

Dr. Martin Luther King Jr. Academy

925 North Sanborn Road • Salinas CA, 93905 • (831) 796-3916 • Grades K-6

Abelardo De León Jr., Principal

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2014-15 School Accountability Report Card Published During the 2015-16 School Year

Alisal Union Elementary School District

1205 East Market Street
Salinas, CA 93905
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District Governing Board

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Guadalupe Guzman, Vice President
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**Associate Superintendent,
Educational Services**

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

Mr. Ricardo Cabrera
**Assistant Superintendent, Human
Resources**

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

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 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 at (831) 796-3916 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	93
Grade 1	96
Grade 2	102
Grade 4	58
Grade 5	64
Grade 6	150
Total Enrollment	563

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Hispanic or Latino	99.5
White	0.5
Socioeconomically Disadvantaged	97.2
English Learners	91.7
Students with Disabilities	2.5

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	13-14	14-15	15-16
With Full Credential	20 out	19	24
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
Alisal Union Elementary School District	13-14	14-15	15-16
With Full Credential	♦	♦	328
Without Full Credential	♦	♦	44
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Dr. Martin Luther King Jr.	13-14	14-15	15-16
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

2014-15 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	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	0.0	0.0

* 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 2015-16)

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 continued to use Treasures to teach Foundational Skills and use the Engage NY Listening and Learning Domains to address the remaining standards. 3-6 used Engage NY solely to teach all Language Arts standards.

Because Engage NY is not yet available in Spanish, Bilingual Transference classrooms continued to use Tesoros and adapted it as needed to meet the common core state 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	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

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, 2015				
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			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August, 2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
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], Science California Standards Tests); 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.10	6.50	6.50

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	21	20	44
Math	10	13	33

* 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.

2014-15 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	31
All Student at the School	32
Male	28
Female	36
Hispanic or Latino	33
White	--
Socioeconomically Disadvantaged	--
English Learners	15
Students with Disabilities	31
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	25	26	32	33	32	31	59	60	56

* Results are for 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	4	60	56	93.3	54	25	14	7
	5	64	63	98.4	51	29	17	3
	6	153	148	96.7	43	36	17	3
Male	4		35	58.3	54	29	9	9
	5		33	51.6	61	27	9	3
	6		77	50.3	42	42	13	3
Female	4		21	35.0	52	19	24	5
	5		30	46.9	40	30	27	3
	6		71	46.4	45	30	21	4
Filipino	4		0	0.0	--	--	--	--
Hispanic or Latino	4		56	93.3	54	25	14	7
	5		61	95.3	49	30	18	3
	6		148	96.7	43	36	17	3
White	5		1	1.6	--	--	--	--
Two or More Races	4		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	4		52	86.7	56	27	12	6
	5		62	96.9	52	29	16	3
	6		145	94.8	43	36	17	3
English Learners	4		48	80.0	60	25	8	6
	5		33	51.6	79	18	3	0
	6		92	60.1	60	34	7	0
Students with Disabilities	5		3	4.7	--	--	--	--
	6		5	3.3	--	--	--	--
Students Receiving Migrant Education Services	4		1	1.7	--	--	--	--
	5		2	3.1	--	--	--	--
	6		8	5.2	--	--	--	--
Foster Youth	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	4	60	58	96.7	45	40	12	3
	5	64	63	98.4	60	30	8	2
	6	153	149	97.4	60	31	6	2
Male	4		35	58.3	37	46	11	6
	5		33	51.6	70	21	9	0
	6		77	50.3	56	38	4	3
Female	4		23	38.3	57	30	13	0
	5		30	46.9	50	40	7	3
	6		72	47.1	65	24	8	1
Filipino	4		1	1.7	--	--	--	--
Hispanic or Latino	4		57	95.0	46	39	12	4
	5		61	95.3	59	31	8	2
	6		149	97.4	60	31	6	2
White	5		1	1.6	--	--	--	--
Two or More Races	4		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	4		52	86.7	46	38	12	4
	5		62	96.9	61	31	6	2
	6		146	95.4	61	30	6	2
English Learners	4		50	83.3	50	40	6	4
	5		33	51.6	82	15	3	0
	6		94	61.4	77	18	4	0
Students with Disabilities	5		3	4.7	--	--	--	--
	6		5	3.3	--	--	--	--
Students Receiving Migrant Education Services	4		1	1.7	--	--	--	--
	5		2	3.1	--	--	--	--
	6		10	6.5	--	--	--	--
Foster Youth	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

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 2014-2015 school year parents were giving 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:

- Ameri-Corps tutors, collaborated to plan a Family Reading Night in the Spring of 2015, all parents were invited to attend with their children;
- Parents served on our School Site Council and the English Language Advisory Committee; and were able to make decisions about what was best for our 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;
- 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 at (831) 796-3916.

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, 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.

The last revision of our School Safety Plan was completed in the 2014-2015 school year, this revision was presented to parents during a School Site Council meeting in the Spring of 2015. 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	2012-13	2013-14	2014-15
Suspensions Rate	1.28	2.33	0.16
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	2.05	1.92	1.10
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 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		66.7

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	30	26	31				2	4	3			
1		26	24					4	4			
2			25						4			
4	32	33	29				4		2	1	2	
5	32	31	32		1		4		2	1	4	
6	31	32	30				4	4	4		1	1
Other	14			1								

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.

Professional Development provided for Teachers

The major areas of professional development for teachers in the district for 2014-2015 included the following:

- Standards-based planning for instruction, learning and assessment, focused on Common Core State Standards, CCSS;
- 1:1 Technology Implementation (laptops);
- Explicit Direct Instruction;
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes);
- Lesson Design and Engagement;
- Coaching Cycles (for Academic Coaches);
- Implementation of System 44 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
- Evidence Based Questioning, and Close Reading strategies to support reading during the SBAC

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.

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

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,876	\$43,091
Mid-Range Teacher Salary	\$63,212	\$70,247
Highest Teacher Salary	\$87,106	\$89,152
Average Principal Salary (ES)	\$102,512	\$112,492
Average Principal Salary (MS)		\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$180,000	\$192,072
Percent of District Budget		
Teacher Salaries	38%	41%
Administrative Salaries	6%	6%

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

Types of Services Funded

During the 2014-2015 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
- 2 Americorps Literacy Tutors
- Harmony at Home Counselor
- Access Counselor
- Fieldtrips
- Classroom library resources
- Materials and supplies
- Training activities for parents
- Software to support reading motivation (AR)
- Equipment (copiers, sports, etc.)
- PBIS

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, the county, and the state. 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.

FY 2013-14 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	\$66,202
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			-37.7	-6.9
Percent Difference: School Site/ State			-27.5	-14.7

* Cells with ♦ do not require data.