

Dr. Martin Luther King Jr. Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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/>.

2025-26 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	http://king.wccusd.net/
Grade Span	K-6
County-District-School (CDS) Code	07617966004915

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

At King Elementary, we are committed to fostering a safe and supportive learning environment where students grow into confident, prepared, lifelong learners and leaders. We believe that strong collaboration and trust among students, staff, and families create an inclusive, nurturing school community in which all students can thrive. As a full-service community school, we provide a comprehensive range of supports- including our Restore Room, literacy center, and additional services- designed to meet the academic, social-emotional, and practical needs of students and their families.

We begin each day with morning meetings, followed by a schoolwide prioritized Literacy Block designed to ensure all students develop strong, grade-level reading skills. To further support academic growth, we expanded our academic support team to

2025-26 School Description and Mission Statement

provide targeted small-group intervention during the daily Targeted Language Instruction period, where English Learners receive specialized English language development and other students engage in leveled literacy instruction. In addition to our three Learning Center staff members, we now have two Academic Support Providers, one who focuses on our Newcomer students and one who focuses on our Black students. We also have an Instructional Specialist and a Vice Principal who contribute to this work. We offer daily after-school tutoring for students who need additional support. Our academic program is enriched by robust arts instruction in music, dance, band, and visual arts, as well as a gardening and cooking program, a sports program, and opportunities for student leadership through our student council.

As a Community School, we provide integrated supports that address the academic, social-emotional, and basic needs of students and families through strong partnerships and equitable access to resources. Our Community School model emphasizes whole-child development by offering expanded learning opportunities, mental health services, restorative practices, family engagement programs, and connections to community-based organizations. The Community School Director plays a central role in coordinating these services by leading partnerships, overseeing family and community outreach, managing resources such as our food pantry and community closet, and ensuring that programs align with our school’s goals. Through this work, the Community School Director helps create a cohesive system of support that strengthens student success and fosters a more engaged and connected school community.

Our Restore Room provides a supportive space where students can de-escalate, reflect, and engage in restorative practices when challenges arise. Guided by our Restorative Justice Coordinator, the room offers structured opportunities for students to regulate their emotions, repair harm, and build stronger relationships within the school community. This space reinforces our commitment to fostering a positive, restorative school climate.

Our Expanded Learning Program provides students with a well-rounded set of opportunities that support their growth beyond the school day. Students engage in academic learning experiences that reinforce core skills and extend classroom instruction, while also having access to structured homework help to ensure they stay on track academically. In addition, the program offers a variety of sports and physical engagement activities that promote teamwork, healthy habits, and positive social interactions. Together, these elements create a safe, supportive, and enriching environment that meets the diverse needs of our students.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	47
Grade 2	46
Grade 3	46
Grade 4	65
Grade 5	61
Grade 6	60
Total Enrollment	375

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
American Indian or Alaska Native	0.3
Asian	6.4
Black or African American	22.9
Filipino	0.3
Hispanic or Latino	60.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	6.4
White	2.7
English Learners	49.1
Homeless	2.9
Socioeconomically Disadvantaged	92.5
Students with Disabilities	15.5

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.

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)	19.6	92.92	1150.1	75.53	234405.2	84
Intern Credential Holders Properly Assigned	0	0	59.4	3.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	171.6	11.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	50.3	3.3	11953.1	4.28
Unknown/Incomplete/NA	1.5	7.08	91.2	5.99	15831.9	5.67
Total Teaching Positions	21.1	100	1522.8	100	279044.8	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.

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)	19.2	95.07	1081.7	75.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	45.2	3.16	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	155.3	10.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	56.4	3.94	11746.9	4.23
Unknown/Incomplete/NA	1	4.93	94.3	6.58	14303.8	5.15
Total Teaching Positions	20.2	100	1433.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	17.4	89.73	1016.1	72.62	230039.4	100
Intern Credential Holders Properly Assigned	0	0	43.7	3.13	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	190.3	13.6	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	5.14	81.3	5.82	12112.8	4.34
Unknown/Incomplete/NA	1	5.14	67.7	4.84	13705.8	4.91
Total Teaching Positions	19.4	100	1399.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	5.2	5.5
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	4.5	4.3

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0%
Mathematics	Great Minds, Eureka Math Squared, grades TK-5, c2025 - adopted 2025 Amplify, Desmos Math, grade 6, c2025 - adopted 2025	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	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	0%
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	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

