

Kingsley Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Kingsley Elementary School
Street	5625 Kingsley Street
City, State, Zip	Montclair
Phone Number	909-984-3634
Principal	Melaine Troesh
Email Address	melaine.troesh@omsd.net
Website	www.omsd.net
County-District-School (CDS) Code	36 67819 6036297

Entity	Contact Information
District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
Website	https://www.omsd.net

School Description and Mission Statement (School Year 2019-20)

Dear Parents and Families:

Welcome to Kingsley, the Conservatory of Music! Our mission is to provide all students with the keys to success which we accomplish through a robust core instructional program with exciting opportunities in music provided by our own full time music teacher and dedicated general education teachers. All students in kindergarten through grade six receive thirty minutes of general music weekly with opportunities in choir, strings, brass, and woodwinds for all upper grade students. Kingsley Lions also showcase their talents in annual performances such as our Winter Concert and Spring Concert. We believe that music increases academic achievement, allows students to express themselves in ways that meet their social and emotional needs, and brings people together.

As a PBIS school, all members of the Kingsley community are taught to be respectful, treating others the way we want to be treated; responsible, doing the right thing even when no one is watching; and compassionate, what hurts my brother/sister hurts me.

In the upcoming year, we will be focusing on improving student scores in language arts and math as we continue to build our Music Conservatory, and we acknowledge that students succeed when teachers, students and families work together. Our theme this year “Thousands of notes, many parts, one masterpiece” highlights the synergy that happens when everyone works together to achieve that which would be impossible alone.

We invite you, our school community, to join us as we create a masterpiece- successful children.

With anticipation,
Melaine Troesh, Principal

Kingsley Elementary is located in the city of Montclair in the southwest corner of the Ontario-Montclair School District. Operating on a traditional calendar, Kingsley currently serves approximately 660 students in grades Pre-K through 6th grade. Since we reside on the border of two cities, our Kingsley population draws primarily from the city of Montclair with a small percentage of families living in Ontario.

This school year marks the fifth school year for Kingsley Elementary as a Music Conservatory. All students in grades PK-6 are provided with weekly music instruction from a fully credentialed music teacher who is an integral part of our school site staff. In addition, upper-grade students may elect to participate in specialty ensembles which rehearse weekly including chorus, beginning band, advanced band, beginning strings, advanced strings, guitar, drums, and with most recent additions of ukulele and piano groups. Thanks to the support of our school board, members of cabinet, staff, parents, students, and community members, Kingsley was awarded both the California Gold Ribbon and a Title 1 Academic Achievement Award four years ago. We eagerly anticipate providing even more opportunities for our community to have their lives enriched through the gift of music as our program expands through the coming years.

Our teachers and support staff work diligently to provide a rigorous core curriculum, while at the same time embracing Positive Behavior Intervention and Supports. Because Kingsley Lions learn the importance of taking responsibility for one’s own work and actions, demonstrating compassion for all living things, and maintaining the utmost respect for others and our environment; Kingsley has been continuously awarded the PBIS Gold and Silver Awards recognition. Being respectful, compassionate, and responsible is the Kingsley way!

The mission of Kingsley Elementary is “Providing the keys to success”.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	115
Grade 1	75
Grade 2	77
Grade 3	84
Grade 4	87
Grade 5	95
Grade 6	74
Total Enrollment	607

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.7
Asian	0.8
Filipino	0.2
Hispanic or Latino	93.2
White	1.8
Two or More Races	0.7
Socioeconomically Disadvantaged	95.4
English Learners	32.6
Students with Disabilities	7.6
Foster Youth	0.5
Homeless	3.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	29	29	28	963
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016	Yes	0%
Mathematics	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards. *TK mathematics materials are from the most recent state adoption.	No	0%
Science	TK- Big Day Houghton-Mifflin- Adopted 2016 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018 *K-6 History/Social Science materials are not from the most recent state adoption; however, the district is in the selection phase to adopt new materials. The district has determined through local review that the materials are still aligned to current state standards.	Yes	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Kingsley School was originally built in 1954 for 450 students, though it has grown over the years and currently is serving approximately 660 students from preschool through sixth grade. Kingsley has a total of 20 permanent classrooms, 14 portable classrooms installed at various times over the past decade, a Library, a Learning Center, an administration building, a teacher workroom and office space for support staff. The former kitchen has been converted into a parent/teacher resource center. The school has a large field and plenty of playground equipment for student recreation. There are 13 restrooms available for students and staff, all of which are in working condition.

