

# Martin Luther King Jr. Middle School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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/>.

## 2024-25 School Contact Information

<b>School Name</b>	Martin Luther King Jr. Middle School
<b>Street</b>	1781 Rose Street
<b>City, State, Zip</b>	Berkeley, CA 94703
<b>Phone Number</b>	(510) 644-6280
<b>Principal</b>	Michael Tison Yee
<b>Email Address</b>	michaeltisonyee@berkeley.net
<b>School Website</b>	<a href="http://mlkmiddleschool.org">http://mlkmiddleschool.org</a>
<b>Grade Span</b>	6-8
<b>County-District-School (CDS) Code</b>	01-61143-6056857

## 2024-25 District Contact Information

<b>District Name</b>	Berkeley Unified School District
<b>Phone Number</b>	(510) 644-6150
<b>Superintendent</b>	Enikia Ford Morthel
<b>Email Address</b>	superintendent@berkeley.net
<b>District Website</b>	<a href="http://www.berkeleyschools.net">www.berkeleyschools.net</a>

## 2024-25 School Description and Mission Statement

### Principal's Message

Welcome to Martin Luther King Middle School. We are committed to the ideals of Dr. King and the philosophy that educating our children is a joint responsibility shared among student, school, home, and community. We base our curriculum on the Common Core and Next Generation Science Standards, with an emphasis on developing critical independent thinkers who understand the importance of creating a just world for all. Middle school is a time of tremendous change and our staff understands the importance of supporting students in all aspects of their growth across the three years they spend at King. Our mission statement is as follows:

"At Martin Luther King Jr. Middle School, we believe in engaging our students in opportunities for meaningful, deep, and enriching learning experiences that honor our diverse identities as assets. Through excellent and rigorous instruction, all our students will learn and grow as part of our community, fully prepared to pursue their dreams and passions to create and contribute to more just and equitable local and global communities."

We communicate regularly with parents through students' homework calendars, weekly phone blasts, a frequently updated website, Monday and Friday digests via the e-tree, and through parent education opportunities.

Michael Tison Yee  
Principal

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	263
Grade 7	290
Grade 8	313
<b>Total Enrollment</b>	<b>866</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.5
Non-Binary	0.1
American Indian or Alaska Native	0.1
Asian	8.7
Black or African American	11.4
Filipino	1.2
Hispanic or Latino	16.9
Native Hawaiian or Pacific Islander	0.6
Two or More Races	14
White	47.2
English Learners	6.5
Foster Youth	0.5
Homeless	1.5
Socioeconomically Disadvantaged	28.2
Students with Disabilities	11.8

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

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	40.70	82.71	417.10	82.67	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	7.70	15.75	79.00	15.67	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	1.06	6.10	1.21	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.20	0.45	2.20	0.45	18854.30	6.86
<b>Total Teaching Positions</b>	49.20	100.00	504.60	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	46.20	84.80	453.00	87.93	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	1.83	1.60	0.32	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.90	10.98	44.90	8.72	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.20	2.22	4.90	0.96	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.15	10.60	2.06	15831.90	5.67
<b>Total Teaching Positions</b>	54.50	100.00	515.20	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	41.80	84.55	441.00	82.94	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.10	2.41	2.90	0.56	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	6.40	13.02	73.30	13.80	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	6.00	1.13	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	8.30	1.56	14303.80	5.15
<b>Total Teaching Positions</b>	49.40	100.00	531.70	100.00	277698	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	7.70	5.90	6.4
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	7.70	5.90	6.4

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.50	1.20	0
<b>Total Out-of-Field Teachers</b>	0.50	1.20	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.20	9.3	13.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	4.7	2.2

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Williams legislation calls for the schools to have enough books in core classes for all students and asks districts to reveal whether those books are presenting information outlined in the California content standards. Textbook materials are adopted by the school board following a rotating adoption cycle for subject specific state adopted textbooks and instructional materials.

Year and month in which the data were collected

August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Inquiry by Design Adopted 2017	Yes	0%
<b>Mathematics</b>	Eureka Math: A Story of Ratios (Great Minds) Adopted 2015; Desmos (GR 7-8) Pilot 2021-21	Yes	0%
<b>Science</b>	FOSS Science Adopted in 2007	Yes	0%
<b>History-Social Science</b>	TCI History - History Alive / 2013-14	Yes	0%
<b>Foreign Language</b>	Realidades (Spanish)	Yes	0%
<b>Health</b>	Healthy Oakland Teens Curriculum (5th Grade) Adopted 2017	Yes	0%
<b>Visual and Performing Arts</b>			0%

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

## School Facility Conditions and Planned Improvements

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well maintained and in good repair. A work order process alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

Safety issues are the top priority for Maintenance and Operations. District maintenance supervisors inspect school sites continually and complete repairs in a timely manner. They use a work order process to ensure an efficient, prioritized repair process.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

King Middle School has a phenomenal facility. The over 15 acre campus includes excellent classrooms, full science labs, an outstanding library, a world class dining commons, a gymnasium, a track and field, the amazing Edible School Yard and more.

