Dr. Martin Luther King Jr. Academy
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at 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) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Dr. Martin Luther King Jr. Academy
Street	925 North Sanborn Road
City, State, Zip	Salinas CA, 93905
Phone Number	(831) 796-3916
Principal	Jose Juan Urquizo
Email Address	josejuan.urquizo@alisal.org
School Website	https://www.alisal.org/Domain/17
County-District-School (CDS) Code	27659616120273

2021-22 District Contact Information

District Name	Alisal Union School District
Phone Number	(831) 753-5700
Superintendent	James Koenig, Superintendent
Email Address	jim.koenig@alisal.org
District Website Address	www.alisal.org

2021-22 School Overview

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, Lexia English, Achieve 3000, IXL Math, IXL English Language Arts, and Code.org

6. 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

7. 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;

8. 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.

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

10. 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.

11. 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.

12. 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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	70
Grade 2	83
Grade 3	87
Grade 4	81
Grade 5	85
Grade 6	83
Total Enrollment	579

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
Hispanic or Latino	98.4
White	0.5
English Learners	80.1
Homeless	17.8
Socioeconomically Disadvantaged	97.9
Students with Disabilities	7.1

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.0	95.5	298.5	85.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	14.0	4.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	4.5	22.0	6.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	5.0	1.4	12115.8	4.4
Unknown	0.0	0.0	10.0	2.9	18854.3	6.9
Total Teaching Positions	22.0	100.0	349.5	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	1.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McMillan / McGraw-Hill, Wonders- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018	Yes	0
Mathematics	Eureka Math, Adopted 2018	Yes	0
Science	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006	Yes	0
History-Social Science	McGraw Hill, Imapact / Impacto, 4th-6th Grades - Adopted May 2019 McGraw-Hill, Vistas - Adopted 2006	Yes	0

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	August, 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

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 Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	333	NT	NT	NT	NT
Female	163	NT	NT	NT	NT
Male	170	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	325	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	233	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	94	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	324	NT	NT	NT	NT
Students Receiving Migrant Education Services	26	NT	NT	NT	NT
Students with Disabilities	21	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	333	NT	NT	NT	NT
Female	163	NT	NT	NT	NT
Male	170	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	325	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	233	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	94	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	324	NT	NT	NT	NT
Students Receiving Migrant Education Services	26	NT	NT	NT	NT
Students with Disabilities	21	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	333	297	89	11	18.5
Female	163	143	88	12	21.7
Male	170	154	90.5	9.5	15.6
Hispanic or Latino	325	281	86	14	17.8
English Learners	256	234	91	9	6

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	333	265	80	20	30.2
Female	163	129	79	21	24.8
Male	170	136	80	20	35.3
Hispanic or Latino	325	250	77	23	30.4
English Learners	256	208	81	19	16

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	85	NT	NT	NT	NT
Female	44	NT	NT	NT	NT
Male	41	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	84	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	48	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	20	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	83	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes	State Priority: Other Pupil Outcomes
	The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

During the 2020-2021 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 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;

For parent involvement opportunities, please contact Mr. Jose Juan Urquizo, Principal, or Ivan Rodriguez, Assistant Principal at (831) 796-3916.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	607	583	86	14.8
Female	288	276	32	11.6
Male	319	307	54	17.6
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	598	574	82	14.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	3	3	2	66.7
English Learners	477	470	69	14.7
Foster Youth	0	0	0	0.0
Homeless	103	103	30	29.1
Socioeconomically Disadvantaged	592	573	85	14.8
Students Receiving Migrant Education Services	75	73	15	20.5
Students with Disabilities	44	43	4	9.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.45	0.00	1.07	0.01	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.32	0.59	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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. 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 2020-2021 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 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 provide 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.

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	3	
1	21	3	1	
2	21	3	1	
3	31		3	
4	29		3	
5	29		3	
6	32		3	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	8		
1	27		3	
2	22	3	1	
3	28		3	
4	29		3	
5	28		3	
6	28		3	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	3	
1	23		3	
2	28		3	
3	29		3	
4	27		3	
5	28		3	
6	28		3	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	579

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$4,171	$769	$3,402	$60,385
District	N/A	N/A	$5,459	$78,057
Percent Difference - School Site and District	N/A	N/A	-46.4	-25.5
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	-85.1	-34.8

2020-21 Types of Services Funded

During the 2020-2021 school year, the school funded the following priorities with monies allocated to the site:

- 2 Intervention Teachers
- 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
- Literacy and ELD Professional Development for Teachers (Write up A STORM)

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$46,838	$52,060
Mid-Range Teacher Salary	$76,157	$84,043
Highest Teacher Salary	$106,127	$107,043
Average Principal Salary (Elementary)	$127,141	$133,582
Average Principal Salary (Middle)	$0	$138,803
Average Principal Salary (High)	$0	$133,845
Superintendent Salary	$210,000	$240,628
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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;
- 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 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, Mr. Dinh. PD was held on a monthly basis based on teacher requests.

- Unpacking of English Language Arts, Mathematics, and English Language Development Standards

Professional development was delivered through grade-level sessions during regular workdays 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 include online, after school, as well as some weekends.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

Alisal Union School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Alisal Union School District
Phone Number	(831) 753-5700
Superintendent	James Koenig, Superintendent
Email Address	jim.koenig@alisal.org
District Website Address	www.alisal.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4698	NT	NT	NT	NT
Female	2307	NT	NT	NT	NT
Male	2391	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	27	NT	NT	NT	NT
Black or African American	18	NT	NT	NT	NT
Filipino	30	NT	NT	NT	NT
Hispanic or Latino	4381	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	195	NT	NT	NT	NT
White	36	NT	NT	NT	NT
English Learners	2553	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	1242	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	4272	NT	NT	NT	NT
Students Receiving Migrant Education Services	321	NT	NT	NT	NT
Students with Disabilities	474	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4698	NT	NT	NT	NT
Female	2307	NT	NT	NT	NT
Male	2391	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	27	NT	NT	NT	NT
Black or African American	18	NT	NT	NT	NT
Filipino	30	NT	NT	NT	NT
Hispanic or Latino	4381	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	195	NT	NT	NT	NT
White	36	NT	NT		NT
English Learners	2553	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	1242	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	4272	NT	NT	NT	NT
Students Receiving Migrant Education Services	321	NT	NT	NT	NT
Students with Disabilities	474	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.