

# Martin Luther King, Jr. Elementary

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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

### Contact Information (School Year 2018—19)

| District Contact Information (School Year 2018—19) |  |
|--|--|
| <b>District Name</b>                               | West Contra Costa Unified  |
| <b>Phone Number</b>                                | (510) 231-1101   |
| <b>Superintendent</b>                              | Matthew Duffy  |
| <b>E-mail Address</b>                              | <a href="mailto:matthew.duffy@wccusd.net">matthew.duffy@wccusd.net</a> |
| <b>Web Site</b>                                    | <a href="http://www.wccusd.net">www.wccusd.net</a>                     |

| School Contact Information (School Year 2018—19) |  |
|--|--|
| <b>School Name</b>                               | Martin Luther King, Jr. Elementary                             |
| <b>Street</b>                                    | 4022 Florida Ave   |
| <b>City, State, Zip</b>                          | Richmond, Ca, 94804-3398                                       |
| <b>Phone Number</b>                              | 510-231-1403   |
| <b>Principal</b>                                 | Joanne Sundberg  |
| <b>E-mail Address</b>                            | <a href="mailto:jsundberg@wccusd.net">jsundberg@wccusd.net</a> |
| <b>County-District-School (CDS) Code</b>         | 07617966004915   |

*Last updated: 1/10/2019*

### School Description and Mission Statement (School Year 2018—19)

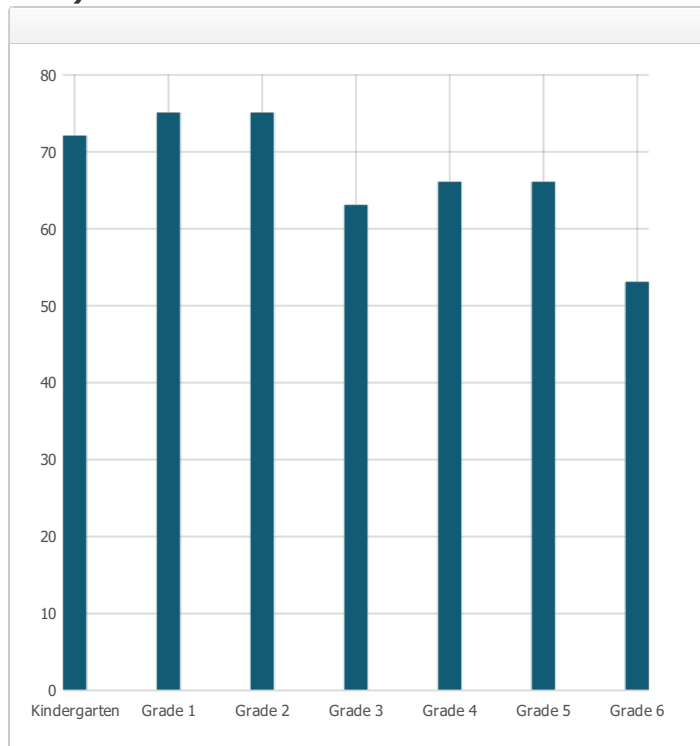
At King Elementary we seek to create a safe learning environment where students can become confident, prepared life-long learners and leaders. We believe that collaboration and trust between students, staff and parents can create an inclusive and nurturing place where all students can be successful.

The academic focus is on ensuring all students leave King Elementary reading at grade level with extra attention on our African American and Latino subgroups. This is accomplished through providing a cross-curricular rigorous program that is regularly monitored and adjusted using results orientated cycles of inquiry.

*Last updated: 11/28/2018*

### Student Enrollment by Grade Level (School Year 2017–18)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 72                 |
| Grade 1                 | 75                 |
| Grade 2                 | 75                 |
| Grade 3                 | 63                 |
| Grade 4                 | 66                 |
| Grade 5                 | 66                 |
| Grade 6                 | 53                 |
| <b>Total Enrollment</b> | <b>470</b>         |



Last updated: 1/22/2019

### Student Enrollment by Student Group (School Year 2017–18)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 32.3 %                      |
| American Indian or Alaska Native    | 0.2 %                       |
| Asian                               | 7.0 %                       |
| Filipino                            | 0.2 %                       |
| Hispanic or Latino                  | 52.3 %                      |
| Native Hawaiian or Pacific Islander | 1.1 %                       |
| White                               | 5.5 %                       |
| Two or More Races                   | 1.3 %                       |
| Other                               | 0.1 %                       |
| Student Group (Other)               | Percent of Total Enrollment |
| Socioeconomically Disadvantaged     | 98.1 %                      |
| English Learners                    | 47.7 %                      |
| Students with Disabilities          | 14.5 %                      |
| Foster Youth                        | 0.9 %                       |