Date of last inspection: April 26-30, 2024

Year and month of the most recent FIT report

4/24

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	74	73	67	70	46	47
<b>Mathematics</b> (grades 3-8 and 11)	64	65	61	64	34	35

## 2023-24 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	875	841	96.11	3.89	72.55
Female	408	393	96.32	3.68	80.31
Male	466	447	95.92	4.08	65.70
American Indian or Alaska Native	--	--	--	--	--
Asian	79	74	93.67	6.33	72.97
Black or African American	96	90	93.75	6.25	28.41
Filipino	--	--	--	--	--
Hispanic or Latino	150	141	94.00	6.00	53.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	124	121	97.58	2.42	80.99
White	410	400	97.56	2.44	86.72
English Learners	60	44	73.33	26.67	6.82
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	259	240	92.66	7.34	44.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	113	104	92.04	7.96	21.36

## 2023-24 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
<b>All Students</b>	875	837	95.66	4.34	65.31
<b>Female</b>	408	390	95.59	4.41	67.18
<b>Male</b>	466	446	95.71	4.29	63.60
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	79	74	93.67	6.33	67.57
<b>Black or African American</b>	96	84	87.50	12.50	20.73
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	150	141	94.00	6.00	41.73
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	124	119	95.97	4.03	75.63
<b>White</b>	410	403	98.29	1.71	79.40
<b>English Learners</b>	60	52	86.67	13.33	13.73
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	259	234	90.35	9.65	38.36
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	113	98	86.73	13.27	21.88

## 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	63.07	56.76	50.35	54.91	30.29	30.73

## 2023-24 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
<b>All Students</b>	317	300	94.64	5.36	56.76
<b>Female</b>	135	131	97.04	2.96	59.69
<b>Male</b>	181	168	92.82	7.18	54.82
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	24	22	91.67	8.33	45.45
<b>Black or African American</b>	35	31	88.57	11.43	7.14
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	53	49	92.45	7.55	30.61
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	45	40	88.89	11.11	72.50
<b>White</b>	153	151	98.69	1.31	72.00
<b>English Learners</b>	22	18	81.82	18.18	5.56
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	94	82	87.23	12.77	30.38

<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	32	76.19	23.81	13.79

## 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.

## 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT 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
<b>Grade 7</b>	94	97	95	95	97

## 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.

## 2024-25 Opportunities for Parental Involvement

We ask all parents to take an active role in their students' lives at school and at home.

Parents and the community are very supportive of the educational program at King Middle School. Parents contribute time in a variety of ways on the King Middle School campus, including participating in the PTA's fundraising and/or committees, volunteering in the classroom, library or office. Parents may also participate in the following committees and organizations:

- School Site Committee (SSC)
- English Language Advisory Committee (ELAC)
- District English Language Advisory Committee (DELAC)
- Parent Advisory Committee (PAC)
- Parent Teacher Association (PTA)

Numerous programs and activities are enriched by the generous contributions made by the following local businesses and organizations:

- Edible Schoolyard Project
- Stiles Hall
- Berkeley Public Schools Volunteers

## 2024-25 Opportunities for Parental Involvement

Berkeley Unified School District and King Middle School commit to family engagement that builds relational trust, links families to learning, connects schools and families to community resources, and develops the capacity of staff and family to partner together and lead student learning. Our school welcomes families to engage with school staff daily by communicating on the phone, via email, through district and school social media, and in person and will receive regular communications via school newsletters. Families in need of translation and interpretation services can seek support from the school office staff. Families are invited to attend a wide range of special events throughout the year including assemblies for academic and citizenship honorees and heritage months, Family Math and Literacy Nights, Back-to-School and Open House Nights, and field trips as chaperones. Learning opportunities for families are available throughout the year provided at both the school and district level on topics such as supporting your child's literacy development, building social/emotional competencies, and supporting mental and physical wellness. We believe families should be partners in student learning and are provided a variety of opportunities for input in important decisions through surveys and participation on leadership committees such as the School Site Council, English Learner Advisory Committee, Parent Teacher Association, and a variety of additional school-based committees. Opportunities for families to gather in affinity-based spaces are provided throughout the district and school. For more information on family engagement opportunities and resources please contact: Yesenia Moran, Family Engagement & Equity Specialist, or Michael Tison Yee, Principal.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	891	885	118	13.3
Female	416	411	52	12.7
Male	474	473	66	14.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	79	78	6	7.7
Black or African American	101	100	33	33.0
Filipino	--	--	--	--
Hispanic or Latino	153	152	29	19.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	124	124	15	12.1
White	418	415	32	7.7
English Learners	64	63	14	22.2
Foster Youth	--	--	--	--
Homeless	15	15	8	53.3
Socioeconomically Disadvantaged	269	266	77	28.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	116	114	36	31.6

