

Martin Luther King Middle School

1781 Rose Street • Berkeley, CA 94703 • (510) 644-6280 • Grades 6-8

Janet Levenson, Principal
janetlevenson@berkeley.net

2013-14 School Accountability Report Card Published During the 2014-15 School Year



Berkeley Unified School District

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

District Governing Board

Josh Daniels, President

Judy Appel, Vice President

Beatriz Leyva-Cutler, Clerk

Karen Hemphill

Julie Sinai

Juliette Mueller

District Administration

Donald Evans, Ed.D.
Superintendent

Donald Evans
Superintendent

Javetta Cleveland
Deputy Superintendent

Neil Smith
Assistant Superintendent
Educational Services

Delia Ruiz
Assistant Superintendent
Human Resources

Principal's Message

Welcome to Martin Luther King Middle School. We are committed to the ideals of Dr. King and the philosophy that educating our children is a joint responsibility shared among student, school, home, and community. We practice and teach the ideals of equality, academic excellence, community action, respect for self and others, nonviolence, and democratic leadership. We base our rigorous curriculum on the Common Core Standards, with an emphasis on developing critical independent thinkers.

We communicate regularly with parents through students' homework calendars, weekly phone blasts, a frequently updated website, Monday and Friday digests via the e-tree, a Facebook page, and parent education opportunities.

Janet Levenson
Principal

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (510) 644-6280.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	318
Gr. 7	287
Gr. 8	310
Total	915

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	16.9
American Indian or Alaska Native	0.1
Asian	7.9
Filipino	0.3
Hispanic or Latino	18.8
Native Hawaiian/Pacific Islander	0.5
White	42.4
Two or More Races	12.5
Socioeconomically Disadvantaged	41.9
English Learners	8.9
Students with Disabilities	13.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Martin Luther King Middle School	12-13	13-14	14-15
Fully Credentialed	35	35	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence			
Berkeley Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Martin Luther King Middle	12-13	13-14	14-15
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	0		

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	99.86	0.14
High-Poverty Schools	99.68	0.32
Low-Poverty Schools	100.00	0.00

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

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

Williams legislation calls for the schools to have enough books in core classes for all students and asks districts to reveal whether those books are presenting information outlined in the California content standards. Textbook materials are adopted by the school board following a rotating adoption cycle for subject specific state adopted textbooks and instructional materials.

Textbooks and Instructional Materials		Year and month in which data were collected:	
Core Curriculum Area		Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts		Pearson Literature California- Grade 6	
The textbooks listed are from most recent adoption:	Yes	Pearson Literature California- Grade 7	
Percent of students lacking their own assigned textbook:	0%	Pearson Literature California- Grade 8	
		Adopted 2009, Published in 2010	
Mathematics		A Story of Ratios (Eureka Math) Pilot 2014	
The textbooks listed are from most recent adoption:	Yes	Algebra 1 (Holt California)	
Percent of students lacking their own assigned textbook:	0%	Adopted 2008, Published in 2008	
Science		Glencoe Science (McGraw Hill)	
The textbooks listed are from most recent adoption:	Yes	Adopted in 2007	
Percent of students lacking their own assigned textbook:	0%		
History-Social Science		History Alive! California Middle Schools Program (Teachers' Curriculum Institute)	
The textbooks listed are from most recent adoption:	Yes	Adopted in 2006	
Percent of students lacking their own assigned textbook:	0%		

School Facility Conditions and Planned Improvements (Most Recent Year)

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well maintained and in good repair. A work order process alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority. Safety issues are the top priority for Maintenance and Operations. District maintenance supervisors inspect school sites continually and complete repairs in a timely manner. They use a work order process to ensure an efficient, prioritized repair process. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report (2010). Since that time, those conditions may have changed.

King Middle School has a phenomenal facility that has been fully remodeled over the past ten years. The over 10 acre campus includes excellent classrooms, full science labs, an outstanding library, a world class dining commons, a gymnasium, a track and field, the amazing Edible School Yard and more.

