

# 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>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### **Berkeley Unified School District**

2020 Bonar Street  
Berkeley, CA 94702  
(510) 644-8764  
[www.berkeleyschools.net](http://www.berkeleyschools.net)

#### **District Governing Board**

Judy Appel

**President**

Ty Alper

**Vice President**

Ka'Dijah Brown

**Director/Clerk**

Julie Sinai

**Director**

Beatriz Leyva-Cutler

**Director**

Estella Hemp

**Student Director, BHS**

Edwin Castro Romero

**Student Director, BTA**

#### **District Administration**

Brent Stephens, Ed.D.

**Superintendent**

Brent Stephens, Ed.D.

**Superintendent**

Bajé Thiara

**Associate Superintendent**

**Education Services**

Pauline Follansbee

**Assistant Superintendent**

**Business Services**

Samantha Tobias-Espinosa

**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 base our rigorous curriculum on the Common Core Standards, with an emphasis on developing critical independent thinkers who understand the importance of creating a just world for all.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	320
Grade 7	318
Grade 8	351
<b>Total Enrollment</b>	<b>989</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	10.2
Asian	6.8
Filipino	0.7
Hispanic or Latino	16
Native Hawaiian or Pacific Islander	0.1
White	48.2
Two or More Races	17.9
Socioeconomically Disadvantaged	25.7
English Learners	6.5
Students with Disabilities	11.1
Foster Youth	0.1
Homeless	2.3

## 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 for Martin Luther King	17-18	18-19	19-20
With Full Credential	60	66	66
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Berkeley Unified	17-18	18-19	19-20
With Full Credential	♦	♦	778
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Martin Luther King Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			0

\* Note: "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 2019-20)

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 Adopted 2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Eureka Math: A Story of Ratios (Great Minds) Adopted 2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	FOSS Science <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	History Alive! California Middle Schools Program (Teachers' Curriculum Institute) Adopted in 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Foreign Language	Realidades (Spanish) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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.<sup>7</sup>

Date of Last Inspection: March 26, 2018

#### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	The heating units in the cafeteria leak and fail. We plan to replace them in summer 2020
<b>Interior:</b> Interior Surfaces	Good	No apparent problems
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	No apparent problems
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	No apparent problems
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	No apparent problems
<b>Structural:</b> Structural Damage, Roofs	Good	No apparent problems
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	We repaired blacktop in summer 2019
<b>Overall Rating</b>	<b>Good</b>	

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	76	73	64	65	50	50
Math	69	70	57	60	38	39

Note: 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.

Note: ELA and 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	15.9	27.2	43.1

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	1000	968	96.80	73.24
Male	558	542	97.13	69.44
Female	442	426	96.38	78.07
Black or African American	102	95	93.14	26.60
Asian	68	66	97.06	61.54
Filipino	--	--	--	--
Hispanic or Latino	160	151	94.38	64.24
Native Hawaiian or Pacific Islander	--	--	--	--
White	482	472	97.93	84.68
Two or More Races	180	176	97.78	80.68
Socioeconomically Disadvantaged	265	256	96.60	45.45
English Learners	89	81	91.01	25.00
Students with Disabilities	108	99	91.67	26.53
Foster Youth	--	--	--	--
Homeless	22	20	90.91	9.09

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 2018-19 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	1000	956	95.60	70.27
Male	558	537	96.24	69.53
Female	442	419	94.80	71.22
Black or African American	102	91	89.22	23.08
Asian	68	65	95.59	63.08
Filipino	--	--	--	--
Hispanic or Latino	160	151	94.38	56.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	482	467	96.89	83.91
Two or More Races	180	174	96.67	73.84
Socioeconomically Disadvantaged	265	249	93.96	42.34
English Learners	89	85	95.51	32.94
Students with Disabilities	108	92	85.19	23.33
Foster Youth	--	--	--	--
Homeless	22	18	81.82	18.18

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 school site

#### Opportunities for Parental Involvement (School Year 2019-20)

We ask all parents to take an active role in their students' lives at school and at home. A favorite message from the principal to parents is: PARENT: NOT JUST A NOUN, ALSO A VERB. PLEASE DO IT!

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)
- Parent Advisory Committee (PAC)

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

- Edible Schoolyard Project
- Stiles Hall
- 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 spring of 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.5	3.6	2.2
Expulsions Rate	0.3	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.8	1.9	1.4
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	9890.0

\* 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.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.3
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	3.7
Other	1.0

\* 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)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	22	9	24		22	13	22		21	11	22	
Mathematics	22	5	21		23	9	23		21	12	21	
Science	24	4	24		26	3	25		25	4	23	
Social Science	25	2	24		27	3	22		25	4	22	

\* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

K-8 teachers participated in 3 full days of professional development during the 2018-19 school year. K-8 teachers participate in dedicated collaboration 5 partial day professional development, each session 2 hours in length. Every K-8 site has Literacy Coach and a Math Teacher Leader to support teachers in reflecting and improving math and literacy teaching skills through co-teaching and direct professional development at staff meetings. Professional development in K-8 has explicitly focused on the integration of content area subjects with English Language Development teaching strategies and equitable teaching practices. New teachers participate in a rigorous District Teacher Induction program. Teacher-initiated professional development is supported through local funds earmarked for this purpose and through school site funds, as well.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,336	\$49,084
Mid-Range Teacher Salary	\$72,595	\$76,091
Highest Teacher Salary	\$90,080	\$95,728
Average Principal Salary (ES)	\$121,898	\$118,990
Average Principal Salary (MS)	\$130,998	\$125,674
Average Principal Salary (HS)	\$132,895	\$137,589
Superintendent Salary	\$248,416	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8849.08	\$1658.81	\$7190.27	\$78339.07
District	N/A	N/A	\$ 10,681.81	\$74913.39
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-39.5	4.5
School Site/ State	-4.3	0.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded

The Berkeley Unified School District has used federal funding to provide supplemental alternative services and supplemental instructional materials provided to the Title I schools that support and assist Title I students. Alternative support includes tutoring, intervention curriculum and supplemental instructional supplies for targeted Title I students to close the achievement gap.



**DataQuest**

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

**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.