

Kempton Elementary
School Accountability Report Card

Board Approved on _____

La Mesa Spring Valley School District

Kempton Street Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information - Most Recent Year

School	
School Name	Kempton Street Elementary
Street	740 Kempton St.
City, State, Zip	Spring Valley, Ca, 91977
Phone Number	619-668-5870
Principal	Wendy Newmark, Principal
E-mail Address	wendy.newmark@lmsvsd.net
County-District-School (CDS) Code	37681976038467

District	
District Name	La Mesa-Spring Valley
Phone Number	(619) 668-5700
Web Site	http://www.lmsvsd.org
Superintendent First Name	Brian
Superintendent Last Name	Marshall
E-mail Address	brian.marshall@lmsvsd.net

Last updated: 12/9/2014

School Description and Mission Statement (Most Recent Year)

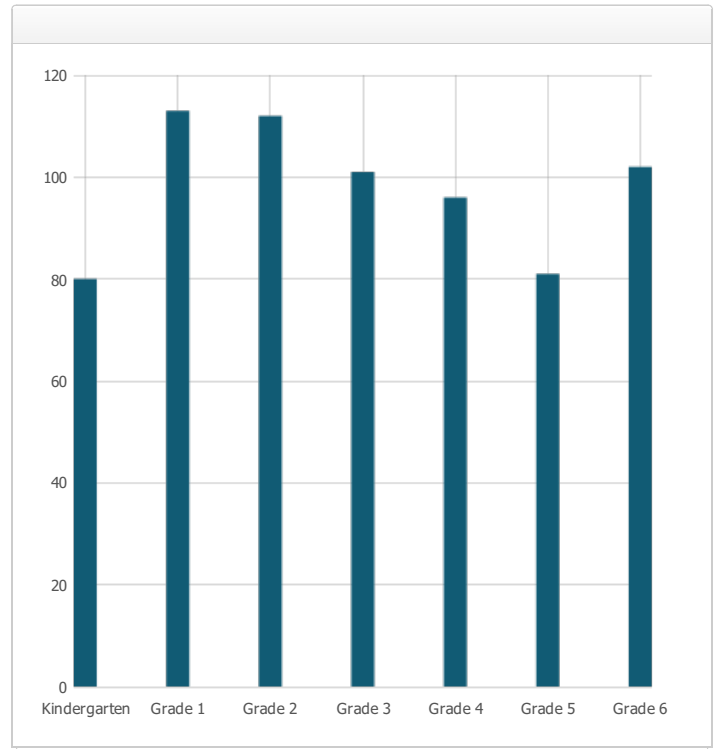
Our mission is to inspire students to become lifelong learners and equip them to become active agents of change in our world. We have high expectations for all students, actively partnering with families to promote high levels of academic performance, build personal responsibility, and develop cooperation in a positive, safe, and caring environment that fosters appreciation for and values individual, linguistic, and cultural diversity.

Kempton Elementary School is committed to results. Our motto is: Believe and Achieve. We set high goals for our students and create supportive and responsive instructional programs that accommodate the needs of and ensure achievement for all students. Learning is relevant, contextual, and actively monitored. Students set goals and monitor their learning. We are also proud to offer an alternative primary language program that fosters biliteracy.

Last updated: 12/9/2014

Student Enrollment by Grade Level (School Year 2013-14)