7/23/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: MPR: 2. THERMOSTAT COVER IS MISSING. 4. RUBBER MOULDING IS MISSING. HOLES IN WALL AND CEILING. 7. FLOOR OUTLET COVERS ARE MISSING. FOUR LIGHT PANELS ARE OUT. 15. DOOR CLOSER COVER IS MISSING.
Interior: Interior Surfaces		X		158: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. LIGHTS DO NOT TURN ON. FLOOR OUTLET COVER IS MISSING. 160 LIBRARY: 4. WATER DAMAGE ON BOOKSHELF. 7. MULTIPLE LIGHT PANELS ARE OUT (ALSO IN HALLWAY). TWO CAN LIGHTS ARE OUT. 164/ COMPUTER LAB: 4. CEILING TILES HAVE WATER STAINS. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). SIX LIGHT PANELS ARE OUT. FLOOR OUTLET COVERS ARE BROKEN. 166/ TEACHERS WORKROOM: 4. FLOORING IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 170: 4. WALL PAPER IS TORN/LIFTING. 7. ONE CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR DOES NOT OPEN (HALLWAY). 180: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. FLOOR OUTLET COVERS ARE MISSING. ADMIN: 4. CARPET IS LIFTING. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. BOYS REST ROOM (NEAR MPR): 4. HOLE IN WALL (OLD TOILET PAPER DISPENSER). WALL TILES ARE BROKEN. (MENSTRUAL NOTICE NOT POSTED) GIRLS REST ROOM (NEAR MPR): 4. MENSTRUAL PRODUCT DISPENSER IS BROKEN. STALL LOCK HANDLE IS BROKEN/MISSING. 8. ONE STALL IS UNABLE TO BE SECURED. MPR: 2. THERMOSTAT COVER IS MISSING. 4. RUBBER MOULDING IS MISSING. HOLES IN WALL AND CEILING. 7. FLOOR OUTLET COVERS ARE MISSING. FOUR LIGHT PANELS ARE OUT. 15. DOOR CLOSER COVER IS MISSING.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			115 WORKROOM: 5. GRAFFITI ON WALL. 123 STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

School Facility Conditions and Planned Improvements

				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. WALL IS STAINED. 15. DAMAGE TO DOOR. 143 WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 166/ TEACHERS WORKROOM: 4. FLOORING IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 176: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. FLOOR OUTLET COVER IS MISSING. 177: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 178: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 206: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 208: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 211: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FLOOR OUTLET COVER IS MISSING. 11. PAINT IS PEELING ON DOOR FRAME. 214 STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 215 OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT
Electrical			X	114: 7. ONE LIGHT PANEL IS OUT. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING. 15. DOOR SLAMS SHUT. 120: 7. FLOOR OUTLET COVER IS BRKEN. 8. ONE TOILET IS LOOSE AT BASE. 11. PAINT IS PEELING ON WALL (HALLWAY). 129: 7. FLOOR OUTLET COVER IS BROKEN. 130 CUSTODIAN: 7. ONE LIGHT PANEL IS OUT (HALLWAY). 139: 7. ONE LIGHT PANEL IS OUT. 143 WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 156: 7. FLOOR OUTLET COVER IS BROKEN. LIGHTS WILL NOT TURN ON. 158: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. LIGHTS DO NOT TURN ON. FLOOR OUTLET COVER IS MISSING. 160 LIBRARY: 4. WATER DAMAGE ON BOOKSHELF. 7. MULTIPLE LIGHT PANELS ARE OUT (ALSO IN HALLWAY). TWO CAN LIGHTS ARE OUT. 164/ COMPUTER LAB: 4. CEILING TILES HAVE WATER STAINS. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). SIX LIGHT PANELS ARE OUT. FLOOR OUTLET COVERS ARE BROKEN. 165/ TEACHERS LOUNGE: 7. FLOOR OUTLET COVERS ARE MISSING. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. LIGHTS DO NO NOT TURN ON.

School Facility Conditions and Planned Improvements

			170: 4. WALL PAPER IS TORN/LIFTING. 7. ONE CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR DOES NOT OPEN (HALLWAY). 175: 7. ONE LIGHT PANEL IS OUT. 176: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. FLOOR OUTLET COVER IS MISSING. 180: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. FLOOR OUTLET COVERS ARE MISSING. 191 KITCHEN: 7. FOUR LIGHT PANELS ARE OUT. MULTIPLE LIGHTBULBS ARE OUT. 192 SPEED LINE: 7. TWO LIGHT FIXTURES ARE OUT. 194 OFFICE: 7. LIGHT DIFFUSER IS MISSING. 15. DOOR IS DAMAGED. 209: 7. TWO LIGHT PANELS ARE OUT (HALLWAY). 210: 7. TWO LIGHT PANELS ARE OUT. 211: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FLOOR OUTLET COVER IS MISSING. 11. PAINT IS PEELING ON DOOR FRAME. 215 OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT GIRLS REST ROOM (NEAR 170): 7. ONE LIGHT PANEL IS OUT. MPR: 2. THERMOSTAT COVER IS MISSING. 4. RUBBER MOULDING IS MISSING. HOLES IN WALL AND CEILING. 7. FLOOR OUTLET COVERS ARE MISSING. FOUR LIGHT PANELS ARE OUT. 15. DOOR CLOSER COVER IS MISSING. 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) PRINCIPAL: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. NO ROOM ID. STAIR 1: 7. THREE LIGHT PANELS ARE OUT. STAIR 2: 7. MULTIPLE LIGHT PANELS ARE OUT IN HALLWAY/STAIRWELL. 11. PAINT IS PEELING ON HANDRAILS.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	120: 7. FLOOR OUTLET COVER IS BRKEN. 8. ONE TOILET IS LOOSE AT BASE. 11. PAINT IS PEELING ON WALL (HALLWAY). 121: 9. ONE FAUCET HAS A HAMMER EFFECT IN RR. 11. PAINT IS PEELING ON WALL (HALLWAY). 170: 4. WALL PAPER IS TORN/LIFTING. 7. ONE CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR DOES NOT OPEN (HALLWAY). GIRLS REST ROOM (NEAR MPR): 4. MENSTRUAL PRODUCT DISPENSER IS BROKEN. STALL LOCK HANDLE IS BROKEN/MISSING. 8. ONE STALL IS UNABLE TO BE SECURED.

