

Martin Luther King, Jr. Middle

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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	Darrell Daniels
Email Address	dd521@husd.k12.ca.us
School Website	https://mlk.husd.us/
Grade Span	7-8
County-District-School (CDS) Code	01611926066476

2025-26 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	www.husd.k12.ca.us

2025-26 School Description and Mission Statement

At Dr. Martin Luther King, Jr. Middle School it is our vision that every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.

We expect all students to:

- demonstrate critical thinking skills by analyzing information, evaluating arguments, and making informed decisions;
- cultivate open-mindedness, embracing diverse perspectives, ideas, and cultures to promote acceptance and understanding in a global society;
- demonstrate ethical behavior by making principled decisions, respecting the rights of others, and acting with integrity in

2025-26 School Description and Mission Statement

academic and social contexts;

-develop resilience, demonstrating the ability to bounce back from challenges, setbacks, and adversity, while maintaining a positive attitude and a commitment to learning;

-strive for and achieve academic excellence across diverse subjects, demonstrating mastery of essential concepts and skills.

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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	328
Grade 8	341
Total Enrollment	669

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.7
Non-Binary	0.1
American Indian or Alaska Native	0.3
Asian	9.7
Black or African American	5.2
Filipino	7
Hispanic or Latino	68.5
Native Hawaiian or Pacific Islander	3.9
Two or More Races	3.1
White	1.9
English Learners	22
Foster Youth	0.3
Homeless	0.6
Migrant	4
Socioeconomically Disadvantaged	83.7
Students with Disabilities	15.4

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.

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)	30.5	97.51	841.9	83.53	234405.2	84
Intern Credential Holders Properly Assigned	0	0	23.4	2.33	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	0.64	62.2	6.18	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0.26	21.8	2.17	11953.1	4.28
Unknown/Incomplete/NA	0.5	1.6	58.3	5.79	15831.9	5.67
Total Teaching Positions	31.2	100	1007.9	100	279044.8	100

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.

2022-23 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)	31	98.73	806	82.08	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	18.5	1.89	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	71.2	7.26	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	1.24	26.6	2.71	11746.9	4.23
Unknown/Incomplete/NA	0	0	59.5	6.06	14303.8	5.15
Total Teaching Positions	31.4	100	982	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	25.2	81.23	777.2	80.2	230039.4	100
Intern Credential Holders Properly Assigned	1	3.22	19.7	2.04	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.2	13.72	102.3	10.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.61	21.4	2.21	12112.8	4.34
Unknown/Incomplete/NA	0.3	1.16	48.3	4.99	13705.8	4.91
Total Teaching Positions	31	100	969.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	0.20	0	3.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.20	0	4.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.2	0
Local Assignment Options	0.00	0.1	0.1
Total Out-of-Field Teachers	0.00	0.3	0.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.7	0	15.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.5	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: January 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Prentice Hall, Pearson Literature for California: Reading and Language Arts, c2010 (English) Grades 7-8th: Houghton Mifflin Harcourt California Edition, Into Literature Student Edition Set c2022, Houghton Mifflin Harcourt California Edition, Into Literature Grammar Practice Workbook Set c2020	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	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)	0
History-Social Science	Teacher's Curriculum Institute, History Alive, 2nd Edition, c2017	0
Foreign Language	7-8th Grade: Carnegie Learning, Que Chevere! c2020, Level 1 (Spanish)	

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

School Facility Conditions and Planned Improvements

General: The district places a strong emphasis on ensuring that all schools are safe, clean, environmentally friendly, mechanically functional and inviting for students, staff members, and the community. To assist in this effort, the district utilizes

School Facility Conditions and Planned Improvements

the Facility Inspection Tool (FIT) developed by the State of California OPSC and local operations department developed inspection survey methods to keep facilities in compliance with all federal and state health and safety regulations. The district regularly inspects and reviews the condition of the school facilities and surrounding grounds. The district places the highest priority on those safeguards that impact the fire, life and safety protection of the students, staff, and school buildings. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings: Martin Luther King Jr. (MLK) Middle School was constructed in 1952. This school has forty-two (42) permanent classrooms, a multipurpose room, a locker room, a library, and an administration building.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order system process is used to ensure efficient service and highest priority is given to emergency repairs. At the time of publication, 100% of the school's restrooms on campus were in good working order.

