

Kingsley Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School 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
School Website	www.omsd.net/kingsley
County-District-School (CDS) Code	36 67819 6036297

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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. Pre-School children are exposed to music elements by weekly visits from our Music Teacher. 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.

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 545 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.

2023-24 School Description and Mission Statement

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 recently been awarded the PBIS Gold Award multiple times and the Platinum Award for the 2022-2023 school year. Being respectful, compassionate, and responsible is the Kingsley way!

The mission of Kingsley Elementary is "Providing all children the keys to success".

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	54
Grade 2	98
Grade 3	77
Grade 4	73
Grade 5	73
Grade 6	77
Total Enrollment	525

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5%
Male	50.5%
American Indian or Alaska Native	1%
Asian	0.8%
Black or African American	1.7%
Hispanic or Latino	93%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.8%
White	2.7%
English Learners	31.4%
Foster Youth	0.6%
Homeless	3.8%
Socioeconomically Disadvantaged	92%
Students with Disabilities	7.6%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.50	98.00	847.80	91.38	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	13.80	1.49	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.00	0.65	12115.80	4.41
Unknown	0.50	2.00	54.10	5.83	18854.30	6.86
Total Teaching Positions	25.00	100.00	927.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.00	90.91	888.80	90.57	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.90	0.61	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	17.50	1.78	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	9.70	0.99	11953.10	4.28
Unknown	3.00	9.09	59.30	6.04	15831.90	5.67
Total Teaching Positions	33.00	100.00	981.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD’s most recent adoption.	Yes	0%

	K-6 Wonders (McGraw-Hill) – Adopted 2016		
Mathematics	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD’s most recent adoption. K-8 Eureka Math *(Great Minds) – Adopted 2015 and in 2018 for Dual Immersion programs. *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.	No	0%
Science	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD’s most recent adoption. K-5 California Inspire Science (McGraw Hill) Adopted 2019	Yes	0%
History-Social Science	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD’s most recent adoption. K-5 California Vistas* (Macmillan/McGraw- Hill) - Adopted 2006 *K-5 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. 6-8 My World Interactive (Pearson-Scott Foresman/Prentice Hall) Adopted 2018	Yes	0%
Foreign Language	N/A		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	No	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Kingsley School was originally built in 1954 for 450 students, though it has grown over the years and currently is serving approximately 545 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 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. In the summer of 2021 a large Kingsley music mural was added alongside the north of the school- along the 40's bank. During the 2017-2018 school year, the outside perimeter of the school was upgraded with fencing. During the winter of 2020 all of Kingsley's offices and classrooms were equipped with a VoIP phone system to ensure communication between all classrooms and offices and the outside areas of campus. In 2019 a single basketball court was added to the primary playground for the 1st-3rd grades students to enjoy. During the mandated school closures of the COVID pandemic, all HVAC systems were provided with upgraded air filters for the filtration of germs and harmful viruses. There are plans to renovate the Kindergarten playground during the summer break in 2024.

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. Some families utilize the back gate during arrival. 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 to 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 ensures it is in good repair and functional. The administrators work closely 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 an in-person visit on August 23, 2023. 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 were immediately corrected. Any school deficiencies noted by the team are listed below. There were no instructional materials insufficiencies found for the 23-24 school year and all students had their necessary learning materials along with a Chromebook that can be taken home at any time.

Year and month of the most recent FIT report

August 23, 2023

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

School Facility Conditions and Planned Improvements

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys restroom urinal clogged. Work Order #21141
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Overgrown vegetation poses a trip/safety hazard. Work Order #05063 Deteriorating play/sports equipment. Work Order #21019

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	30	34	40	40	47	46
Mathematics (grades 3-8 and 11)	20	29	26	30	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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

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	295	293	99.32	0.68	34.47
Female	137	136	99.27	0.73	38.97
Male	158	157	99.37	0.63	30.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	273	271	99.27	0.73	33.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	74	72	97.30	2.70	18.06
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	173	172	99.42	0.58	29.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	12.50

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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

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	295	294	99.66	0.34	28.57
Female	137	137	100.00	0.00	25.55
Male	158	157	99.37	0.63	31.21
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	273	272	99.63	0.37	29.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	74	73	98.65	1.35	16.44
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	173	173	100.00	0.00	22.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	15.63

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.71	15.94	19.46	22.36	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	69	100.00	0.00	15.94
Female	29	29	100.00	0.00	6.90
Male	40	40	100.00	0.00	22.50
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	60	60	100.00	0.00	13.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	19	19	100.00	0.00	5.26
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	39	100.00	0.00	12.82
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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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	95.8	100	100	95.8	100

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.

2023-24 Opportunities for Parental Involvement

Kingsley encourages and offers multiple opportunities for parent involvement. Parents are encouraged to contact the office for more information and opportunities to become involved at school. All parents are invited to meetings through fliers, monthly newsletters, Connect-Ed announcements, and Parent Square.

