

School Accountability Report Card Reported for School Year 2004-05

Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	Kingsley Elementary	District Name	Ontario-Montclair Elementary
Principal	Lynn Gage	Superintendent	Dr. Sharon McGehee
Street	5625 Kingsley St.	Street	950 West D St.
City, State, Zip	Montclair, CA 91763-3999	City, State, Zip	Ontario, CA 91762-3026
Phone Number	(909) 984-3634	Phone Number	(909) 459-2500
FAX Number	(909) 459-2858	FAX Number	(909) 459-2543
Web Site	www.omsd.k12.ca.us	Web Site	www.omsd.k12.ca.us
E-mail Address	lynn.gage@omsd.k12.ca.us	E-mail Address	sharon.mcgehee@omsd.k12.ca.us
CDS Code	36-67819-6036297	SARC Contact	Richard Archibald-Woodward

School Description and Mission Statement

Information about the school, its programs, and its goals.

Kingsley Elementary is located in the City of Montclair in the southwest corner of the Ontario-Montclair School District. Kingsley School is a single-track year round school serving approximately 830 students in grades K-6.

The mission of Kingsley Elementary, a diverse, community-centered school, is to guarantee all students the essential skills to become life-long learners by addressing their individual needs and strengths through a collaborative process.

The desired goals for Kingsley students are:

- At the end of each academic year, all students will be at or above grade level in identified

- curriculum standards in reading, language, and math as assessed using multiple measures.
- All students will demonstrate knowledge and behaviors of democratic principles as assessed by multiple measures.
- All students will demonstrate behaviors that reflect physical, social and emotional well being as assessed by multiple measures.
- All identified English Language Learners will demonstrate growth in English Language Development as assessed by multiple measures.

Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Lynn Gage	Contact Person Phone Number	(909) 984-3634
<p>At Kingsley School, parents are encouraged to take an active role in supporting their children’s education. Some parents volunteer on a regular basis either in the classroom or in school related activities. Kingsley School holds regularly scheduled meetings with the School Site Council, and the English Language Learners Advisory Council. Both councils include elected members made up of parents, teachers, administration, and staff.</p> <p>Parents may also participate in ESL classes, Parenting Classes, Por La Vida training, Parent-Teacher Conferences, Open House and Back to School Night.</p> <p>Teachers send out a weekly newsletter and several offer parents an opportunity to attend Parent Learning Nights, where parents are taught strategies to help their children at home with literacy and math.</p>			

II. Demographic Information

Student Enrollment -- Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Kindergarten	130
Grade 1	120
Grade 2	118
Grade 3	126
Grade 4	113
Grade 5	112
Grade 6	109
Total Enrollment	828

Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	30	3.6	Hispanic or Latino	747	90.2

American Indian or Alaska Native	1	0.1	Pacific Islander	2	0.2
Asian	9	1.1	White (Not Hispanic)	35	4.2
Filipino	4	0.5	Multiple or No Response	0	0.0

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	Spring 2005	Date Last Discussed with Staff	January 2006
<p>Kingsley Elementary has a Safe Schools Action Plan that was originally developed in 1998 and was reviewed and updated by the School Safety Committee in the spring of 2003. In the winter of 2006, Kingsley School's Emergency Response team began to revise the plan to align with the new District-wide emergency response plan.</p> <p>Kingsley's Safe Schools Plan 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 crises.</p> <p>Major goals of Kingsley's Safety Plan are:</p> <ol style="list-style-type: none"> 1. All students and staff members are provided a safe-teaching and learning 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 will provide the educational environment where students, staff, and community member will effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds. 			