Cleaning Process and Schedule: The district has developed cleaning standards and schedules for all schools in the district. A summary of these standards and schedules is available at the school or the Maintenance & Operations office. The principal, with the guidance of the Facilities, Maintenance, Operations and Transportation (FMOT) Department works daily with the custodial team to ensure that the cleaning standards are met, and that classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

Modernization Projects: Since 2019, local bond funds (Measure H) are being used to complete various modernization and infrastructures projects throughout HUSD. At MLK Middle School these projects have included installation of new fencing and exterior painting of the school. All work described was completed by the end of the 2022 summer period.

Year and month of the most recent FIT report

December 2025

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		

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	41	40	32	34	47	48
Mathematics (grades 3-8 and 11)	23	25	20	21	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	673	660	98.07	1.93	40.03
Female	326	317	97.24	2.76	45.89
Male	347	343	98.85	1.15	34.60
American Indian or Alaska Native	--	--	--	--	--
Asian	66	66	100.00	0.00	63.64
Black or African American	35	31	88.57	11.43	29.03
Filipino	48	48	100.00	0.00	80.85
Hispanic or Latino	457	449	98.25	1.75	32.66
Native Hawaiian or Pacific Islander	27	27	100.00	0.00	44.44
Two or More Races	22	21	95.45	4.55	33.33
White	16	16	100.00	0.00	56.25
English Learners	142	138	97.18	2.82	4.41
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	575	563	97.91	2.09	37.54
Students Receiving Migrant Education Services	27	26	96.30	3.70	26.92
Students with Disabilities	108	102	94.44	5.56	9.90

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	672	659	98.07	1.93	25.49
Female	326	317	97.24	2.76	25.24
Male	346	342	98.84	1.16	25.73
American Indian or Alaska Native	--	--	--	--	--
Asian	66	66	100.00	0.00	46.97
Black or African American	35	31	88.57	11.43	19.35
Filipino	48	48	100.00	0.00	52.08
Hispanic or Latino	456	448	98.25	1.75	19.87
Native Hawaiian or Pacific Islander	27	27	100.00	0.00	18.52
Two or More Races	22	21	95.45	4.55	28.57
White	16	16	100.00	0.00	37.50
English Learners	142	138	97.18	2.82	1.45
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	574	562	97.91	2.09	22.95
Students Receiving Migrant Education Services	27	26	96.30	3.70	23.08
Students with Disabilities	107	101	94.39	5.61	7.92

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	20.23	26.44	18.04	19	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	339	329	97.05	2.95	26.44
Female	182	175	96.15	3.85	25.71
Male	157	154	98.09	1.91	27.27
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00	0.00	50.00
Black or African American	24	21	87.50	12.50	23.81
Filipino	22	22	100.00	0.00	54.55
Hispanic or Latino	228	222	97.37	2.63	20.27
Native Hawaiian or Pacific Islander	15	15	100.00	0.00	13.33
Two or More Races	11	10	90.91	9.09	--
White	--	--	--	--	--
English Learners	47	44	93.62	6.38	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	284	275	96.83	3.17	24.36
Students Receiving Migrant Education Services	12	12	100.00	0.00	8.33
Students with Disabilities	55	51	92.73	7.27	13.73

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	98%	98%	99%	96%	99%

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.

2025-26 Opportunities for Parental Involvement

We provide many ways for our parents to support our school vision and help us achieve our goals. At least five parents serve on our School Site Council (SSC), which develops our School Plan for Student Achievement (SPSA) and decides how state and federal funds will be allocated to support implementation of the SPSA. Several parents also serve on the Site Based Decision Making team (SBDM), which makes decisions about school wide issues/concerns such as the bell schedule, minimum day calendar, safety plan, discipline matrix, etc. Parents of English Learners join monthly English Language Advisory Committee (ELAC) meetings to learn what the school is doing to help their children develop English proficiency and access content curriculum. In addition, our school site has a vibrant parent group focused on a district African-American Student Achievement Initiative (AASAI) to support black students and close the achievement gap. Five parents serve as Parent Ambassadors for MLK. has monthly Coffee with the Principal meetings in which parents receive various types of information and have the opportunity to ask questions and share concerns. This year, MLK established a PTSA with parent and staff support which continues to increase parent engagement at our school.

