

The Single Plan for Student Achievement

Martin Luther King Middle School

School Name

01-61143-6056857

CDS Code

Date of this revision: June 11, 2010

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Berkeley Unified School District

School District

Superintendent: William Huyett
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The District Governing Board approved this revision of the School Plan on .

I. Consolidated School Plan for Educating The Whole Child

School Name: Martin Luther King Middle School		School Year: 2010-2011
Summary of School Goals:		
Goal #1: Continue to build and implement a 6th-8th grade comprehensive and aligned system of core curriculum, instruction, and assessment in order to address and eliminate the achievement gap.		
Math SMART Goals: 90% of King students (student by student) will score at or above the same performance level band as the previous year. For example a student who scored basic as a 5th grader would score at basic or above as a 6th grader on the 6th grade assessment. The measurement tool will be the BUSD math final.		
75% of African-American and Latino students will score at level 3 or above on the BUSD math final (analyzed in separate ethnic groups)		
Reading SMART Goals: 90% of King students not already at the max level in the fall will rise at least one grade level as scored by the Renaissance Place STAR Reading exam or BUSD reading comprehension test (not the CST)		
75% of African-American and Latino students will read at grade level or above as measured by the STAR Reading exam or BUSD reading comprehension test (not the CST)		
Goal #2: Strengthen the ability of King Middle School to meet the emotional and academic needs of a diverse student body.		
SMART Goal: The average Habits of Work (HOW) grade point average will be 3.3 or above for each of the largest three ethnic groups at King (white, African-American, and Latino) each quarter of the 2010-2011 school year.		
Goal #3: Partner meaningfully with parents to continue to understand and support academic expectations to increase student achievement and work habits.		
Site Committee Representatives:		
Parents/Community		Staff
(Chair): Ana Perez		(Principal): Jason Lustig
(Co-Chair, if applicable):		(Teacher): Jeff Selk
Sophie Hahn		(Teacher): Victoria Edwards
Lyndsey Scheshinger		(Teacher): Maria Isabel Barrera
Leslie Lippard		(Classified):
Betsy Foster		(Teacher) Elizabeth Little

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:

DAC Representative (District Advisory Committee for EIA):

DELAC Representative (District English Learner Advisory Committee):

II. Recommendations and Assurances

The School Governance Council recommends this School Plan and its related expenditures to the District governing Board for approval, and assures the Board of the following:

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on June 10, 2010.
8. This school plan was adopted by the School Governance Council on June 11, 2010.

Jason Lustig

Principal

Signature

Date

Ana Perez

School Governance Council Chair

Signature

Date

Christina Faulkner

Director, Curriculum & Instruction

Signature

Date

Monica Thyberg

Manager, Berkeley Schools Excellence Program

Signature

Date

Neil Smith

Assistant Superintendent, Educational Services

Signature

Date

III. School Vision and Mission

King Middle School is committed to practicing and teaching the ideals of Dr. Martin Luther King in order to insure that every student will be valued as an individual and as a contributing member of a nurturing and equitable learning community. These ideals are Equality, Academic Excellence, Community Action, Respect for Self and Others, Nonviolence, and Leadership based on Democratic Principles.

The King vision insists on academic achievement for all students, and offers a challenging, standards-based curriculum, with attention to the social and psychological needs of developing adolescents.

King students are active participants in their own learning. All students participate in the Edible Schoolyard where their academic learning meets with experiential learning. As they plant, harvest, cook and eat, they explore the foods of other cultures and past civilizations. They learn respect for living systems and practice sustainable, organic environmental stewardship. This project brings the private and public sector together in a community venture for the good of the planet and each King student.

IV. School Profile

Martin Luther King Middle School, a 1996 and 2001 California Distinguished School Award recipient, is a sixth, seventh, and eighth grade school with an ethnically, educationally, and economically diverse student population of 930 students. It is largest of three middle schools in the Berkeley Unified School District, an urban school system. The composition of the King student body is 23% African American, 35% white, 16% Hispanic, 8% Asian, and 18% self identified mixed ethnicity . As the "newcomer" middle school for Berkeley Unified School District, 14% of our students are new to this country and new to English. 44% of our students are identified as low income (eligible for free or reduced-price lunch) and 76% of our parents have attended and/or graduated from college.

V. Comprehensive Needs Assessment Components

A. Data Analysis (See Section IV)

School-Wide Academic Data:

Introduction:

The purpose of the data analysis is to focus the efforts of the King Site Governance Council on data identified areas for improvement and to highlight areas of improvement or success.

King Middle School serves approximately 940 6th through 8th grade students. The demographics of the school closely mirror that of Berkeley Unified School District, with slightly more white students and slightly fewer African-American students. Approximately 44% of the students are on free or reduced lunch, 14% are English learners, and 11% have identified disabilities. Ethnically approximately 35% of the students are white, 22% are African-American, 16% are Latino, 18% are Multi-Ethnic, and 9% are Asian.

School-Wide Academic Data:

King's API was flat between 2008 and 2009, moving from 780 to 779. King's API had risen consistently over the previous 6 years from 720 in 2002. King outperforms the state middle school API averages in both ELA (barely) and Mathematics. Students at King perform better in English Language Arts vs. Math at grades 7 and 8, but for the first time in recent memory, 6th grade math scores were slightly higher than 6th grade ELA scores. School wide growth targets (Adequate Yearly Progress or AYP) were not met in either English Language Arts or Mathematics, however participation targets were met in both areas for the second consecutive year.