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

<p>A variety of programs that promote a positive learning environment are in place at Kingsley School. Students are offered a variety of incentives for their academic accomplishments, good behavior, good leadership qualities, athletic abilities, and excellent school attendance.</p> <p>They include: Student Conflict Managers, Dodge Ball Monitors, Tetherball Monitors, Student Council, Pizza Parties, Gifted and Talented Education (GATE), Extended Learning Programs, After School Fine Arts Program, After School Safe Schools Program including Tutoring and Homework Club, Lion of the Week, Kingsley Store opportunities, Sports Program, and the SB65 Program (which supports the Breakfast Club, We're All Here and On Time BBQ lunches for excellent class attendance, Points of Pride, Perfect Attendance Trimester Awards, Perfect Attendance Disneyland Trip, Counseling, Responsible Decisions Group, Academic Achievement trimester awards, Academic Scholar's Club, End of the Year Trip for Academic Scholars to Medieval Times, and Student Success Team).</p>
--

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	24	36	58	539	881	708
Rate of Suspensions	2.35%	4.13%	7.00%	1.98%	3.26%	2.69%
Number of Expulsions	0	0	0	1	0	3
Rate of Expulsions	0%	0%	0%	0.004%	0%	0.01%

IV. School Facilities

School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Kingsley School was originally built in 1954 for 450 students, though it has grown over the years and currently is serving 830 students. Kingsley has a total of 20 permanent classrooms, 14 portable classrooms installed at various times over the past decade, a library, a computer lab, an administration building, a teacher work room and office space for support staff. The school has a large field and plenty of playground equipment for student engagement. There are 13 restrooms available for students and staff, all of which are in working condition.

The school facility offers a good learning environment with fully functioning lighting, heating and cooling systems, and noise negation. All of the school's windows were replaced/upgraded during the summer of 2004, and we are currently planning the upcoming construction of a multipurpose room.

Internet access is available in the office and all classrooms. Each classroom has at least four computers and a printer. 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.

Student Safety

Students are supervised immediately before and after school by staff. All students, parents and other visitors enter the school through the front gate each morning. At all other times, visitors enter the school through the office. District employees and substitutes all wear district-issued identification badges. Students who are checked out early are done so by the front office. All staff members are diligent about being aware of adults on campus at all times. Visitors without visitor badges are escorted to the front office for check in.

Maintenance and Repair

Kingsley School is maintained in a manner that assures it is in good repair and functional. The principal works with the four members of the custodial staff to make certain a daily cleaning schedule is maintained so classrooms, restrooms and the school grounds remain clean, safe and orderly, and that the floors, walls, and plumbing system are all in good repair. Site and district maintenance and grounds staffs 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 in use 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 an upgrade. The district uses a facility survey instrument 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 principal 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 state inspection mandated under the Williams Settlement was last completed on April 29, 2005. The report was forwarded to the Superintendent of Schools. Any areas of concern noted by the team were corrected or are in the process of correction. Any school facilities concerns noted by the team are listed in the table below.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides State matching funds to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2004-2005 fiscal year, the district made a basic deposit of \$1,050,246 to the program. Each year the district makes the maximum district match required by the State to fully participate in the deferred maintenance program.

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X	X	<ul style="list-style-type: none"> Room 22 air conditioning not working correctly – (Repaired)
Windows/Doors/Gates (interior and exterior)		X	<ul style="list-style-type: none"> Library Door holes & not closing correctly – (Door closing repaired) Rm 2 door stop & rough edges – (Door edges repaired, PO Pending for door stop)
Interior Surfaces (walls, floors, and ceilings)	X	X	<ul style="list-style-type: none"> Categorical Office hole in wall exposing electrical wiring -- (Repaired) Room 5 torn carpet -- (Repaired) Room 19 torn carpet -- (Interim repair, PO Pending)
Hazardous Materials (interior and exterior)		X	<ul style="list-style-type: none"> Primary Boys Restroom – Paint Peeling – (Repaired)
Structural Damage		X	<ul style="list-style-type: none"> Room 19 Entrance Ramp Problems – (Repaired) Rooms 38-39 entrance ramps sagging – (Repaired) Room 3 dry rot and peeling paint on fascia (PO Pending)
Fire Safety	X		<ul style="list-style-type: none">
Electrical (interior and exterior)	X		<ul style="list-style-type: none"> Categorical Office hole in wall exposing electrical wiring (Repaired)
Pest/Vermin Infestation	X		<ul style="list-style-type: none">
Drinking Fountains (inside and outside)		X	<ul style="list-style-type: none"> Room 1 Low Pressure – (Repaired) Primary Playground fountain turned backwards and low pressure (Repaired) Upper Grade Fountain two of three fountains not working – (1 Repaired, 1 awaiting repair)