Our school hosts a Back-to-School Night in the fall and an Open House in the spring. We also host workshops to help parents acquire the skills and knowledge needed to support their students at home. Parents are welcomed and encouraged to attend games played by our sports teams and to attend celebrations such as our three Cobra Honors nights.

Finally, we have a part time multi-lingual family engagement specialist who shares information with parents weekly via text and email messages, holds office hours to provide in person support to parents, and serves as a liaison to community services/resources for families in need.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	693	681	118	17.3
Female	337	331	58	17.5
Male	356	350	60	17.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	67	66	3	4.5
Black or African American	38	37	11	29.7
Filipino	48	48	1	2.1
Hispanic or Latino	468	462	90	19.5
Native Hawaiian or Pacific Islander	28	27	4	14.8
Two or More Races	22	21	4	19.0
White	18	16	4	25.0
English Learners	178	173	45	26.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	595	584	103	17.6
Students Receiving Migrant Education Services	27	27	5	18.5
Students with Disabilities	112	109	24	22.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
9.81	12.36	10.97	4.9	5.4	4.97	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.27	0	0	0.07	0.1	0.07	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.97	0.00
Female	3.86	0.00
Male	17.70	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.49	0.00
Black or African American	18.42	0.00
Filipino	2.08	0.00
Hispanic or Latino	11.97	0.00
Native Hawaiian or Pacific Islander	14.29	0.00
Two or More Races	22.73	0.00
White	5.56	0.00
English Learners	14.61	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.92	0.00
Students Receiving Migrant Education Services	3.70	0.00
Students with Disabilities	16.07	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Martin Luther King Middle School's Safety Committee meets monthly. The safety committee comprised of administrators, classified, and certificated staff. The safety committee meets monthly to review, revise and submit the school's comprehensive safety plan. The Martin Luther King Middle School Comprehensive Safety Plan includes schedules for emergency drills along with logistical duties for staff in case of an emergency crisis. We conduct regular earthquake, fire, and intruder drills (monthly). We inform parents of the emergency plans through the student handbook, which we issue to students at the start of each school year.

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 campus safety officers 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. The MLK Jr. Middle Comprehensive School Safety Plan was adopted on 1/29/2026.

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	27	7	32	0
Mathematics	24	6	24	0
Science	24	6	23	0
Social Science	26	3	23	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	31	2
Mathematics	23	6	23	1
Science	25	6	20	2
Social Science	27	3	19	3

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	5	28	4
Mathematics	24	7	17	4
Science	25	5	21	1
Social Science	27	2	21	1

2024-25 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	351.5

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$12,375	\$3,877	\$8,498	\$92,261
District	N/A	N/A	\$11,202	\$119,254
Percent Difference - School Site and District	N/A	N/A	-27.5	-25.5
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-27.0	-11.7

Fiscal Year 2024-25 Types of Services Funded

General and categorical funds are used appropriately to support our scheduled course offerings: English Language Arts, literature, mathematics, science, history, PE, VAPA, leadership, and technology.

Funded tier I services include providing every teacher support in the form of instructional materials and supplies, teacher collaboration time, professional development and technology.

In addition, King's full-time EL Specialist, part time Family Engagement Specialist, and two Academic Counselors work with support staff to provide a number of Tier II interventions designed with the RTI model to support our academically and/or behaviorally struggling students.

Finally, students receive library resources, safe and healthy learning environments, enrichment activities, tutoring/mentoring, study trips, and motivational assemblies.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$82,468	\$62,783
Mid-Range Teacher Salary	\$115,190	\$97,783
Highest Teacher Salary	\$137,376	\$128,020
Average Principal Salary (Elementary)	\$170,657	\$160,224
Average Principal Salary (Middle)	\$186,320	\$166,992
Average Principal Salary (High)	\$203,092	\$180,971
Superintendent Salary	\$320,943	\$313,465
Percent of Budget for Teacher Salaries	32.98%	30.05%
Percent of Budget for Administrative Salaries	6.05%	5%

Professional Development

Training and staff development opportunities are provided at the district and site level for all staff. The focus of the current school year is Anti-Bias/Anti-Racist training and Culturally Responsive Teaching Strategies and student collaboration instructional strategies.

In addition to three full day PDs provided by the site and three half day PDs provided at the site by the district, professional development opportunities are offered throughout the year by district coordinators and staff developers.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3