A closer look at the CST demonstrate decline in both ELA and math performance as students move from 6th to 8th grade. This is particularly true in math as there is a significant performance difference as a school between 6th grade math and Algebra. Between 6th and 8th grade about seven times as many students dropped a performance level as gained one in mathematics whereas in English about the same number went up as went down.

Achievement Gap Data:

As in past years, one of the most striking aspects of the data is the tremendous achievement gap between white students on the high academic performance side and African-American and Latino students on the low academic performance side. While nearly 90% of white students were proficient or above in English Language Arts, only 24% of African American students and 27% of Latino students achieved this level. In Mathematics 81% of white students were proficient or advanced with only 18% of African-American students and 21% of Latino students achieving this level.

King Latino/Hispanic and White students actually outperform the state average, but King African-American students underperform as compared to the state. The data demonstrates that there is a large achievement gap in the state as a whole, but the gap is even larger at King and in BUSD.

The cohort analysis demonstrates a slight rise in ELA performance between 6th and 7th grade (for African-American and Latino students) followed by a steeper decline between 7th and 8th which leaves students lower than where they started. Except for a rise for African-American students between 6th and 7th, math cohort analysis sees a steady decline from 6th to 8th.

The data demonstrates that the gap largely exists when students enter King, but does not close in any significant way. In fact, African-American and Latino students lose ground while at King. Overall the API gap between White and African American students has remained the same, 308 points, even though both groups have achieved over a 40 point gain since 2002.

Conclusions from the Data:

Despite gains in 6th grade, the achievement gap data paints a stark picture about our failure to this point to increase achievement at King for African-American and Latino students. Our 2009 8th grade performance was particularly weak providing most of the approximately 50 point drop in overall African-American student performance. The data monitoring as a whole school and within ULSS throughout the 2009-2010 school year will help ensure that this does not repeat itself. There continues to be clear evidence of student performance slipping from where they finished in 5th grade to when they finish at King in 8th grade.

All of the data reinforces the need to further develop King's bold changes implemented in the 2009-2010 school year, including an expansion of the new master schedule to 6th grade allowing academic advisory time with math tutorials by the math teachers, as well as more structured feedback systems that focus on both standards based performance and habits of work. The 2009-2010 professional development project with the Bay Area Center for Equitable Schools (BayCES) had an explicit focus on equity and raising achievement for our African-American and Latino students through improved work around formative assessment and a team inquiry approach. Additionally, King's work with ULSS or Universal Learning Support System has greatly improved grade level communication and targeted supports services for students who are struggling in a myriad of ways. The King SGC expects King students to exceed the state target API for King overall and for our subgroups starting in 2009-2010 and over the next few years.

The data encourage King to focus on clearly articulated data driven student performance goals and to leverage site based money as well as human resources behind those goals in order to close the gap and maintain high student engagement at the middle school level. In the first half of the 2009-2010 school year the efforts appear to be paying dividends with improved BUSD assessment scores (comparatively), reduced referrals and suspensions, and slightly increased HOW grade point average for students of color.

B. Surveys

Parents, Students, and staff were surveyed this year in an effort to collect comprehensive feedback about King Middle School. Nearly all teachers and students and approximately 1/2 of parents responded to the survey- providing us with a large data set.

Parents largely expressed satisfaction with the program and positive feedback about different aspects. There was some concern around meeting differentiated academic needs and the personal growth needs of their middle school age children. Parents also expressed that King needs to work harder to improve communication. Very positive marks were given to teachers and staff as well as the overall program.

Students responded positively to the teachers and staff, saving complaints largely to student respect for each other and the school.

Teachers and Staff also responded with largely positive feedback, with suggestions that school climate and support programs could improve.

All three groups ratings were in the mid-high range indicating a positive response, but all three groups indicated a clear understanding that we can do better. This was largely consistent across ethnic, gender, and economic lines.

C. Classroom Observations

Classroom observations indicate a highly competent teaching staff. The classrooms are managed well, with relatively few disruptions. It is evident that teachers care about the content and the students. There is good communication between teachers teaching the same subject matter and many departments use the same summative assessments. Students are generally on task, but not highly focused or motivated. More work needs to be done around formative assessment, differentiated instruction, and active learning. It is also clear that more school wide work to support and reinforce the classrooms would support teachers in their efforts to work with students.

D. Student Work and School Documents

Student work and school documents roughly reflect the same results we see in traditional state testing. Students at King perform at a wide variety of academic levels. Students generally have enough skill and motivation to pass classes and move from one grade level to the next, but often do not strive to reach their highest potential.

E. Analysis of Current Instructional Program (See Appendix C)

See Appendix B

VI. Description of Barriers and Related School Goals

Identified Barriers

Instructional time (need more)

Planning time/collaboration time (need more)

Class size (need smaller working groups for low achieving students)

Need professional development in formative assessment/inquiry, differentiation, and cultural relevance/inclusion

Parent involvement (need more)

Student motivation

Student Transience

Irregular attendance of some students

Students entering from outlying districts not prepared to meet current standards

Communication – language and cultural barriers

School district and State financial problems

Too much sugar and fat: health issues

Related School Goals

Generally, the school goals for 2010-2011 are laid out in the action plan sections. These focus on improving academic achievement (particularly math and reading), improving King's ability to meet the social, emotional and academic needs of students, and improving parent involvement and communication. Many of the identified barriers are addressed in this plan, including increasing instructional time in focus areas, fully utilizing the planning/collaboration time available, creating some smaller work groups for at risk students, engaging in an intensive professional development program around formative assessment/inquiry, improving parent involvement and school-home communication, building student motivation, continuing work around healthy eating, and improving attendance. Others, like fiscal problems are largely out of our zone of influence and are not mentioned in the school plan.

