

Martin Luther King, Jr. Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Martin Luther King, Jr. Middle School
Street	601 Lilly Street
City, State, Zip	Madera, California 93638
Phone Number	5596744681
Principal	Tina teNyenhuis
Email Address	tinatenyenhuis@maderausd.org
School Website	https://www.madera.k12.ca.us/king
County-District-School (CDS) Code	20-65243-6112973

2023-24 District Contact Information

District Name	Madera Unified School District
Phone Number	559.675.4500
Superintendent	Todd Lile
Email Address	toddlile@maderausd.org
District Website	www.madera.k12.ca.us

2023-24 School Description and Mission Statement

Principal's Message

Martin Luther King, Jr. Middle School (MLK) is a safe and academically focused place for any student to attend school in grades 7 and 8. With an average enrollment of 910 students, caring and competent staff address the needs of our diverse community. MLK has become a place where staff and students embrace the District's statement of encouragement: "Every student, every day, whatever it takes." MLK offers all students a variety of academic and social experiences.

Students receive instruction in math, language arts, history, science, physical education (PE), and a variety of elective choices. Math instruction is provided in Math 7/Math 8, and Enhanced (Math 7 and Math 8). English/ Language Arts (ELA), and/or English Language Development (ELD) are subject areas where students are enrolled in courses based on language support needs. History classes cover World History and the U.S. History curriculum. PE is coed and offered through grade-level instruction, where 7th grade focuses on individual fitness training and 8th grade on intramural sports. MLK has been identified for additional targeted support and improvement for our English Learners & Students with Disabilities. In addition to in class support and intervention, we offer after school intervention labs in all core areas, as well as electives.

MLK also offers a wide variety of athletic and extracurricular activities. During the year, students and staff participate in numerous cultural and social activities. Activities such as Red Ribbon Week, Kindness Carnival, Rallies, Jaguar Store, MLK dances, Career Day, annual beautification projects, and various community service projects are just a few of the many activities offered at our school. MLK is unique in its commitment to supporting the whole student socially, academically, and emotionally. We aim to educate the Heart, Mind, Body, and Spirit. We have established a site-wide Restorative Justice program that support both our staff and students in resolving conflict and concerns. A classroom called a Safe Space is part of our school culture, where students can go to receive SEL support, community circles, or a room where our students can feel safe and communicate concerns.

Our mission at Martin Luther King Jr., Middle School is to ensure all students are empowered to achieve high levels of learning and social-emotional growth in a safe and supportive environment. Our vision is that as a community, MLK pledges our time, hearts and support to continuously improve. We believe that as the MLK Community, we can experience success by demonstrating respectful, responsible, ready to learn and kind behaviors. These behaviors are supported by the consistent, school-wide implementation of the PBIS framework combined with the Time to Teach program and restorative justice model.

2023-24 School Description and Mission Statement

MLK Mantra
We are 3 Rs! (Respectful, Responsible & Ready to Learn)

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	486
Grade 8	433
Total Enrollment	919

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.7%
Male	55.2%
American Indian or Alaska Native	0.3%
Asian	0.7%
Black or African American	1.7%
Filipino	0.1%
Hispanic or Latino	96%
White	1%
English Learners	27.3%
Foster Youth	0.4%
Homeless	2.7%
Migrant	4.6%
Socioeconomically Disadvantaged	97.5%
Students with Disabilities	7.8%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.70	80.84	821.90	85.09	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.14	25.70	2.67	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.00	10.80	44.60	4.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	15.10	1.57	12115.80	4.41
Unknown	2.90	6.20	58.40	6.05	18854.30	6.86
Total Teaching Positions	46.60	100.00	966.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.80	77.11	850.50	83.46	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	4.18	28.20	2.77	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.40	15.49	59.00	5.79	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	23.70	2.33	11953.10	4.28
Unknown	1.50	3.20	57.50	5.64	15831.90	5.67
Total Teaching Positions	47.80	100.00	1019.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	1.30
Misassignments	3.00	6.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.00	7.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.5	14.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.4	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Madera Unified held a public hearing on September 27, 2022, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October, 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected		July 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Book Co. StudySync California Edition, 2016 Board Approved May 24, 2016	Yes	0.0%
Mathematics	Grade 7: Big Ideas Learning, Big Ideas Math, Grade 7 - Course 2, 2015 Board Approved: April 29, 2014 Grade 8: McGraw Hill, California Math Course 3, 2015 Board Approved: April 29, 2014	Yes	0.0%
Science	Grade 7: Amplify, California Integrated Model Integrated Course Model - Science 7, 2018 Board Approved: June 11, 2019 Grade 8: Amplify, California Integrated Model Integrated Course Model - Science 8, 2018 Board Approved: June 11, 2019	Yes	0.0%
History-Social Science	Grade 7: McGraw Hill School Education, Impact California Social Studies: World History Geography: Medieval & Early Modern Times, 2019 Board Approved: May 8, 2018 Grade 8: Teachers' Curriculum Institute, History Alive! The United States Through Industrialism, 2017 Board Approved: May 8, 2018	Yes	0.0%
Foreign Language	Grade 7-8: Spanish I-III: Vista Higher Learning, Encuentros, 2022	Yes	0.0%

Board Approved: May 24, 2022

Spanish for Heritage Speakers I-II:
Vista Higher Learning, Galeria, 2022
Board Approved: May 24, 2022

School Facility Conditions and Planned Improvements

Martin Luther King, Jr. Middle School was originally constructed in 1995 and is comprised of 37 classrooms, 1 gym, 1 cafeteria, 1 library, 2 staff lounges and 1 blacktop area.