## A. Conditions of Learning

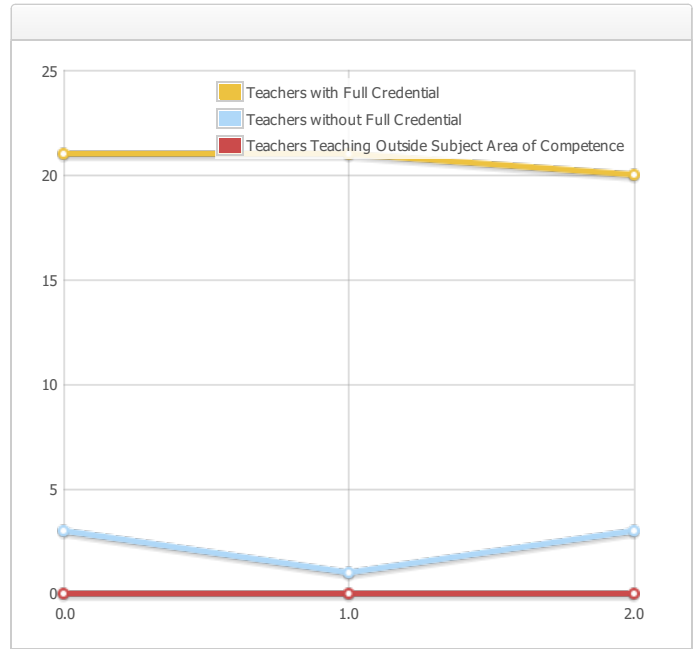
### State Priority: Basic

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

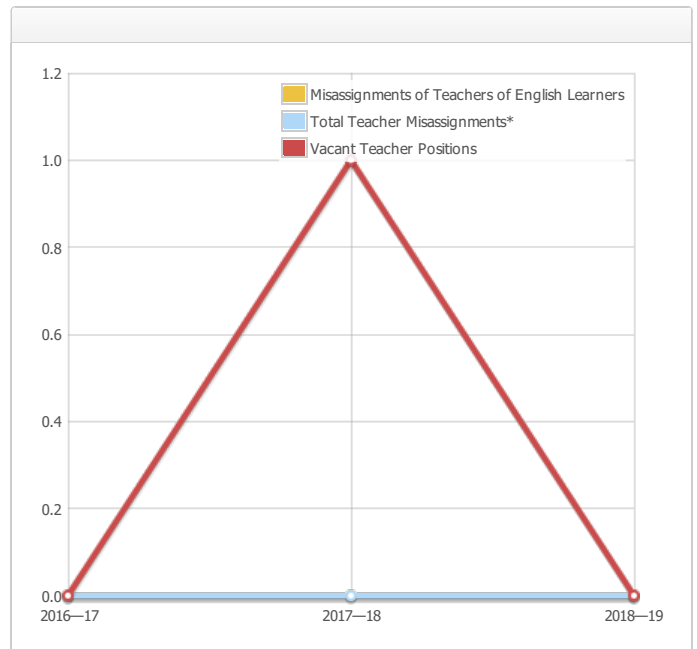
| Teachers  | School 2016—17 | School 2017—18 | School 2018—19 | District 2018—19 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential  | 21             | 21             | 20             | 1211             |
| Without Full Credential   | 3              | 1              | 3              | 140              |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0              | 0              | 0              | 10               |



Last updated: 1/18/2019

#### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2016—17 | 2017—18 | 2018—19 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 1       | 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.