School Facility Conditions and Planned Improvements

				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) UNISEX REST ROOM (ADMIN): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM (NEAR 166): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. TOILET LEAKS AT HANDLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM (NEAR 166): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. UNISEX REST ROOM (NEAR 214): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. UNISEX RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. UNISEX STAFF RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.
Safety: Fire Safety, Hazardous Materials	X			101: 11. PAINT IS PEELING ON INTERIOR WALL AND DOOR FRAME. 15. DOOR CLOSER IS BROKEN ON RR DOOR. 114: 7. ONE LIGHT PANEL IS OUT. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING. 15. DOOR SLAMS SHUT. 120: 7. FLOOR OUTLET COVER IS BRKEN. 8. ONE TOILET IS LOOSE AT BASE. 11. PAINT IS PEELING ON WALL (HALLWAY). 121: 9. ONE FAUCET HAS A HAMMER EFFECT IN RR. 11. PAINT IS PEELING ON WALL (HALLWAY). 133: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON WALL (HALLWAY). 170: 4. WALL PAPER IS TORN/LIFTING. 7. ONE CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR DOES NOT OPEN (HALLWAY). 197 STAGE: 11. PAINT IS PEELING ON HANDRAIL. 211: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FLOOR OUTLET COVER IS MISSING. 11. PAINT IS PEELING ON DOOR FRAME. PRINCIPAL: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. NO ROOM ID. STAIR 2: 7. MULTIPLE LIGHT PANELS ARE OUT IN HALLWAY/STAIRWELL. 11. PAINT IS PEELING ON HANDRAILS.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			101: 11. PAINT IS PEELING ON INTERIOR WALL AND DOOR FRAME. 15. DOOR CLOSER IS BROKEN ON RR DOOR. 114: 7. ONE LIGHT PANEL IS OUT. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING. 15. DOOR SLAMS SHUT.

School Facility Conditions and Planned Improvements

				141: 5. UNSECURED ITEMS ARE STORED TOO HIGH. WALL IS STAINED. 15. DAMAGE TO DOOR. 170: 4. WALL PAPER IS TORN/LIFTING. 7. ONE CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR DOES NOT OPEN (HALLWAY). 194 OFFICE: 7. LIGHT DIFFUSER IS MISSING. 15. DOOR IS DAMAGED. MPR: 2. THERMOSTAT COVER IS MISSING. 4. RUBBER MOULDING IS MISSING. HOLES IN WALL AND CEILING. 7. FLOOR OUTLET COVERS ARE MISSING. FOUR LIGHT PANELS ARE OUT. 15. DOOR CLOSER COVER IS MISSING. PLAYGROUNDS: 14. NON-PUBLIC USE PLAY EQUIPMENT PRESENT. RUBBER TILES ARE LIFTING CREATING TRIP HAZARDS.
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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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	8	7	33	34	47	48
Mathematics (grades 3-8 and 11)	5	3	23	26	35	37

2024-25 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	237	225	94.94	5.06	7.11
Female	112	107	95.54	4.46	6.54
Male	125	118	94.40	5.60	7.63
American Indian or Alaska Native	--	--	--	--	--
Asian	18	16	88.89	11.11	0.00
Black or African American	56	54	96.43	3.57	7.41
Filipino	--	--	--	--	--
Hispanic or Latino	143	136	95.10	4.90	8.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	12	92.31	7.69	0.00

White	--	--	--	--	--
English Learners	122	115	94.26	5.74	1.74
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	9.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	232	221	95.26	4.74	7.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	40	95.24	4.76	7.50