We have a properly constituted and fully functioning School Site Council and Site English Learner Parent Advisory Committee. The SSC meets at minimum four 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 SELPAC focuses on ensuring Kingsley provides the best education possible for our English Learner students. All parents are invited to the monthly "Coffee With the Principal" meetings where parents hear presentations on a wide variety of topics. 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. At Kingsley School, Spanish language translators are requested to ensure that both English and Spanish-speaking parents understand the content of the discussions and be an interactive part of the discussion with teachers and other staff. In addition there are GATE and Special Education parent meetings throughout the year.

Kingsley also has a Parent Booster 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. Childcare 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 meetings, as well as attend the twice-annual Parent-Teacher Conferences.

Parents may contact the Principal, Assistant Principal, or Outreach Consultant for information on any outreach services at (909) 984-3634.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	554	546	152	27.8
Female	279	273	70	25.6
Male	275	273	82	30.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	7	7	2	28.6
Asian	4	4	1	25.0
Black or African American	10	10	3	30.0
Filipino	0	0	0	0.0
Hispanic or Latino	514	506	141	27.9
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	4	4	2	50.0
White	14	14	2	14.3
English Learners	179	177	44	24.9
Foster Youth	4	4	0	0.0
Homeless	54	54	17	31.5
Socioeconomically Disadvantaged	512	504	146	29.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	56	56	18	32.1

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.44	1.08	0.03	1.69	1.56	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.08	0
Female	0	0
Male	2.18	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.78	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.68	0
Foster Youth	0	0
Homeless	3.7	0
Socioeconomically Disadvantaged	1.17	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.36	0

2023-24 School Safety Plan

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 August 2023. Kingsley's School Safety Plan and Emergency Handbook have 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 2023, Kingsley practiced an earthquake drill as part of The Great Shake-Out and a VIPER/Intruder/Lockdown drill in September 2023. 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 to pedestrian and vehicle traffic.

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 and safety protocols 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 has a plan in place to ensure the safety and security of all stakeholders during an emergency situation. Kingsley is a PBIS (Positive Behavior Interventions and Support) school focusing on providing students and families with clear behavior expectations which are frequently acknowledged by all staff members. Kingsley encourages students, staff and families to follow the Ontario-Montclair School District's "See something, Hear something, Say Something" safety campaign. This campaign is shared with parents in newsletters as well as students multiple times each school year.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	25		4	
1	25		3	
2	24		3	
3	34		2	1
4	31		2	
5	30		2	
6	31		3	
Other	14	2	1	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4	2	
1	24		4	
2	24		3	
3	23		3	
4	22	2	2	
5	33		1	
6	25		3	
Other	7	4		

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	18	3	1	0
1	18	3	0	0
2	25	0	4	0
3	26	0	3	0
4	24	0	3	0
5	23	0	3	0
6	25	0	3	0
Other	6	1	0	0

2022-23 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	525

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$8,406	\$1,322	\$7,083	\$112,569
District	N/A	N/A	\$1497.90	\$94,232
Percent Difference - School Site and District	N/A	N/A	130.2	17.7
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	-7.1	22.8

Fiscal Year 2022-23 Types of Services Funded

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. Students also receive 30 minutes of designated 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 iReady for Language Arts and Mathematics, iLit, Enhanced Core Reading Instruction (ECRI) strategies, as well as differentiated mathematics instruction. Intervention opportunities are offered in various and focused small group settings throughout the instructional day based on students' instructional needs. Various music education opportunities have been offered by our Music teacher during the school day and after school to meet the needs of these students, including enrichment opportunities to develop students' musical talents.

Kingsley offers many extracurricular activities for students to support their academic and social-emotional needs. Groups of students are offered the opportunity to participate in our Associated Student Body and participate in such clubs as: Homework Club, Photography, Soccer, Basketball, Track and Field, Chess and Gaming Club. Our two student mentors focus on student engagement in school.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$51,330	\$54,215
Mid-Range Teacher Salary	\$91,294	\$86,843
Highest Teacher Salary	\$110,117	\$111,440
Average Principal Salary (Elementary)	\$145,803	\$140,851
Average Principal Salary (Middle)	\$149,251	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$334,284	\$252,466
Percent of Budget for Teacher Salaries	36.06%	33.16%
Percent of Budget for Administrative Salaries	5.98%	5.15%

Professional Development

The Ontario-Montclair School District offers research-based, on-going professional development for certificated, classified, and management employees. 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. Staff provides input on the professional development they would like to engage in.

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 Engagement Strategies, ECRI for Kingergaten-2nd grade and Learning Targets. Teacher-On-Assignment/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 goals and execute the strategies found in our Single Plan for School Achievement (SPSA).

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	34	5	5