Cleaning Process

The administration works daily with the custodial staff of 4 full-time employees to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available in the district office for review.

Maintenance and Repair

On a regular basis, classrooms and facilities are inspected by the custodial team and administration to identify needed classroom repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work that orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in August 2023.

Year and month of the most recent FIT report

8/3/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Front Office: Water stains on ceiling tiles in the VP office and hallway, Counselor's, Nurse's Office and Teacher Lounge. Hardwater build up by Exit door, Reflective Safety tint was installed backwards. People can see into the office from the outside while the tinting does not always allow people inside to see outside. Sewer smells that comes and goes depending on conditions. Quad: Drain in front of the stage is higher than the surrounding ground which causes the areas to flood around it during rain.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Room 3: visible cracks in the cement flooring, clock is broken, metal panels/outlets in floor
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Gym: The south entrance door floods when it rains and has caused the gym floor in that area to have water damage. The South entrance concrete/ground has a low spot and when it rains it seeps into the door and is causing water damage to the Gym wood flooring. The

School Facility Conditions and Planned Improvements

				gym floor in that area is wavy and showing signs of water damage. Restrooms at North Entrance have rust on the partitions between the stalls in both girls and boys restroom. Scoreboards does not sync and keep the same time
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			"Gym: The south entrance door floods when it rains and has caused the gym floor in that are to have water damage. The South entrance concrete/ground has a low spot and when it rains it seeps into the door and is causing water damage to the Gym wood flooring. The gym floor in that area is wavy and showing signs of water damage. Restrooms at North Entrance have rust on the partitions between the stalls in both girls and boys restroom. Scoreboards does not sync and keep the same time. "Football Field/Track: There are no water fountains on any of the sport fields. Large pile of dirt in the north corner. The field floods and causes the track to be uneven and dangerous for students. Scoreboard has visible signs of rust on the supports in the back of the structure. Scoreboard and clock do not function correctly. Baseball/Softball Fields: Several bumps and uneven areas that makes play unsafe. Fields flood when sprinklers run. "

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	27	23	30	31	47	46
Mathematics (grades 3-8 and 11)	9	9	16	18	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

The number of students tested includes 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	910	899	98.79	1.21	23.25
Female	409	402	98.29	1.71	24.88
Male	500	496	99.20	0.80	21.77
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	17	16	94.12	5.88	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	866	856	98.85	1.15	23.01
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	46.15
English Learners	233	232	99.57	0.43	2.59
Foster Youth	0	0	0	0	0
Homeless	28	28	100.00	0.00	17.86
Military	--	--	--	--	--
Socioeconomically Disadvantaged	885	874	98.76	1.24	23.00
Students Receiving Migrant Education Services	46	46	100.00	0.00	19.57
Students with Disabilities	68	67	98.53	1.47	1.49

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

The number of students tested includes 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	907	887	97.79	2.21	8.71
Female	408	399	97.79	2.21	6.03
Male	498	487	97.79	2.21	10.93
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	17	15	88.24	11.76	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	863	847	98.15	1.85	8.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	8.33
English Learners	232	227	97.84	2.16	1.33
Foster Youth	0	0	0	0	0
Homeless	28	26	92.86	7.14	3.85
Military	--	--	--	--	--
Socioeconomically Disadvantaged	882	863	97.85	2.15	8.60
Students Receiving Migrant Education Services	46	45	97.83	2.17	9.09
Students with Disabilities	68	66	97.06	2.94	1.52

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.71	11.82	15.25	14.88	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	433	425	98.15	1.85	11.82
Female	194	190	97.94	2.06	5.32
Male	238	234	98.32	1.68	17.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	407	402	98.77	1.23	11.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	109	108	99.08	0.92	0.93
Foster Youth	0	0	0	0	0
Homeless	13	12	92.31	7.69	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	424	417	98.35	1.65	11.81
Students Receiving Migrant Education Services	17	17	100.00	0.00	5.88
Students with Disabilities	32	31	96.88	3.12	0.00