2024-25 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	237	225	94.94	5.06	2.67
Female	112	104	92.86	7.14	0.96
Male	125	121	96.80	3.20	4.13
American Indian or Alaska Native	--	--	--	--	--
Asian	18	16	88.89	11.11	0.00
Black or African American	56	52	92.86	7.14	3.85
Filipino	--	--	--	--	--
Hispanic or Latino	143	138	96.50	3.50	2.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	12	92.31	7.69	0.00
White	--	--	--	--	--
English Learners	122	117	95.90	4.10	0.85
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	232	221	95.26	4.74	2.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	38	90.48	9.52	0.00

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	1.82	1.72	20.89	21.23	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	58	95.08	4.92	1.72
Female	34	32	94.12	5.88	3.13
Male	27	26	96.30	3.70	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	17	17	100.00	0.00	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	35	33	94.29	5.71	3.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	30	27	90.00	10.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	57	96.61	3.39	1.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2024-25 California Physical Fitness Test Participation Rates

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	41.9	41.9	32.3	45.2

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.
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2025-26 Opportunities for Parental Involvement Parent involvement programs at King School: • Monthly Parent Workshops • Monthly Coffee Chats with the Principal • 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, Black History Family Night, and Multicultural History 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

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	442	400	161	40.3
Female	209	188	78	41.5
Male	233	212	83	39.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	27	26	4	15.4
Black or African American	95	91	47	51.6
Filipino	--	--	--	--
Hispanic or Latino	274	245	88	35.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	29	24	15	62.5
White	14	11	7	63.6
English Learners	230	212	73	34.4
Foster Youth	--	--	--	--
Homeless	20	17	10	58.8
Socioeconomically Disadvantaged	433	395	160	40.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	77	72	41	56.9

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
7.08	8.6	5.43	4.81	4.82	4.31	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.02	0.01	0.02	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.43	0.00
Female	3.83	0.00
Male	6.87	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.70	0.00
Black or African American	13.68	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.92	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.45	0.00
White	7.14	0.00
English Learners	3.04	0.00
Foster Youth	0.00	0.00
Homeless	5.00	0.00
Socioeconomically Disadvantaged	5.54	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.49	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.

2025-26 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.

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 2025. 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.

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	0
1	19	6	0	0
2	20	6	0	0
3	18	6	0	0
4	29	0	4	0
5	27	0	4	0
6	20	2	2	0
Other	10	4	0	0

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	0	2	0
1	23	0	2	0
2	25	0	2	0
3	20	1	2	0
4	28	0	2	0
5	28	0	2	0
6	27	0	2	0
Other	10	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	14	2	1	
1	22		2	
2	22		2	
3	22		2	
4	31		2	
5	30		2	
6	28		2	
Other	8	2		

2024-25 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

2024-25 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	1.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	9557.72	3822.84	5734.88	71460.85
District	N/A	N/A	5706.02	\$91,374
Percent Difference - School Site and District	N/A	N/A	-2.6	-16.6
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-61.0	-27.9

Fiscal Year 2024-25 Types of Services Funded

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

AAA WORKSPACE
 AAA WORKSPACE - EPROCUREMENT
 AMAZON (E-PROCUREMENT)
 BAY AREA COMMUNITY RESOURCES, INC
 D HARRIS TOURS INC
 EAST BAY CENTER FOR PERFORMING ARTS
 FIRST STUDENT INC
 FOLLETT CONTENT SOLUTIONS LLC
 GOPHER SPORT
 GROWING TOGETHER - BAY AREA INC
 KBA DOCUMENT SOLUTIONS, LLC
 LUCKY

Fiscal Year 2024-25 Types of Services Funded

MICHAELS TRANSPORTATION
MINDFUL LIFE PROJECT
SIERRA PACIFIC TOURS
SUPER ACHIEVEMENT INC
THE MOSAIC PROJECT
ZEARN INC

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,573	\$60,863
Mid-Range Teacher Salary	\$91,890	\$93,575
Highest Teacher Salary	\$119,395	\$125,548
Average Principal Salary (Elementary)	\$131,244	\$157,645
Average Principal Salary (Middle)	\$138,034	\$165,341
Average Principal Salary (High)	\$156,078	\$182,580
Superintendent Salary	\$280,908	\$357,064
Percent of Budget for Teacher Salaries	25.8%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

Professional Development

Our professional development prioritizes collaboration among grade-level teams through ongoing cycles of planning for both literacy and mathematics instruction, including new math cycles aligned with our district-wide adoption of Eureka Math. We are also strengthening our capacity to support students and families by engaging in training focused on Restorative Practices and Trauma-Informed Practices.

During our meetings, we participate in collaborative decision-making to address schoolwide needs and to develop action plans aligned with our Community Schools goals and the SPSA. Multiple teams meet regularly to carry out this work, 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	35	40	42