

Martin Luther King Middle School

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

Janet Levenson, Principal
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<http://mlkmiddleschool.org>

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



Berkeley Unified School District

2020 Bonar Street
Berkeley, CA 94702
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www.berkeleyschools.net

District Governing Board

Josh Daniels, President
Judy Appel, Vice President
Beatriz Leyva-Cutler, Clerk
Ty Alper
Karen Hemphill
Uma Nagarajan-Swenson (student)

District Administration

Donald Evans, Ed.D.
Superintendent
Donald Evans
Superintendent
Pasquale Scuderi
**Associate Superintendent
Educational Services**
Pauline Follansbee
**Interim Assistant Superintendent
Business Services**
Evelyn Tamondong-Bradley
**Assistant Superintendent
Human Resources**

School Description

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, and through 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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	342
Grade 7	336
Grade 8	344
Total Enrollment	1,022

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	11.4
American Indian or Alaska Native	0.1
Asian	7.4
Filipino	0.6
Hispanic or Latino	15.3
Native Hawaiian or Pacific Islander	0.1
White	49.8
Two or More Races	15.3
Socioeconomically Disadvantaged	26.7
English Learners	7.1
Students with Disabilities	10.5
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Martin Luther King Middle School	15-16	16-17	17-18
With Full Credential	66		60
Without Full Credential			1
Teaching Outside Subject Area of Competence			0
Berkeley Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	604
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Martin Luther King Middle	15-16	16-17	17-18
Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions		1	

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

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

Williams legislation calls for the schools to have enough books in core classes for all students and asks districts to 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: December 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Inquiry by Design (Inquiry by Design) Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Eureka Math: A Story of Ratios (Great Minds) Adopted 2015 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%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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.⁷

Date of Last Inspection: October 2017

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Main heating unit and all controls were replaced on the Media building in summer of 2015
Interior: Interior Surfaces	X			No apparent problems

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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			The gym has received new windows in the last three years, the track and field were replaced in summer 2015
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	67	70	60	59	48	48
Math	66	68	55	54	36	37

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	82	74	66	63	56	54

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

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

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	16.1	26.5	41.3

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

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	332	312	94.0	74.0
Male	168	158	94.1	77.2
Female	164	154	93.9	70.8
Black or African American	53	50	94.3	40.0
Asian	21	19	90.5	73.7
Hispanic or Latino	73	66	90.4	63.6
White	139	135	97.1	88.9
Two or More Races	42	38	90.5	84.2
Socioeconomically Disadvantaged	141	130	92.2	56.2
English Learners	26	22	84.6	27.3
Students with Disabilities	36	27	75.0	59.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,031	972	94.28	69.75
Male	555	525	94.59	63.98
Female	476	447	93.91	76.59
Black or African American	114	105	92.11	21.15
American Indian or Alaska Native	--	--	--	--
Asian	76	75	98.68	72
Filipino	--	--	--	--
Hispanic or Latino	158	148	93.67	55.56
Native Hawaiian or Pacific Islander	--	--	--	--
White	511	480	93.93	81.76
Two or More Races	158	155	98.1	78.57
Socioeconomically Disadvantaged	272	257	94.49	38.1
English Learners	127	109	85.83	33.96
Students with Disabilities	104	100	96.15	16.49

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,031	985	95.54	68.02
Male	555	535	96.4	66.79
Female	476	450	94.54	69.49
Black or African American	114	106	92.98	23.81
American Indian or Alaska Native	--	--	--	--
Asian	76	76	100	64.47
Filipino	--	--	--	--
Hispanic or Latino	158	149	94.3	51.68
Native Hawaiian or Pacific Islander	--	--	--	--
White	511	489	95.69	83.16
Two or More Races	158	154	97.47	69.48
Socioeconomically Disadvantaged	272	260	95.59	35.91
English Learners	127	116	91.34	37.93
Students with Disabilities	105	98	93.33	18.37

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

PARENT: NOT JUST A NOUN, ALSO A VERB. We ask all parents to take an active role in their students' lives at school and at home.

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 State priority: School Climate (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 Fall of 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	5.5	4.8	2.5
Expulsions Rate	0.0	0.0	0.3
District	2014-15	2015-16	2016-17
Suspensions Rate	2.9	2.1	1.8
Expulsions Rate	0.1	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	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		10
Percent of Schools Currently in Program Improvement		71.4

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	341

* 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 (Secondary)												
	Average Class Size			Number of Classrooms*								
	2014-15	2015-16	2016-17	1-22			23-32			33+		
Subject	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	23	24	22	9	9	9	21	22	24			
Mathematics	21	20	22	13	7	5	17	20	21			
Science	25	27	24	4	3	4	21	22	24			
Social Science	26	27	25	2	2	2	21	22	24			

* 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.

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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,486	\$46,511
Mid-Range Teacher Salary	\$71,172	\$73,293
Highest Teacher Salary	\$88,314	\$92,082
Average Principal Salary (ES)	\$117,914	\$113,263
Average Principal Salary (MS)	\$123,182	\$120,172
Average Principal Salary (HS)	\$150,202	\$131,203
Superintendent Salary	\$248,416	\$213,732
Percent of District Budget		
Teacher Salaries	35%	36%
Administrative Salaries	6%	5%

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

Types of Services Funded

The Berkeley Unified School District benefits from a local tax initiative called the Berkeley Schools Excellence Program (BSEP). We used BSEP funds, along with state and federal funds, to support improving student achievement, sending teachers to staff development, and purchasing instructional materials for classrooms. Our PTA's fund-raising efforts support many activities and supplies, including field trips, assemblies, family nights, after-school enrichment scholarships, teachers' classroom requests, classroom library books, and more.

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

DataQuest

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

Internet Access

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,444	\$1,665	\$6,779	\$75,543
District	♦	♦	\$10,050	\$73,395
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-32.5	2.9
Percent Difference: School Site/ State			3.1	1.4

* Cells with ♦ do not require data.