



Dr. Martin Luther King Jr. Academy

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

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Alisal Union School District

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José Antonio Jiménez, Vice
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Associate Superintendent,
Business and Fiscal Services

Mrs. Monica Anzo
Assistant Superintendent,
Educational Services

Mr. Ricardo Cabrera
Associate Superintendent,
Human Resources

School Description

At Dr. Martin Luther King Jr. Academy, we believe...

it is a human right to receive a high quality education that helps marginalized communities break the cycle of poverty, that words have the power to nurture or destroy a child's self-worth, and that we, as educators should serve as a guiding compass, that supports through positive relationships with our students, and the community as a whole.

Dr. Martin Luther King, Jr. Academy (MLK) currently serves approximately 600 students in Transitional Kindergarten-6th grade, as well as approximately 80 pre-schoolers in the Monterey County Head Start Program. 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 include the following:

1. We have a Family Resource Center (FRC) on our campus, The MLK FRC. This center provides families in our neighborhood access to numerous resources such as:

- counseling;
- adult English as a Second Language class;
- technology classes;
- and referrals to a myriad of agencies/ organizations designed to support families in need.

2. Our district has recently hired counselors to support students with their social-emotional needs. Currently, our counselor works full time at our school. Some of their duties include the following: classroom presentations, parent presentations, group counseling, and a contributing member of our school Coordination of Services Teams, as well as PBIS Teams. We have also partnered with Monterey County Behavioral Health. Our assigned clinician provides therapy to students dealing with trauma, and are able to have an additional counselor on-site for another day; thus, counseling is available to our students a total of five days per week.

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

4. All students in Kindergarten-6th grades are provided 1:1 devices, Chromebooks; 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. These trainings occur during regular Technology Club meetings led by our site based Educational Technology Liaison. Staff members are participating in ongoing Google Bootcamps to become Certified Google Level 1 Educators.

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

- Google Classroom, Seesaw, Doceri, Accelerated Reader, Symphony Math, Type to Learn 4, Lexia Core 5, Read 180, System 44, Doink, 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;
- Mariachi Program (brass instruments);
- Folkloric Dance

8. MLK also has programs available to our students on Saturdays via a partnership with Hartnell Community College which is 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, and basketball 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 6th 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. We have Tier 1, Tier 2, as well as Tier 3 Teams that lead monthly recognition events in addition to a PBIS store.

13. MLK teachers continue to work on a Problem of Practice (PoP), which is a lack of consistency in a school-wide writing program, and as such have begun working with a Write Up a Storm coach/consultant to improve writing across all grade levels. Through our work with the district's Instructional Leadership Team, the second Problem of Practice has also been identified in the area of math; namely the lack of student progress with the implementation of the Eureka Math program. The focus of improving instruction at the Tier 1 Level has begun both at the district level with ongoing professional development with math, as well as focusing on it during our Grade Level Team meetings.

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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	81
Grade 2	89
Grade 3	85
Grade 4	87
Grade 5	85
Grade 6	84
Total Enrollment	606

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	97.7
White	1
Socioeconomically Disadvantaged	93.4
English Learners	78.1
Students with Disabilities	6.1
Homeless	14.7

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 for Dr. Martin Luther King	18-19	19-20	20-21
With Full Credential	21	24	22
Without Full Credential	3	3	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Alisal Union School	18-19	19-20	20-21
With Full Credential	♦	♦	23
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Dr. Martin Luther King Jr. Academy

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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 2020-21)

In order to meet requirements for common core state standards (CCSS), materials were updated as part of the 2018 adoption.

K-6 Wonders is used to teach all Language Arts standards. In K-6, teachers use Eureka Math.

Textbooks and Instructional Materials

Year and month in which data were collected: 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McMillan / McGraw-Hill, Wonders- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math, Adopted 2018 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, Imapact / Impacto, 4th-6th Grades - Adopted May 2019 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	Not applicable The textbooks listed are from most recent adoption: No 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: August, 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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. 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); 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	29	N/A	36	N/A	50	N/A
Math	25	N/A	28	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	17	N/A	13	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 school site

Opportunities for Parental Involvement (School Year 2020-21)

During the 2019-2020 school year parents have had 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, we have a Spring, and a Fall cohort;
- Parents may also attend the Parent Project Jr./ Soluciones Cariñosas parenting classes offered at the MLK Family Resource Center;
- Parents are able to attend Cafecito/ Coffee with the Principal meetings on a monthly basis to receive information on topics of interest for them, i.e. gang awareness, drug awareness, social media safety, etc.
- Parents serve on our School Site Council and the English Language Advisory Committee; and are able to make decisions about best strategies for English Learners, and socio-economically disadvantaged students;
- 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;

The opportunity to join 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. Jose Juan Urquiza, Principal, or Mrs. Mary Michalski, 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 (School Year 2020-2021)

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. Our campus is fenced in to assist in keeping unwanted persons from wandering through the campus.

The latest revision of our School Safety Plan was completed during the 2019-2020 school year. This revision was presented to parents during a School Site Council meeting in the Winter of 2020. 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.

Additionally, a school team from MLK participated in the ALICE Trainer of Trainers Active Shooter program during the 2018 school year. School staff, and parents have received presentations on the ALICE model, and additionally teachers also receive professional development through an online model. The entire teaching staff is expected to complete the ALICE online modules and receive certification by the end of January 2020.

Students, and staff through an active shooter drill during the Spring of 2020.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.2	0.4	1.5	1.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	0	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25	1	3		24	1	3		12	8		
1	21	3	1		21	3	1		27		3	
2	24		4		21	3	1		22	3	1	
3	29		3		31		3		28		3	
4	31		3		29		3		29		3	
5	32		1	2	29		3		28		3	
6	30		2		32		3		28		3	
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

Professional Development was provided to staff in the following areas:

- Trauma Informed Self Care for Educators;
- Mindfulness for Students;
- District mandated reporter training (child abuse);
- 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);
- 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
- High Leverage Strategies for English Language Development
- Unpacking of ELPAC Tasks to prepare for the ELPAC
- Evidence Based Questioning, and Close Reading strategies to support reading during the SBAC
- Write Up a Storm Writing Professional Development (10 days)
- MLK teachers received professional development in technology through the support of our on site Ed. Tech Liaison, Ms. Osorio. PD was held on a monthly basis based on teacher requests. Ms. Osorio also provided PD during Staff Meetings on items such as software implementation, and Google G Suite.
- 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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,473	\$51,004
Mid-Range Teacher Salary	\$73,939	\$82,919
Highest Teacher Salary	\$103,036	\$104,604
Average Principal Salary (ES)	\$112,875	\$131,277
Average Principal Salary (MS)		\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$200,850	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

* 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 2019-2020 school year, the school funded the following priorities with monies allocated to the site:

- 2 Intervention Teachers
- Newcomer After School Program Teacher
- Harmony at Home Counselor
- Classroom Field trips
- Classroom library resources
- Library Materials
- Materials and supplies
- Training activities for parents
- Software to support reading motivation (AR)
- Software to support struggling students (IXL)
- Equipment (copiers, sports, etc.)
- PBIS Program Incentives

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$4,171	\$769	\$3,402	\$60,385
District	N/A	N/A	\$5,459	\$74,617
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-46.4	-21.1
School Site/ State	-78.0	-32.9

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

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.