

Dr. Martin Luther King Jr. Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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	Helene Burks
Email Address	hburks@wccusd.net
School Website	www.wccusd.net/king
Grade Span	K-6
County-District-School (CDS) Code	07617966004915

2024-25 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Kim Moses
Email Address	KMoses@wccusd.net
District Website	www.wccusd.net

2024-25 School Description and Mission Statement

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 are a full-service community school with a wellness center, literacy center, and a wide range of supports to aid students and families.

We start the day with morning meetings and then have a prioritized Literacy Block schoolwide to help all of our students be able to read on grade level. We expanded our academic support team to provide small group intervention during the Targeted

2024-25 School Description and Mission Statement

Language Instruction portion of each day, in which English Learners get specialized instruction in learning English and others receive leveled literacy instruction. In addition to our three Learning Center staff, we have two additional Academic Support Providers and two instructional coaches. We also provide daily after-school tutoring to students who need additional support.

Our academic program is complemented by our arts instruction in music, dance, band, and visual arts. We also have a gardening and cooking program, a sports program, and student leaders who serve as junior coaches.

Our wellness center provides access to supports such as our three mental health providers, the Restorative Justice Coordinator, the Community School Director, and our Expanded Learning Program. The wellness center is a space for students to de-escalate and regulate their emotions when needed, engage in restorative practices, join clubs and activities, and receive support for other needs. It is also a place where families can access our community closet, and food pantry, participate in our parent workshops, and get help navigating the wide range of resources.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	45
Grade 1	47
Grade 2	53
Grade 3	65
Grade 4	57
Grade 5	59
Grade 6	56
Total Enrollment	382

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
Asian	5.8
Black or African American	24.3
Hispanic or Latino	60.7
Two or More Races	5.5
White	3.7
English Learners	49.2
Foster Youth	0.3
Homeless	3.4
Socioeconomically Disadvantaged	98.2
Students with Disabilities	15.2

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.60	92.57	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	7.43	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	49.60	3.54	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	26.30	1.87	18854.30	6.86
Total Teaching Positions	20.10	100.00	1403.90	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.60	92.92	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	50.30	3.30	11953.10	4.28
Unknown/Incomplete/NA	1.50	7.08	91.20	5.99	15831.90	5.67
Total Teaching Positions	21.10	100.00	1522.80	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.20	95.07	1081.70	75.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	45.20	3.16	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	155.30	10.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	1.00	4.93	94.30	6.58	14303.80	5.15
Total Teaching Positions	20.20	100.00	1433.20	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	0.00	0
Misassignments	0.50	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.50	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.70	0	5.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	4.5

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	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	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	Yes	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-5, c2007 - adopted 2007 TCI History Alive, grade 6, c2017 - adopted 2020	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

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

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

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

8/15/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces		X		101: 4. WALL, OUTLETS, AND COVER PLATES ARE MARRED. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 11. PAINT IS PEELING ON WALL. 143 WORKROOM: 4. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 153 OFFICE: 4. CEILING TILE HAS A BLUE/WATER STAIN. 166/ TEACHERS WORKROOM: 4. FLOORING IS SEPERATING AT SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON WALL (HALLWAY). 170: 4. WALL PAPER IS TORN/LIFTING. 7. ONE LIGHT PANEL IS OUT (HALLWAY). ONE CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. 197 STAGE: 4. WALL IS MARRED. 11. PAINT IS PEELING ON HANDRAIL. 212: 4. ROOM ID IS MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON WALL (HALLWAY). MPR: 4. HOLE IN WALL AND CEILING. 7. FLOOR OUTLET COVERS ARE MISSING.15. DOOR CLOSER COVER IS MISSING. UNISEX REST ROOM (NEAR MPR): 4. WALL PAPER IS TORN/LIFTING (HALLWAY). (MENSTRUAL NOTICE NOT POSTED)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		103 WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 104 STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 123 STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 133: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON WALL (HALLWAY). 134 STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 141: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DAMAGE TO DOOR. 143 WORKROOM: 4. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.