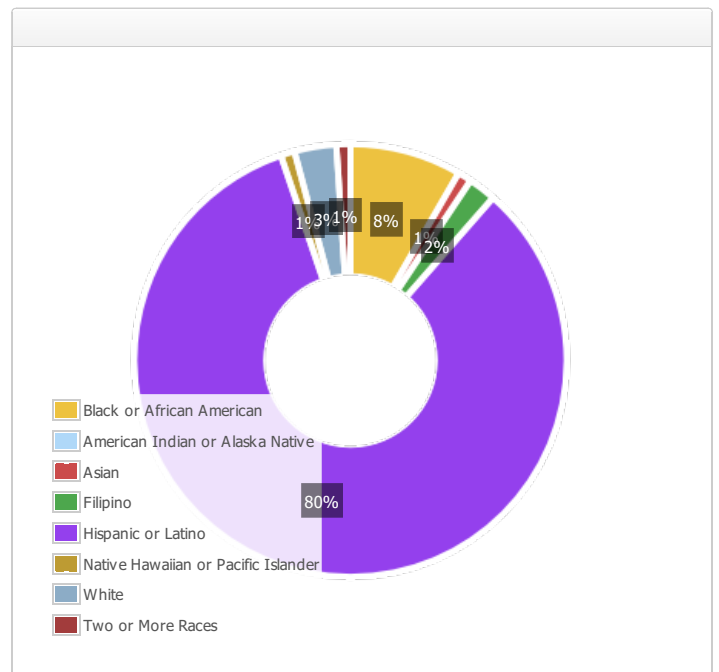
Grade Level	Number of Students
Kindergarten	80
Grade 1	113
Grade 2	112
Grade 3	101
Grade 4	96
Grade 5	81
Grade 6	102
Total Enrollment	685



Last updated: 12/3/2014

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	8.6
American Indian or Alaska Native	0.0
Asian	1.5
Filipino	2.8
Hispanic or Latino	80.9
Native Hawaiian or Pacific Islander	1.3
White	3.4
Two or More Races	1.6
Socioeconomically Disadvantaged	95.8
English Learners	60.0
Students with Disabilities	13.0



Last updated: 12/3/2014

A. Conditions of Learning

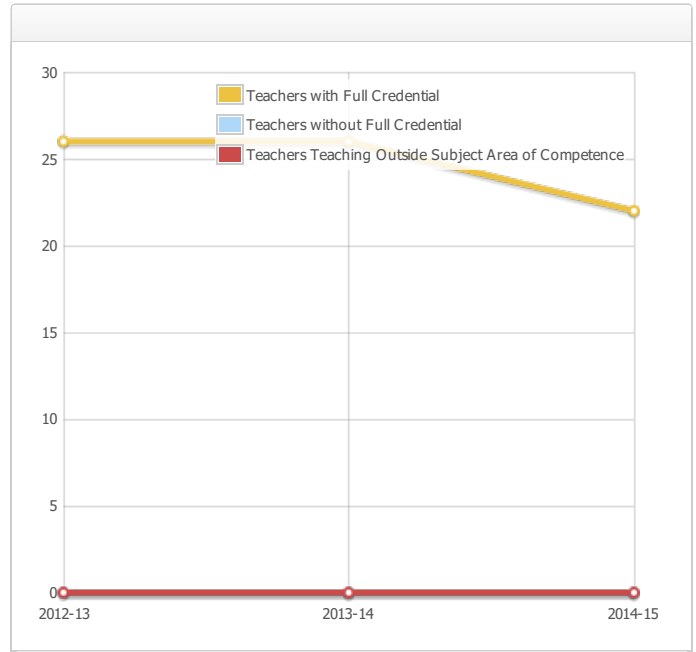
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