The school facility offers an exceptional learning environment with fully functioning lighting, heating and cooling systems and noise negation. Internet access, including wireless, is available in the office and all classrooms. Each classroom has student computers, a printer and a teaching technology station that includes a laptop, document reader, projector, and Smart Board. The district Information Services Department maintains a content filter for all Internet traffic, including E-mail, in accordance with the Children’s Internet Protection Act (CIPA) guidelines.

Over the past few years, Kingsley has completed facility improvements. During the summer of 2011, all gas lines were replaced with new lines throughout the entire school. In the spring of 2015, a new mural was added to an outdoor wall in the courtyard area highlighting Kingsley's Conservatory of Music and college focus, and additional music murals were added to the exterior windows facing the parking lot in the summer of 2015. During the summer of 2016 a new swing set was installed on the upper-grade playground and new murals depicting Kingsley's focus on being "respectful, responsible, compassionate" were installed near the courtyard area. During the 2017-2018 school year, the outside perimeter of the school was upgraded with fencing reaching 6-7 feet. For the 2018-2019 school year, there were a set of monkey-bars replaced in the Upper Grade playground along with the resurfacing of the blacktop ground of all playground areas. During the Winter of 2020 all of Kingsley's Offices and Classrooms were equipped with State-of-the-Art VoIP phone system to ensure communication between all classrooms and offices and the outside areas of campus.

Students are supervised immediately before and after school by certificated and classified staff members. All students, parents and other visitors enter the school through the front gate each morning. At all times, parents and visitors must sign-in and obtain a visitor pass to be on campus. District employees and substitutes all wear district-issued identification badges. In order better protect all students, staff, visitors, and all personnel, Kingsley proudly uses the Raptor system where all visitors must show a valid, government-issued identification. Students are checked out only through the main office.

Kingsley School is maintained in a manner that assures it is in good repair and functional. The administrators work with the three site custodians to ensure a daily cleaning schedule is followed that maintains clean, safe & orderly classrooms, restrooms, and the school grounds, and that the floors, walls, and plumbing and electrical systems are all in good repair. Site and district maintenance and grounds staff make sure that the work necessary to keep the school in good repair, in working order and aesthetically pleasing, are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. To assist in this effort, the district Operations Department annually conducts an in-depth evaluation of each school to determine the condition of the facilities and identify situations that need maintenance, repair or upgrading. The district uses a facility survey instrument (FIT) developed by the State of California Office of Public School Construction to assist with the data gathering during the inspections. All findings are shared with the school administration and work orders for needed repairs are created at that time. The results of this survey are available at the school office or the district office.

In addition, the last state inspection mandated under the Williams Settlement was completed during a visit on August 20, 2019. The visit was described as a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student. The report was forwarded to the Superintendent of Schools. Any areas of concern noted by the team are in the process of correction. Any school deficiencies noted by the team are listed below .

