

Martin Luther King, Jr. Middle

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
Street	26890 Holly Hill Ave.
City, State, Zip	Hayward, CA 94545-3500
Phone Number	(510)723-3120
Principal	Mr. Alvaro Franco, Principal
Email Address	afranco@husd.k12.ca.us
School Website	https://mlk-haywardusd-ca.schoolloop.com/
County-District-School (CDS) Code	01611926066476

2022-23 District Contact Information

District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Chien Wu Fernandez
Email Address	cfernandez@husd.k12.ca.us
District Website Address	www.husd.k12.ca.us

2022-23 School Overview

At Dr. Martin Luther King, Jr. Middle School, we are committed to meeting the needs of students in the transition from middle to high school. We believe all students should be taught a comprehensive academic curriculum, guided by state and district standards, that emphasizes a common core of knowledge possessed by all educated citizens. We focus on supporting our underperforming groups of students and developing strategies to encourage achievement.

We provide an environment that promotes personal connectedness to the school. We hold high-performance standards for both academics and personal behavior. Students have full access to a wide range of instructional programs and support services to help them meet our expectations and their own highest potential.

In the 2021/2022 school year, our teachers participated in several professional development training seminars designed to focus on student academic engagement, deeper learning, culturally responsive pedagogy, growth mindset, Anti-Bias/Anti-Racist training, and awareness around issues of equity. Our staff collaboration continues to focus on meeting the needs of English Learners and special education students, a large subgroup of our school population. Additionally, teachers are using collaboration time to implement the Common Core State Standards and to prepare students with 21st Century skills.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	348
Grade 8	365
Total Enrollment	713

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	53.3
American Indian or Alaska Native	0.0
Asian	9.3
Black or African American	5.3
Filipino	7.7
Hispanic or Latino	71.1
Native Hawaiian or Pacific Islander	2.8
Two or More Races	1.8
White	1.7
English Learners	15.4
Foster Youth	0.1
Homeless	0.6
Migrant	6.3
Socioeconomically Disadvantaged	62.1
Students with Disabilities	14.3

A. Conditions of Learning **State Priority: Basic**

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

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

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)	28.40	89.89	816.80	82.14	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.16	28.40	2.86	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.20	6.95	81.30	8.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	33.60	3.38	12115.80	4.41
Unknown	0.00	0.00	34.00	3.43	18854.30	6.86
Total Teaching Positions	31.60	100.00	994.30	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)	30.50	97.51	841.90	83.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	23.40	2.33	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.64	62.20	6.18	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.26	21.80	2.17	11953.10	4.28
Unknown	0.50	1.60	58.30	5.79	15831.90	5.67
Total Teaching Positions	31.20	100.00	1007.90	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	0.80	0.00
Misassignments	1.30	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.20	0.20

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)	5.10	0.70
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.80	0.50

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

Year and month in which the data were collected		January 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Prentice Hall, Pearson Literature for California: Reading and Language Arts, c2010 (English)	Yes	0
Mathematics	7th Grade: Glencoe/McGrawHill, California Math Course 2, c2015; Glencoe/McGrawHill, Math Accelerated: A Pre-Algebra Program c2014, 8th Grade: Glencoe/McGrawHill, California Math Course 3, c2015 Houghton Mifflin Harcourt, California Algebra 1, c2015; Houghton Mifflin Harcourt, California Geometry, c2015	Yes	0

Science	7th Grade: McDougal Littell & Company, McDougal Littell Science: Focus on Life Sciences (California), c2007 (English & Spanish); 8th Grade: McDougal Littell & Company, McDougal Littell Science: Focus on Physical Sciences (California), c2007 (English & Spanish)	Yes	0
History-Social Science	7th Grade: Holt, Rinehart & Winston, World History Medieval to Early Modern Times, c2006 (English & Spanish) 8th Grade: Holt, Rinehart & Winston, United States History Independence to 1914, c2006 (English & Spanish)	Yes	0