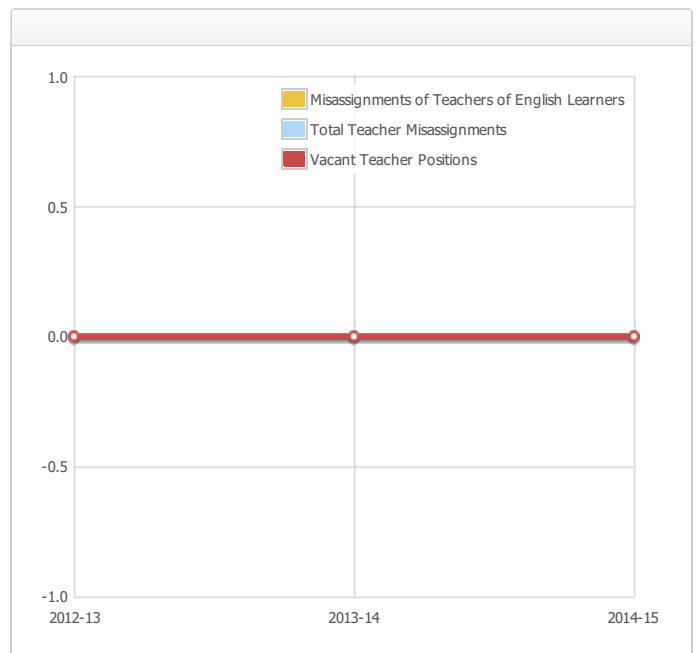
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	26	26	22	503
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/12/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Last updated: 12/12/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 12/12/2014

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: September 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Houghton Mifflin – Medallion</p> <ul style="list-style-type: none"> • 1st: Here We Go, Let's Be Friends, Surprises, Treasures & Wonders • 2nd: Adventures & Delights • 3rd: Rewards & Horizons • 4th: Traditions • 5th: Expeditions • 6th: Triumphs <p>(Adopted 2009)</p> <ul style="list-style-type: none"> • 6th: Holt Rinehart Winston – Literature & Language Arts, Introductory Level (Adopted 2003) <p>Houghton Mifflin - English Language Development Program (Adopted 2013)</p> <p>Houghton Mifflin - California Portals (Adopted 2009)</p>	Yes	0.0
Mathematics	<p>Wright Group – California Everyday Mathematics (Adopted 2008)</p> <p>Glencoe – California Mathematics: Concepts, Skills, and Problem Solving (Adopted 2008)</p>	Yes	0.0
Science	<p>Pearson Scott-Foresman – California Science (Adopted 2007)</p> <p>Holt Rinehart Winston – Holt California Earth Science (Adopted 2007)</p>	Yes	0.0
History-Social Science	<p>Pearson Scott-Foreman – History – Social Science for California</p> <ul style="list-style-type: none"> • Kindergarten: Learn & Work • 1st: Time & Place • 2nd: Then & Now • 3rd: Our Community • 4th: Our California • 5th: Our Nation • 6th: Glencoe McGraw-Hill – Discovering Our Past, Ancient Civilizations <p>(Adopted 2006)</p>	Yes	0.0

Foreign Language		0.0
Health		0.0
Visual and Performing Arts	<p>K – 5: SRA – Art Connections</p> <p>K – 5: Pearson Scott-Foresman – Making Music</p> <p>(Adopted 2008)</p>	<p>Yes</p> <p>0.0</p>
Science Laboratory Equipment (grades 9-12)		0.0

Last updated: 1/6/2015

School Facility Conditions and Planned Improvements - Most Recent Year

This school is inspected continuously throughout the year by the Maintenance and Operations Department staff. Work orders are generated and repairs and/or maintenance is performed as required.

Inspection Date: August 27, 2014

Last updated: 1/7/2015

School Facility Good Repair Status - Most Recent Year

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	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/6/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	51	30	48	68	65	68	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown 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: 12/3/2014

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	68
All Students at the School	48
Male	52
Female	44
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	42
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	46
English Learners	13
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown 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: 12/3/2014

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	33%	39%	40%	57%	62%	61%	54%	56%	55%
Mathematics	48%	52%	52%	58%	63%	61%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	52%	55%	57%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 12/3/2014

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	1	2	3
Similar Schools	2	5	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 12/3/2014

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	4	35	6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	14	34	-7
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	5	39	0
English Learners	11	26	-9
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 12/3/2014

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.8%	19.0%	5.1%

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: 12/3/2014

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

Kempton is committed to actively partnering with parents. We believe that collaboration and mutual support between home and school is the key to student success. Therefore we offer many avenues for parent involvement and parent education. PTA works with staff to support classroom instruction through volunteers and fundraising. SSC (School Site Council) meets on a monthly basis addressing governance. ELAC (English Learner Advisory Committee) meets on a monthly basis and offers several services to educate and empower families. ESL classes are offered on campus through volunteer organizations and local adult schools, and school and district personnel offer frequent parent education classes on a variety of topics relating to both school and home issues.