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: August 20, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Cafeteria/kitchen: Soap/Sanitizer dispensers empty. Main Office area: Soap/Sanitizer dispensers empty. In the former Kitchen area, the soap dispenser was noted to be empty and was remedied by routine school head custodian refill on 08-21-2019.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground: Low hanging or broken tree branches pose a safety issue. Playground: Overgrown vegetation poses a trip/safety hazard. Both remedied on 01-06-2020 with work order #197341.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	39	42	43	44	50	50
Mathematics (grades 3-8 and 11)	29	37	31	36	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	340	338	99.41	0.59	42.31
Male	170	168	98.82	1.18	35.71
Female	170	170	100.00	0.00	48.82
Black or African American	13	13	100.00	0.00	38.46
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	311	310	99.68	0.32	42.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	325	323	99.38	0.62	41.18
English Learners	178	176	98.88	1.12	34.09
Students with Disabilities	35	35	100.00	0.00	8.57
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	58	58	100.00	0.00	41.38

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	339	339	100.00	0.00	36.87
Male	169	169	100.00	0.00	35.50
Female	170	170	100.00	0.00	38.24
Black or African American	12	12	100.00	0.00	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	311	311	100.00	0.00	37.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	324	324	100.00	0.00	35.49
English Learners	178	178	100.00	0.00	30.90
Students with Disabilities	35	35	100.00	0.00	14.29
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	58	58	100.00	0.00	36.21

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.7	20.7	26.1

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Kingsley School has a properly constituted and fully functioning School Site Council and Site English Learner Parent Advisory Committee. The SSC meets at minimum five times per year & the SELPAC group meets three times throughout the year, with the SSC focusing on overseeing the Site Plan for Student Achievement and the budget, while the SELPAC group focuses on ensuring Kingsley provides the best education possible for our English-Learner students. All parents are invited to the regularly held “Coffee With The Principal” meetings where parents hear presentations on a wide variety of topics including healthy meals as presented by OMSD’s Food and Nutrition department, mental health as presented by the OMSD Family and Collaborative Services, supporting children at home with homework in Language Arts and Mathematics, how to prepare for Parent/Teacher conferences, Internet safety for children, and OMSD’s Parent Engagement Center. In this venue, parents also have the opportunity to chat with Kingsley’s administrators in a more casual setting. These meetings provide parents with opportunities to ask questions on a variety of topics. Our Kingsley Spanish Language translator ensures that both English and Spanish-speaking parents understand the content of the discussions and be an interactive part of the discussion.

Kingsley also has a Parent Boosters Club (PTO) which all parents are welcome to join. PTO organizes fundraising opportunities and works with the administration to prioritize funding goals for the school year. All school-wide communications (Newsletters, Flyers, Agendas, Connect-Ed telephone calls, etc.) are provided in both English & Spanish. Kingsley conducted a school-wide parent Needs Assessment to determine which topics are a priority for parent groups, and has hosted classes presented by the Parent Center at Linda Vista in both English and Spanish throughout the year. Babysitting is provided at all meetings and classes. Families are encouraged to attend the annual Back-to-School Night and Open House events, enriching music performances, parent workshops for GATE and Special Education families, as well as attend the twice-annual Parent-Teacher Conferences; all held here at the Kingsley Conservatory of Music.

Parents may contact Principal Melaine Troesh for information on any Outreach Services at (909) 984-3634.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.0	3.1	2.3	2.5	2.4	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Kingsley Elementary School's Emergency Response team and plan align with the District-wide emergency response plan. The Kingsley emergency response plan was last reviewed and updated with the staff in October 2019. Kingsley's Safety School Plan and Emergency Handbook has always been an integral part of the school. The plan includes emergency bell signals, fire drills, earthquake procedures, lock-down procedures, bomb threats, and examples for coping with any crisis that may arise. In October 2019 Kingsley practiced an earthquake drill as part of The Great Shake-Out and a VIPER/Intruder/Lockdown drill in September 2019. Kingsley's most recent changes to the Safety Plan include strategies and goals to make Kingsley's walking areas, bus zones, drop-off and pick-up areas safer and more fluid.

Major goals of Kingsley's Safety Plan are:

1. All students and staff members are provided a safe learning and teaching environment.
2. All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school-related activities.
3. District and community safety programs are made available to students and parents.
4. Kingsley School provides an educational environment where students, staff, and community members will effectively communicate in a manner that is respectful to all cultural, ethnic, and religious backgrounds.

