

Dr. Martin Luther King Jr. Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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.

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.

About This School

Contact Information (School Year 2016-17)

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	Joanne Sundberg
E-mail Address	JSundberg@wccusd.net
Web Site	www.wccusd.net/Page/960
CDS Code	07-61796-6004915

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

School Description and Mission Statement (School Year 2016-17)

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 2015-16)

Grade Level	Number of Students
Kindergarten	75
Grade 1	73
Grade 2	67
Grade 3	68
Grade 4	69
Grade 5	67
Grade 6	57
Total Enrollment	476

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	32.1
American Indian or Alaska Native	0.2
Asian	5
Filipino	0.4
Hispanic or Latino	55.9
Native Hawaiian or Pacific Islander	0.4
White	4.6
Two or More Races	1.1
Socioeconomically Disadvantaged	95
English Learners	51.7
Students with Disabilities	15.3
Foster Youth	0.2

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	20	21	21
Without Full Credential	2	4	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	90.0	10.0
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

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 2016-17)

Year and month in which data were collected: November 2016

Subject	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 (TK-6) / 2012	Yes	0%
Mathematics	McGraw-Hill, My Math (TK-5) / 2016 Macmillan-McGraw Hill, Everyday Math (gr 6) / 2008 or McGraw Hill, Math Course 1 (gr 6) / 2016	Yes	0%
Science	Scott Foresman, Science (K-6) / 2008	Yes	0%
History-Social Science	Macmillan/McGraw Hill, California Vistas (gr K-6) / 2007	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 of the most recent FIT report: July 2016				
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			Patch walls in hallway by room 212
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	Emergency lights are beeping site-wide Broken floor plugs in room 211, room 156, and room 210
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Drinking fountain has no pressure in the cafeteria, in hallway by the office, and on the playground

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			Replace fire extinguisher box glass in the cafeteria
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Repair door closer in room 129 and room 121

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	10	16	33	35	44	48
Mathematics	6	11	23	25	34	36

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 Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	70	67	95.7	17.9
	4	71	69	97.2	7.3
	5	69	66	95.7	19.7
	6	54	52	96.3	19.2
Male	3	39	38	97.4	15.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	42	40	95.2	5.0
	5	36	34	94.4	2.9
	6	32	31	96.9	12.9
Female	3	31	29	93.5	20.7
	4	29	29	100.0	10.3
	5	33	32	97.0	37.5
	6	22	21	95.5	28.6
Black or African American	3	21	21	100.0	23.8
	4	29	29	100.0	3.5
	5	18	16	88.9	6.3
	6	18	17	94.4	5.9
American Indian or Alaska Native	3	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	4	--	--	--	--
Hispanic or Latino	3	36	34	94.4	14.7
	4	34	33	97.1	12.1
	5	46	45	97.8	22.2
	6	31	31	100.0	29.0
Native Hawaiian or Pacific Islander	3	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	4	--	--	--	--
Socioeconomically Disadvantaged	3	69	67	97.1	17.9
	4	66	66	100.0	7.6
	5	66	63	95.5	20.6
	6	51	50	98.0	20.0
English Learners	3	32	31	96.9	3.2
	4	21	20	95.2	5.0
	5	28	27	96.4	3.7
	6	22	21	95.5	4.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	3	11	11	100.0	45.5
	4	15	15	100.0	6.7
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	69	66	95.7	22.7
	4	71	69	97.2	7.3
	5	69	66	95.7	6.2
	6	54	52	96.3	7.7
Male	3	39	38	97.4	21.1
	4	42	40	95.2	5.0
	5	36	34	94.4	2.9
	6	32	31	96.9	12.9
Female	3	30	28	93.3	25.0
	4	29	29	100.0	10.3
	5	33	32	97.0	9.7
	6	22	21	95.5	
Black or African American	3	21	21	100.0	28.6
	4	29	29	100.0	3.5
	5	18	16	88.9	
	6	18	17	94.4	
American Indian or Alaska Native	3	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	4	--	--	--	--
Hispanic or Latino	3	36	34	94.4	17.6
	4	34	33	97.1	12.1
	5	46	45	97.8	8.9
	6	31	31	100.0	12.9
Native Hawaiian or Pacific Islander	3	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	4	--	--	--	--
Socioeconomically Disadvantaged	3	68	66	97.1	22.7
	4	66	66	100.0	7.6
	5	66	63	95.5	6.5
	6	51	50	98.0	8.0
English Learners	3	32	31	96.9	9.7
	4	21	20	95.2	
	5	28	27	96.4	
	6	22	21	95.5	
Students with Disabilities	3	11	11	100.0	36.4
	4	15	15	100.0	6.7
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	24	17	27	48	46	40	60	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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	69	64	92.8	26.6
Male	36	33	91.7	18.2
Female	33	31	93.9	35.5
Black or African American	18	15	83.3	13.3
Hispanic or Latino	46	44	95.7	27.3
Socioeconomically Disadvantaged	66	61	92.4	26.2
English Learners	28	27	96.4	7.4

Note: 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.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.5	20.6	25.4

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 (School Year 2016-17)

Parent involvement programs at King School:

- Monthly Parent Meetings (workshops)
- Parent University (2 hours/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
- African American Parent Group (meets minimum of once/month)
- 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 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.5	4.5	3.7	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

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 Toolbox strategies this year to build a school wide culture that promotes positive social emotional behaviors. Our staff and faculty remind students of 4 critical skills that will benefit our students for a lifetime: Be Safe, Be Respectful, Be Responsible, and Be Honest. King staff uses Restorative Practices as well.

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.

Federal Intervention Program (School Year 2016-17)

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	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		3		16	2	3		24		3	
1	26		3		25		3		24		3	
2	25		3		22		3		22		3	
3	21	1	3		21	1	2		21	1	2	
4	33		1	1	31		2		31		2	
5	28		2		27		2		33		1	1
6	28		2		20	1	2		26		2	
Other	10	1							10	2		

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 2015-16)

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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5736.20	2137.87	3598.33	56679.78
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-43.9	-12.9
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-36.6	-25.3

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at King School include:

CENTRAL SUPPLEMENTAL/CONCENTRATION
IASA-TITLE I BASIC
SP ED IDEA BASIC LOCAL ENTITL
HEALTHY START-ASLSNPP
SPECIAL ED - E
MISC DONATIONS
SITE SUPPLEMENTAL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,699	\$45,092
Mid-Range Teacher Salary	\$59,640	\$71,627
Highest Teacher Salary	\$79,951	\$93,288
Average Principal Salary (Elementary)	\$91,385	\$115,631
Average Principal Salary (Middle)	\$96,869	\$120,915
Average Principal Salary (High)	\$108,183	\$132,029
Superintendent Salary	\$231,795	\$249,537
Percent of Budget for Teacher Salaries	31%	37%
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 is focusing professional development in two major areas: reading/writing and school climate change. These areas of focus were chosen using the previous year's data and the current SMART Goals. By focusing on reading/writing we can support the efforts of teachers in accomplishing our SMART Goals for reading, for ELD, and for our African American students. Funding is set aside for observations, 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. 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.