Dr. Martin Luther King Jr. Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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.

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, the county, and the state. 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

Contact Information (Most Recent Year)

School 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	Armando Torres
E-mail Address	ATorres@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=960
Grades Served	K-6
CDS Code	07-61796-6004915

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

Martin Luther King, Jr. Elementary School is a Program Improvement Year 5 school under No Child Left Behind. The major academic focus at the school is English Language Arts, focusing on African-American and Hispanic/Latino student subgroups. All students are provided a rigorous curriculum that utilizes an interdisciplinary approach to learning. King is a nurturing environment where all students are encouraged to reach their full potential.

The mission of Martin Luther King Jr. Elementary School is to provide every student with equal access to a quality education. At Martin Luther King Jr. Elementary School we believe that all children are capable of learning at increasingly higher levels. We believe that every child can and will succeed in ways that reflect his or her own unique aptitude and interests. Our aim is to produce effective, informed, productive citizens to function in society and to improve student academic and social success both inside and outside of school. We strive to enable students to develop physically and mentally, as well as emotionally and socially. Kings' staff and parents are committed to providing a healthy, safe and nurturing environment for all our students and families. We feel a quality education can be achieved if the school, family, and community work together to ensure healthy choices for all students. Dr. Martin Luther King Jr. Elementary Staff is committed to implementing programs that will enable our school to work collaboratively with parents and community organizations. This will allow all stakeholders to become more effective in helping their children to succeed.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	71
Grade 1	78
Grade 2	69
Grade 3	67
Grade 4	63
Grade 5	55
Grade 6	57
Total Enrollment	460

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	32.8
American Indian or Alaska Native	0.2
Asian	5.4
Filipino	0.7
Hispanic or Latino	54.1
Native Hawaiian or Pacific Islander	0.4
White	3.3
Two or More Races	0.7
Socioeconomically Disadvantaged	96.5
English Learners	46.7
Students with Disabilities	16.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	19	19	20	20
Without Full Credential	3	2	4	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-6)	Yes	0%
Mathematics	Everyday Mathematics (Grade K-6), Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Martin Luther King Jr. Elementary School has been fully open to students as of August of 2012.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Adjust thermostat-kitchen
Interior: Interior Surfaces	X			Repair the linoleum; Touch up paint
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Repair broken plugs; Lights or alarms beeping; Floor plug problems; Ground wire broken room 158
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Repair drinking faucets; Repair sink sensors; Replace toilet paper holders
Safety: Fire Safety, Hazardous Materials	X			Repair fire extinguisher box
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Adjust doors; Broken bench on main yard

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2015				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	10	32	44
Mathematics	6	22	33

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.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	3	68	65	95.6	75	17	8	0
	4	67	64	95.5	75	20	3	2
	5	60	56	93.3	64	21	7	4
	6	53	47	88.7	34	43	21	0
Male	3		37	54.4	81	16	3	0
	4		34	50.7	82	18	0	0
	5		31	51.7	68	16	10	3
	6		22	41.5	50	41	9	0
Female	3		28	41.2	68	18	14	0
	4		30	44.8	67	23	7	3
	5		25	41.7	60	28	4	4
	6		25	47.2	20	44	32	0
Black or African American	3		27	39.7	85	11	4	0
	4		19	28.4	95	5	0	0
	5		20	33.3	70	15	15	0
	6		11	20.8	36	36	18	0
Asian	3		3	4.4	--	--	--	--
	4		3	4.5	--	--	--	--
	5		2	3.3	--	--	--	--
	6		3	5.7	--	--	--	--
Filipino	3		1	1.5	--	--	--	--

