Dr. Martin Luther King Jr. Academy

925 North Sanborn Road • Salinas CA, 93905 • (831) 796-3916 • Grades K-6
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Alisal Union School District
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School Description

Dr. Martin Luther King, Jr. Academy (MLK) currently serves approximately 605 students in Transitional Kindergarten-6th grade, as well as approximately 100 pre-schoolers in both an Alisal Union School District Early Childhood Education program, and Monterey County Head Start Program combined. We are proud to provide educational services for all our students in a safe, and state of the art environment.

Some highlights of our school includes the following:

1. In the fall of 2017, our district opened up a Family Resource Center on our campus. This center provides families in our neighborhood access to numerous resources such as:
    *   counseling;
    *   adult English as a Second Language classes;
    *   technology classes;
    *   and referrals to a myriad of agencies/ organizations designed to support families in need.

2. Our district has partnered with Harmony at Home, an organization that provides counselors for students that have been exposed to trauma. Due to a high need of counseling among our student population, MLK will have a counselor on site two days out of the week.

3. Classrooms are equipped with the latest technology, including updated wireless Internet, LCD projectors, document cameras (ELMOs);

4. In addition, all students in Kindergarten-6th grades are provided 1:1 machines, either Dell Venue Tablet, Dell Laptop, or an Apple Ipad to assist with learning 21st Century technology skills;

5. Teachers also receive ongoing professional development on the latest strategies of technology integration during the school day.

Software programs that our students have access to include, but are not limited to the following:

*   Google Classroom, See Saw, Doceri, Accelerated Reader, Symphony Math, Type to Learn 4, Lexia Core 5, Read 180, System 44, Education City, Scratch, IXL Math, IXL English Language Arts, and Code.org

6. MLK has a state of the art Instructional Media Center/ Library with fully functioning computer lab, as well as two rolling Computer on Wheels Carts (COWS);

7. MLK has a Before School Program (BSP), as well as After School Program (ASP) that serves over 120 students on a daily basis. During our ASP, students are able to participate in:
    *   Drumline;
    *   Trumpets;
    *   Migrant Mariachi Program (brass instruments);
    *   Folkloric Dance
    *   Boy Scouts
    *   Girl Scouts

8. MLK also has programs available to our students on Saturdays via a partnership with Hartnell Community College which are the NASA SEMA Program, and the nationally recognized Coder Dojo Academy;

9. MLK is also the hub for fall sports in the Alisal Union School District as we house volleyball, soccer, and flag football games on our school grounds.

10. MLK students have access to an outdoor garden for use during the school day, and during our After School Program.

11. MLK teachers meet in a revamped Instructional Coach's office/ Workroom where they have access to resources such as guided reading books, and an area where they are able to collaborate during Grade Level Team meetings.

12. MLK is currently in the 3rd year implementation of the Positive Behavior Intervention and Supports (PBIS) Model. Students are recognized for their positive behavior, and understand the mantra of being Ready, Responsible, and Respectful scholars.

13. MLK scholars were extremely excited this school year that we had a new addition to our playground structure. Thus, they have more space to play, and get the exercise they need.

At Dr. Martin Luther King Jr. Academy, our faculty works hard to promote our vision of success and excellence within each student. Each teacher continues to motivate our students to work hard and be self reliant; so that in turn, they can make a positive difference in their community. Students are recognized monthly for academic success and improvement in behavior via our student of the month assemblies, as well as end of trimester Accelerated Reader assemblies. Teachers and all staff members are continuously working to provide all of our students with the best educational experience possible.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
• For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	98.5
Native Hawaiian or Pacific Islander	0
White	0.7
Two or More Races	0
Socioeconomically Disadvantaged	94.6
English Learners	84.6
Students with Disabilities	4.3
Foster Youth	0.2

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	106
Grade 1	94
Grade 2	97
Grade 3	94
Grade 4	95
Grade 5	62
Grade 6	50
Total Enrollment	598

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.