Kingsley School has a plan in place to ensure the safety and security of all stakeholders during an emergency situation. Kingsley joined the first cohort in 2013-2014 and became a PBIS (Positive Behavior Interventions and Support) school focusing on providing students and families with clear behavioral expectations which are frequently acknowledged by all staff members. We have since then earned the PBIS Silver Recognition 2018 and PBIS Gold Recognition 2017 and 2019 due to Kingsley's focus on being "Respectful, Responsible and Compassionate" which is clearly communicated to students at the beginning of each school year with a kick-off assembly and explicit teaching of expectations by all staff members. Kingsley staff maintain a 5:1 ratio of five positives per one correction through verbal praise and provision of tickets from which student names are regularly drawn by classroom teachers. Students also have the opportunity to shop Kingsley's PBIS store with their earned Lion tickets once a week during lunch recess for small prizes, books, and special experiences.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	26	1	3		25		4		19	1	5	
1	23		4		22		4		19	1	3	
2	23		3		17	3	2		25		3	
3	23		4		22		4		17	3	2	
4	25		3		28		3		28		3	
5	26		4		26		3		31		3	
6	29		3		21	1	4		20	1	3	
Other**	14	1	1									

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8049.43	1081.68	6967.75	114,706.78
District	N/A	N/A	1497.90	\$87,821.00
Percent Difference - School Site and District	N/A	N/A	129.2	26.6
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-7.4	32.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

All students at Kingsley Elementary School receive a standards based education at the appropriate grade level. Students receive small group, differentiated instruction during Universal Access time in all grade levels as well. Students also receive 30 minutes of English Language Development instruction each day in which they are grouped, assessed and regrouped appropriately in order to meet each student's needs. In addition, students who are two or more years below grade level participate in our Language Arts Intervention time, where students use a variety of programs such as Scholastic Read 180/System 44, iReady, iLit, as well as differentiated mathematics instruction. Intervention opportunities are offered in a small group setting throughout the instructional day based on students' academic needs.

Various Music education opportunities have been offered before and after school to meet the needs of these students, including enrichment opportunities to develop students' Musical Talents. Instructional decisions are based on data derived from Benchmark, Interim Assessments, Formative Assessments and grade level common assessment test results along with Unit Assessments. Writing training and materials were purchased using categorical funds, along with staff development training for Depth of Knowledge and Kagan Cooperative Learning.

The school year is launched with deliberate decisions taken from an intensive review of academic data from the California Assessment of Student Performance and Progress (CAASPP) and other Summative and Formative Assessments. In addition, categorical funds support an Instructional Coach and a Translator to coordinate all assessments and interventions for all student subgroups and to further support classroom teachers in the development and delivery of best practices for all students. Additionally, they assist and train teachers in data analysis and effective instructional strategies. Administration and Support Staff work collaboratively to deliver rich and meaningful professional development to all of Kingsley's teaching staff.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,733	\$45,741
Mid-Range Teacher Salary	\$83,119	\$81,840
Highest Teacher Salary	\$100,254	\$102,065
Average Principal Salary (Elementary)	\$132,145	\$129,221
Average Principal Salary (Middle)	\$134,622	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$289,542	\$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	25	32	26

The Ontario-Montclair School District offers research-based, on-going professional development for certificated, classified, and management employees aligned with the district's Five Year Action Plan goals. Professional development is designed to help employees enhance their knowledge and develop needed skills to provide quality services in order to maximize student learning and achievement. Professional development courses and programs are developed and coordinated through district departments as well as at each school site. The focus of all professional development is based on an analysis of student assessment data, combined with the instructional and management priorities outlined in the goals and objectives of our school improvement plans.

Professional development at the site and district levels address the core curriculum, instructional strategies, standards-based instruction, classroom management, and Common Core Standards. In addition, district level professional development includes workshop sessions and classroom support for beginning teachers (Induction), support for veteran teachers through the Peer Assistance and Review program (PAR), technology training and classroom support, leadership development for administrators, compliance related workshops and a variety of job-specific and mandated training's for classified employees.