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report		January 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	45	N/A	36	N/A	47
Mathematics (grades 3-8 and 11)	N/A	27	N/A	19	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	711	685	96.34	3.66	45.11
Female	331	317	95.77	4.23	51.74
Male	380	368	96.84	3.16	39.40
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	68	68	100.00	0.00	70.59
Black or African American	37	36	97.30	2.70	30.56
Filipino	56	56	100.00	0.00	69.64
Hispanic or Latino	503	483	96.02	3.98	39.13
Native Hawaiian or Pacific Islander	20	20	100.00	0.00	45.00
Two or More Races	14	10	71.43	28.57	--
White	13	12	92.31	7.69	41.67
English Learners	111	106	95.50	4.50	6.60
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	439	421	95.90	4.10	40.86
Students Receiving Migrant Education Services	44	43	97.73	2.27	41.86
Students with Disabilities	103	92	89.32	10.68	8.70

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	711	681	95.78	4.22	27.31
Female	331	317	95.77	4.23	25.24
Male	380	364	95.79	4.21	29.12
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	68	68	100.00	0.00	54.41
Black or African American	37	36	97.30	2.70	16.67
Filipino	56	55	98.21	1.79	50.91
Hispanic or Latino	503	479	95.23	4.77	21.50
Native Hawaiian or Pacific Islander	20	20	100.00	0.00	25.00
Two or More Races	14	11	78.57	21.43	36.36
White	13	12	92.31	7.69	25.00
English Learners	111	104	93.69	6.31	1.92
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	439	421	95.90	4.10	22.09
Students Receiving Migrant Education Services	44	43	97.73	2.27	27.91
Students with Disabilities	103	92	89.32	10.68	4.35

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	20.18	--	17.77	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	351	337	96.01	3.99	20.18
Female	163	159	97.55	2.45	16.35
Male	188	178	94.68	5.32	23.6
American Indian or Alaska Native	0	0	0	0	0
Asian	28	28	100	0	39.29
Black or African American	17	17	100	0	11.76
Filipino	37	37	100	0	43.24
Hispanic or Latino	243	231	95.06	4.94	15.15
Native Hawaiian or Pacific Islander	11	11	100	0	18.18
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	35	32	91.43	8.57	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	213	205	96.24	3.76	17.07
Students Receiving Migrant Education Services	19	19	100	0	15.79
Students with Disabilities	47	42	89.36	10.64	2.38

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	88.8%	87.4%	87.1%	88.8%	89.5%

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

We have many ways for parents to participate in our school, and we depend on parents to keep our programs running smoothly. Parents join our School Site Council (SSC), which works with the administration to approve the school's annual plan and budget expenditures. Parents of English Learners are vital to our English Language Advisory Committee (ELAC) and our outreach efforts on behalf of new families. An English Language Specialist is available to encourage parents to become more involved in their school and the learning community. In addition, our school site has a vibrant parent group focused on an African-American Student Achievement Initiative (AASAI) to support this subgroup and close the achievement gap. Lastly, we have bi-weekly Coffee with the principal meetings in which parents receive various types of information.

Our school organizes a parent orientation in August to the opening of school, a Back-to-School Night in the fall, and an Open House in the spring. We offer three progress report nights, one per quarter, where parents can conference with their student's teachers. We expect to allow parents to meet with teachers and to encourage student success.

To find out how to volunteer at our school, please contact Principal Alvaro Franco.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	733	727	337	46.4
Female	342	339	156	46.0
Male	391	388	181	46.6
American Indian or Alaska Native	0	0	0	0.0
Asian	70	69	15	21.7
Black or African American	39	39	22	56.4
Filipino	56	56	15	26.8
Hispanic or Latino	519	514	256	49.8
Native Hawaiian or Pacific Islander	20	20	10	50.0
Two or More Races	14	14	8	57.1
White	14	14	10	71.4
English Learners	161	157	83	52.9
Foster Youth	1	1	1	100.0
Homeless	8	6	4	66.7
Socioeconomically Disadvantaged	468	462	230	49.8
Students Receiving Migrant Education Services	45	45	20	44.4
Students with Disabilities	109	107	66	61.7

