

Dr. Martin Luther King Jr. Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Dr. Martin Luther King Jr. Elementary School
Street	4022 Florida Avenue
City, State, Zip	Richmond, CA 94804-3398
Phone Number	(510) 231-1403
Principal	Joanne Sundberg
Email Address	JSundberg@wccusd.net
Website	www.wccusd.net/king
County-District-School (CDS) Code	07617966004915

Entity	Contact Information
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
Email Address	matthew.duffy@wccusd.net
Website	www.wccusd.net

School Description and Mission Statement (School Year 2019-20)

At King Elementary we seek to create a safe learning environment where students can become confident, prepared life-long learners and leaders. We believe that collaboration and trust between students, staff, and parents can create an inclusive and nurturing place where all students can be successful.

We believe that if students accomplish 90-120 minutes of purposeful reading and writing every day, we will see growth in all areas. The academic focus is on ensuring all students leave King Elementary reading at grade level with extra attention on our African American and English Learner subgroups. This is accomplished through providing a cross-curricular rigorous program that is regularly monitored and adjusted using results orientated cycles of inquiry.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	68
Grade 1	78
Grade 2	67
Grade 3	67
Grade 4	67
Grade 5	59
Grade 6	64
Total Enrollment	470

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	31.7
American Indian or Alaska Native	0.2
Asian	7.2
Hispanic or Latino	53.2
Native Hawaiian or Pacific Islander	1.1
White	4.7
Two or More Races	1.9
Socioeconomically Disadvantaged	97.9
English Learners	48.7
Students with Disabilities	13.2
Foster Youth	0.6
Homeless	3.6

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	20	20	1241
Without Full Credential	1	3	3	111
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	21

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures & Triumphs, c2010 - adopted 2012 McGraw Hill Treasures ELD Wonders, c2010 - adopted 2012 Teachers College Reading, Writing & Phonics, c2015 - adopted 2019	Yes	0%
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 adopted 2017	Yes	0%
Science	Scott Foresman Science, c2008 - adopted 2008	Yes	0%
History-Social Science	McGraw Hill California Vistas, c2007 - adopted 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Poor	<p>Repair the vinyl floor at room 106.</p> <p>Paint the walls yellow by room 175.</p> <p>The stairway should be painted a different color than white because they get too dirty.</p>
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	<p>The clock is loose in Room 165.</p> <p>Check the lights at the stairway to the 2nd-floor hall by restroom 207, room 155 and computer room 164.</p> <p>Check the ceiling lights in the hall in front of the library by room 158, 156, library entrance, and the kitchen Speedline.</p> <p>Repair the kitchen plug cover by the stove and check the plug above the refrigerator.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	<p>Cover the hole with a piece of stainless where the toilet paper holder was removed in the boys 2nd level restroom.</p> <p>Low pressure at the drinking fountain in the MPR.</p> <p>Sensors at the sink need batteries at girls' 2nd-floor restroom.</p> <p>There is an out of order sign on the boys' restroom by the cafeteria.</p> <p>The sink in the girls' restroom by room 170 has a problem.</p>
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Clear the leaves on the overhang above the door of the kitchen at the exterior from entrance to the MPR and cafeteria.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Repair the door at room 210 that hits at the top and hard to close.
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	4	9	36	36	50	50
Mathematics (grades 3-8 and 11)	4	6	24	25	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	247	238	96.36	3.64	9.24
Male	136	130	95.59	4.41	6.15
Female	111	108	97.30	2.70	12.96
Black or African American	70	70	100.00	0.00	8.57
American Indian or Alaska Native	--	--	--	--	--
Asian	21	19	90.48	9.52	10.53
Filipino					
Hispanic or Latino	131	124	94.66	5.34	10.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	13	13	100.00	0.00	0.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	233	226	97.00	3.00	9.73
English Learners	140	131	93.57	6.43	9.92
Students with Disabilities	25	25	100.00	0.00	12.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	10.00