Last updated: 1/18/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: October 2018

| <b>Subject</b>                  | <b>Textbooks and Instructional Materials/year of Adoption</b>   | <b>From Most Recent Adoption?</b> | <b>Percent Students Lacking Own Assigned Copy</b> |
|---------------------------------|---|-----------------------------------|---|
| Reading/Language Arts           | McGraw Hill Treasures and Triumphs, c2010 - adopted 2012<br>*new adoption planned for 2019-20                                     | Yes                               | 0.0 %   |
| Mathematics                     | McGraw Hill My Math, grades TK-5, c2013 - adopted 2016<br>Houghton Mifflin Harcourt Big Ideas Math, grade 6, c2015 - adopted 2017 | Yes                               | 0.0 %   |
| Science                         | Scott Foresman Science, c2008 - adopted 2008  | Yes                               | 0.0 %   |
| History-Social Science          | McGraw Hill California Vistas, c2007 - adopted 2007   | Yes                               | 0.0 %   |
| Foreign Language                | N/A   |                                   | 0.0 %   |
| Health                          | N/A   |                                   | 0.0 %   |
| Visual and Performing Arts      | N/A   |                                   | 0.0 %   |
| Science Lab Eqpmt (Grades 9-12) | N/A   | N/A                               | 0.0 %   |

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

Last updated: 6/1/2019

## School Facility Conditions and Planned Improvements

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.

*Last updated: 1/15/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

| System Inspected   | Rating | Repair Needed and Action Taken or Planned   |
|--|--------|---|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                      | Good   |   |
| <b>Interior:</b> Interior Surfaces                                     | Poor   | Linoleum coming apart (Room 106)<br>Repair rubber base at stage (Cafeteria)<br>Paint walls (Room 101)<br>Repair wallpaper by room 203 (Hallways)<br>Touch up paint in halls (Hallways)<br>Touch up paint at MPR entrance (Hallways)<br>Stairs need to be painted (All stairs)<br>Install skid strips (All stairs) |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation       | Good   |   |
| <b>Electrical:</b> Electrical  | Fair   | Repair wall plug (Room 101)<br>Repair floor plug (Room 158)   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains                 | Fair   | Sink sensors not working (All boys/girls restrooms)   |
| <b>Safety:</b> Fire Safety, Hazardous Materials                        | Good   |   |
| <b>Structural:</b> Structural Damage, Roofs                            | Good   |   |
| <b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences | Fair   | Chain broken on two window shades (Room 114)<br>Paint metal window frame (Room 210, 211)<br>Repair door lock (Room 165)<br>Door closer arm bent and broken (Boys restroom by cafeteria)   |

## Overall Facility Rate

Year and month of the most recent FIT report: July 2018

|                |      |
|----------------|------|
| Overall Rating | Fair |
|----------------|------|

*Last updated: 6/24/2019*

## 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<br>2016—17 | School<br>2017—18 | District<br>2016—17 | District<br>2017—18 | State<br>2016—17 | State<br>2017—18 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 8.0%              | 4.0%              | 35.0%               | 36.0%               | 48.0%            | 50.0%            |
| Mathematics (grades 3-8 and 11)                      | 5.0%              | 4.0%              | 25.0%               | 24.0%               | 37.0%            | 38.0%            |

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.

*Last updated: 1/22/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 244              | 237           | 97.13%         | 4.24%                   |
| Male  | 133              | 129           | 96.99%         | .78%                    |
| Female  | 111              | 108           | 97.30%         | 8.41%                   |
| Black or African American                     | 84               | 83            | 98.81%         | 3.61%                   |
| American Indian or Alaska Native              | --               | --            | --             |                         |
| Asian   | 16               | 15            | 93.75%         | 6.67%                   |
| Filipino                                      | --               | --            | --             |                         |
| Hispanic or Latino                            | 121              | 116           | 95.87%         | 3.48%                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             |                         |
| White   | 14               | 14            | 100.00%        | 7.14%                   |
| Two or More Races                             | --               | --            | --             |                         |
| Socioeconomically Disadvantaged               | 230              | 226           | 98.26%         | 4.44%                   |
| English Learners                              | 132              | 126           | 95.45%         | 4.00%                   |
| Students with Disabilities                    | 33               | 33            | 100.00%        | 3.03%                   |
| Students Receiving Migrant Education Services |                  |               |                |                         |
| Foster Youth                                  | --               | --            | --             |                         |

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.

