

Dr. Martin Luther King, Jr. Academy

925 North Sanborn Rd. • Salinas CA, 93905 • (831) 796-3916 • Grades K,1,4,5,6

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

Alisal Union Elementary School District

1205 East Market Street
Salinas CA, 93905
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District Governing Board

Noemi Armenta, President

Guadalupe Guzman, Vice President

Estrella Thoeni, Clerk

Adella Lujan, Member

Maricela Cruz, Member

District Administration

Mr. John Ramirez Jr.
Superintendent

Ms. Jeanne Herrick
**Assistant Superintendent,
Educational Services**

Mr. James Koenig
**Assistant Superintendent,
Business and Fiscal Services**

School Description

MLK is proud to provide educational services in a safe, state of the art, and handsome environment. Our school has a computer lab, beautifully landscaped grounds, and our staff and students enjoy the use of our award-winning garden. To help our teachers integrate technology throughout the curriculum, all our classrooms are equipped with the latest technology, including wireless Internet, LCD projectors, document cameras (ELMOs), and televisions with VHS and DVD capabilities. At MLK, our faculty works hard to promote our vision of success and excellence as each teacher continues to inspire our students to work hard and be self-motivated so that they can make a positive difference in their community. MLK is definitely a wonderful and nurturing place to work and go to school!

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (831) 796-3916.

| 2013-14 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kinder. | 105 |
| Gr. 1 | 103 |
| Gr. 4 | 66 |
| Gr. 5 | 157 |
| Gr. 6 | 161 |
| Total | 592 |

| 2013-14 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 0.5 |
| American Indian or Alaska Native | 0.0 |
| Asian | 0.0 |
| Filipino | 0.0 |
| Hispanic or Latino | 98.1 |
| Native Hawaiian/Pacific Islander | 0.0 |
| White | 0.0 |
| Two or More Races | 0.0 |
| Socioeconomically Disadvantaged | 88.0 |
| English Learners | 86.1 |
| Students with Disabilities | 5.2 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 | 12-13 | 13-14 | 14-15 |
| Fully Credentialed | 19 | 20 out | 19 |
| Without Full Credential | 0 | 0 | 1 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Alisal Union Elementary School District | 12-13 | 13-14 | 14-15 |
| Fully Credentialed | ◆ | ◆ | 299 |
| Without Full Credential | ◆ | ◆ | 19 |
| Teaching Outside Subject Area of Competence | ◆ | ◆ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Dr. Martin Luther King, Jr. | 12-13 | 13-14 | 14-15 |
| 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.

Core Academic Classes Taught by Highly Qualified Teachers

| 2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|-------------------------------------|---|
| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 95.0 | 5.0 |
| Districtwide | | |
| All Schools | 95.0 | 5.0 |
| High-Poverty Schools | 95.0 | 5.0 |
| Low-Poverty Schools | 0.00 | 0.00 |

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

In order to support classroom professionals in teaching the Language Arts and Math Common Core State Standards, Engage NY curriculum, in both content areas is being recommended to fill gaps in the Treasures curriculum and those that have also been found in the Everyday Math 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 state standards and fill gaps in our current adoption materials.

In Language Arts:

K-1-2 will continue to use Treasures to teach Foundational Skills and use the Engage NY Listening and Learning Domains to address the remaining standards.

3-6 will use Engage NY solely to teach all Language Arts standards.

Because Engage NY is not yet available in Spanish, Bilingual Transference classrooms will continue to use Tesoros and adapt it as needed to meet the common core state standards.

In Math:

At K-6, teachers will use 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 will be able to use the Engage NY Math because student materials have just recently become available.

Textbooks and Instructional Materials Year and month in which data were collected: 2012

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|--|---|
| Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 | McMillan / McGraw-Hill, Treasures-Adopted 2010 |
| Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 | McMillan / McGraw-Hill, Every Day Math- Adopted 2012 |
| Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 | Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006 |
| History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 | McGraw-Hill, Vistas- Adopted 2006 |

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: September, 2014

| 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] | [] | [] | |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September, 2014

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|---|
| | Good | Fair | Poor | |
| 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 Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|---------|--|-------|-------|----------|-------|-------|-------|-------|-------|
| | School | | | District | | | State | | |
| | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 |
| Science | 33 | 26 | 27 | 35 | 34 | 33 | 60 | 59 | 60 |

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|---------|--|-------|-------|----------|-------|-------|-------|-------|-------|
| | School | | | District | | | State | | |
| | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 |
| ELA | 27 | 36 | 35 | 34 | 39 | 40 | 54 | 56 | 55 |
| Math | 37 | 48 | 52 | 49 | 53 | 58 | 49 | 50 | 50 |
| HSS | | | | 25 | 25 | 30 | 48 | 49 | 49 |

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

| API Rank | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|
| Statewide | 1 | 1 | 1 |
| Similar Schools | 2 | 6 | 5 |

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

| Grade Level | 2013-14 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 12.6 | 14.6 | 2.6 |

* 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.