VII. School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	899	846		306	303		216	194		72	65	
Growth API	780	779		922	927		614	575				
Base API	778	791		923	925		582	632				
Target	5	5		A	A		11	8				
Growth	2	-12		-1	2		32	-57				
Met Target	No	No		Yes	Yes		Yes	No				

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	134	130		164	159		340	323		109	105	
Growth API	661	680		646			673	647		509	473	
Base API	670	669			660		633	687				
Target	7	7					8	6				
Growth	-9	11					40	-40				
Met Target	No	Yes					Yes	No				

VII. School and Student Performance Data (continued)

Table 2 – Title III Accountability (District Data)

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 - Attaining English Proficiency		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Number of Annual Testers	962	995				
Percent with Prior Year Data	90.5%	88.5%				
Number in Cohort	871	881		450	450	
Number Met	511	532		182	200	
Percent Met	58.7%	60.4%		40.4%	44.4%	
NCLB Target	50.1%	51.6%		28.9%	30.6%	
Met Target	Yes	Yes		Yes	Yes	

VII. School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	99	99		100	100		98	98		100	100	
Number At or Above Proficient	517	498		270	269		53	52		45	37	
Percent At or Above Proficient	57.8	59.5		88.2	89.1		24.8	27.5		62.5	56.9	
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	Yes	Yes		Yes	Yes		No	No		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	99		100	98		99	98		95	95	
Number At or Above Proficient	38	39		41	35		108	102		15	23	
Percent At or Above Proficient	28.4	30.2		25.0	22.3		32.0	32.4		14.2	23.2	
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	No	No		Yes	No		No	No		No	No	

* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46%), (2010=56.8%)

** = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%), (2010=55.6%)

VII. School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	99	99		99	99		99	98		100	100	
Number At or Above Proficient	422	422		236	234		37	34		41	35	
Percent At or Above Proficient	47.2	50.4		77.4	77.7		17.2	18.1		56.9	53.8	
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	Yes	Yes		Yes	Yes		No	No		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100		100	100		99	99		97	97	
Number At or Above Proficient	26	38		36	42		78	82		11	14	
Percent At or Above Proficient	19.4	29.2		22.0	26.4		23.1	25.9		10.2	13.9	
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	No	Yes		No	No		No	No		No	No	

* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37%), (2009=47.5%), (2010=58%)

** = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%), (2010=54.8%)

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2009-10										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	7	18	15	39	6	16	5	13	5	13	38
7	7	23	7	23	9	30	4	13	3	10	30
8	3	12	7	27	11	42	4	15	1	4	26
Total	17	18	29	31	26	28	13	14	9	10	94

VIII. Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The School Governance Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community.

Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal #1: Improve Academic Achievement in English and Mathematics For All Students

Goal Statement:

Continue to build and implement a 6th-8th grade comprehensive and aligned system of core curriculum, instruction, and assessment in order to address and eliminate the achievement gap.

Student groups and grade levels to participate in this goal:

All King students will participate in this goal

Anticipated annual performance growth for each group:

Math SMART Goals:

90% of King students (student by student) will score at or above the same performance level band as the previous year. For example a student who scored basic as a 5th grader would score at basic or above as a 6th grader on the 6th grade assessment. The measurement tool will be the BUSD math final.

75% of African-American and Latino students will score at level 3 or above on the BUSD math final (analyzed in separate ethnic groups)

Reading SMART Goals:

90% of King students not already at the maximum level in the fall will rise at least one grade level as scored by the Renaissance Place STAR Reading exam (not the CST)

75% of African-American and Latino students will read at grade level or above as measured by the STAR Reading exam (not the CST)

Means of evaluating progress toward this goal:

The quarterly BUSD math test and the STAR reading assessment will be the core tools for evaluating progress toward this goal.

Group data to be collected to measure academic gains:

Student performance on the BUSD quarterly math test and on the STAR reading assessment will be the group data collected to measure academic gains.

Total Expenditures in this Goal: 125,100.00

Description of Specific Actions to Meet This Goal

Action #1:

Student Academic Support in Math

Provide flexible options for additional math instruction and support, including the following...

1. Double period pre-algebra and algebra for target students
2. After School intervention/support classes
3. 30 minute block advisory/tutorial with same math teacher
4. Summer program (summer bridge, scholars, EL intensive)
5. Learning Center and Learning Center support periods
6. Consider balancing math classes as critical when building the schedule in order for teachers to consistently be able to support students within the regular class.

Note: In the expenditure area not all are listed because not all have costs. Also the state reimburses hourly for intervention classes which helps cover part of the cost of the programs. This has been listed, along with some grant funding in the "other" category.

Start and Completion Date:

Extended year program will start in the summer of 2010 and during the year supports will be available throughout the school year.

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
After School Intervention									10,000
Summer Program									15,000

Action #2:

Provide teachers with additional staff development and curriculum development to improve alignment, assessment and instruction.

