

Martin Luther King Middle School

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

Janet Levenson, Principal
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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Berkeley Unified School District

Berkeley Unified School District

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

District Governing Board

Beatriz Leyva-Cutler, President
Ty Alper, Vice President
Karen Hemphill, Clerk
Josh Daniels
Judy Appel

District Administration

Donald Evans, Ed.D.
Superintendent
Donald Evans
Superintendent
Javetta Cleveland
Deputy Superintendent
Pasquale Scuderi
**Assistant Superintendent
Educational Services**

Delia Ruiz
**Assistant Superintendent
Human Resources**

Principal's Message

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

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

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

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	325
Grade 7	325
Grade 8	307
Total Enrollment	957

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	16
American Indian or Alaska Native	0.2
Asian	7.7
Filipino	0.9
Hispanic or Latino	18
Native Hawaiian or Pacific Islander	0.6
White	43.5
Two or More Races	12.6
Socioeconomically Disadvantaged	36.7
English Learners	9.3
Students with Disabilities	11.3
Foster Youth	0.1

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	13-14	14-15	15-16
With Full Credential	35	44	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence			
Berkeley Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Martin Luther King Middle	13-14	14-15	15-16
Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

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

Core Academic Classes Taught by Highly Qualified Teachers

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

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

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

Williams legislation calls for the schools to have enough books in core classes for all students and asks districts to 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: January 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Pearson Literature California- Grade 6 Pearson Literature California- Grade 7 Pearson Literature California- Grade 8 Adopted 2009, Published in 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	A Story of Ratios (Eureka Math) Pilot 2014 Algebra 1 (Holt California) Adopted 2008, Published in 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Glencoe Science (McGraw Hill) Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History Alive! California Middle Schools Program (Teachers' Curriculum Institute) Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	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: November 2015

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				Main heating unit and all controls were replaced on the Media building in summer of 2015
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 State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	15.60	25.80	31.70

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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	63	57	44
Math	58	52	33

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	73	72	82	65	66	66	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	66
All Student at the School	82
Male	84
Female	81
Black or African American	53
Asian	86
Filipino	--
Hispanic or Latino	69
Native Hawaiian or Pacific Islander	--
White	94
Two or More Races	88
Socioeconomically Disadvantaged	--
English Learners	21
Students with Disabilities	65
Foster Youth	--

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

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	332	322	97.0	11	17	36	34
	7	332	310	93.4	25	19	36	19
	8	320	304	95.0	17	19	42	20
Male	6		166	50.0	13	17	40	28
	7		155	46.7	26	17	37	19
	8		155	48.4	19	22	44	14
Female	6		156	47.0	8	17	31	42
	7		155	46.7	25	21	35	19
	8		149	46.6	14	17	40	27
Black or African American	6		45	13.6	40	31	22	2
	7		58	17.5	64	21	10	2
	8		57	17.8	47	33	16	0
American Indian or Alaska Native	6		1	0.3	--	--	--	--
	7		1	0.3	--	--	--	--
Asian	6		30	9.0	3	20	40	33
	7		15	4.5	20	20	40	20
	8		23	7.2	4	22	61	13
Filipino	6		4	1.2	--	--	--	--
	7		1	0.3	--	--	--	--
	8		4	1.3	--	--	--	--
Hispanic or Latino	6		58	17.5	21	17	40	22
	7		61	18.4	44	23	25	8
	8		47	14.7	26	23	40	6
Native Hawaiian or Pacific Islander	6		1	0.3	--	--	--	--
	7		3	0.9	--	--	--	--
	8		2	0.6	--	--	--	--
White	6		144	43.4	0	13	38	47
	7		134	40.4	3	19	49	28
	8		127	39.7	5	15	48	32
Two or More Races	6		38	11.4	11	8	34	47
	7		37	11.1	14	8	46	32
	8		43	13.4	12	7	49	30
Socioeconomically Disadvantaged	6		111	33.4	23	25	37	14
	7		117	35.2	52	21	21	4
	8		114	35.6	32	29	28	8

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	6		24	7.2	29	46	17	0
	7		20	6.0	85	15	0	0
	8		17	5.3	76	12	12	0
Students with Disabilities	6		22	6.6	50	27	14	5
	7		34	10.2	62	18	12	6
	8		24	7.5	75	8	8	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	332	326	98.2	15	21	25	37
	7	332	321	96.7	24	21	23	31
	8	320	308	96.3	22	21	28	29
Male	6		169	50.9	16	23	24	36
	7		163	49.1	22	21	24	32
	8		157	49.1	22	21	28	29
Female	6		157	47.3	15	19	26	39
	7		158	47.6	26	21	22	31
	8		151	47.2	23	21	27	28
Black or African American	6		45	13.6	51	38	9	2
	7		58	17.5	59	26	10	3
	8		57	17.8	54	30	9	4
American Indian or Alaska Native	6		1	0.3	--	--	--	--
	7		1	0.3	--	--	--	--
Asian	6		32	9.6	13	16	25	47
	7		15	4.5	20	27	33	20
	8		24	7.5	4	17	50	29
Filipino	6		4	1.2	--	--	--	--
	7		1	0.3	--	--	--	--
	8		4	1.3	--	--	--	--

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	6		60	18.1	22	23	27	27
	7		64	19.3	44	23	14	19
	8		48	15.0	38	31	23	8
Native Hawaiian or Pacific Islander	6		1	0.3	--	--	--	--
	7		3	0.9	--	--	--	--
	8		2	0.6	--	--	--	--
White	6		144	43.4	3	16	31	49
	7		142	42.8	5	18	34	44
	8		127	39.7	7	15	34	44
Two or More Races	6		38	11.4	13	18	21	47
	7		37	11.1	11	22	16	51
	8		45	14.1	18	18	27	38
Socioeconomically Disadvantaged	6		115	34.6	29	32	25	13
	7		120	36.1	48	29	10	13
	8		115	35.9	42	26	21	10
English Learners	6		28	8.4	50	32	14	0
	7		24	7.2	67	13	17	4
	8		18	5.6	61	11	11	11
Students with Disabilities	6		23	6.9	48	35	9	4
	7		35	10.5	54	20	20	6
	8		24	7.5	67	17	8	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Parents 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 2015.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	6.45	5.61	5.51
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.93	3.02	2.93
Expulsions Rate	0.01	0.07	0.06
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

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

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	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	12	
Percent of Schools Currently in Program Improvement	75.0	

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	24	24	23	10	8	9	19	18	21		1	
Math	18	20	21	31	27	13	2	3	17			
Science	25	27	25	3	2	4	22	20	21			
SS	27	27	26	3	2	2	18	18	21		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.

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.

Professional Development provided for Teachers

Administrators and teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. During the last three school-years, each school in the Berkeley Unified School District dedicated 3 days annually for teacher and administrator professional development. 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 three 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.

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

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

Types of Services Funded

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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2013-14 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	\$70,036
State	◆	◆	\$5,348	\$69,257
Percent Difference: School Site/District			2.9	-8.2
Percent Difference: School Site/ State			28.4	-7.6

* Cells with ◆ do not require data.