Teacher Credentials			
Dr. Martin Luther King Jr. Academy	**15-16**	**16-17**	**17-18**
With Full Credential	24	28	25
Without Full Credential	1	2	1
Teaching Outside Subject Area of Competence	0	0	0
Alisal Union School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	334
Without Full Credential	♦	♦	61
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Dr. Martin Luther King Jr. Academy	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

*   "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

In order to support classroom professionals in teaching the Language Arts and Math Common Core State Standards, Engage NY curriculum, in both content areas was recommended and adopted as district curriculum. Both Engage NY Language Arts and Math were piloted and feedback from teachers attested to the ability of these common core resources to meet the requirements of the new common core state standards (CCSS).

In Language Arts:
K-1-2-3 Wonders is used to teacher all Language Arts standards.
4-6 used Engage NY solely to teach all Language Arts standards.

In Math:
At K-6, teachers used both the adopted Everyday Math curriculum and Engage NY Math, selecting one as their primary resource and the other as a secondary resource.
Bilingual Transference classrooms were able to use the Engage NY Math because student materials became available.

Textbooks and Instructional Materials Year and month in which data were collected: 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	McMillan / McGraw-Hill, Wonders- Adopted 2017 Engage New York Language Arts- Adopted 2014 McMillan / McGraw-Hill, Treasures-Adopted 2010 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Engage New York Math- Adopted 2014 McMillan / McGraw-Hill, Every Day Math- Adopted 2012 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	McGraw-Hill, Vistas- Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	Not applicable **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0
Health	Not applicable **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	Not applicable **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our campus was built in 2002 and does not have any portable buildings currently in use. Our campus includes a computer lab, library and multipurpose Room. Our play area includes Four Squares, Hopscotch games, one play structure, basketball and volleyball courts and tetherball courts.

We have one day custodian and two night custodians who keep our facilities clean. This work force has provided us with a clean campus. Our cafeteria, classrooms, and rest rooms are cleaned daily. District maintenance staff takes care of the landscape and responds to requests for repair.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August, 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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 Rating	**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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- 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

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	32	40	31	28	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	18	23	24	28	48	48
Math	13	20	18	21	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	15.3	8.5	

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	57	55	96.5	40.0
Male	32	32	100.0	37.5
Female	25	23	92.0	43.5
Hispanic or Latino	57	55	96.5	40.0
Socioeconomically Disadvantaged	54	52	96.3	38.5
English Learners	41	39	95.1	28.2

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	300	292	97.33	22.95
Male	161	156	96.89	21.15
Female	139	136	97.84	25
Hispanic or Latino	295	289	97.97	22.84
White	--	--	--	--
Socioeconomically Disadvantaged	283	275	97.17	22.91
English Learners	285	279	97.89	23.3
Students with Disabilities	15	15	100	13.33
Students Receiving Migrant Education Services	33	29	87.88	20.69
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	301	296	98.34	20.27
Male	162	158	97.53	20.89
Female	139	138	99.28	19.57
Hispanic or Latino	296	292	98.65	20.21
White	--	--	--	--
Socioeconomically Disadvantaged	284	279	98.24	20.79
English Learners	286	283	98.95	20.49
Students with Disabilities	15	15	100	6.67
Students Receiving Migrant Education Services	33	30	90.91	20
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
During the 2017-2018 school year parents will have multiple opportunities to participate in their children's education. These opportunities included attending school wide meetings, sporting events, or via academic awards assemblies. Some of the meetings included the following:

- Parents participated in Parenting/ Leadership classes through the Parenting Partners project;
- Parents served on our School Site Council and the English Language Advisory Committee; and were able to make decisions about what was best for the school;
- Parents attended district led meetings to give input on issues that affected Dr. Martin Luther King Jr. Academy, i.e. facilities master plan meeting, Local Control Funding Formula Meeting, and annual Title I Meeting

In an effort to celebrate student athletic, and academic successes, all parents were invited to participate in the following:

- Back-to-School Night in the fall and Open House in the spring;
- Monthly Student of the Month awards ceremonies;
- Accelerated Reader Trimester Awards Assemblies;
- Perfect Attendance Assemblies;
- Weekend athletic games, and Sports Awards Assemblies;

Opportunity to join the The Parent Teacher Club was available at all times, the PTC assisted with student activities after school, as well as instrumental in raising funds to provide additional resources for our students at Dr. Martin Luther King Jr. Academy.