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.59	2.09	4.6	1.91	1.83	1.77	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.03	0.03	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.60	0.00
Female	4.09	0.00
Male	5.06	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.80	0.00
Black or African American	17.82	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.23	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.23	0.00
White	1.67	0.00
English Learners	7.81	0.00
Foster Youth	0.00	0.00
Homeless	20.00	0.00
Socioeconomically Disadvantaged	11.52	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.66	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.

## 2024-25 School Safety Plan

The safety of students and staff is a primary concern at King Middle School. Many people visit the campus to volunteer in the classroom and participate in school events. During lunch, recesses, and before and after school, staff members, safety officers and administrators supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire drills are held every month, earthquake drills are held every quarter, and lockdown drills are practiced every semester.

Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in the winter of 2023. Our school follows COVID-19 risk mitigation protocols developed by the District in consultation with local Public Health agencies.



## 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	21	11	21	
Mathematics	22	7	23	
Science	23	4	23	
Social Science	23	5	20	1

## 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	20	10	21	
Mathematics	25	3	22	
Science	25	5	18	
Social Science	26	1	21	

## 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	21	12	19	
Mathematics	27	3	20	
Science	28		21	
Social Science	26	3	19	

## 2023-24 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
<b>Pupils to Academic Counselor</b>	196.82

## 2023-24 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	4.4
<b>Library Media Teacher (Librarian)</b>	1
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	4

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
<b>School Site</b>	11,898.48	1,789.69	10,108.79	105,341.98
<b>District</b>	N/A	N/A	15,883.13	100,346.48
<b>Percent Difference - School Site and District</b>	N/A	N/A	-44.4	4.9
<b>State</b>	N/A	N/A		
<b>Percent Difference - School Site and State</b>	N/A	N/A		

## Fiscal Year 2023-24 Types of Services Funded

The Berkeley Unified School District receives federal funding to provide supplemental services and instructional materials provided to the Title I schools that support schools that have high numbers of students that are socioeconomically disadvantaged. Supplemental services include intervention supports, curriculum, programming, and instructional supplies for Title I schools to close the achievement gap.

The district also receives supplemental and concentration funds as part of the Local Control Funding Formula that is used to pay for direct services for unduplicated students through a variety of resources and materials. Funds are utilized to support students to graduate college and/or career ready. The district makes certain that all students have access to and success in a broad curriculum. We do this by expanding College and Career support programs, Career Pathways, and implementing intervention systems. Direct services include staffing, intervention support, counselors, and academic coaches.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	\$52,372	\$58,855
<b>Mid-Range Teacher Salary</b>	\$90,363	\$92,519
<b>Highest Teacher Salary</b>	\$110,610	\$114,665
<b>Average Principal Salary (Elementary)</b>	\$144,973	\$142,791
<b>Average Principal Salary (Middle)</b>	\$149,600	\$151,078
<b>Average Principal Salary (High)</b>	\$175,296	\$167,094
<b>Superintendent Salary</b>	\$280,000	\$281,086
<b>Percent of Budget for Teacher Salaries</b>	31.75	30.99
<b>Percent of Budget for Administrative Salaries</b>	6.35	5.37

## Professional Development

During the 2024-25 school year, Berkeley Unified School District (BUSD) prioritized professional development to support instructional excellence and student achievement. All new teachers participated in two days of professional development on curriculum implementation and effective pedagogical practices on August 7 and 8, 2024. Additionally, all TK-8 teachers engaged in two full days of site-based professional development on August 8 and 9, 2024.

On October 7, 2024 and January 27, 2025 all TK-8 staff (certificated and classified) participated in a districtwide professional development day. For K-5 teachers, the focus was on implementing literacy practices learned in last years CORE Reading Academy as part of an ongoing districtwide professional learning initiative on reading instruction. Throughout the year, elementary schools continue to engage in sustained professional development centered on the implementation of our literacy diagnostic plan.

To further support instructional growth, every TK-8 site has dedicated Literacy Coaches, Equity Leads, and Math Teacher Leaders. These professionals provide job-embedded support by co-teaching, facilitating reflective practices, and offering targeted professional development during staff meetings.

New teachers benefit from a comprehensive and rigorous District Teacher Induction Program. Teacher-initiated professional development is also encouraged and funded through both district and site-level allocations to ensure staff have access to relevant and meaningful learning opportunities.

# Professional Development

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3