1. Follow Up Training/Curriculum Planning on Holt materials (new adoption)
2. Continue Formative Assessment/Inquiry process
3. Site Designated Professional Development.
4. Purchase and develop additional math materials to support all learners
5. Provide additional "Early Back" teacher collaborative work days for teachers to receive professional development and work time around math.
6. Provide teacher leadership through an additional department chair position

Note: The only dollars listed are those spent from the school site budget. District expenditures are not listed, even though there is significant support for the Holt training and coaching.

Start and Completion Date:

Professional development will be available in the summer of 2010, but consistent and in depth work will be done during the 2010-2011 school year.

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
"Early Back" Days- Teacher Curriculum Hourly	10,000								

Action #3:

Provide opportunities for families to both become more informed/educated about the math program and expectations, as well as provide fun opportunities for whole family engagement around mathematics. Also provide more extensive mentoring on site by partnering with existing programs and seeking out new community partnerships.

1. Family math activity or game nights
2. Math information nights
3. Mentoring/College Ready programs (Scholars, M3, AVID)

Start and Completion Date:

This work will begin with events and mentor work in September and continue through the end of the year.

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Family Events and Information Nights								2,500	
Stiles Hall Scholars and ELL Tutorial Mentors	4,000								

Action #4:

Reinforce expectations and provide support for independent reading.

1. Continue routines/expectations established in 09-10.
2. Continue to build classroom libraries and school library.
3. Improve placement of target students during 30 minute block.
4. Initiate intervention and directed assignments earlier in each quarter for students not meeting benchmarks (through humanities teachers).
5. Create additional, mid-quarter incentives to help motivate students to increase reading quantity.
6. Establish grade level genres so students will engage in wider reading over the course of the year.

Note: To carry out these action steps we are recommending a .20 TSA to support the independent reading/Accelerated Reader program

Start and Completion Date:

2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Books For Classroom Libraries	1,000								
.20 TSA reading	13,600								
Accelerated Reader for all students	5,000								

Action #5:
 Provide systematic support for readers below grade level with a strong focus on increasing the number of students placed in research based intervention programs. This includes our English Learners. It also includes the implementation of the new ELA/ELD adoption for all students.

1. All students assessed every quarter on reading comprehension.
2. The Humanities department will also develop/choose some additional assessment tools to help determine student learning levels/needs.
3. The new ELA/ELD adoption will be used to help provide standards based instruction and instructional supports to students (increase and refine usage from 09-10).
4. Support Programs from the adoption (Reality Central, Reading/Writing Intervention, Language Central) will be used for all ELL students.
5. Read Naturally and other systematic programs will be used in the learning center to help students who are struggling with reading.
6. Utilize parent volunteers in IR, learning center, or other targeted way to support improvements in reading achievement.
7. The Read 180/System 44 program will continue and serve a minimum of 70 students
8. Utilize extended learning times (after school, summer, etc.) as opportunities to pilot additional systematic reading programs.
9. Continue to develop the targeted ELD instructional program during the 30 minute block, as well as case management support for identified ELD students
10. Provide additional "Early Back" Teacher collaborative work days for professional development and curriculum development around reading.

Start and Completion Date:

While some training and work will start in the spring, most will start in August and continue through the 2010-2011 school year.

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
STAR reading (goes with Accelerated Reader)	1,000								
After School Intervention									3,000
ELL Resource Teacher		35,000							
Early Back Days (Teacher Curriculum Hourly)	10,000								
Site Designated PD	15,000								

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Total Expenditures in Goal 1:	59,600.00	35,000.00						2,500.00	28,000.00

VIII. Planned Improvements in Student Performance (continued)

Goal #2: Strengthen the ability of King Middle School to meet the emotional and academic needs of a diverse student body.

Goal Statement:

Goal #2: Strengthen the ability of King Middle School to meet the emotional and academic needs of a diverse student body.

Student groups and grade levels to participate in this goal:

All students in grades 6-8 will participate in this goal.

Anticipated annual performance growth for each group:

The average Habits of Work (HOW) grade point average will be 3.0 or above for each of the largest three ethnic groups at King (white, African-American, and Latino) each quarter of the 2009-2010 school year and all groups will improve in HOW.

Means of evaluating progress toward this goal:

The Habits of Work report card grade will be used as the measure for this goal. The HOW grade is given by all teachers and is based on a school wide rubric that includes classwork, homework, attendance, participation, and conduct.

Group data to be collected to measure academic gains:

The report card information is analyzed as a whole group, by grade level, and by ethnicity.

Total Expenditures in this Goal: 265,000.00

Description of Specific Actions to Meet This Goal

Action #1:

Improve the articulation and communication of the "Habits of Work" grade and approach at King by...

1. Updating the Habits of Work rubric.
2. Devoting department time to finalize 10-11 implementation of the rubric
3. Devoting leadership and administrative time to determining 2-3 key school wide actions to support improvement in each key component of Habits of Work.
4. Creating a Habits of Work flyer for parents
5. Including principal's letter regarding Habits of Work in August materials
6. Teaching the Habits of Work in the classrooms in an ongoing way
7. Holding a "Habits of Work" focus week in September (to kick off the year)
8. Advertising the data about how strong HOW performance is linked with strong standards based achievement.
9. Continue Habits of Work grading and the HOW honor roll
10. Continue the HOW Honor Roll certificates and add incentives
11. Work with families to promote HOW outside of school

Start and Completion Date:

These action steps will start in the spring of 2010 and continue through the spring of 2011. There is no cost for Action #1.