Contact Person: Wendy Newmark, principal, 668-5870, ext: 4499

State Priority: Pupil Engagement

Last updated: 1/6/2015

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

- High school dropout rates; and
- High school graduation rates.

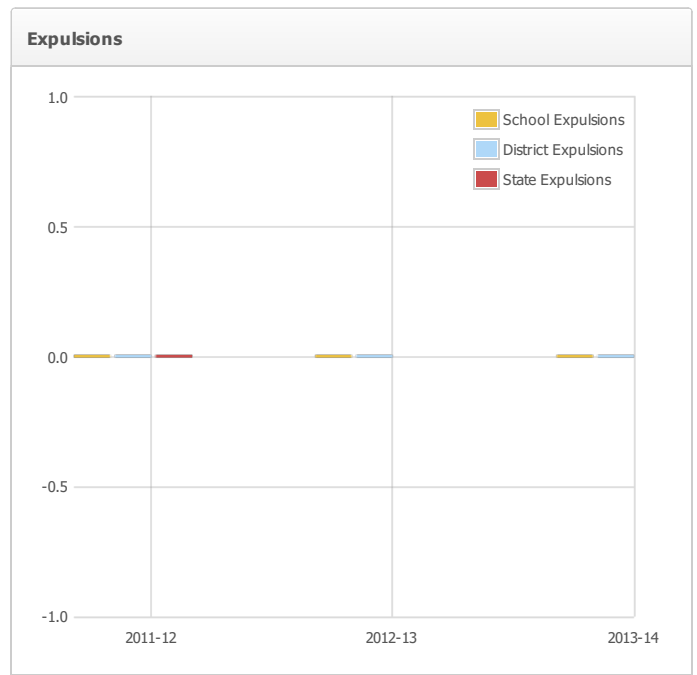
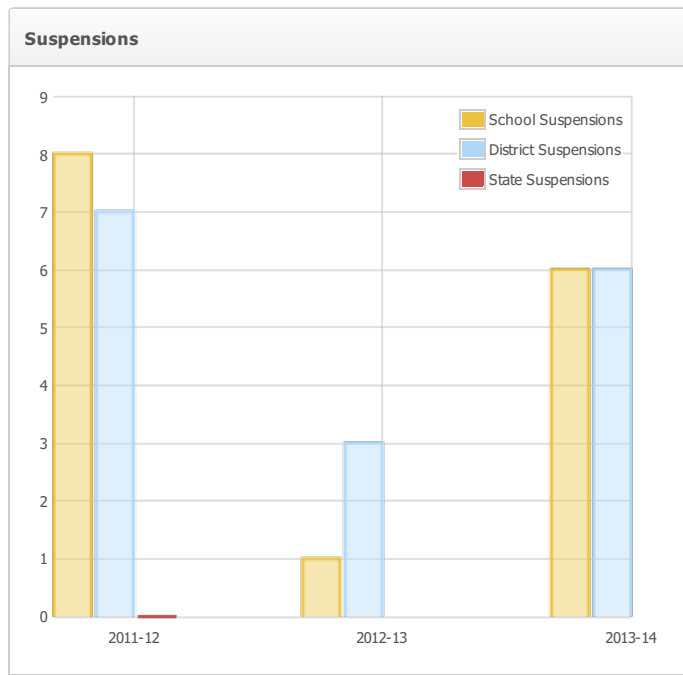
State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	8.50	1.80	6.60	7.30	3.80	6.10			
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00			



Last updated: 1/15/2015

School Safety Plan - Most Recent Year

Current site Comprehensive School Safety Plans (CSSP) are received by the District each year and are approved by the La Mesa-Spring Valley School Board of Educations. Each site's plan outlines systems, programs, and practices in place to ensure a safe school environment including, but not limited to, child abuse reporting, disaster preparedness, campus access, and drug and alcohol education and cessation. Each site has one teacher appointed as the school's Health and Safety Officer. This person and the site principal presented their School Safety Plans to their respective School Site Counsel for review and acceptance prior to submission to the Board of Education.

