

Martin Luther King, Jr. Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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/fg/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.

2022-23 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	Noel Jimenez
Email Address	noeljimenez@maderausd.org
School Website	https://www.madera.k12.ca.us/king
County-District-School (CDS) Code	20-65243-6112973

2022-23 District Contact Information

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

2022-23 School Overview

Principal's Message

Martin Luther King, Jr. Middle School (MLK) is a safe and academically focused place for any student to attend school. 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 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, Mix-it-up at lunch, Rallies, Jaguar Den, 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.

Mission Statement

Martin Luther King Jr., Middle School will ensure all students are empowered to achieve high levels of learning and social-emotional growth in a safe and supportive environment.

Vision Statement

As a community, MLK will pledge our time, hearts, and support to continuously improve.

Statement of Behavioral Purpose

2022-23 School Overview

We, as an MLK Community, experience success by demonstrating respectful, responsible, and 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.

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	440
Grade 8	460
Total Enrollment	900

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
American Indian or Alaska Native	0.4
Asian	1.0
Black or African American	2.7
Filipino	0.2
Hispanic or Latino	93.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.3
White	1.6
English Learners	28.9
Foster Youth	0.4
Homeless	2.7
Migrant	4.0
Socioeconomically Disadvantaged	96.9
Students with Disabilities	8.9



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

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

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

2021-22 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)	8.50	14.70
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.40	0.00

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

2022-23 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	Percent Students
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		Recent Adoption ?	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, 2015 Grade 7 - Course 2 Board Approved: April 29, 2014 Grade 8: McGraw Hill California Math Course 3, 2015 Board Approved: April 29, 2014	Yes	0.0%
Science	Grade 7-8: Amplify Integrated Science 7 Amplify Integrated Science 8 Board Approved April 24, 2007	Yes	0.0%
History-Social Science	Grade 7: McGraw Hill School Education Impact California Social Studies: World History Geography: Medieval & Early Modern Times, 2018 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 Board Approved: May 24, 2022 Spanish for Heritage Speakers I-II: Vista Higher Learning Galeria Board Approved: May 24, 2022	Yes	0.0%

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, 3 computer labs, 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 July 2022.

Year and month of the most recent FIT report

July 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	27	N/A	30	N/A	47
Mathematics (grades 3-8 and 11)	N/A	9	N/A	16	N/A	33

2021-22 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	898	887	98.78	1.22	27.46
Female	419	416	99.28	0.72	31.25
Male	479	471	98.33	1.67	24.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	25	24	96.00	4.00	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	844	835	98.93	1.07	27.25
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	251	248	98.80	1.20	4.86
Foster Youth	--	--	--	--	--
Homeless	25	24	96.00	4.00	12.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	866	855	98.73	1.27	26.85
Students Receiving Migrant Education Services	37	37	100.00	0.00	27.03
Students with Disabilities	79	76	96.20	3.80	2.67

2021-22 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	898	878	97.77	2.23	9.34
Female	419	412	98.33	1.67	8.98
Male	479	466	97.29	2.71	9.66
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	25	23	92.00	8.00	4.35
Filipino	--	--	--	--	--
Hispanic or Latino	844	827	97.99	2.01	9.19
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	251	245	97.61	2.39	0.00
Foster Youth	--	--	--	--	--
Homeless	25	24	96.00	4.00	4.17
Military	--	--	--	--	--
Socioeconomically Disadvantaged	866	846	97.69	2.31	8.75
Students Receiving Migrant Education Services	37	37	100.00	0.00	8.11
Students with Disabilities	79	75	94.94	5.06	0.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	15.71	NT	15.25	28.5	29.47

2021-22 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	459	453	98.69	1.31	15.71
Female	225	221	98.22	1.78	15.84
Male	234	232	99.15	0.85	15.58
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	16	16	100	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	426	421	98.83	1.17	16.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	111	109	98.2	1.8	0
Foster Youth	--	--	--	--	--
Homeless	11	11	100	0	9.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	436	431	98.85	1.15	14.42
Students Receiving Migrant Education Services	20	20	100	0	5
Students with Disabilities	42	41	97.62	2.38	0

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	99	95	98	96	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.

2022-23 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) Parent Engagement Education Program (PIQE), and MLK Parent Club. Our Parent Club group assists with countless activities on-site including Career Fair, Promotion, school dances, supervision for field trips/dances/lunch, and fundraising efforts for various student groups/athletics/activities. Parents are also welcome to join a quarterly Coffee with the Principals & Counselors/Cafe con Los directores y Consejeros 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. This year we hosted over 200 parents to promote our ELAC. We've had over 60 parents in our PIQE meetings.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	970	947	375	39.6
Female	454	442	162	36.7
Male	516	505	213	42.2
American Indian or Alaska Native	4	4	0	0.0
Asian	11	11	3	27.3
Black or African American	29	26	17	65.4
Filipino	2	2	0	0.0
Hispanic or Latino	901	884	343	38.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	2	50.0
White	19	16	10	62.5
English Learners	313	306	126	41.2
Foster Youth	11	9	7	77.8
Homeless	31	29	22	75.9
Socioeconomically Disadvantaged	938	916	370	40.4
Students Receiving Migrant Education Services	47	46	15	32.6
Students with Disabilities	90	89	56	62.9

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	8.81	4.05	2.45
Expulsions	0.68	0.18	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.10	4.43	0.18	3.95	0.20	3.17
Expulsions	0.00	0.72	0.00	0.25	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.43	0.72
Female	3.30	0.66
Male	5.43	0.78
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	13.79	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.11	0.78
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.26	0.00
English Learners	4.15	0.64
Foster Youth	27.27	18.18
Homeless	3.23	3.23
Socioeconomically Disadvantaged	4.48	0.75
Students Receiving Migrant Education Services	4.26	0.00
Students with Disabilities	5.56	0.00

2022-23 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 March 2022 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	29	7	19	19
Mathematics	30	3	16	13
Science	32	2	10	18
Social Science	33	2	4	23

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

2021-22 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	209.3

2021-22 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)	4.3
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1.3

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	7,963	6,064,848	6,592	1,261,128
District	N/A	N/A	1,371	\$81,282
Percent Difference - School Site and District	N/A	N/A	131.1	175.8
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	0.0	173.8

2021-22 Types of Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2020-21 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

The California Department of Education issued guidance to the district in August 2019 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2020-2021 fiscal year.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2020-21)

In addition to general state funding, Madera Unified School District received state and federal funding for the following categorical funds and other support programs:

- Title I, II, III, and IV

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$48,924	\$54,370
Mid-Range Teacher Salary	\$77,970	\$82,681
Highest Teacher Salary	\$99,526	\$106,610
Average Principal Salary (Elementary)	\$129,671	\$135,283
Average Principal Salary (Middle)	\$131,455	\$141,244
Average Principal Salary (High)	\$136,081	\$152,955
Superintendent Salary	\$225,000	\$264,367
Percent of Budget for Teacher Salaries	29%	33%
Percent of Budget for Administrative Salaries	5%	5%

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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	11	3	8