Action #2:

Provide a systematic structure to support the social, emotional, and academic growth of students by...

1. Continuing to develop Universal Learning Support System (ULSS) teams that follow students from 6th-8th grade, including the team meeting structure, student identification, individual learning plan, case management structure, parent communication, and more. Support administrative staffing to help make this happen.
2. Hiring a third counselor and make sure there are two resource teachers per team to support full development of each ULSS team
3. Creating more academic extended day options- (also listed in other sections)
4. Focusing energy on the role of counselors in helping to shape emotional safety on campus- includes school approach, classroom approach, individual/group therapy support approach.
5. Implementing the second year of PBIS (Positive Behavior Intervention and Support) to help provide a comprehensive framework built around research tested methods for improving school safety, school climate, and student connection to school.
6. Increasing African-American and Latino mentoring/role models at King through Stiles Hall, M3, role model visitations, and other creative partnerships.
7. Support the student lunch times by increasing the number of adults on the yard, planning additional lunch time activities, and supporting student eating time in the Dining Commons
8. Provide mentoring and support to at risk youth through "Keepin it Real"
9. Begin development work on a comprehensive school approach to prevent drug and alcohol use/abuse among students.
10. Provide conflict resolution support to build community and prevent physical confrontations at King.

Start and Completion Date:

2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
1.0 counselor+counseling support	15,000					79,000			
Consultant- "Keepin it Real"			20,000						
.50 Instructional Specialist-Conflict Resolution						19,500		19,500	
.75 Vice Principal-ULSS Coordination and Support						107,000			
Lunch Yard/Activity Support- Hourly						5,000			

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Total Expenditures in Goal 1:	15,000.00		20,000.00			210,500.00		19,500.00	

VIII. Planned Improvements in Student Performance (continued)

Goal #3: Increase Parent Involvement and Improve School-Home Communication

Goal Statement:

Partner meaningfully with parents to support academic expectations to increase student achievement and work habits. Significantly increase the number of African-American and Latino parents who volunteer at King, serve on "power committees" like SGC, and participate in school events.

Student groups and grade levels to participate in this goal:

Parents of all students

Anticipated annual performance growth for each group:

90% of parents will have volunteered on site at least one time during the school year

Means of evaluating progress toward this goal:

Volunteer sign in book or other record keeping materials

Group data to be collected to measure academic gains:

Student achievement data described in other sections

Total Expenditures in this Goal: 71,600.00

Description of Specific Actions to Meet This Goal

Action #1:

Increasing Parent Involvement and Parent Presence on Campus by...

1. Establishing a 6th grade room parent system to build parent community, improve communication, and organize parents around classroom support.
2. Recruiting additional parent volunteers to support the one to one reading program.
3. Recruiting additional parent volunteers to support the writer coach connection program.
4. Surveying teachers to determine who is most ready and enthusiastic about parent volunteers- focus efforts on those classrooms.
5. Recruiting parents to support the lunch programs in the dining commons, on the yard, and in the library.
6. Establishing a point person in the main office to help recruit, welcome, and orient parent volunteers.
7. Holding an "Intake Fair" to provide information as 6th and 7th grade families pick up the student schedule and elicit involvement.
8. Recruiting potential African-American and Latino parent leaders for a special program to connect to King (through events and stipends).

Start and Completion Date:

Some recruiting work has already started this spring, but there will be a strong focus on this action area in the fall of 2010

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Writer Coach Connection Contract								17,600	
Communications								4,000	
Outreach Events and Stipends								3,000	15,000

Action #2:

Improve School-Home Communication by...

1. Creating and distributing information booklet about King Middle School to all parents.
2. Training all teachers and beginning to use of PowerSchool Student Information System- all parents have access to information through the web (parent can use school computers if needed).
3. Utilizing PowerSchool and another web site to establish a strong school web page and calendar with up to date information about the school and school events.
4. Establishing a weekly parent meeting for discussion and projects
5. Sponsoring informational evening meetings approximately one time per month
6. Establishing a diverse "parent council" that meets a few times a year with the principal to provide feedback on large scale school planning and visioning.
7. Develop a stronger outreach plan for hard to reach parents, particularly those with low achieving students
8. Starting a weekly e-newsletter and send to an expanded email list of parents (beyond the e-tree).
9. Continuing weekly phone blast to parent community and consider expanding the role of phone blasts in parent communication.

Start and Completion Date:

This action area will span the 2009-2010 school year.

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Mailings and other communication								4,000	
Instructional technology Support								28,000	

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Total Expenditures in Goal 1:								56,600.00	15,000.00

Appendix A - Program Summary: Martin Luther King Middle School

Goal 1	
Improve Academic Achievement in English and Mathematics For All Students	
Title I	59,600.00
EIA-LEP	35,000.00
EIA-SCE	
SLIP	
GATE	
BSEP	
ELAP	
PTA	2,500.00
Other	28,000.00
Total	125,100.00

Goal 2	
Strengthen the ability of King Middle School to meet the emotional and academic needs of a diverse student body.	
Title I	15,000.00
EIA-LEP	
EIA-SCE	20,000.00
SLIP	
GATE	
BSEP	210,500.00
ELAP	
PTA	19,500.00
Other	
Total	265,000.00