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	7.36	3.48	2.45
Expulsions	0.00	0.05	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	0.00	7.09	0.01	3.78	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.09	0.00
Female	5.56	0.00
Male	8.44	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.29	0.00
Black or African American	12.82	0.00
Filipino	7.14	0.00
Hispanic or Latino	7.13	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	14.29	0.00
White	7.14	0.00
English Learners	6.83	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.12	0.00
Students Receiving Migrant Education Services	4.44	0.00
Students with Disabilities	11.01	0.00

2022-23 School Safety Plan

We review our safety plan annually. It includes schedules for emergency drills and provides for emergency supplies. We conduct regular earthquake, fire, and intruder drills. We inform parents of the emergency plans through the student handbook, which we issue to students at the start of each school year. The school has a safety committee comprised of administrators, classified, and certificated staff. The safety committee meets monthly.

Our school maintains a closed campus. Visitors must enter the school through the main door and sign in at the office, and students are not allowed off campus during the school day. Two full-time supervisor monitor the campus for one hour before school and one hour after school.

Safety is a high priority because it is necessary to ensure a successful and healthy educational environment. Teachers, administrators, and other campus supervisors supervise students throughout the day. There are designated areas for student drop-off and pick-up. Visitors need to check in at the front office and receive a badge.

Fire, disaster, and lockdown drills are conducted regularly throughout the school year so that all staff and students know what steps to take in the event of an emergency. The school uses an online application called Share911 to communicate with staff during emergencies. This online safety app is also used to coordinate safety/disaster drills.

Our school has an active School Safety Committee that includes administrators, teachers, maintenance, school supervisors, and other staff members. The committee works together to create and revise the school safety plan and respond to day-to-day safety issues. At the time of the latest review of the School Site Safety Plan, all revisions were communicated to the classified and certified staff. During the 2021-22 school year, this has included all of the necessary safety, health, and sanitizing protocols to ensure that staff and visitors to campus remain as safe as possible during the COVID-19 Shelter in Place status of our school.

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	18	12
Mathematics	28	4	17	6
Science	27	6	15	7
Social Science	30	1	15	8

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	29	4	23	9
Mathematics	28	4	14	8
Science	26	7	17	4
Social Science	30	1	17	5

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	26	6	30	3
Mathematics	25	7	19	3
Science	24	7	22	
Social Science	26	5	17	4

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	356.5

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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

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	\$15,354	\$8,134	\$7,220	\$101,838
District	N/A	N/A	\$7,882	\$100,338
Percent Difference - School Site and District	N/A	N/A	-8.8	1.5
State	N/A	N/A	\$13,981	\$82,681
Percent Difference - School Site and State	N/A	N/A	-63.8	20.8

2021-22 Types of Services Funded

King Middle School and the district's general and categorical funds are used appropriately to support the English/Language Arts, mathematics, and intervention program goals in the school plan by providing every teacher support in the form of instructional materials and supplies, professional development and technology.

In addition, King's full-time EL Specialist, Family Engagement Specialist, and Academic Counselors work with support staff to provide a number of Tier II interventions designed with the RTI model to support our best academically and behaviorally struggling students. This includes small group counseling, peer-to-peer mentoring, and SSP's. Students receive library resources, safe and healthy learning environments, teacher collaboration time, enrichment activities, tutoring/mentoring, classroom equipment, field trips and motivational assemblies.

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	\$69,642	\$54,370
Mid-Range Teacher Salary	\$97,275	\$82,681
Highest Teacher Salary	\$116,010	\$106,610
Average Principal Salary (Elementary)	\$154,426	\$135,283
Average Principal Salary (Middle)	\$160,000	\$141,244
Average Principal Salary (High)	\$171,506	\$152,955
Superintendent Salary	\$293,534	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

As part of the growth process, training and staff development opportunities are provided at the district and individual school sites to administrators, teachers, and classified staff. The curricular focus of the current school year is Mathematics, ELA, Deeper Learning, SEL, Anti-Bias/Anti-Racist training, and Culturally Responsive Teaching Strategies. In addition to 3 half-day PDs provided by the site, professional development opportunities are offered throughout the year by district coordinators.

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	5	6	3