CSSP presented to School Site Council December 2014

Last updated: 1/7/2015

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.

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2008-2009
Year in Program Improvement *	Year 5	Year 5
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	36.4%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 12/3/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	33.7	0	0	3	28.0	1	3		20.0	2	2	
1	31.0	0	4	0	23.0	2	3		23.0	3	2	
2	25.8	0	4	0	25.0	1	3		22.0	2	3	
3	27.3	1	2	0	26.0	2	2		25.0	1	3	
4	33.7	0	0	3	14.0	5	1		19.0	3	1	1
5	32.0	0	2	2	18.0	4	1	1	16.0	3	1	1
6	28.3	0	4	0	17.0	4	2		20.0	2	3	
Other												

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

Last updated: 12/3/2014

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.8	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.8	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	0.3	N/A

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: 1/6/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4,625	\$582	\$4,043	\$73,246
District	N/A	N/A	\$4,676	\$76,119
Percent Difference – School Site and District	N/A	N/A	-13.60%	-4.00%
State	N/A	N/A	\$4,690	\$70,788
Percent Difference – School Site and State	N/A	N/A	-13.80%	3.00%

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

Last updated: 1/6/2015

Types of Services Funded (Fiscal Year 2013-14)

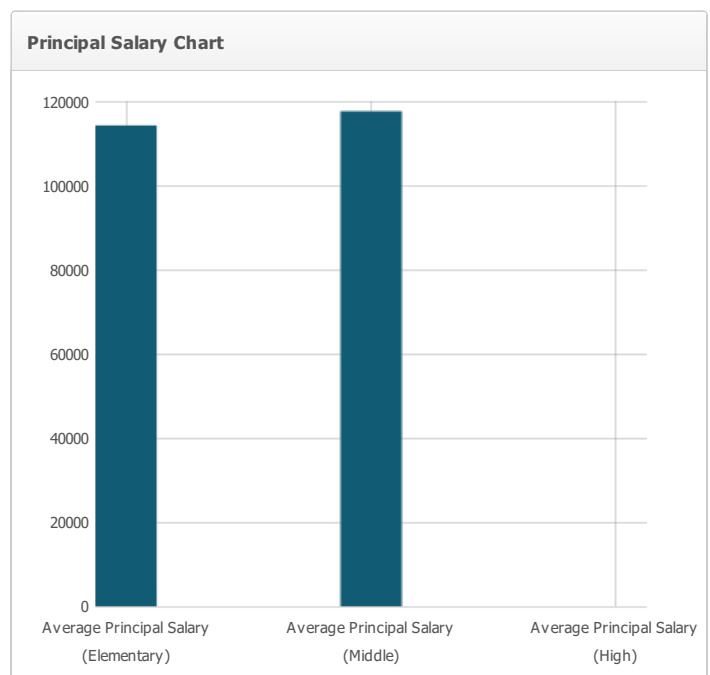
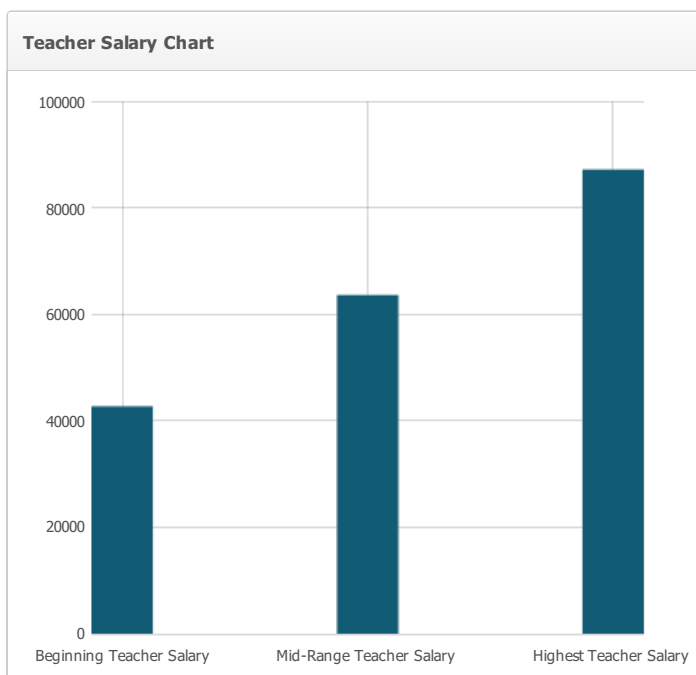
- Title I - Basic Grant
- Special Education
- EIA - Economic Impact Aid
- ASSES - After School Education and Safety
- Title II Part A - Improving Teacher Quality
- Title III - Immigrant Education
- Title III Part A - Limited English
- Lottery

