

Dr. Martin Luther King Jr. Academy

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page 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.

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.

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.

2022-23 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

2022-23 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

2022-23 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 Kindergarten-6th grade, one Communication & Social Skills Special Day Class 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

2022-23 School Overview

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 an After School Program (ASP) that serves over 100 students on a daily basis. During our ASP, students are able to participate in:

- Drumline;
- Trumpets;
- Physical Education
- 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 8th year of 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. Our instructional focus this year will be on ELD reading and writing standards. Teachers will engage students daily with instructional lessons that focus on the ELPAC practice test including Lexia English, STORM writing strategies, and collaborative conversations to improve student reading, writing, listening, and speaking skills within the English language.

Teachers and administrators will prepare by implementing STORM Reading and Writing strategies. We will connect the ELD standards to the ELPAC demands. We will measure our progress by analyzing our local benchmarks monthly: STAR, Lexia English, Lexia Core 5, and Writing Assessments.

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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	84
Grade 2	75
Grade 3	84
Grade 4	89
Grade 5	87
Grade 6	98
Total Enrollment	603

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	53.4
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	99.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	0.3
English Learners	81.9
Foster Youth	0.0
Homeless	17.9
Migrant	12.1
Socioeconomically Disadvantaged	99.0
Students with Disabilities	6.1



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

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)	21.00	95.45	298.50	85.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	14.00	4.01	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.55	22.00	6.29	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.00	1.43	12115.80	4.41
Unknown	0.00	0.00	10.00	2.86	18854.30	6.86
Total Teaching Positions	22.00	100.00	349.50	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	23.00	92.00	294.00	86.22	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	11.00	3.23	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.00	18.00	5.28	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.00	1.47	11953.10	4.28
Unknown	1.00	4.00	13.00	3.81	15831.90	5.67
Total Teaching Positions	25.00	100.00	341.00	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.00

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.50	0.00

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

2022-23 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
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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
Foreign Language	Not applicable	No	0
Health	Not applicable	No	0
Visual and Performing Arts	Not applicable	No	0
Science Laboratory Equipment (grades 9-12)	Not applicable	No	0

School Facility Conditions and Planned Improvements

Our campus was built in 2002. Our campus includes a 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 workforce has provided us with a clean campus. Our cafeteria, classrooms, and restrooms 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, 2022

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			
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	X		

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	28	N/A	27	N/A	47
Mathematics (grades 3-8 and 11)	N/A	13	N/A	16	N/A	33

2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	363	336	92.56	7.44	28.27
Female	173	156	90.17	9.83	30.77
Male	190	180	94.74	5.26	26.11
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	340	325	95.59	4.41	28.31
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	21	9	42.86	57.14	--
White	--	--	--	--	--
English Learners	265	239	90.19	9.81	18.41
Foster Youth	0	0	0.00	0.00	0.00
Homeless	56	51	91.07	8.93	17.65
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	345	330	95.65	4.35	28.79
Students Receiving Migrant Education Services	28	22	78.57	21.43	27.27
Students with Disabilities	18	17	94.44	5.56	5.88

2021-22 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.

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.

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	363	362	99.72	0.28	12.71
Female	173	172	99.42	0.58	12.21
Male	190	190	100.00	0.00	13.16
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	340	339	99.71	0.29	13.27
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	21	21	100.00	0.00	4.76
White	--	--	--	--	--
English Learners	265	264	99.62	0.38	10.23
Foster Youth	0	0	0.00	0.00	0.00
Homeless	56	55	98.21	1.79	10.91
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	345	344	99.71	0.29	13.37
Students Receiving Migrant Education Services	28	28	100.00	0.00	10.71
Students with Disabilities	18	18	100.00	0.00	5.56

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	12.64	NT	11.7	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	88	87	98.86	1.14	12.64
Female	45	45	100	0	8.89
Male	43	42	97.67	2.33	16.67
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	81	80	98.77	1.23	12.5
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	64	63	98.44	1.56	1.59
Foster Youth	0	0	0	0	0
Homeless	12	12	100	0	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	85	84	98.82	1.18	13.1
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96	96	96	96	96

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.

2022-23 Opportunities for Parental Involvement

During the 2022-2023 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 classes offered by the 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;
- EL Reclassification Recognition 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	662	643	219	34.1
Female	308	300	103	34.3
Male	354	343	116	33.8
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	643	625	214	34.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	2	2	1	50.0
English Learners	543	529	181	34.2
Foster Youth	1	1	1	100.0
Homeless	109	109	30	27.5
Socioeconomically Disadvantaged	632	622	213	34.2
Students Receiving Migrant Education Services	85	81	33	40.7
Students with Disabilities	48	47	21	44.7

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.01	1.09	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 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

2022-23 School Safety Plan

Campus supervisors monitor the school grounds before and after school, at recess, 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 2022-2023 school year. This revision was presented to parents during a School Site Council meeting in the Winter of 2022. 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 2022-2023 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 June 2023.

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.

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	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	11	8		
1	28		3	
2	25		3	
3	28		3	
4	22	1	3	
5	22	2	2	
6	25	1	3	

2021-22 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	0

2021-22 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)	1
Psychologist	1
Social Worker	0
Nurse	.33
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	1

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	\$78,497
Percent Difference - School Site and District	N/A	N/A	-46.4	-26.1
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	-63.9	-36.4

2021-22 Types of Services Funded

During the 2021-2022 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)

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$52,641
Mid-Range Teacher Salary	\$76,157	\$83,981
Highest Teacher Salary	\$106,127	\$107,522
Average Principal Salary (Elementary)	\$131,232	\$136,247
Average Principal Salary (Middle)		\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$220,000	\$242,166
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	5%	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;
- 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)
- 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. In addition, there were five additional days of Professional Development where teachers received training based on site-specific needs developed through an online survey.

The site's Academic Instructional Coach supported teachers through in-class demonstration lessons, release days, and during GLTs.

The Alisal Union School District Educational Services Department provides ongoing teacher training opportunities through several venues, including online, after school, and some weekends.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8