Goal 3	
Increase Parent Involvement and Improve School-Home Communication	
Title I	
EIA-LEP	
EIA-SCE	
SLIP	
GATE	
BSEP	
ELAP	
PTA	56,600.00
Other	15,000.00
Total	71,600.00

Total Expenditures	
Title I	74,600.00
EIA-LEP	35,000.00
EIA-SCE	20,000.00
SLIP	
GATE	
BSEP	210,500.00
ELAP	
PTA	78,600.00
Other	43,000.00
Total	461,700.00

Total Allocation*	
Title I	75,384
EIA-LEP	34,457
EIA-SCE	21,787
SLIP	
GATE	
BSEP	212,268
ELAP	
PTA	78,600
Other	43,000
Total	465,496.00

Funds to Allocate	
Title I	784.00
EIA-LEP	-543.00
EIA-SCE	1,787.00
SLIP	
GATE	
BSEP	1,768.00
ELAP	
PTA	
Other	
Total	3,796.00

* Please complete the yellow "Total Allocation" section of the template so the formulas can function correctly.

Appendix B - Preliminary Site Budget Allocations

Berkeley Unified School District
Office of Educational Services
Preliminary Site Budget Allocations
FY 2010 - 2011

#	LOC	SCHOOL SITES	FY 2009-10 CBEDS Enrollment	(A) BSEP/Measure A FD 04, RS 0852 228/ Pupil	(B)		(C)	(D)	(E)	(F)	(G=A+B+C+D+E+F) Total Preliminary 2010-11 Allocations (3/12/2010)
					Title I, Part A (Basic)		Title I, A (Stimulus)	EIA Funds			
					Basic Apport. RS 3010	Parent Involve. RS 3010	New Allocation RS 3011	ELL RS 7091	SCE RS 7090		
1	112	Cragmont	418	95,304	22,164	439	8,250	23,324	9,147	158,628	
2	113	Emerson	314	71,592	23,747	470	8,839	17,493	8,157	130,298	
3	116	Jefferson	283	64,524	15,975	316	5,946	11,662	6,006	104,429	
4	118	LeConte	317	72,276	22,554	518	9,750	28,625	11,613	145,336	
5	126	Malcolm X	411	93,708	30,367	601	11,304	15,904	9,740	161,624	
6	128	John Muir	231	52,668	17,271	342	6,429	11,927	6,187	94,824	
7	119	Oxford	294	67,032	17,414	345	6,482	12,987	5,957	110,217	
8	124	Rosa Parks	422	96,216	24,041	553	10,393	35,252	13,582	180,037	
9	120	Thousand Oaks	443	101,004	26,891	618	11,625	36,047	12,422	188,607	
10	121	Washington	342	77,976	23,747	470	8,839	21,999	9,280	142,311	
11	123	Arts Magnet	364	82,992	21,314	490	9,214	15,638	8,567	138,215	
11	Total K-5 Schools		3,839	875,292	245,485	5,162	97,071	230,858	100,658	1,554,526	
1	132	King	931	212,268	51,799	1,191	22,394	34,457	21,787	343,896	
2	127	Longfellow	422	96,216	29,121	669	12,589	12,457	10,948	162,000	
3	131	Willard	479	109,212	33,211	763	14,357	11,397	12,495	181,435	
3	Total 6-8 Schools		1,832	417,696	114,131	2,623	49,340	58,311	45,230	687,331	
1	137	BHS	3,337	726,636	---	---	---	67,588	49,689	843,913	
2	136	B-Tech*	137	34,200	8,303	191	3,589	3,181	5,691	55,155	
3	135	Ind. Study**	-	34,200	-	-	-	-	-	34,200	
3	Total 9-12 Schools		3,474	795,036	8,303	191	3,589	70,769	55,380	933,268	

#	LOC	SCHOOL SITES	FY 2009-10 CBEDS Enrollment	(A)	(B)	(C)	(D)	(E)	(F)	(G=A+B+C+D+E+F)
				BSEP/Measure A	Title I, Part A (Basic)		Title I, A (Stimulus)	EIA Funds		Total Preliminary 2010-11 Allocations (3/12/2010)
				FD 04, RS 0852 228/ Pupil	Basic Apport. RS 3010	Parent Involve. RS 3010	New Allocation RS 3011	ELL RS 7091	SCE RS 7090	
1	262	Early Childhood***		86,640	7,219	---	---	---	---	93,859
1		Total Pre-k	-	86,640	7,219	---	---	---	---	93,859
18		TOTAL DISTRICT	9,145	2,174,664	375,138	7,976	150,000	359,938	201,268	3,268,984

Notes for BSEP Funding:

* B-Tech receives funding for 150 students.

** 150 students included in BHS number.

*** Early Childhood receives funding for 380 students.

Appendix C - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Students are identified for services by both state and local criteria. Entering sixth grade students come with CST reading and math scores, a district writing proficiency score, fifth grade reading proficiency levels (QRI, DRA), a local math assessment and teacher recommendations for placement. English Learners also have an annual CELDT score. All student records now contain student California Reading List Levels (lexiles), which can be used to help students find books at an appropriate comfort level for maximum success. Students whose reading scores are significantly below grade level read books on tape in the reading lab under the tutelage of the reading resource teacher. Students significantly below grade level in math receive small group instruction during whole class reading periods and support during the 30 minute flexible block period. If the added support does not prove adequate, a student study team meets to determine if program modification, special education testing or some other measure will lead to more success. CST and writing proficiency scores combined with English and mathematics assessments and spring semester grades are used to determine which students need special services in the seventh and eighth grades. Teachers look at collective and individual data to design and modify their instruction and to determine the need for extra services. Students who are not performing at grade level in reading, writing or math are placed in an English/language arts or math support class after school.