Restrooms	X		• Primary Boys Restroom peeling paint around windows – (Repaired)
Sewer	X		•
Playground/School Grounds	X		•
Other	X		•

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	11	14	17	15	17	22	35	36	40
Mathematics	21	23	27	21	22	28	35	34	38
Science		5	4		8	10	27	25	27
History-Social Science				10	12	15	28	29	32

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	10		*	*	16		31
Mathematics	6		*	*	27		31

Science			*	*	4		*
History-Social Science							

CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	16	17	5	17	8	
Mathematics	28	26	21	27	8	
Science	8	0	0	4	*	
History-Social Science						

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT -- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	15	23	16	22	24	23	43	43	41
Mathematics	25	30	31	31	34	33	50	51	52

NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	*		*		17		*
Mathematics	*		*		31		*

NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	17	15	9	16	*	
Mathematics	30	33	25	31	*	

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	20.2	15.8	25.5	16.4	19.0	13.9	24.5	26.7	22.3
7				17.8	21.7	13.9	28.8	30.9	26.8
9							26.7	25.8	27.5

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

	API Base Data				API Growth Data		
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	99	100	100	Percent Tested	100	100	100
API Base Score	507	564	607	API Growth Score	562	597	627

Growth Target	15	12	10	Actual Growth	55	33	20
Statewide Rank	1	1	1				
Similar Schools Rank	2	3	5				

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	505	558	601	API Growth Score	556	593	630
Growth Target	12	10	8	Actual Growth	51	35	29
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	508	564	607	API Growth Score	562	597	627
Growth Target	12	10	8	Actual Growth	54	33	20

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	No	No	No	No	No

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "n/a" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	No	Yes	Yes	No
African American	N/A	N/A	Yes	Yes	Yes	No
American Indian or Alaska Native	N/A	N/A	Yes	N/A	N/A	Yes
Asian	N/A	N/A	Yes	Yes	Yes	Yes
Filipino	No	N/A	Yes	No	Yes	Yes
Hispanic or Latino	No	No	No	No	Yes	No
Pacific Islander	N/A	N/A	Yes	N/A	N/A	Yes
White (not Hispanic)	N/A	N/A	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	No	Yes	No	No	Yes	No
English Learners	No	No	No	No	No	No
Students with Disabilities	N/A	N/A	Yes	No	No	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information

about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		---
Year in Program Improvement (Implementation Level)	Year 3	---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	20
Percent of Schools Currently in Program Improvement	---	58.8

VI. School Completion (Secondary Schools)

Not Applicable

VII. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.5	7	1		22.6		5		21.5	1	5	
1	17.5	9	1		18.7	7			20.2	4	2	
2	16.6	10			19.1	6	1		16.7	7		
3	23.5	1	7		25.8	1	4		25.2		5	
4	19.6	3	5		32.5		3	1	28.5		4	
5	23.6	2	5		27.5		4		28.0		4	
6					29.0		4		27.3		4	
K-3												
3-4												
4-8												
Other												

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

No data are available for this section

Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	0%	0%

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	90.0
All Schools in District	85.5
High-Poverty Schools in District	82.8
Low-Poverty Schools in District	0.0

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	49	39	39
Teachers with Full Credential	36	33	34
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	0	0	0
Teachers in Alternative Routes to Certification (district and university internship)	9	6	4
Pre-Internship	1	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	3	0	1
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally

recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0.0	0.3
Master's Degree plus 30 or more semester hours	15.4	10.5
Master's Degree	10.3	10.7
Bachelor's Degree plus 30 or more semester hours	33.3	49.2
Bachelor's Degree	41.0	29.3
Less than Bachelor's Degree	0.0	0.0

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions			1

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

As identified in the Agreement between the Ontario-Montclair School District and the Ontario-Montclair Teachers Association, all evaluation procedures reflect Education Code 44660 and any subsequent legislation. Probationary and temporary unit members are evaluated each school year. Permanent unit members are evaluated at least every other school year except upon agreement of the evaluator and unit member as provided in the contract. When any unit member has received an unsatisfactory evaluation, the unit member shall be evaluated annually until he/she achieves a satisfactory evaluation or is no longer employed by the district. All teachers are evaluated using a rubric based upon the California Standards for the Teaching Profession, which is found in the teacher contract. The timelines and format for evaluations are negotiated during the collective bargaining process and are reviewed as needed. All evaluations are discussed between the administrator and the unit member before being sent to the Human Resources Department for review and filing in the individual personnel file.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

During the 2005-2006 school year, the Ontario-Montclair School District has experienced some difficulty in filling teacher vacancies due to absences. This is due in part to changes in credentialing requirements for long-term substitute vacancies, additional requests for substitutes due to staff development activities, and a limited substitute pool.