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	97%	99%	99%	98%	98%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Martin Luther King Jr. Middle School greatly benefits from our supportive parent community who volunteer at our site to support our students both academically and behaviorally. The school has a large group of regular parent volunteers who serve on a variety of committees such as the School Site Council, English Learner Advisory Committee, Parent Advisory Committee (PAC), and MLK Parent Club. Our Parent Club group assists with countless activities on-site including Promotion, school dances, supervision for field trips/dances/lunch, and fundraising efforts for various student groups/athletics/activities. Parents are also welcome to reach out to the administration at any time to provide feedback on school improvement needs, seek answers to any questions they might have, or resources for any concerns that they feel the site should address. The school also benefits from several community partnerships, including outreach with local businesses. Parents can reach the school at (559) 674-4681.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	982	960	294	30.6
Female	443	431	135	31.3
Male	538	528	158	29.9
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	3	3	1	33.3
Asian	7	7	0	0.0
Black or African American	20	20	10	50.0
Filipino	1	1	0	0.0
Hispanic or Latino	932	911	273	30.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	15	14	8	57.1
English Learners	309	300	77	25.7
Foster Youth	6	5	0	0.0
Homeless	43	40	30	75.0
Socioeconomically Disadvantaged	955	935	290	31.0
Students Receiving Migrant Education Services	55	54	10	18.5
Students with Disabilities	80	77	23	29.9

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.10	4.43	10.90	0.18	3.95	5.03	0.20	3.17	3.60
Expulsions	0.00	0.72	0.81	0.00	0.25	0.31	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.9	0.81
Female	10.38	0.23
Male	11.34	1.3
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	35	5
Filipino	0	0
Hispanic or Latino	10.09	0.75
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	13.33	0
English Learners	11.97	0.32
Foster Youth	0	0
Homeless	18.6	4.65
Socioeconomically Disadvantaged	10.68	0.84
Students Receiving Migrant Education Services	7.27	0
Students with Disabilities	8.75	0

2023-24 School Safety Plan

The safety of students and staff is of utmost concern at Martin Luther King, Jr. Middle School. The school strives to always be in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in September 2023 by the School Safety Committee and the school leadership team. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted on a regular monthly basis throughout the school year. Furthermore, Lockdown drills are held three times a year in various settings and an annual earthquake drill is completed in October of every year (as part of the California Great Shake Down emergency preparedness movement). Students are supervised before and after school by both certificated and classified staff. Certificated and classified staff also supervise students during lunch and break. There are designated areas for student drop off and pick up each day and our crosswalk is overseen by the administration (Vice Principal). Visitors are always required to check into the office and are escorted during supervision by staff.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	35	29	2
Mathematics	26	7	25	4
Science	27	5	24	5
Social Science	30	4	11	16

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	45	23	3
Mathematics	25	9	26	1
Science	26	8	21	6
Social Science	29	6	12	13

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	28	9	17
Mathematics	28	5	20	8
Science	31	4	11	14
Social Science	30	5	10	16

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	229.75

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8679.00	3064.25	5614.75	71257
District	N/A	N/A	3671.58	\$77,690
Percent Difference - School Site and District	N/A	N/A	41.9	-13.1
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-16.0	-21.4

Fiscal Year 2022-23 Types of Services Funded

MUSD provides programs and services to support and assist students with Core Instruction, Early Literacy, Intervention, Tutoring, Migrant, After School Programs, Special Education, English Language Development, Career and Technical Education, Supplemental Education Services, and Teacher Professional Development through the use of Title I, II, III, IV, 21st Century, Carl Perkins, Lottery, ROP, and LCFF Base, Supplemental, and Concentration funds.--

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,813	\$55,550
Mid-Range Teacher Salary	\$76,198	\$84,645
Highest Teacher Salary	\$97,406	\$111,284
Average Principal Salary (Elementary)	\$129,854	\$139,860
Average Principal Salary (Middle)	\$132,984	\$146,440
Average Principal Salary (High)	\$139,061	\$158,447
Superintendent Salary	\$225,000	\$278,268
Percent of Budget for Teacher Salaries	25.65%	32.21%
Percent of Budget for Administrative Salaries	4.57%	4.89%

Professional Development

Staff members enhance their pedagogy and instructional practices by participating in professional development conferences and workshops throughout the school year. Faculty then share their learning experiences and knowledge with school/district colleagues. The district dedicated 3 full days for staff development this past year. Additionally, 90 minutes per week were set aside for planning and professional growth. Topics for staff development during the 2020-21 and 2021-2022 school years included: Common Core State Standards (CCSS) for ELA Habits of Mind, Mathematical Practices & Technology, Professional Learning Communities, Direct Instruction (Initial training & refresher training), Checking for Understanding Strategies, Higher-order questioning strategies, pair-share strategies, EL Program Principles, ELD Curriculum training, Academic Register/Academic Language training, Literacy support training, LMB training, Sped Training, Writing Committee Trainings, ELPAC proctoring training, Time to Teach training, Advancement Via Individual Determination (AVID) training, and several other pieces of training that were differentiated based upon each teacher's individual needs. As a school, we are committed to implementing close reading strategies throughout our diverse content areas to prepare our students for the end-of-year assessments. For the 2021-2022, school year we have continued our focus on close reading, we have also focused on the Social Emotional supports of our staff and students by introducing the Character Strong SEL Program. Staff has been provided monthly presentations on supporting our students who have IEP's and ensuring the teachers understand the purpose of IEP (Individualized Education Plan) and ensuring that the accommodations in those plans are understood and followed.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	8	