Students who are identified for the Special Education program have individualized education plans (IEP's) that determine the services they receive. Resource teachers regularly articulate with classroom teachers to determine ways to support their students in the regular program. This arrangement allows resource students to be present in their core instructional classes for a maximum amount of time and still receive individual or small group services. Some students receive extra tutorial support within their classroom as part of their IEP. The structure of Special Education is in continual review adjustment as we look at ways to better serve our population. In addition, services are more and more being "front loaded" so that students receive the support they need without the need of a special ed designation. Student "response to intervention" (RTI) is an integral component of any SST process. Our goal is to fully include as many special ed students as possible as well as reducing our identification numbers; especially in our under represented populations (i.e.: African American males.)

English Learners each take the CELDT, which provides additional information to help place EL students in appropriate programs. Possibilities include English Language Development classes, SDAIE classes, English Communication and Academic Skills (7th and 8th grades) and mainstreamed classes. In sixth grade, English Learners are clustered by English language levels. In seventh and eighth, there are sheltered humanities and science classes. Students are placed in mainstreamed classes on the basis of test scores and teacher recommendation. There is a sheltered after school homework center specifically designed to meet the needs of English Learners.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The Holt math materials are a key component of the district wide quarterly math assessment at grades 6-8 and as part of teachers assessment as they work through chapters and units. The Pearson ELA/ELD provide some curriculum embedded assessment in English. This data is collected and provided to teachers quickly so that they can utilize the information to guide instructional decisions and student support.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
All King staff meet the NCLB requirements for highly qualified staff. Classified staff also meet the NCLB requirements.
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
The King principal will attend the adoption trainings in both mathematics and English in 2010-2011
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
Most mathematics teachers at King Middle School attended five day state sponsored training on the Holt adoption this spring and summer. Most English teachers will attend five day state sponsored training on the new Pearson adoption this past summer. King has been able to recruit outstanding credentialed teachers in all subject areas. All teachers participated in additional training on "quick cycle" formative assessments in 2009-2010.
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

With a limited number of State-funded staff development days during the school year, on site staff development occurs as part of a staff retreat, and at weekly staff and department meetings. Additionally, there are weekly minimum days and periodic department workshops, which allow staff to focus for extended periods of time on specific needs. Each year the entire staff analyzes student data and refines its program and student support systems. This school wide infrastructure and on-going analysis has led to the current instructional program as described in the King school profile.

Two District-wide staff development days were centered on reviewing programmatic strengths and needs and focusing on strategies that will directly improve content literacy. King teachers used the information gained from the Content Literacy workshops to develop note-taking templates and other scaffolding materials to support all learners.

Staff members regularly take advantage of SLIP funds to attend conferences such as the annual Asilomar Math and the California Teachers of English conferences. They participate in local offerings of the Bay Area Math, Science, and Writing projects. Since many staff members are teacher leaders who present at these venues, they also serve as site leaders and resource people for the King staff. All staff members are actively encouraged to pursue their CLAD certification or its equivalent.

Over the past several years, the Berkeley Unified School District has placed particular emphasis on improving student literacy. As part of that effort, sixth through ninth grade teachers have received training in coordinated, research based methodology to facilitate student growth in all components of literacy development. Two King teachers have participated in The California History Project through UC Berkeley. They have shared and facilitated staff development with other middle school humanities teachers.

Two programs that specifically target new teachers, interns and veterans who may be experiencing difficulty are BTSA (Beginning Teacher Support Assessment) and BPAR (Berkeley Peer Assistance and Review). King is fortunate to have present and former staff members as part of these two teams. These veteran teachers provide immediate, intensive support to King staff because they intimately know the State Standards, the school, its resources and its student needs.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
In 2010-2011 King will target instructional assistance based on teacher need.
8. Teacher collaboration by grade level (EPC)
King teachers meet within department grade level (for example 7th grade humanities) approximately three times per month. Two of these times are structured inquiry cycles and one is for curriculum/assessment mapping work. Intensive work times are provided at the start of the year to coordinate pacing, content, and assessment.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
Teachers have participated in site, district and county planning in order to align curriculum and State standards in all subjects. At the District level, committee members have reviewed, piloted and adopted texts aligned to the content and performance standards and continue to meet to share strategies and discuss mutual needs. At the site level, King Middle School's annual retreat focuses on alignment and implementation of a standards based curriculum. Departments and grade levels meet regularly during the school year to articulate within and between grade levels. As an example, mathematics teachers have aligned the curriculum to the standards, established minimum competencies for promotion and developed quarterly tests.

In reading and writing, humanities teachers have created a standards-based, articulated writing program across the grade levels and continue to work on strategies that increase vocabulary and reading comprehension in all subject areas. ELA teachers have developed a template for note-taking across the curriculum. The majority of CORE teachers are GLAD trained and collaborate often to integrate GLAD instructional strategies into their classroom.

The science department has redesigned curriculum and made grade level adjustments required by the changes in sixth through eighth grade science standards. They participated in Middle School Science Articulation meetings hosted by Lawrence Berkeley Laboratory to review and improve science instruction in BUSD middle schools.