Date of Last Inspection: December 6, 2010

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	Science Building heat does not work consistently.
Interior: Interior Surfaces	[X]	[]	[]	No apparent problems
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	No apparent problems
Electrical: Electrical	[X]	[]	[]	No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	No apparent problems
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	No apparent problems
Structural: Structural Damage, Roofs	[X]	[]	[]	No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	No apparent problems
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	76	74	72	63	65	64	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	70	76	74	60	64	64	54	56	55
Math	67	71	72	53	56	57	49	50	50
HSS	54	61	64	45	47	50	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	8	9	9
Similar Schools	7	8	8

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

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	18.7	21.8	43.0

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	64
All Student at the School	72
Male	64
Female	78
Black or African American	34
American Indian or Alaska Native	
Asian	71
Filipino	
Hispanic or Latino	52
Native Hawaiian/Pacific Islander	
White	94
Two or More Races	79
Socioeconomically Disadvantaged	46
English Learners	22
Students with Disabilities	36
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	24	28	-1
Black or African American	58	22	-27
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	3	13	14
Native Hawaiian/Pacific Islander			
White	5	25	-12
Two or More Races			
Socioeconomically Disadvantaged	35	28	-10
English Learners	14	7	
Students with Disabilities			-30

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at King Middle School. Parents contribute time in a variety of ways on the King Middle School campus, including participating in the PTA's fundraising and/or committees, volunteering in the classroom, library or office. Parents may also participate in the following committees and organizations:

- School Governance Council
- English Language Advisory Committee (ELAC)

Numerous programs and activities are enriched by the generous contributions made by the following local businesses and organizations:

- Edible Schoolyard Project
- Stiles Hall
- Writer-Coach Connection
- Berkeley School Volunteers

State Priority: School Climate

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

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

School Safety Plan

The safety of students and staff is a primary concern at King Middle School. Many people visit the campus to volunteer in the classroom and participate in school events. During lunch, recesses, and before and after school, staff members, safety officers and administrators supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire drills are held every month and earthquake drills are held every quarter.

Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in the spring of 2014.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	6.7	6.4	5.6
Expulsions Rate	0.3	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	4.8	3.9	3.0
Expulsions Rate	0.1	0.0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

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

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

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		13
Percent of Schools Currently in Program Improvement		76.5

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	312

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 6		21	24		22	17		59	66		1	1
English	25.5	24	24	6	10	8	20	19	18	0		1
Math	19.9	18	20	25	31	27	7	2	3	0		
Science	27.7	25	27	1	3	2	22	22	20	0		
SS	29.1	27	27	0	3	2	20	18	18	0		1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,056	\$2,034	\$6,022	\$62,595
District	♦	♦	\$5,852	\$68,192
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			2.9	-8.2
Percent Difference: School Site/ State			28.4	-7.6

Types of Services Funded at Martin Luther King Middle School

Our school governance committees determine how our state and federal monies are spent. There are ongoing programs that are funded yearly. Every year, the principal, staff, and parents write grants for additional funds for a variety of programs.

Professional Development provided for Teachers at Martin Luther King Middle School

Administrators and teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. During the last three school-years, each school in the Berkeley Unified School District dedicated 3 days annually for teacher and administrator professional development. In addition we have dedicated over 20 hours a year of faculty meeting time to professional development and have supported dozens of days of individual professional development at conferences. Over the past two years the entire faculty has been trained in the inquiry process, positive behavior support, and instructional technology. Groups of teachers have had additional training in formative assessment, teaching English Language Learners, differentiated instruction, Read 180, and data analysis. A math teacher-leader at the site participates in monthly District trainings, and supports math professional development and collaboration at the site. New teachers participate in a rigorous District BTSA program. Teacher-initiated professional development is supported through local funds earmarked for this purpose.