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		1	1.9	--	--	--	--
Hispanic or Latino	3		33	48.5	73	18	9	0
	4		41	61.2	66	29	2	2
	5		31	51.7	61	29	3	6
	6		31	58.5	29	48	23	0
White	4		1	1.5	--	--	--	--
	5		3	5.0	--	--	--	--
	6		1	1.9	--	--	--	--
Two or More Races	3		1	1.5	--	--	--	--
	6		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		61	89.7	74	18	8	0
	4		60	89.6	73	22	3	2
	5		54	90.0	67	19	7	4
	6		46	86.8	35	43	20	0
English Learners	3		25	36.8	68	24	8	0
	4		36	53.7	75	25	0	0
	5		29	48.3	69	24	0	0
	6		16	30.2	56	44	0	0
Students with Disabilities	3		13	19.1	92	8	0	0
	4		7	10.4	--	--	--	--
	5		7	11.7	--	--	--	--
	6		7	13.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	68	67	98.5	75	19	6	0
	4	67	66	98.5	73	21	6	0
	5	60	58	96.7	83	14	3	0
	6	53	48	90.6	54	35	10	0
Male	3		38	55.9	79	16	5	0
	4		34	50.7	76	24	0	0
	5		32	53.3	81	13	6	0
	6		22	41.5	68	23	9	0
Female	3		29	42.6	69	24	7	0
	4		32	47.8	69	19	13	0
	5		26	43.3	85	15	0	0
	6		26	49.1	42	46	12	0
Black or African American	3		27	39.7	93	7	0	0
	4		19	28.4	79	21	0	0
	5		20	33.3	85	15	0	0
	6		11	20.8	64	27	9	0
Asian	3		3	4.4	--	--	--	--
	4		3	4.5	--	--	--	--
	5		2	3.3	--	--	--	--
	6		3	5.7	--	--	--	--
Filipino	3		1	1.5	--	--	--	--
	6		1	1.9	--	--	--	--
Hispanic or Latino	3		35	51.5	63	29	9	0
	4		43	64.2	70	21	9	0
	5		33	55.0	79	15	6	0
	6		32	60.4	50	41	9	0
White	4		1	1.5	--	--	--	--
	5		3	5.0	--	--	--	--
	6		1	1.9	--	--	--	--
Two or More Races	3		1	1.5	--	--	--	--
	6		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		63	92.6	73	21	6	0
	4		60	89.6	72	22	7	0
	5		55	91.7	84	13	4	0
	6		46	86.8	54	37	9	0
English Learners	3		25	36.8	60	36	4	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		38	56.7	76	18	5	0
	5		31	51.7	90	10	0	0
	6		17	32.1	76	24	0	0
Students with Disabilities	3		13	19.1	100	0	0	0
	4		7	10.4	--	--	--	--
	5		7	11.7	--	--	--	--
	6		7	13.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	31	24	17	46	48	46	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	17
Male	21
Female	11
Black or African American	20
Asian	--
Hispanic or Latino	18
White	--
Socioeconomically Disadvantaged	--
English Learners	6
Students with Disabilities	18
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.60	22.40	20.70

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.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

Parent involvement programs at King School
Monthly Parent Meetings (workshops)
Parent University (once a week for 7 weeks)
Math, Science, and Literacy Nights
Parent Information Station first Wednesday of every month
Parents volunteer in classrooms, lunch time and recess and at events.
Parents assist in themed assemblies by sharing aspects of their culture (art class, cooking class, multicultural assemblies)
Active ELAC (English Learner Advisory Committee) parent community
School Site Council (SSC)
Unity Club (composed by Mr. Allums)

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 School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	8.51	5.50	4.53	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Safety issues are reviewed and discussed at monthly staff meetings and as they arise. The staff and students are trained on emergency procedures, which are reviewed periodically. Students are supervised 15 minutes before school, during morning and lunch recesses and after school. Entrances to the main building are locked during school hours. Classroom doors remain locked at all times. Visitors are required to sign in at the office and wear a visitor's badge. In case of emergencies announcements are made through Blackboard Connect Ed. Dr. Martin Luther King Community implements BEST strategies this year to build a school wide culture that promotes (Academic Achievement Through positive behavior strategies) by teaching 4 critical skills that will benefit our students for a lifetime: Be Safe, Be Respectful, Be Responsible, and Be Honest. Mr. JusTme also brings Mindfulness to our site three days a week. This year has been our first year training teachers and staff on Restorative practices.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13 Avg. Class Size	Number of Classes 1-20	21-32	33+	2013-14 Avg. Class Size	Number of Classes 1-20	21-32	33+	2014-15 Avg. Class Size	Number of Classes 1-20	21-32	33+
K	27		3		25		3		16	2	3	
1	28		3		26		3		25		3	
2	28		2		25		3		22		3	
3	23	1	3		21	1	3		21	1	2	
4	33		1	1	33		1	1	31		2	
5	33			2	28		2		27		2	
6	26		2		28		2		20	1	2	
Other	12	1			10	1						

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1.00	N/A
Resource Specialist	1.00	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$7562.41	$4771.69	$2790.73	$50596.12
District	N/A	N/A	$9628.10	$56383.71
Percent Difference: School Site and District	N/A	N/A	-71.0	-10.3
State	N/A	N/A	$5,348	$72,971
Percent Difference: School Site and State	N/A	N/A	-47.8	-30.7

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

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at King School include:

ESEA-Title I
Economic Impact Aid
Special Ed
BACR
Healthy Start
Mindful Life

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$37,572	$43,165
Mid-Range Teacher Salary	$57,903	$68,574
Highest Teacher Salary	$77,623	$89,146
Average Principal Salary (Elementary)	$88,724	$111,129
Average Principal Salary (Middle)	$94,047	$116,569
Average Principal Salary (High)	$105,032	$127,448
Superintendent Salary	$227,250	$234,382
Percent of Budget for Teacher Salaries	31%	38%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Staff receives district training in Treasures. Funding is set aside for additional training in academic intervention, differentiated teaching, mathematics, and classroom management. Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, differentiated instruction and educational technology. Our site has allocated money to send two teachers (one lower grade one upper grade to the California Association of Bilingual Education. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. 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.