

Martin Luther King Jr. Elementary School of the Arts

1713 Broadway Ave. • Seaside, CA 93955 • (831) 392-3970 • Grades K-5

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<https://ke-mpusd-ca.schoolloop.com/>



2016-17 School Accountability Report Card Published During the 2017-18 School Year



Monterey Peninsula Unified School District

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School Description

Martin Luther King School of the Arts will empower students to cultivate a passion for learning through the arts.

In 2015, Martin Luther King, Jr. Elementary School joined the Kennedy Center for the Performing Arts program - Turnaround Arts. Turnaround Arts brings arts education resources into priority schools as a strategic tool for targeting larger school challenges and opportunities. Since then King has re-branded to Martin Luther King Elementary School of the Arts or MLK SOA. The new vision for MLK School of the Arts is to empower students to cultivate a passion for learning through the arts. Students have engaged in the Artist Profile which leads students to think as Artists who are Proud, Creative, Inquisitive, Caring, and Open Minded.

Our school is dedicated to ensuring equitable access to the arts through daily classroom arts integration into the core curriculum as well as a positive behavior approach centered on mindfulness. We are a school community that encourages the arts as an avenue to promoting expression, identity, and culture for our student artists. Every student at MLK School of the Arts creates with a Visual Arts Specialist and Music Specialist every week. Additionally, each student utilizes visual and performing arts in the classroom to create an engaging, effective, and fun learning experience for all.

Sam Humphrey

Principal

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	97
Grade 1	61
Grade 2	57
Grade 3	77
Grade 4	84
Grade 5	82
Total Enrollment	458

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0
Asian	1.7
Filipino	6.1
Hispanic or Latino	82.1
Native Hawaiian or Pacific Islander	2.6
White	3.5
Two or More Races	1.7
Socioeconomically Disadvantaged	89.7
English Learners	69.4
Students with Disabilities	10.3
Foster Youth	0.2

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			
Martin Luther King Jr. Elementary School of	15-16	16-17	17-18
With Full Credential	23	24	22
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Monterey Peninsula Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	508
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Martin Luther King Jr.	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Monterey Peninsula Unified School District held a public hearing on August 2017, and determined that the school had sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August 2017 about the quality, currency, and availability of the California Common Core standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials	
Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Voyager, Read Well Grade TK - Adopted 2012 Benchmark Education Company, Benchmark Advance K-5 - Adopted 2017 Center for Collaborative Classroom, SIPPS (Intervention) - Adopted 2016 Textbook and Instructional Materials reviewed August 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Great Minds-Eureka Math Board Approved 2015 Houghton Mifflin Harcourt, Do the Math (Intervention) - Adopted 2017 Textbook and Instructional Materials reviewed August 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson Scott Foresman - 2008 California Science Science - Adopted 2008 Textbook and Instructional Materials reviewed August 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History-Social Science - Adopted in 2006 Houghton-Mifflin - Adopted in 2007 Textbook and Instructional Materials reviewed August 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes 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)

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. Over the last several years, MPUSD has invested resources into improving our school campuses. Many schools have received new flooring, paint and window coverings. The district continues to invest in its schools through the allocation of Measure P school facilities funding. Many projects are slated to be completed in 2017. Visit www.mpusd.net for details.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: June 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Light diffuser missing; paint chipping; ceiling tiles missing or holes in some classrooms; some ceiling tiles have water damage; vent broken; light covers missing; light panel is broken; light switch covers have holes; safety glass missing on fire extinguisher in gym
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Drinking fountain rusted at base
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			There are some areas where asphalt cracks/holes pose tripping hazards
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	18	19	40	38	48	48
Math	13	14	27	27	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	70	68	97.1	17.7
Male	43	42	97.7	19.1
Female	27	26	96.3	15.4
Hispanic or Latino	51	50	98.0	16.0
Socioeconomically Disadvantaged	68	66	97.1	15.2
English Learners	33	32	97.0	3.1
Students with Disabilities	13	11	84.6	

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	18	18	45	43	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.1	20.5	30.8

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	241	238	98.76	18.91
Male	136	134	98.53	15.67
Female	105	104	99.05	23.08
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100	33.33
Hispanic or Latino	200	199	99.5	18.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	223	220	98.65	15.91
English Learners	188	188	100	17.55
Students with Disabilities	29	29	100	0

Note: 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.

Note: 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.

Note: 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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	241	238	98.76	13.87
Male	136	134	98.53	14.18
Female	105	104	99.05	13.46
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100	25
Hispanic or Latino	200	199	99.5	13.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	223	220	98.65	12.27
English Learners	188	188	100	13.83
Students with Disabilities	29	29	100	0

Note: 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.

Note: 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.