To minimize the impact on instruction and to increase our ability to meet substitute needs, the District has instituted a variety of activities for both short term and long range planning. During peak request periods, district administrators are used to fill vacancies and certain staff development activities are postponed or re scheduled to meet demand. We are preparing to institute an online substitute request system, which will allow vacancies/requests to be filled months in advance. We also accept applications each month for adding to our substitute pool. Our ongoing monthly substitute training allows for our substitutes to be adequately prepared to accept any assignment.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	.4
Library Media Teacher (Librarian)	
Psychologist	.2
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	1
Other	1.5

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

Kingsley is headed by a new principal this year: Lynn Gage. The school no longer has an assistant principal. The principal is aided by a leadership team which is composed of grade level leaders who meet occasionally with the principal as project implementation demands.

The instructional leaders at Kingsley are dedicated to:

- Improving student achievement.
- Ensuring a safe and secure learning environment for students.
- Maintaining a collaborative, respectful, and supportive environment that values our diverse community.

The instructional program for all students at Kingsley is based on the California Standards and uses the objectives of the Ontario-Montclair School District Master Curriculum to map out the learning goals for all students.

The School Site Council, composed of representative members from the teaching staff, administrative staff, classified staff, and the parent population, is an advisory board for the school. Monthly meetings are held where many items that affect the school, its programs, and its budgetary issues are reviewed and discussed. The school also maintains an active English Language Learners Advisory Council. This council also consists of teachers, administrators, staff, and parents who have been elected into their positions. It too reviews and discusses issues that relate to English Language Learners.

The administrators at Kingsley have a systematic and consistent method for monitoring student performance and progress and reporting to the school community. Teachers meet each trimester with administrators to review and discuss student data.

Prior to the meeting, administrators study and interpret disaggregated data that is made available by the district's Research and Accountability Department. These data are shared and discussed every trimester with each individual teacher. Special emphasis is given to guiding teachers in the interpretation of data to help in the design and differentiation of instruction. The data help teachers clearly see whether standards-based instruction in their class is effective. This has proven to be a very valuable method of guiding teachers in effective teaching practices. Teachers report student progress to parents via Parent-Teacher Conferences, informal conferences, telephone conversations, and progress reports.

Professional Development

Information about the program for training the school's teachers and other professional staff.

The Ontario-Montclair School District provides quality on-going professional development for all certificated, classified and management employees to help them acquire the necessary knowledge and skills to do their job well and maximize student learning and achievement. Professional development courses and programs are developed and coordinated through the district's Robert Hardy Professional Development Center as well as at each school site. The focus of all professional development is based on the instructional and management priorities outlined in the goals and objectives of our strategic and school improvement plans.

Professional development at the site level addresses the core curriculum, instructional strategies, standards-based instruction, and classroom management. In addition to those areas addressed at the site, the district level professional development includes sessions and classroom support for beginning teachers (BTSA), courses for teachers working towards on their teaching credentials, support for veteran teachers through the Peer Assistance and Review program (PAR), technology training, leadership development for administrators, compliance related workshops and a variety of job-specific training for classified employees.