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			<p>158: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT PANELS ARE OUT.</p> <p>164/ COMPUTER LAB: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). FOUR LIGHT PANELS ARE OUT. 10. PLUG IN AIR FRESHENER. 15. DOOR CLOSER COVER IS MISSING.</p> <p>166/ TEACHERS WORKROOM: 4. FLOORING IS SEPERATING AT SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON WALL (HALLWAY).</p> <p>176: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON WALL (HALLWAY).</p> <p>177: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.</p> <p>178: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FLOOR OUTLET COVERS ARE MISSING. 11. PAINT IS PEELING ON WALL (HALLWAY).</p> <p>180: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FLOOR OUTLET COVERS ARE MISSING.</p> <p>199 STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED.</p> <p>207: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON WALL (HALLWAY).</p> <p>208: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON WALL (HALLWAY).</p> <p>210: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (ALSO IN HALLWAY). 11. PAINT IS PEELING ON DOOR/WINDOW FRAME. PAINT IS PEELING ON WALL (HALLWAY).</p> <p>211: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>212: 4. ROOM ID IS MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON WALL (HALLWAY).</p> <p>214 STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>215 OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT</p>
<p>Electrical</p>		<p>X</p>	<p>101: 4. WALL, OUTLETS, AND COVER PLATES ARE MARRED. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 11. PAINT IS PEELING ON WALL.</p> <p>106: 7. FLOOR OUTLET COVERS ARE BROKEN. LIGHTS ARE NOT WORKING IN RR. 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING PROPERLY.</p> <p>120: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 11. PAINT IS PEELING ON WALL (HALLWAY).</p> <p>121: 7. LIGHT DOES NOT TURN ON IN BOTH RR. 11. PAINT IS PEELING ON WALL (HALLWAY).</p> <p>122 WORKROOM: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE.</p>

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129: 7. LIGHTS ARE NOT TURNING ON IN RR'S.
143 WORKROOM: 4. CEILING TILES ARE MISSING.
5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.
156: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE.
158: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT PANELS ARE OUT.
160 LIBRARY: 7. MULTIPLE LIGHT PANELS ARE OUT (HALLWAY). ONE CAN LIGHT IS OUT.
164/ COMPUTER LAB: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). FOUR LIGHT PANELS ARE OUT. 10. PLUG IN AIR FRESHENER. 15. DOOR CLOSER COVER IS MISSING.
165/ TEACHERS LOUNGE: 7. FLOOR OUTLET COVERS ARE MISSING. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE.
170: 4. WALL PAPER IS TORN/LIFTING. 7. ONE LIGHT PANEL IS OUT (HALLWAY). ONE CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.
175: 7. ONE LIGHT PANEL IS OUT (HALLWAY). 11. PAINT IS PEELING ON WALL (HALLWAY).
176: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON WALL (HALLWAY).
177: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.
178: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FLOOR OUTLET COVERS ARE MISSING. 11. PAINT IS PEELING ON WALL (HALLWAY).
179: 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON WALL (HALLWAY).
180: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FLOOR OUTLET COVERS ARE MISSING.
191 KITCHEN: 7. ONE LIGHT PANEL IS OUT.
192 SPEED LINE: 7. TWO LIGHT FIXTURES ARE OUT. ONE LIGHT BULB IS BAD.
194 OFFICE: 7. LIGHT DIFFUSER IS MISSING.
206: 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON WALL.
209: 7. TWO LIGHT PANELS ARE OUT (HALLWAY). 10. ROOM ID IS COVERED/HIDDEN.
210: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (ALSO IN HALLWAY). 11. PAINT IS PEELING ON DOOR/WINDOW FRAME. PAINT IS PEELING ON WALL (HALLWAY).
215 OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT
BOYS REST ROOM (NEAR 170): 7. ONE LIGHT PANEL IS OUT (HALLWAY).
BOYS REST ROOM (NEAR 203):
GIRLS REST ROOM (NEAR 170): 7. ONE LIGHT PANEL IS OUT. (MENSTRUAL NOTICE NOT POSTED)