2013-14 CAASPP Results by Student Group

| Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| | Science (grades 5, 8, and 10) |
| All Students in the LEA | 33 |
| All Student at the School | 27 |
| Male | 31 |
| Female | 22 |
| Black or African American | |
| American Indian or Alaska Native | |
| Asian | |
| Filipino | |
| Hispanic or Latino | 27 |
| Native Hawaiian/Pacific Islander | |
| White | |
| Two or More Races | |
| Socioeconomically Disadvantaged | 28 |
| English Learners | 19 |
| Students with Disabilities | |
| Students Receiving Migrant Education Services | 33 |

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

| Group | Actual API Change | | |
|----------------------------------|-------------------|-------|-------|
| | 10-11 | 11-12 | 12-13 |
| All Students at the School | 39 | 51 | -7 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 38 | 49 | -7 |
| Native Hawaiian/Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 40 | 49 | -8 |
| English Learners | 42 | 52 | -8 |
| Students with Disabilities | | | |

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

During the 2013-14 school year, Ameri-Corps tutors, collaborated to plan a Family Reading Night in the Spring of 2014, all parents were invited to attend. Parents also served on our School Site Council and English Language Advisory Committee; and were able to make decisions about what is best for our school.

In an effort to celebrate student success, all parents are invited to Back-to-School Night in the fall and Open House in the spring. Parents attended monthly Student of the Month awards ceremonies, as well as participating in a school wide California Standards Test celebration for those students who achieved Proficient or Advanced in either Mathematics, or English Language Arts.

The Parent Teacher Club was also a instrumental in raising funds to provide additional assemblies for our students at Dr. Martin Luther King Jr. Academy.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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, one teacher per grade level is assigned to supervise students who are sent to the multi-purpose room for tardiness, incomplete homework or breaking school rules. 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.

The last revision of our School Safety Plan was completed in the 2013-14 school year. 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. We hold monthly drills for fire, earthquake, and lockdowns. Training for all staff members on emergency preparedness takes place annually.

Staff received training on on Positive Behavior and Interventional Supports, PBIS, a school wide discipline plan designed to reward positive student behavior.

Suspensions and Expulsions

| School | 11-12 | 12-13 | 13-14 |
|------------------|-------|-------|-------|
| Suspensions Rate | 0.4 | 1.3 | 2.3 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 0.7 | 2.1 | 1.9 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| State | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 5.7 | 5.1 | 4.4 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

| 2013-14 Adequate Yearly Progress Overall and by Criteria | | |
|--|--------|----------|
| AYP Criteria | School | District |
| Made AYP Overall | No | No |
| Met Participation Rate: English-Language Arts | Yes | Yes |
| Met Participation Rate: Mathematics | Yes | Yes |
| Met Percent Proficient: English-Language Arts | No | No |
| Met Percent Proficient: Mathematics | No | No |
| Met API Criteria | No | No |

| 2014-15 Federal Intervention Program | | |
|---|--------|----------|
| Indicator | School | District |
| Program Improvement Status | No | Yes |
| First Year of Program Improvement | 0 | |
| Year in Program Improvement | 0 | 3 |
| Number of Schools Currently in Program Improvement | | 10 |
| Percent of Schools Currently in Program Improvement | | 83.3 |

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

| 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 |
| Instructional Coach | |
| 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 | | | | | | | | | | | | |
|--|------|----|----|-----------------------|----|----|-------|----|----|-----|----|----|
| Average Class Size | | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| Grade | 12 | 13 | 14 | 12 | 13 | 14 | 12 | 13 | 14 | 12 | 13 | 14 |
| Kinder. | 0 | 30 | 26 | 0 | 0 | 0 | 0 | 2 | 4 | 0 | 0 | 0 |
| Gr. 1 | 0 | 0 | 26 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Gr. 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Gr. 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Gr. 4 | 29 | 27 | 33 | 1 | 0 | 0 | 5 | 4 | 0 | 0 | 1 | 2 |
| Gr. 5 | 33.5 | 28 | 31 | 0 | 0 | 1 | 0 | 5 | 0 | 4 | 0 | 4 |
| Gr. 6 | 32.5 | 25 | 32 | 0 | 0 | 0 | 2 | 4 | 0 | 2 | 0 | 5 |

* Number of classes indicates how many classrooms 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.