Kingsley School Administrators have used the results of data to prioritize professional development for the staff. Staff development is provided on the basis of staff needs and interests. It is designed to guarantee student academic achievement. Staff development is supported by site training, conferences, and training at the Hardy Professional Development Center. Teachers new to the school receive additional training and assistance from district mentors, a site support provider, literacy coach, and staff support.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts,

mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Grades	Quality and Currency of Textbooks and Instructional Materials
Language Arts	K-6 (2003)	California Reading (Houghton Mifflin)
	6-8 (2003)	Language of Literature (McDougal Littell)
Mathematics	K-6 (2002)	Houghton Mifflin Elementary Mathematics (Houghton Mifflin)
	7-8 (2001)	Concepts and Skills Course 2 & Algebra (McDougal Littell)
	6-8 (2001)	Skills Intervention (Prentice Hall)
	6 (MS) (2001)	Mathematics (Harcourt Brace)
	6-8 (2001)	Intervention Strategies and Activities (Harcourt Brace)
Social Science	K-6 (2000)	Adventures in Time and Place (McGraw-Hill)
	7 (2000)	Across the Centuries (Houghton Mifflin)
	8 (2000)	History of Us (Oxford Press)
	5-8 (supplemental)	History of Us (Oxford Press)
Science	K-5 (2001)	Harcourt Science (Harcourt Brace)
	6-8 (2001)	Science Explorer (Prentice Hall)
English Language Development	K-6 (1997)	Into English! (Hampton Brown)
	4-6 (1997)	Regents (Prentice Hall)
	7-8 (1997)	Making Connections (Heinle & Heinle)
Art	K-5 (1999)	Art Connection (SRA/McGraw-Hill)
	6-8 (1999)	Middle School Art Series (Glencoe/ McGraw-Hill)
Music	K-8 (1999)	Share the Music (McGraw-Hill)
Intervention 4-8	Glencoe/ McGraw-Hill	Language
	Hampton-Brown	High Point
	Scholastic	READ 180
	Wright Group/ McGraw-Hill	Fast Track

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned and state-adopted textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health as appropriate. The information also includes a description of any supplemental curriculum adopted by the local governing board.

At the September 15, 2005 and October 20, 2005 meetings of the Board of Trustees, the Board verified the sufficiency of instructional materials for the 2004-2005 school year. All students have access to the state adopted and standards aligned textbooks and materials during the course of the school day and at home when needed.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
------------------------------	--

Reading/Language Arts	
Mathematics	
Science	
History-Social Science	
Foreign Language	
Health	
Science Laboratory Equipment (grades 9-12)	

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	40,470	36,000
1	51,230	50,400
2	51,230	50,400
3	51,230	50,400
4	54,030	54,000
5	54,015	54,000
6	54,015	54,000

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

There are three days per school year for staff development. Twelve minimum days (210 minutes) are scheduled throughout the year to accommodate for two Parent Conference Weeks, Back to School night, and Open House. One day (180 minutes) is designated as a minimum day which is the last day of school.

X. Postsecondary Preparation (Secondary Schools)

Not Applicable

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. Note: County offices of education are not required to

report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,062	\$38,749
Mid-Range Teacher Salary	\$60,581	\$61,369
Highest Teacher Salary	\$72,261	\$75,429
Average Principal Salary (Elementary)	\$94,311	\$94,485
Average Principal Salary (Middle)	\$97,052	\$97,032
Superintendent Salary	\$158,080	\$143,443
Percent of Budget for Teacher Salaries	43.6	44.2
Percent of Budget for Administrative Salaries	5.9	5.4

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$176,026,138	\$6,507	\$6,643	\$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Currently the district spends \$6,507 per student. Eighty-five percent of all district expenses go to personnel costs, including teachers, instructional assistants, support staff and administrators. The remaining fifteen percent is spent on books and instructional materials, supplies, maintenance and operations of school facilities, staff development and support for district departments.

Kingsley School receives separate special funds from categorical funding and from special grants. These funds come from the state and federal government to be used for specific targeted purposes. The School Plan, which is reviewed and approved annually by the School Site Council, the Site's Strategic Plan, and the Immediate Intervention for Under Performing Schools Action Plan are the driving force that directs how the money is spent.

The supplemental services that are funded at Kingsley are: Teacher On Assignment for CELDT/ELD, Teacher On Assignment for Math and Technology, Outreach Consultant, Montclair Community Collaborative, Bilingual Family Counseling, Por La Vida nutrition class for parents, ESL classes for parents, On Wheels Learning classes for parents, health referrals, transportation services, On Line to College, Professional Development for Teachers, and Extended Learning Program Facilitator.