2,586.00
5800 Contracted Services (inc software subscriptions	BSEP Carryover	40,000.00
1102 Certificated Monthly	Other	14,000.00
2102 Classified Monthly	Other	66,783.00
4380 Other/Reserve	Other	4,007.00
1102 Certificated Monthly	PTA	99,119.00
2102 Classified Monthly	PTA	50,401.00
4380 Other/Reserve	PTA	8,971.00
5800 Contracted Services (inc software subscriptions	PTA	1,500.00
1102 Certificated Monthly	Title I A - Basic Funding	79,445.00
4300 Materials and Supplies	Title I A - Basic Funding	1,237.00
4380 Other/Reserve	Title I A - Basic Funding	4,767.00
4380 Other/Reserve	Title I A - Parent Involvement	889.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	213,612.00
Goal 2	22,369.00
Goal 3	326,183.00
Goal 4	57,891.00
Goal 5	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Jila Abdolhosseini	Classroom Teacher
Todd Lavine	Classroom Teacher
Jocelyn Foreman	Other School Staff
(Vice Principal) Yusef Auletta (alternate)	Other School Staff
Alexander Hunt (Principal)	Principal
Jack Lyons	Parent or Community Member
Erin Holland	Parent or Community Member
Balark Mallik	Parent or Community Member
Monica Jones, SSC president	Parent or Community Member
Subhadeep Sarker	Parent or Community Member
Zia Manekin-Hrdy	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: PTA

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 17, 2026.

Attested:

	Principal, Alexander Hunt on May 12, 2026
	SSC Chairperson, Monica Jones on May 12, 2026

Kathy Fleming
Director of Local Resources

Signature

6-9-26
Date

6/10/26

Jill Hoogendyk
Associate Superintendent, Educational Services

Signature

Date

SITE BUDGET SUMMARY 2026-27

Malcolm X (126) May 7, 2026	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0852		Title I Resource 3010		Prop 28 Resource 6770		Centrally - Funded BSEP		LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Other Resources			Sum of FTE
Budget Item			**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**RES.**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**RES.**	**BGT**	**FTE**	
Lit Coach	1/1	1102	32,048	0.20					0841-0863	0.75			8,012	0.05				1.00
RTI TSA	2/1	1102	17,369	0.10					0863-017	0.10	RTI	0.70			3312	CCEIS Coord.	0.10	1.00
RTI TSA/Lit Coach/ELD TSA	1/1, 1/3	1102	61,769	0.40							ELD	0.60						1.00
Math Intervention TSA	1/2	1102			79,445	0.50									0000	classroom	0.50	1.00
Drama TSA & Release	3/1	1102					28,500	0.19	0853	0.09			24,000	0.16	0000	release	0.36	0.80
Music Teacher	3/1	1102	4,901	0.04									24,504	0.20				0.24
PE Teacher	3/7	1102											42,603	0.28	0000	release	0.72	1.00
Instructional Specialist - Dance	3/1	2182					38,283	0.36					14,888	0.14				0.50
Instructional Specialist - Art	3/1	2182	57,039	0.64									9,804	0.11				0.75
School Service Assistant	4/1	2902	27,793	0.40									25,709	0.37	0000	Noon sup.	0.20	0.97
Instructional Materials	1/2	4300			1,237										0000			
Parent Involvement	4/1				889													
Contract (Counseling)	3/6	5800	7,597										1,500					
Unallocated Reserve	1/1, 1/2, 3/1, 3/7	4380	12,055		4,767		4,007						8,971					
Indirect Cost (0852 only)	1/1	7340	10,279															
Total Expenditures			230,850	1.78	86,338	0.50	70,790	0.55				1.30	159,991	1.31		0		
Revenue Allocation			**230,850**		**86,338**		**70,727**						**160,000**					
			(0)		0		(63)						9					

BSEP Site Fund Carryover Priorities:			
Available BSEP site fund carryover: TBD Fall 2026			
Project Connect -Teacher hourly	2/2	1116	5,000
Contract (Equity)	3/2	5800	5,000
Equity teacher leader stipend	4/3	2117	3,500
Classified Hourly - PBIS Meetings	3/5	2116	3,000
Subs for PD	1/1	1103	4,000
Contract (Counseling)	3/6	5800	35,000
Indirect Cost	3/6	7340	2,586
Total BSEP Site Fund Carryover Priorities:			**58,086**

Prop 28 Carryover: TBD Fall 2026

Prop 28 Carryover Priorities

Materials and Supplies

In case of any Title I Savings:

Teacher Hourly