Note: 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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

MLK School of the Arts offers many opportunities for parent involvement. We have a PTSA that plans events for families and raises funds to respond to some of the material needs of our school. We have parents who volunteer at school in a variety of ways, from working in classrooms to helping out on picture day, and acting as chaperones on field trips. With our new Turnaround Arts program, parents are also involved in planning and assisting with family events (Dia de los Muertos, Winter Music and Art Programs, etc.), as well as the creation of a school mural.

Parents attend school events such as Back-to-School Arts Night, Open House, Student Award Recognition ceremonies, Read Across America Week, and Student-Led conferences. We have an ELAC and SSC that meet monthly to work collaboratively with administration to ensure student success. For information about how you can get involved at our school, please contact our elementary school principal, Sam Humphrey, at (831) 392-3970.

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

The safety and well being of students and staff are high priorities for the Monterey Peninsula Unified School District and this school. Under Senate Bill 187, every school in the district is required to complete (or review and update) a School Safety Plan by March 1 of each year. The plan is reviewed and evaluated by the School Safety Planning Committee, the School Site Council, and the school principal before being presented to the Board of Education for final review and adoption. The approved plans are posted on each school's website, as well as the district website at www.mpusd.net.

Highlight's of this school's plan are detailed below.

We support all efforts in the development of a positive school climate that emphasizes nonviolent solutions to problems and that builds respect, responsibility, and safety for all students and staff. We faithfully implemented the Positive Behavior Intervention and Support (PBIS) program school-wide. Throughout the site, you will see our expectations posted and recited: Be respectful, be responsible, and always be safe.

Our school staff monitors the cafeteria before school. We have yard supervisors and staff who supervise students during recess, lunch, and school dismissal. The principal and PBIS team members hold conflict resolution meetings with students when needed.

We continue to implement a progressive discipline policy aimed at decreasing suspending and non-suspending school offenses.

Visitors to campus must come to the office first, sign in, and receive a visitor name tag. If any staff member notices an unknown adult on campus, they direct them to the office to sign in.

We have a PBIS committee and safety coordinator. The School Safety Plan is updated annually year. We have monthly emergency drills (fire, earthquake, ALiCE). All staff have clipboards and safety kits that they have been taught how to use in case of an emergency. The key elements to our safety plan are procedures and responses to all types of emergencies, methods for creating a safe school environment conducive to learning, and crisis intervention procedures.

The steps we have taken to prepare for emergencies are: updating the School Safety plan; holding monthly emergencies drills; and equipping each classroom with emergency procedures bulletins describing procedures for emergencies and placed on a clipboard next to the door, class rosters with clipboards to ensure all students are present in an emergency, a two-sided card (one red side, one green side) on each clipboard for an easy visual check by administrators and emergency response teams to determine if all students and visitors are present and accounted for, and a limited first-aid kit and other emergency supplies.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	3.0	1.9	2.1
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.6	4.5	3.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	100	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.0
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	19	17	24	2	4		3	1	4			
1	26	18	29		3		3		2			
2	29	25	18			3	3	3				
3	27	29	25				3	3	3			
4	31	28	27				2	2	3			
5	24	25	26	1	1		2	3	3			
Other			8			2						

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

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. At MLK School of the Arts, each year we set aside time for their continuing education and professional development.

Teachers participate in both district and site-based professional development opportunities. At the district level, teachers have attended professional development in English Language Arts, mathematics, and English Language Development (AVT). At the site level, teachers have participated in grade level Articulation Days, technology training, and instructional coaching. Specific training is leveraged on a bi-weekly basis focusing on the priorities of Arts Integration and Positive Behavior Interventions and Support; professional development opportunities also involve two site visits from Focus Five, Inc. to support efforts in mindfulness and curriculum-based tableau - providing staff the opportunity for observation-debrief cycles, targeted modeling, and instructional coaching through the professional development cycle.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,149	\$46,511
Mid-Range Teacher Salary	\$63,205	\$73,293
Highest Teacher Salary	\$93,615	\$92,082
Average Principal Salary (ES)	\$100,554	\$113,263
Average Principal Salary (MS)	\$104,985	\$120,172
Average Principal Salary (HS)	\$114,261	\$131,203
Superintendent Salary	\$199,500	\$213,732
Percent of District Budget		
Teacher Salaries	32%	36%
Administrative Salaries	6%	5%

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

Types of Services Funded

A majority of funding reported as districtwide costs is expended for school level expenditures, therefore the results appear to be lower operating costs at the school site level.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,609	\$1,901	\$4,708	\$62,717
District	♦	♦	\$7,996	\$65,212
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-51.8	-3.9
Percent Difference: School Site/ State			-33.1	-17.1

* Cells with ♦ do not require data.