All departments regularly review new materials that will support their program as well as discuss and share strategies for the most effective use of their current resources. Math teachers participate in summer district and site-based staff development to further identify best practices, pacing and delivery of math concepts so that all students at all grade levels are able to achieve their highest potential and meet California Math Standards.

All core subject areas (Math, English, History, and Science) utilize state adopted materials.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
The school schedule meets district and contract requirements, and includes the equivalent of a daily instructional block in mathematics of 45 minutes per day. Reading language arts is integrated in the humanities core, which also includes history, and is a daily instructional block of 90 minutes per day.
11. Lesson pacing schedule (EPC)
Lesson pacing is well articulated in mathematics and science. Additional work is being done in this area in English and History.
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
Over the past four years Berkeley Unified School District has adopted state approved (and purchased) instructional materials in history, science, mathematics, and English. Each year King submits an order to insure that the materials will continue to be available to all students.
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)
State adopted and standards aligned materials are part of the King instructional program in math, science, history, and next year in English. Read 180 is the site intervention program for reading support.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
The King Middle School philosophy and organizational structure promote maximum support for all students. For example, SDAIE classes are designed, when possible, to be smaller than unsheltered classes. If students are not experiencing success in any class, teachers use a variety of strategies including adjusting or modifying assignments. Many teachers provide on-going individual and small group tutoring before school, at lunch and break, and after school. Some provide their own homework centers or small group tutorials. Within the classroom environment, teachers pair students, group students for cooperative learning and make use of peer and adult volunteer tutors. They provide regular feedback to students and their families so that both understand what needs to be accomplished and what resources are available at the school or in the community.

King Vice-principals also take an active role in the support of underperforming students. Vice-principals follow a class through their entire tenure at King. They provide student services, monitor grades and behavior, chair Student Study Teams, and advise students and families of available services. They track detentions and suspensions and coordinate weekly reports and services for those most at risk. During the three years that students attend King, the vice-principals get to know them well, especially if they have special needs. This individual attention helps many students become more accountable and successful.

15. Research-based educational practices to raise student achievement at this school (NCLB)

The following research-based educational practices are widely utilized at King to raise student achievement:

- De-tracked academic classes with high expectations for all students
- Lower class size (20:1) in pre-algebra (7th grade) and algebra (8th grade)
- Opportunities for increased time and targeted instruction (see #16)
- Utilization of state board adopted, research based core programs
- Utilization of research based intervention programs like Read 180 and Read Naturally
- School wide sustained silent reading
- Reinforcing effort through a high profile habits of work grade
- Wide use of cues, questions, and advance organizers
- Cohort based intervention teams that meet weekly and review student progress/plan to meet student needs
- Inquiry based team meetings using formative assessment and team planning to improve target results

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Students in need of additional targeted instruction have opportunities for increased learning time in the before school tutorial, the 30 minute flexible block, after school, and through the learning center. During the summer there are also some extended year opportunities.

17. Transition from preschool to kindergarten (Title I SWP)

N/A

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

King Middle School and the Berkeley school community provide many services for at risk students:

- Counselor, interns and volunteers
- Mental Health Services, West Coast Counseling
- English Language Learner Resource Teacher, instructional assistants, tutors and volunteers – parent and student outreach
- Student supervisors and conflict resolution coordinator
- “Keepin’ It Real” Group
- YMCA , Stiles Hall mentors, Y Scholars
- Staff members who sponsor clubs such as the Gay Straight Alliance, The African American Alliance, etc.
- Earphone English, Reading Lab, Read 180, Read Naturally, and Writer’s Room
- Extended Day Program
- Berkeley Police Department
- Berkeley Boosters
- UC Early Academic Outreach programs
- Cal Scholars
- James Kenney After School Program
- Berkeley Schools Volunteers and a cadre of King parent volunteers

19. Strategies to increase parental involvement (Title I SWP)

See action plans and action plan budgets

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)
King Middle School had an active School Governance Council that met approximately once per month. In addition it established an "achievement gap sub-committee" to focus in on targeted SMART goals and actions to improve student learning and close the racial achievement gap. Both committees included a diverse group of parents and teachers, and both were involved with the planning and evaluation of the school plan. The whole community gave input through the school survey. Over 500 parent surveys, 800 students surveys, and 50 staff surveys were completed at this school of 950 middle school students.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
See action plans and action plan budgets
22. Fiscal support (EPC)

Appendix D - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the follow responsibilities to the best of my ability.

- get to class on time every day
- take my King cobra binder home to my parent(s)
- return completed homework on time
- give my best effort at school every day
- be a cooperative learner
- be responsible for my own behavior
- ask for help when needed

Parents Pledge:

I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability

- encourage my student to try his/her best at school every day
- encourage my student to complete his/her homework
- review all school communications and check the King Cobra binder regularly
- attend Back To School Night, Parent-Teacher Conferences, Open House, and other school events
- hold my child accountable for 20-30 minutes of at home reading daily
- make sure my student gets adequate sleep and has a healthy diet
- support the school/district's homework, discipline, and attendance policies

Staff Pledge:

We understand the importance of the school experience to every student and our role as educators and models. Therefore, we agree to carry out the following responsibilities to the best of our ability:

- teach the California state standards appropriate for the student's grade
- strive to address the individual needs of your student
- communicate with you regarding your student's progress
- provide a safe, positive, and healthy learning environment for your student
- correct and return appropriate work in a timely manner
- communicate classwork and homework expectations