Last updated: 1/22/2019



## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 244              | 239           | 97.95%         | 4.18%                   |
| Male  | 134              | 133           | 99.25%         | 1.50%                   |
| Female  | 110              | 106           | 96.36%         | 7.55%                   |
| Black or African American                     | 83               | 82            | 98.80%         | 2.44%                   |
| American Indian or Alaska Native              | --               | --            | --             |                         |
| Asian   | 16               | 16            | 100.00%        | 6.25%                   |
| Filipino                                      | --               | --            | --             |                         |
| Hispanic or Latino                            | 122              | 119           | 97.54%         | 5.04%                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             |                         |
| White   | 14               | 13            | 92.86%         |                         |
| Two or More Races                             | --               | --            | --             |                         |
| Socioeconomically Disadvantaged               | 230              | 226           | 98.26%         | 4.42%                   |
| English Learners                              | 132              | 129           | 97.73%         | 4.65%                   |
| Students with Disabilities                    | 33               | 32            | 96.97%         | 3.13%                   |
| Students Receiving Migrant Education Services |                  |               |                |                         |
| Foster Youth                                  | --               | --            | --             |                         |

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.

Last updated: 1/22/2019

# 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

## California Physical Fitness Test Results (School Year 2017–18)

| 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           | 23.0%  | 8.2%   | --  |

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.

*Last updated: 1/22/2019*

## 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 2018—19)

Parent involvement programs at King School:

- Monthly Parent Workshops
- Parent University (2 hours/week for 7 weeks)
- Math, Science, and Literacy Family Nights
- Academic Awards Nights
- 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 Group
- School Site Council (SSC)

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

# State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

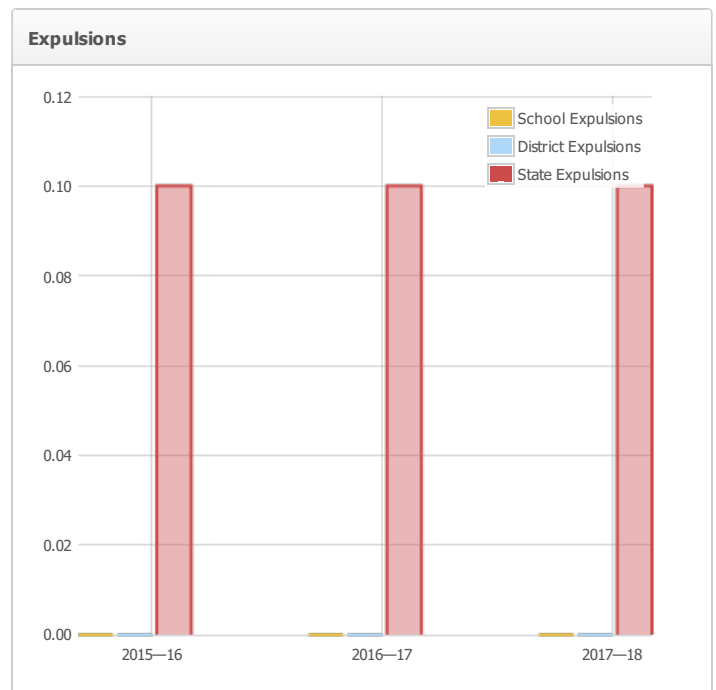
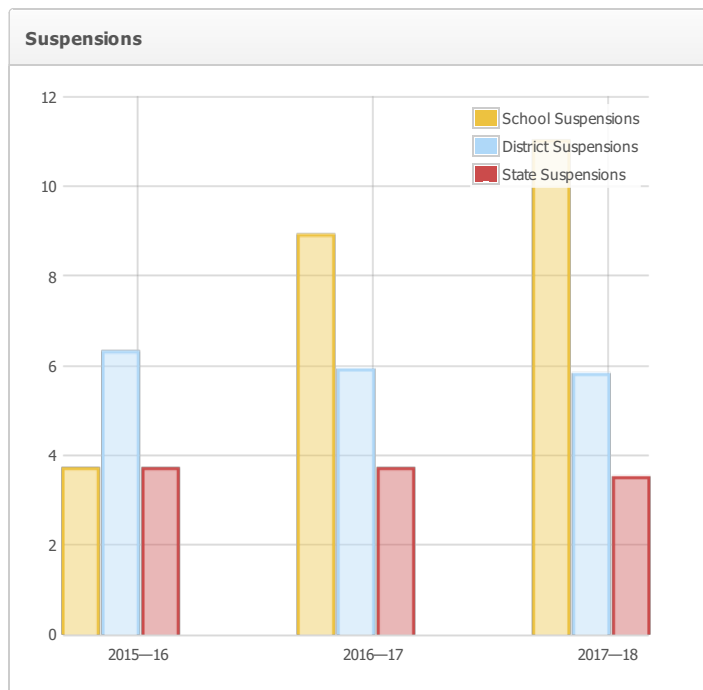
# State Priority: School Climate