School Facility Conditions and Planned Improvements

			<p>MPR: 4. HOLE IN WALL AND CEILING. 7. FLOOR OUTLET COVERS ARE MISSING.15. DOOR CLOSER COVER IS MISSING.</p> <p>NURSE: 7. SWITCH PLATE IS MISSING IN RR. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>PRINCIPAL: 7. SURGE PROTECTORS ARE DAISY CHAINED. 10. NO ROOM ID.</p> <p>STAIR 1: 7. THREE LIGHT PANELS ARE OUT.11. PAINT IS PEELING ON HANDRAILS.</p> <p>STAIR 2: 7. MULTIPLE LIGHT PANELS ARE OUT IN HALLWAY/STAIRWELL. 11. PAINT IS PEELING ON HANDRAILS.</p> <p>UNISEX REST ROOM (NEAR 214): 7. ONLY LIGHT PANEL IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>170: 4. WALL PAPER IS TORN/LIFTING. 7. ONE LIGHT PANEL IS OUT (HALLWAY). ONE CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>ADMIN: 9. DRINKING FAUCETS HAVE LOW FLOWS (HALLWAY). 15. DOOR CLOSER COVER IS MISSING (HALLWAY ENTRY DOORS).</p> <p>GIRLS REST ROOM (NEAR 203): 9. SINK IS SEPERATED FROM WALL. (MENSTRUAL NOTICE NOT POSTED)</p> <p>NURSE: 7. SWITCH PLATE IS MISSING IN RR. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM (ADMIN): 8. MENSTRUAL PRODUCTS ARE MOT READILL AVAILABLE. 10. PLUG IN AIR FRESHENER. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM (NEAR 166): 8. MENSTRUAL PRODUCTS ARE MOT READILL AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM (NEAR 166): 8. MENSTRUAL PRODUCTS ARE MOT READILL AVAILABLE. TOILET LEAKS AT HANDLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM (NEAR 214): 7. ONLY LIGHT PANEL IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX RESTROOM: 8. MENSTRUAL PRODUCTS ARE MOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX STAFF RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>

School Facility Conditions and Planned Improvements

<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>101: 4. WALL, OUTLETS, AND COVER PLATES ARE MARRED. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 11. PAINT IS PEELING ON WALL.</p> <p>106: 7. FLOOR OUTLET COVERS ARE BROKEN. LIGHTS ARE NOT WORKING IN RR. 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING PROPERLY.</p> <p>120: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 11. PAINT IS PEELING ON WALL (HALLWAY).</p> <p>121: 7. LIGHT DOES NOT TURN ON IN BOTH RR. 11. PAINT IS PEELING ON WALL (HALLWAY).</p> <p>131 SPEECH: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING (HALLWAY).</p> <p>133: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON WALL (HALLWAY).</p> <p>164/ COMPUTER LAB: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). FOUR LIGHT PANELS ARE OUT. 10. PLUG IN AIR FRESHENER. 15. DOOR CLOSER COVER IS MISSING.</p> <p>166/ TEACHERS WORKROOM: 4. FLOORING IS SEPERATING AT SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON WALL (HALLWAY).</p> <p>170: 4. WALL PAPER IS TORN/LIFTING. 7. ONE LIGHT PANEL IS OUT (HALLWAY). ONE CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>175: 7. ONE LIGHT PANEL IS OUT (HALLWAY). 11. PAINT IS PEELING ON WALL (HALLWAY).</p> <p>176: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON WALL (HALLWAY).</p> <p>178: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FLOOR OUTLET COVERS ARE MISSING. 11. PAINT IS PEELING ON WALL (HALLWAY).</p> <p>179: 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON WALL (HALLWAY).</p> <p>197 STAGE: 4. WALL IS MARRED. 11. PAINT IS PEELING ON HANDRAIL.</p> <p>206: 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON WALL.</p> <p>207: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON WALL (HALLWAY).</p> <p>208: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON WALL (HALLWAY).</p> <p>209: 7. TWO LIGHT PANELS ARE OUT (HALLWAY). 10. ROOM ID IS COVERED/HIDDEN.</p> <p>210: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (ALSO IN HALLWAY). 11. PAINT IS PEELING ON</p>
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School Facility Conditions and Planned Improvements

