
Last updated: 1/25/2016

Last updated: 1/25/2016

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
-
-

Last updated: 1/25/2018

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/18/2018

Last updated: 1/23/2018

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
 - The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.
-

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/2018

All Students	273	254	93.04%	
Male	145	136	93.79%	
Female	128	118	92.19%	
Black or African American	92	90	97.83%	
American Indian or Alaska Native	--	--	--	
Asian	18	16	88.89%	
Filipino	--	--	--	
Hispanic or Latino	146	134	91.78%	--
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	263	248	94.30%	
English Learners	149	137	91.95%	
Students with Disabilities	44	40	90.91%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/25/2016

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Last updated: 1/25/2016

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

Last updated: 1/25/2018

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Parent involvement programs at King School:

- Monthly Parent Meetings (workshops)
- Parent University (2 hours/week for 7 weeks)
- Math, Science, and Literacy Nights
- Parent Information Station first Wednesday of every month
- Parents volunteer in classrooms, lunch time and recess and at events
- Parents assist in themed assemblies by sharing aspects of their culture (art class, cooking class, multicultural assemblies)
- Active ELAC (English Learner Advisory Committee) parent community
- African American Parent Group (meets minimum of once/month)
- School Site Council (SSC)

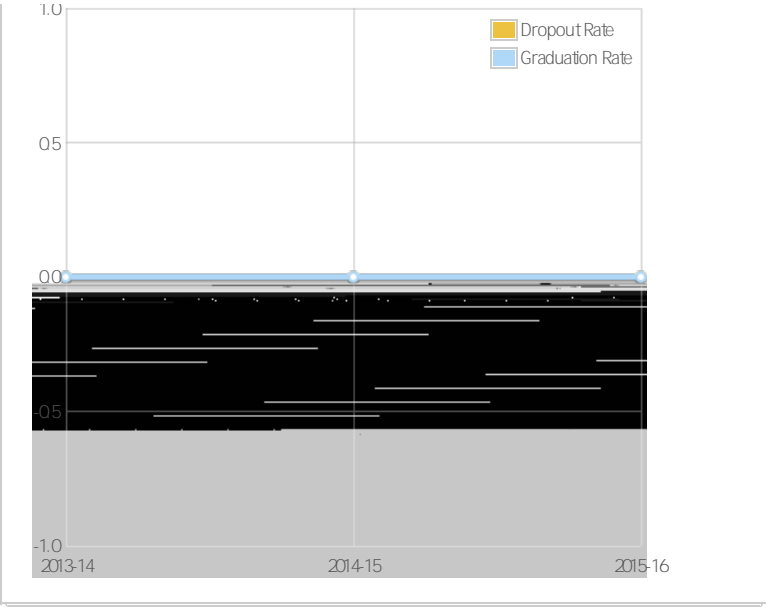
Contact Information for Parental Involvement: Staff Community Engagement Office (510) 307-4526

Last updated: 12/4/2017

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

- High school dropout rates, and
- High school graduation rates

Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	77.7%	84.7%	83.1%	81.0%	82.3%	83.8%



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

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

Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	60.6%

Last updated: 1/26/2018

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

Last updated: 1/25/2018

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/18/2018

School Site	\$15811.7	\$6060.9	\$9750.8	\$57826.6
District	N/A	N/A	\$10107.3	\$61169.5
Percent Difference – School Site and District	N/A	N/A	-3.6%	-5.6%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	38.9%	-31.2%

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

Last updated: 1/18/2018

- LEARNING CENTERS - RESPONSE TO INTERVENTION
- PARENT ENGAGEMENT
- SCHOOL SUPPORT-DATA & ACCOD-ORT-DATA & ACCOCO D a — N

Last updated: 1/18/2018

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

Last updated: 1/25/2018

Staff is focusing professional development in two major areas: reading/writing and school climate change. These areas of focus were chosen using the previous year's data and the current SMART Goals. By focusing on reading/writing we can support the efforts of teachers in accomplishing our SMART Goals for reading, for ELD, and for our African American students. Funding is set aside for observations, additional training in academic intervention, differentiated teaching, mathematics, and classroom management. Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

Last updated: 12/4/2017