| FY 2012-13 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts in Same Category |
| Beginning Teacher Salary | \$37,743 | \$41,507 |
| Mid-Range Teacher Salary | \$61,371 | \$67,890 |
| Highest Teacher Salary | \$84,569 | \$86,174 |
| Average Principal Salary (ES) | \$96,789 | \$109,131 |
| Average Principal Salary (MS) | \$0 | \$111,937 |
| Average Principal Salary (HS) | \$0 | \$109,837 |
| Superintendent Salary | \$179,000 | \$185,462 |
| Percent of District Budget | | |
| Teacher Salaries | 36 | 42 |
| Administrative Salaries | 5 | 6 |

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

| FY 2012-13 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 | \$64,853 |
| State | ♦ | ♦ | \$4,690 | \$70,788 |
| Percent Difference: School Site/District | | | -37.7 | -6.9 |
| Percent Difference: School Site/ State | | | -27.5 | -14.7 |

Types of Services Funded at Dr. Martin Luther King, Jr. Academy

During the 2013-14 school year, the school funded the following priorities with monies allocated to the site:

- 2 Intervention Teachers
- 3 Americorps Literacy Tutors
- Fieldtrips
- Classroom library resources
- Materials and supplies
- Training activities for parents
- Software to support reading motivation (AR)
- Equipment (copiers, sports, etc.)
- PBIS

Professional Development provided for Teachers at Dr. Martin Luther King, Jr. Academy

The major areas of professional development for teachers in the district for 2013-2014 included the following:

- Standards-based planning for instruction, learning and assessment, focused on California State Standards, CST.
- Explicit Direct Instruction
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- Lesson Design and Engagement
- Coaching Cycles (for Academic Coaches)
- Teaching to the Math standards (primary grade teachers)

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

- The writing process presented through the Step Up to Writing Program, with an initial focus of Narrative writing
- Spelling demonstrations / grade level/ teacher
- High Leverage Strategies for CELDT preparation
- Evidence Based Questioning, and Close Reading strategies to support reading during the CSTs

Professional development was delivered through grade level sessions during regular work days with release time for classroom teachers.

Teachers were supported during implementation by the site's Academic Coach.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

| Group | English-Language Arts | | | Mathematics | | |
|---|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | | | | | | |
| All Students at the School | | | | | | |
| Male | | | | | | |
| Female | | | | | | |
| Black or African American | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Asian | | | | | | |
| Filipino | | | | | | |
| Hispanic or Latino | | | | | | |
| Native Hawaiian/Pacific Islander | | | | | | |
| White | | | | | | |
| Two or More Races | | | | | | |
| Socioeconomically Disadvantaged | | | | | | |
| English Learners | | | | | | |
| Students with Disabilities | | | | | | |
| Students Receiving Migrant Education Services | | | | | | |

* 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.

| CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced | | | |
|--|---------|---------|---------|
| Dr. Martin Luther King, Jr. Academy | 2011-12 | 2012-13 | 2013-14 |
| English-Language Arts | | | |
| Mathematics | | | |
| Alisal Union Elementary School District | 2011-12 | 2012-13 | 2013-14 |
| English-Language Arts | | | |
| Mathematics | | | |
| California | 2011-12 | 2012-13 | 2013-14 |
| English-Language Arts | 56 | 57 | 56 |
| Mathematics | 58 | 60 | 62 |

* 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.

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|-------|
| Group | Graduating Class of 2013 | | |
| | School | District | State |
| All Students | | | |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian/Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | | | |
| English Learners | | | |
| Students with Disabilities | | | |

| Dropout Rate and Graduation Rate | | | |
|--|----------------|----------------|----------------|
| Dr. Martin Luther King, Jr. Academy | 2010-11 | 2011-12 | 2012-13 |
| Dropout Rate (1-year) | | | |
| Graduation Rate | | | |
| Alisal Union Elementary School District | 2010-11 | 2011-12 | 2012-13 |
| Dropout Rate (1-year) | | | |
| Graduation Rate | | | |
| California | 2010-11 | 2011-12 | 2012-13 |
| Dropout Rate (1-year) | | | |
| Graduation Rate | | | |

| 2013-14 Advanced Placement Courses | | |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science | | ♦ |
| English | | ♦ |
| Fine and Performing Arts | | ♦ |
| Foreign Language | | ♦ |
| Mathematics | | ♦ |
| Science | | ♦ |
| Social Science | | ♦ |
| All courses | | |

* Where there are student course enrollments.

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|--|---------|
| UC/CSU Course Measure | Percent |
| 2013-14 Enrollment in Courses Required for UC/CSU Admission | 0.00 |
| 2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission | |

| Career Technical Education Participation | |
|--|---------------------------|
| Measure | CTE Program Participation |
| Number of pupils participating in CTE | |
| % of pupils completing a CTE program and earning a high school diploma | |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | |

Career Technical Education Programs