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

|             | School  | School  | School  | District | District | District | State   | State   | State   |
|-------------|---------|---------|---------|----------|----------|----------|---------|---------|---------|
| Rate        | 2015—16 | 2016—17 | 2017—18 | 2015—16  | 2016—17  | 2017—18  | 2015—16 | 2016—17 | 2017—18 |
| Suspensions | 3.7%    | 8.9%    | 11.0%   | 6.3%     | 5.9%     | 5.8%     | 3.7%    | 3.7%    | 3.5%    |
| Expulsions  | 0.0%    | 0.0%    | 0.0%    | 0.0%     | 0.0%     | 0.0%     | 0.1%    | 0.1%    | 0.1%    |



Last updated: 1/22/2019

## School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER), Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

## 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) School Year (2015—16)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           | 21.0               | 1                           | 3                            |                            |
| 1           | 24.0               |                             | 1                            |                            |
| 2           | 22.0               |                             | 3                            |                            |
| 3           | 21.0               | 1                           | 2                            |                            |
| 4           | 32.0               |                             | 2                            |                            |
| 5           | 33.0               |                             | 1                            | 1                          |
| 6           | 22.0               | 1                           | 2                            |                            |
| Other**     | 24.0               |                             | 2                            |                            |

\* 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           | 22.0               |                             | 3                            |                            |
| 1           | 22.0               |                             | 3                            |                            |
| 2           | 22.0               |                             | 3                            |                            |
| 3           | 21.0               | 1                           | 2                            |                            |
| 4           | 31.0               |                             | 2                            |                            |
| 5           | 30.0               |                             | 2                            |                            |
| 6           | 28.0               |                             | 2                            |                            |
| Other**     | 11.0               | 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           | 20.0               | 1                           | 3                            |                            |
| 1           | 24.0               |                             | 3                            |                            |
| 2           | 24.0               |                             | 3                            |                            |
| 3           | 20.0               | 3                           |                              |                            |
| 4           | 33.0               |                             | 1                            | 1                          |
| 5           | 31.0               |                             | 2                            |                            |
| 6           | 20.0               | 1                           | 2                            |                            |
| Other**     |                    |                             |                              |                            |

\* 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.

Last updated: 1/22/2019

**Academic Counselors and Other Support Staff (School Year 2017—18)**

| <b>Title</b>  | <b>Number of FTE* Assigned to School</b> | <b>Average Number of Students per Academic Counselor</b> |
|---|--|--|
| Academic Counselor                                  | 0.0                                      | 0.0  |
| Counselor (Social/Behavioral or Career Development) | 0.0                                      | N/A  |
| Library Media Teacher (Librarian)                   | 0.0                                      | N/A  |
| Library Media Services Staff (Paraprofessional)     | 0.2                                      | N/A  |
| Psychologist  | 0.3                                      | N/A  |
| Social Worker                                       | 0.0                                      | N/A  |
| Nurse   | 0.0                                      | N/A  |
| Speech/Language/Hearing Specialist                  | 1.0                                      | N/A  |
| Resource Specialist (non-teaching)                  | 2.0                                      | N/A  |
| Other   | 0.0                                      | 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.

*Last updated: 1/18/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

| <b>Level</b>                                  | <b>Total Expenditures Per Pupil</b> | <b>Expenditures Per Pupil<br/>(Restricted)</b> | <b>Expenditures Per Pupil<br/>(Unrestricted)</b> | <b>Average Teacher Salary</b> |
|---|-------------------------------------|--|--|-------------------------------|
| School Site                                   | \$5425.7                            | \$231.9  | \$5193.8   | \$74810.9                     |
| District                                      | N/A                                 | N/A  | \$7722.4   | \$67686.4                     |
| Percent Difference – School Site and District | N/A                                 | N/A  | -39.2%   | 10.0%                         |
| State   | N/A                                 | N/A  | \$7125.0   | \$80764.0                     |
| Percent Difference – School Site and State    | N/A                                 | N/A  | -23.5%   | -7.7%                         |