For parent involvement opportunities, please contact Mr. Abelardo De León Jr., Principal, or Mrs. Suzanne Contreras, Assistant Principal at (831) 796-3916.

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.

School Safety Plan
Campus supervisors monitor the school grounds before and after school, at recesses, and at lunchtime. Additionally, during the morning recess, two teachers per grade level are assigned to assist with student supervision. Teachers regularly review the rules for safe, responsible behavior. All visitors are required to sign in at the office, where they receive a visitor's badge. This year was also the first that MLK had a fenced in campus to assist in keeping unwanted persons from wandering through the campus.

The latest revision of our School Safety Plan was completed during the 2017-2018 school year. This revision was presented to parents during a School Site Council meeting in the Winter of 2018. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available in the school office, and it is reviewed with all staff at our first staff meeting. Drills for fire, earthquake, and lockdowns are held on a monthly basis. Training for all staff members on emergency preparedness takes place on a regular basis.

School staff received training on on Positive Behavior and Interventional Supports, PBIS, a school wide discipline plan designed to reward positive student behavior. A PBIS Committee was established to continue to monitor implementation, as well as providing professional development for fellow staff members.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.2	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.1	1.0	0.5
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		61.5

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.5
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	31	31	27				3	3	4			
1	24	24	24			1	4	4	3			
2	25	24	24		1		4	3	4			
3		25	24					4	4			
4	29	33	32				2		3		2	
5	32	29	31				2	2	1			1
6	30	32	25				4	1	2	1	1	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

The major areas of professional development for teachers in the district for 2015-2016 included the following:

- Standards-based planning for instruction, learning and assessment, focused on Common Core State Standards, CCSS;
- 1:1 Technology Implementation (laptops, tablets, iPads);
- Phases of Close Reading;
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes);
- Lesson Design and Engagement;
- Coaching Cycles (for Academic Coaches);
- Implementation of System 44/ Read 180 Program;
- Implementation of Engage NY ELA, and Engage NY Math;
- Learning Walks.

Professional development specific to Dr. Martin Luther King Jr. Academy included the following:

- High Leverage Strategies for CELDT preparation
- High Leverage Strategies for ELPAC preparation
- Unpacking of ELPAC Tasks to prepare for the ELPAC
- Evidence Based Questioning, and Close Reading strategies to support reading during the SBAC
- Unpacking of English Language Arts, Mathematics, and English Language Development Standards

Professional development was delivered through grade level sessions during regular work days with release time for classroom teachers during Grade Level Team collaboration meetings, GLTs. There were an additional 5 days of Professional Development where teachers received training based on site specific needs developed through an online survey.

Teachers were supported by the site's Academic Instructional Coach through in class demonstration lessons, release days, and during GLTs.

The Alisal Union School District Educational Services Department provides ongoing opportunities for teacher training through a number of venues that includes online, after school, as well as some weekends.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$41,752	$48,678
Mid-Range Teacher Salary	$67,888	$78,254
Highest Teacher Salary	$94,604	$96,372
Average Principal Salary (ES)	$114,725	$122,364
Average Principal Salary (MS)		$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$190,800	$212,818
Percent of District Budget		
Teacher Salaries	33%	38%
Administrative Salaries	6%	5%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$4,171	$769	$3,402	$60,385
District	♦	♦	$5,459	$68,478
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District			-37.7	-6.9
Percent Difference: School Site/ State			-27.5	-14.7

*   Cells with ♦ do not require data.

Types of Services Funded
During the 2016-2017 school year, the school funded the following priorities with monies allocated to the site:

- 1 Intervention Teacher
- Adult ESL Teacher
- Newcomer After School Program Teacher
- Harmony at Home Counselor
- Monterey County Access Counselor
- Read to Me Project (7 classrooms)
- Classroom Fieldtrips
- Classroom library resources
- Materials and supplies
- Training activities for parents
- Software to support reading motivation (AR)
- Equipment (copiers, sports, etc.)
- PBIS Program

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://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).

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.