			<p>DOOR/WINDOW FRAME. PAINT IS PEELING ON WALL (HALLWAY).</p> <p>212: 4. ROOM ID IS MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON WALL (HALLWAY).</p> <p>PRINCIPAL: 7. SURGE PROTECTORS ARE DAISY CHAINED. 10. NO ROOM ID.</p> <p>STAIR 1: 7. THREE LIGHT PANELS ARE OUT.11. PAINT IS PEELING ON HANDRAILS.</p> <p>STAIR 2: 7. MULTIPLE LIGHT PANELS ARE OUT IN HALLWAY/STAIRWELL. 11. PAINT IS PEELING ON HANDRAILS.</p> <p>UNISEX REST ROOM (ADMIN): 8. MENSTRUAL PRODUCTS ARE MOT READILL AVAILABLE. 10. PLUG IN AIR FRESHENER. (MENSTRUAL NOTICE NOT POSTED)</p>
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>141: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DAMAGE TO DOOR.</p> <p>164/ COMPUTER LAB: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). FOUR LIGHT PANELS ARE OUT. 10. PLUG IN AIR FRESHENER. 15. DOOR CLOSER COVER IS MISSING.</p> <p>170: 4. WALL PAPER IS TORN/LIFTING. 7. ONE LIGHT PANEL IS OUT (HALLWAY). ONE CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>ADMIN: 9. DRINKING FAUCETS HAVE LOW FLOWS (HALLWAY). 15. DOOR CLOSER COVER IS MISSING (HALLWAY ENTRY DOORS).</p> <p>BOYS REST ROOM (NEAR MPR): 15. DOOR CLOSER COVER IS MISSING (ALSO IN HALLWAY). (MENSTRUAL NOTICE NOT POSTED)</p> <p>MPR: 4. HOLE IN WALL AND CEILING. 7. FLOOR OUTLET COVERS ARE MISSING.15. DOOR CLOSER COVER IS MISSING.</p> <p>PLAYGROUNDS: 14. NON-PUBLIC USE PLAY EQUIPMENT PRESENT.</p>

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	6	8	32	33	46	47
Mathematics (grades 3-8 and 11)	6	5	22	23	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	247	227	91.90	8.10	8.37
Female	121	111	91.74	8.26	8.11
Male	126	116	92.06	7.94	8.62
American Indian or Alaska Native	0	0	0	0	0
Asian	18	17	94.44	5.56	17.65
Black or African American	51	51	100.00	0.00	5.88
Filipino	0	0	0	0	0
Hispanic or Latino	161	142	88.20	11.80	8.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	134	115	85.82	14.18	3.48
Foster Youth	0	0	0	0	0
Homeless	14	13	92.86	7.14	7.69
Military	0	0	0	0	0
Socioeconomically Disadvantaged	239	221	92.47	7.53	7.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	34	97.14	2.86	2.94

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	246	245	99.59	0.41	5.31
Female	121	121	100.00	0.00	2.48
Male	125	124	99.20	0.80	8.06
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	22.22
Black or African American	51	51	100.00	0.00	1.96
Filipino	0	0	0	0	0
Hispanic or Latino	160	159	99.38	0.62	4.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	133	133	100.00	0.00	1.50
Foster Youth	0	0	0	0	0
Homeless	14	14	100.00	0.00	7.14
Military	0	0	0	0	0
Socioeconomically Disadvantaged	239	238	99.58	0.42	4.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	34	97.14	2.86	2.94

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	6.00	1.82	20.56	20.89	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	59	100.00	0.00	3.39
Female	22	22	100.00	0.00	4.55
Male	37	37	100.00	0.00	2.70
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	38	38	100.00	0.00	5.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	33	33	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	57	100.00	0.00	3.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	8.33

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93.5	93.5	93.5	93.5	93.5

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parent involvement programs at King School:

- Monthly Parent Workshops
- VAPA, STEM, and Literacy Family Nights
- Academic Awards Nights for T1 and T2
- Parents volunteer in classrooms, at lunch time and recess, as well as at special events and on field trips.
- Latino Heritage Family Night and Black History Family Night
- English Learner Advisory Committee (ELAC)
- African American Parent Advisory Council (AAPAC)
- School Site Council (SSC)
- Community Schools Action Collaborative/Climate Team
- Trunk or Treat
- Ruby Bridges Walk to School Day

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	430	415	169	40.7
Female	207	199	86	43.2
Male	223	216	83	38.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	25	9	36.0
Black or African American	104	102	49	48.0
Filipino	--	--	--	--
Hispanic or Latino	264	253	93	36.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	21	11	52.4
White	15	14	7	50.0
English Learners	225	214	81	37.9
Foster Youth	--	--	--	--
Homeless	23	23	16	69.6
Socioeconomically Disadvantaged	417	404	167	41.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	68	67	32	47.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.68	7.08	8.6	3.97	4.81	4.82	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.04	0.02	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.60	0.00
Female	7.73	0.00
Male	9.42	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	12.00	0.00
Black or African American	18.27	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.55	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.64	0.00
White	0.00	0.00
English Learners	4.00	0.00
Foster Youth	0.00	0.00
Homeless	8.70	0.00
Socioeconomically Disadvantaged	8.87	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.29	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

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.

2024-25 School Safety Plan

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 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 2024. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	6		
1	20	4	2	
2	23		4	
3	23		4	
4	30		4	
5	27		4	
6	22	2	2	
Other	13	6		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	2	4	
1	19	6		
2	20	6		
3	18	6		
4	29		4	
5	27		4	
6	20	2	2	
Other	10	4		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		2	
1	23		2	
2	25		2	
3	20	1	2	
4	28		2	
5	28		2	
6	27		2	
Other	15	1	1	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.7
Resource Specialist (non-teaching)	
Other	0.6

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8398.24	2839.12	5559.12	66513.98
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	-2.6	-23.7
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-63.8	-34.9

Fiscal Year 2023-24 Types of Services Funded

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

AAA BUSINESS SUPPLIES & INTERIORS
 ACHIEVE3000
 AMAZON
 AMPLIFY EDUCATION INC
 BALLARD AND TIGHE, PUBLISHERS
 BAY AREA COMMUNITY RESOURCES
 BEARCOM COMMUNICATIONS INC.
 CURRICULUM ASSOCIATES INC
 D & D SECURITY RESOURCES, INC.
 D HARRIS TOURS INC
 EAST BAY CENTER FOR PERFORMING ARTS
 FOLLETT CONTENT SOLUTIONS LLC

Fiscal Year 2023-24 Types of Services Funded

FOOD MAXX
 GROWING TOGETHER - BAY AREA INC
 KBA DOCUMENT SOLUTIONS, LLC
 LAKESHORE LEARNING MATERIALS
 LOVE LEARN SUCCESS
 MICHAELS TRANSPORTATION
 MYRNA HADJIRUL
 NEW LIFE MOVEMENT
 PARKS EXPRESS
 RENAISSANCE LEARNING INC
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 WEST CONTRA COSTA PUBLIC EDUCATION

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,486	\$56,573
Mid-Range Teacher Salary	\$85,479	\$87,186
Highest Teacher Salary	\$111,065	\$119,665
Average Principal Salary (Elementary)	\$131,244	\$148,486
Average Principal Salary (Middle)	\$138,034	\$154,835
Average Principal Salary (High)	\$156,078	\$170,008
Superintendent Salary	\$280,908	\$338,699
Percent of Budget for Teacher Salaries	27.28	31.41
Percent of Budget for Administrative Salaries	5.21	4.86

Professional Development

Our professional development centers collaboration amongst grade level teams that is focused on cycles of planning for literacy instruction. We are also building our capacity to support students and families through training in Restorative and Trauma Informed Practices. During our meetings, we also engage in collaborative decision making regarding schoolwide needs and action plans according to our community school and SPSA goals. We have various teams that meet regularly to enact these plans including our events team, climate team, instructional leadership team, safety team, coordination of services team, community schools action collaborative, and our attendance team.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	20	35	40