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

*Last updated: 1/28/2019*

## Types of Services Funded (Fiscal Year 2017—18)

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

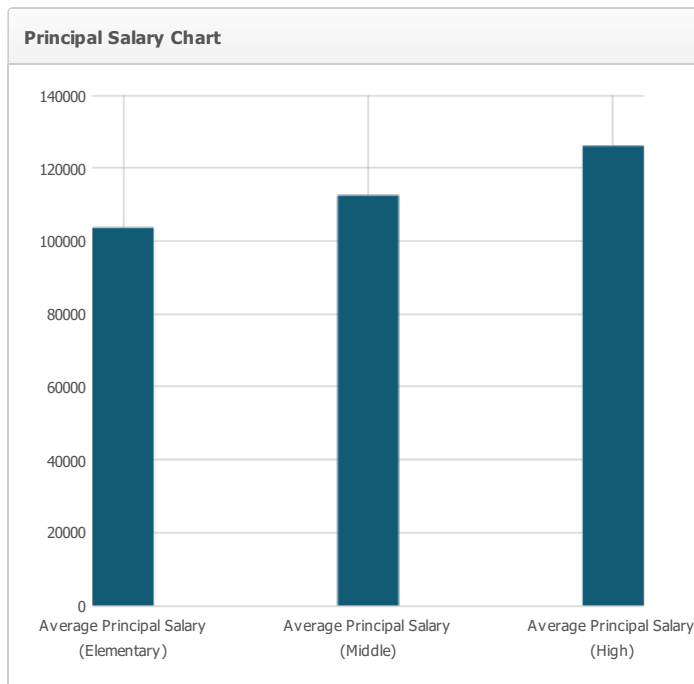
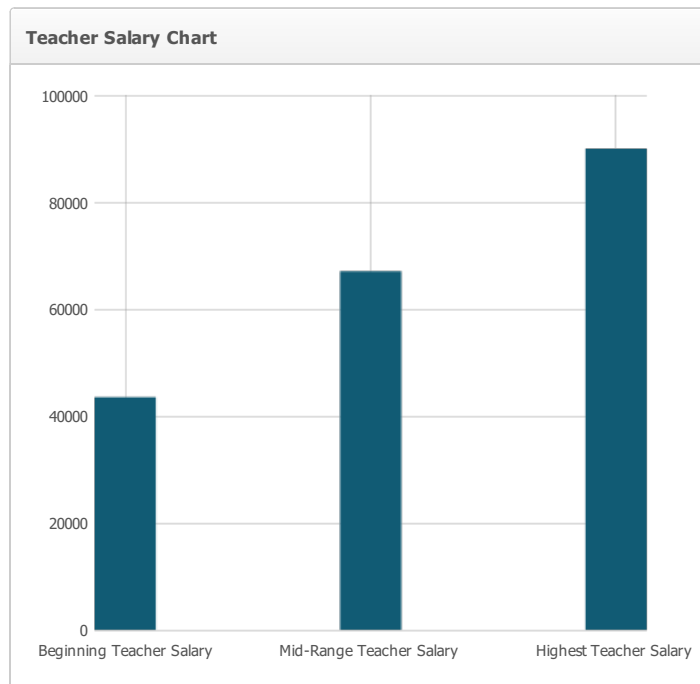
- TIME FOR KIDS
- LEARNING A-Z
- THE MINDFUL PROJECT
- LOVE LEARN SUCCESS
- BAY AREA COMMUNITY RESOURCES
- EAST BAY CENTER FOR PERFORMING ARTS
- SCRIPPS NATIONAL SPELLING BEE
- YMCA OF THE EAST BAY

*Last updated: 1/9/2019*

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$43,519        | \$47,903                                     |
| Mid-Range Teacher Salary                      | \$67,069        | \$74,481                                     |
| Highest Teacher Salary                        | \$90,000        | \$98,269                                     |
| Average Principal Salary (Elementary)         | \$103,642       | \$123,495                                    |
| Average Principal Salary (Middle)             | \$112,513       | \$129,482                                    |
| Average Principal Salary (High)               | \$126,076       | \$142,414                                    |
| Superintendent Salary                         | \$260,000       | \$271,429                                    |
| Percent of Budget for Teacher Salaries        | 30.0%           | 35.0%  |
| Percent of Budget for Administrative Salaries | 5.0%            | 5.0%   |

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



*Last updated: 1/22/2019*

## Professional Development

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 professional development in two areas: reading/writing and school climate. Our



focus in reading/writing is supported with 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 our work with the Kaiser/LAEP work with RISE (Resiliency in School Environments) which works with our Climate Team and delivers professional development in regards to restorative 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.

*Last updated: 11/28/2018*