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	249	249	100.00	0.00	5.62
Male	137	137	100.00	0.00	4.38
Female	112	112	100.00	0.00	7.14
Black or African American	70	70	100.00	0.00	1.43
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	14.29
Filipino					
Hispanic or Latino	131	131	100.00	0.00	6.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	15	15	100.00	0.00	6.67
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	234	234	100.00	0.00	5.98
English Learners	142	142	100.00	0.00	4.93
Students with Disabilities	25	25	100.00	0.00	4.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	0.00

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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
5	21.6	5.9	0

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement programs at King School:

- Monthly Parent Workshops
- Parent University (2 hours/week for 7 weeks)

- VAPA, Math, Science, and Literacy Family Nights
- Academic Awards Nights for T1 and T2
- Parent Information Station first Wednesday of every month
- Parents volunteer in classrooms, at lunch time and recess, as well as at special events and on field trips.
- Parents assist in themed assemblies by sharing aspects of their culture (art class, cooking class, multicultural assemblies)
- ELAC (English Learner Advisory Committee)
- African American Parent Advisory Committee
- School Site Council (SSC)

Contact Information for Parental Involvement: Staff Community Engagement Office (510) 307-4526

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	8.9	10.9	5.9	5.9	5.8	5.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide for a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in January 2020. A copy of the Comprehensive School Safety plan will be available for review on the district's website in February 2020.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22		3		20	1	3		20	1	3	
1	22		3		24		3		25		3	
2	22		3		24		3		21	1	2	
3	21	1	2		20	3			22		3	
4	31		2		33		1	1	33		1	1
5	30		2		31		2		28		2	
6	28		2		20	1	2		23	1	2	
Other**	11	1										

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

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,723.62	\$1,955.17	\$4,768.45	\$57,309.56
District	N/A	N/A	\$7,641.88	\$70,833.00
Percent Difference - School Site and District	N/A	N/A	-46.3	-21.1
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-44.6	-35.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The following are programs/services available at the school that support and assist students:

- AMAZON.COM
- BAY AREA COMMUNITY R
- BOOKNOOK INC
- CALIFORNIA ACADEMY O
- EARLYCHILDHOOD LLC
- EAST BAY CENTER FOR
- FIRST STUDENT INC
- FOLLETT SCHOOL SOLUT
- HEINEMANN COMPANY
- HOME DEPOT
- HOPPER-STOKES, MARSH
- IMAGINE LEARNING
- LEARNING A-Z
- LOVE LEARN SUCCESS
- MICHAELS TRANSPORTAT
- MIND RESEARCH INSTIT
- OAKLAND ATHLETICS
- POSITIVE DISCIPLINE
- ROZZY LEARNING CO
- S & S WORLDWIDE
- SAVE MART SUPERMARK
- SCHOLASTIC EDUCATION
- SOUTHERN COMPUTER WA
- SOUTHWEST SCHOOL & O
- SPINITAR
- STUDYPAD INC
- SWANK MOVIE LICENSIN
- TEACHERS COLLEGE
- TIME FOR KIDS
- UNIVERSITY OF OREGON

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,360	\$48,612
Mid-Range Teacher Salary	\$72,730	\$74,676
Highest Teacher Salary	\$94,500	\$99,791
Average Principal Salary (Elementary)	\$106,868	\$125,830
Average Principal Salary (Middle)	\$116,689	\$131,167
Average Principal Salary (High)	\$129,673	\$144,822
Superintendent Salary	\$260,000	\$275,796

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	26	28	23

A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders. King staff is focusing on professional development in two areas: reading/writing and school climate. Our focus in reading/writing is supported by professional development in Teachers College Units of Study in Writing and ELD/ALD workshops. Teachers are attending professional development around increasing student discourse, specifically in academic language acquisition. School climate learning is supported through the Sanford Harmony curriculum and the work our Climate Team is doing around referral data analysis using SWIS. Teachers attend professional development in regards to Restorative and Trauma-Informed Practices. Our Climate team is continuing to increase our learning around PBIS (Positive Behavior Intervention and Supports) by attending workshops and creating regular inhouse professional development. Teachers and staff are provided both onsite and offsite professional development offered by the district and outside school districts/agencies in all academics areas as well as professional development in educational technology, differentiated instruction, classroom management, and how to use data effectively to improve instruction and student outcomes.