Last updated: 12/3/2014

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,694	\$41,507
Mid-Range Teacher Salary	\$63,593	\$67,890
Highest Teacher Salary	\$87,154	\$86,174
Average Principal Salary (Elementary)	\$114,216	\$109,131
Average Principal Salary (Middle)	\$117,588	\$111,937
Average Principal Salary (High)	\$0	\$109,837
Superintendent Salary	\$185,000	\$185,462
Percent of Budget for Teacher Salaries	42.0%	42.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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



Professional Development – Most Recent Three Years

Professional Development is not a one-time event in La Mesa-Spring Valley. Specific professional development takes place over 100 of the days students are in school. Teacher training is also offered during student breaks and summer. The District staff development is focused on the Implementation of Common Core State Standards.

1. English Language Arts

A. Reading and Content Area Literacy

1. Close Reading
2. Academic Vocabulary
3. Text-based Questions/Answers
4. Increase Reading of Information Texts

B. Writing

1. Opinion/Arguments

C. Speaking and Listening

1. Collaborative Conversations/Accountable Talk

2. Mathematics

A. Math Tasks

B. Performance Tasks

1. Make sense of problems and persevere in solving them
2. Construct viable arguments and critique the reasoning of others

3. Strategic Use of Technology: *How does the technology impact or increase the learning?*

A. SAMR Model

1. Substitution

2. Augmentation

3. Modification

4. Redefinition

4. Depth of Knowledge- A balance of DOK levels in student tasks

A. DOK 1: Recall and reproduction

B. DOK 2: Basic application of skills and concepts

C. DOK 3: Strategic thinking

D. DOK 4: Extended thinking

PLCs: Professional learning communities of teachers at the same grade level and content area work collaboratively every Tuesday afternoon (modified student days) focusing on improving student learning. This includes analyzing student assessment data, writing SMART Goals and Learning Targets, and planning interventions and enrichment for students.

Student Engagement: Ten of the modified Tuesdays are dedicated as Site Learning Days, with principals and Learning Support Resource Teachers providing staff development for teachers in the implementation of Common Core State Standards.

Students with disabilities: Intervention materials for students two or more years below grade level have been adopted for both special education and general education students. Teachers providing interventions (both general education and special education) are receiving training in the use of these materials. Special education paraprofessionals are also being trained in the new materials in order to allow them to support students in their learning. Principals are receiving training in each of these programs used at their sites as well.

Additionally, new teachers are supported by the Beginning Teacher Support and Assessment (BTSA)/Induction program through support providers. The Peer Assistance and Review program supports teachers experiencing difficulty. Classified staff, including clerical and custodial, are given training and workshops related to the needs of their jobs.

Last updated: 1/7/2015