OMSD has several sustained initiatives, which Kingsley Elementary has embraced, including Thinking Maps, Professional Learning Communities(PLC), Write From The Beginning, English Learner Support, Kagan Cooperative and Engagement Strategies, and Data-Driven Instruction. Coaches are trained by the district to provide ongoing support at each site to ensure and support high-quality implementation in each classroom. At Kingsley School ongoing, rigorous staff development is an integral part of our school community and is intended to meet the objectives of our School Plan for School Achievement (SPSA).

With the arrival of Common Core and revised California ELD standards, the staff has received training in the monologic/dialogic talk, Webb's Depth of Knowledge, Designated and Integrated ELD, Close Reading, and Eureka Math. During the 2016-2017 school year our Coach, Principal, and teacher leader attended a conference titled "The Art of Coaching," and the two site administrators completed a monthly math training for administrators through CSUSB.

Beginning in the 2015-2016 school year and continuing into 2016-2017, Kingsley has participated in a district-wide practice of Instructional Rounds. Kingsley's leadership team was trained in and completed internal classroom visits during the 15-16 school year to provide data collection to the staff in connection with a school focus on student engagement reaching Depth of Knowledge. Kingsley's Leadership team used the collected data to inform Professional Development. Rounds were also completed later in the 15-16 and 16-17 school years by visiting teachers and administrators from other sites. Kingsley school utilizes our Coach, as well as outside consultants, to continue and develop the implementation of our staff development program.

The following two questions guide our decision making in the planning and implementation of staff development:

How are staff development needs determined?

How is staff development delivered?

Our staff development needs are determined by student learning outcomes. Based on student assessment data, we have designed 2018-2019 opportunities for staff members to look critically at instructional strategies that have been proven to increase student achievement. Once these high yield strategies are identified staff members are given time and training to implement these instructional practices into their everyday teaching and lesson design.

There is weekly time set aside for collaborative, vertical and horizontal, teams. Teachers articulate best practices within and across grade levels and plan for the implementation of these high yield strategies during this time. Kingsley staff participates in weekly data meeting sessions, and lesson study sessions to enhance their craft in planning and implementing the high yield instructional strategies which teacher's have attained through attending professional development opportunities such as Eureka Math Prep and Customization, Eureka Module Study, Focus on Fluency, Balanced Literacy, Developing the Wonders Adoption. Teachers are supported during implementation through the PLC process in which they meet weekly to discuss student performance data. Grade levels are given additional release time for grade level planning. Funding is available to offer additional support for supplemental materials needed.

Kingsley's 2017-2018 6th grade team were pioneers in piloting possible adoptions of the new History-Social Science materials. After providing feedback, the 6th grade team was fully trained in the newly adopted and approved program. During STPT, Structured Teacher Planning Time, the purpose to review data from a specific content area. With the data we use the 4R's process where we Research, Recall, Reflect, and Respond. During the Research portion of our data analysis, we use the data sources available, report the facts. Additionally, we look for trends or areas for concern, look for areas of success. This is an objective data discovery. During the Recall portion of our data analysis, we recall the instructional practices that support or hinder our data. Focusing on the prior school year, recall the realities of classroom, school, district, program, practice and policies. Moreover, we state facts only and discuss what happened. During the Reflect portion of our data analysis, we connect performance (Research) with prior year practices, programs and policies (Recall). Additionally, we consider possible reasons about what occurred last year and how that may have impacted the performance that we observe. During the Respond portion of our data analysis, we discover what might be some possible ways to move forward? These responses tie directly to what was discovered in the reflection process. The purpose of Kagan trainings are to provide staff with researched-based instructional strategies that have been proven to increase students' academic achievement and social outcomes by engaging all students. Instructional Program trainings- Over the past 3 years, we have adopted many programs that are aligned to our Common Core State Standards. These trainings provided to staff supports the implementation of the standards-based programs.