

# Clara J. King Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Clara J. King Elementary School
<b>Street</b>	8710 Moody Street
<b>City, State, Zip</b>	Cypress CA, 90630
<b>Phone Number</b>	(714) 220-6980
<b>Principal</b>	Jacki Teschke
<b>E-mail Address</b>	jteschke@cypsd.org
<b>Web Site</b>	ki.cypsd.org
<b>CDS Code</b>	30-66480-6027791

<b>District Contact Information</b>	
<b>District Name</b>	Cypress School District
<b>Phone Number</b>	(714) 220-6900
<b>Superintendent</b>	Anne Silavs
<b>E-mail Address</b>	asilavs@cypsd.org
<b>Web Site</b>	www.cypsd.org

### **School Description and Mission Statement (School Year 2018-19)**

The mission of Clara J. King School, in partnership with parents and our diverse community, is to empower students to reach their full potential as responsible, productive, and contributing members of our global society by maintaining high expectations; by providing a powerful and innovative curriculum that emphasizes critical thinking and creative problem-solving skills. We challenge students and staff to strive for excellence; by providing a safe, risk-free learning environment that encourages mutual respect, responsibility, and positive self-worth.

King School is a Professional Learning Community. We are proud of our partnerships with parents, PTA, community resources, and on-site after-school programs that support our school goals. King School has several programs and opportunities for students to improve their academics and citizenship, such as PATHS, Class Act, Club King after school program, after-school performing arts program, choral music instruction, and an instrumental music program. Furthermore, our partnerships have grown with the adoption of Playworks, PIQE, Student Advisory Committee, and support from our local Kiwanis and Rotary Clubs, Children's Advocacy Council, Summer Harvest, and other community service clubs and business partners.

### **Student Enrollment by Grade Level (School Year 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	97
<b>Grade 1</b>	63
<b>Grade 2</b>	62
<b>Grade 3</b>	75
<b>Grade 4</b>	76
<b>Grade 5</b>	75
<b>Grade 6</b>	88
<b>Total Enrollment</b>	536

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	0.6
Asian	25.6
Filipino	7.1
Hispanic or Latino	36.6
Native Hawaiian or Pacific Islander	0.9
White	16.6
Socioeconomically Disadvantaged	61.6
English Learners	20.1
Students with Disabilities	9.3
Foster Youth	0.9

**A. Conditions of Learning**

**State Priority: Basic**

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

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

**Teacher Credentials**

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	26	25	28	182
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

**Year and month in which data were collected:** September 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced - Adopted 2018 Language Live - Adopted 2018	Yes	0
Mathematics	McGraw-Hill - Adopted 2015 My Math (K-5) Course 1 (6)	Yes	0
Science	Macmillan/McGraw Hill (K-5) - Adopted 2008 Holt(6th) - Adopted 2008	Yes	0
History-Social Science	Harcourt - Adopted 2008	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

The information is 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.

### School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 2018 November		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 2018 November	
Overall Rating	Exemplary

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

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

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	53.0	56.0	66.0	69.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	49.0	54.0	63.0	66.0	37.0	38.0

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

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

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	317	308	97.16	56.49
<b>Male</b>	172	167	97.09	46.71
<b>Female</b>	145	141	97.24	68.09
<b>Black or African American</b>	15	14	93.33	28.57
<b>Asian</b>	81	78	96.30	80.77
<b>Filipino</b>	22	22	100.00	72.73
<b>Hispanic or Latino</b>	118	114	96.61	39.47
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	50	49	98.00	55.10
<b>Two or More Races</b>	28	28	100.00	60.71
<b>Socioeconomically Disadvantaged</b>	193	186	96.37	48.39

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
English Learners	108	103	95.37	64.08
Students with Disabilities	45	42	93.33	11.90
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	317	312	98.42	53.85
Male	172	170	98.84	50
Female	145	142	97.93	58.45
Black or African American	15	14	93.33	7.14
Asian	81	81	100	77.78
Filipino	22	22	100	72.73
Hispanic or Latino	118	115	97.46	37.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	50	49	98	61.22
Two or More Races	28	28	100	50
Socioeconomically Disadvantaged	193	189	97.93	45.5
English Learners	108	107	99.07	61.68
Students with Disabilities	45	42	93.33	14.29
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.8	26.3	21.1

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.

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (School Year 2018-19)**

The School Site Council (SSC) is an advisory group that meets regularly to receive information, discuss school programs, and provide input toward school-based decision-making. The SSC is composed of the principal, three classroom teachers, one other school staff member, and five parents of students. Per Education Code 52870, the English Learner Advisory Committee (ELAC) has delegated their authority to the school’s established School Site Council. All meetings are open to the public. Parents are encouraged to attend Title 1 parent meetings, and parent education events at school, as well as our annual Back-to-School Night and Open House.

The school actively seeks parent involvement in school programs in a variety of ways:

- Parents are invited to participate in a nine-week workshop that empowers them with information about King School and how they can best support their children throughout their entire education.
- Parent representation for the district LCAP committee and district ELAC.
- Parent representatives assist with our Class Act music program.
- PTA supports the school program by encouraging and organizing parent involvement, promoting the self-esteem of students, and enriching the school program by providing special programs, services, and activities.
- A number of parents and community volunteers work in the classrooms assisting teachers and school staff in a variety of ways to effectively lower adult to student ratio.
- Many volunteers assist in the office, library, computer lab, and other areas of the school as needed.
- Parents accompany classes on field trips and with classroom incentives and special activities.

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	0.7	0.7	0.3	0.4	0.6	0.4	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

The school has developed a disaster plan for use in an emergency situation. Staff members are trained and assigned responsibilities for plan implementation. There are monthly disaster drills for school-wide safety. The school and district also work in conjunction with the community-based School Community Alert Team (SCAT). School inspection reports rated the cleanliness, orderliness, and care of the school as satisfactory. The School Safety Plan was reviewed on 12/04/2018.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	23		4		16	4	1		24		4	
<b>1</b>	26		3		21	1	2		26		2	
<b>2</b>	31		2		25		3		24		3	
<b>3</b>	29		3		32		2		25		3	
<b>4</b>	26		3		32		3		30		2	
<b>5</b>	26		3		30		3		30		3	
<b>6</b>	28		3		29		3		29		3	

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

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



**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	-	0
Counselor (Social/Behavioral or Career Development)	-	N/A
Library Media Teacher (Librarian)	-	N/A
Library Media Services Staff (Paraprofessional)	0.49	N/A
Psychologist	.7	N/A
Social Worker	-	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.9	N/A
Resource Specialist (non-teaching)	.16	N/A
Other	.84	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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	535	378.62	\$10,280	\$86,914
District	N/A	N/A	\$10,280	\$85,422
Percent Difference: School Site and District	N/A	N/A	0.0	1.7
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	36.3	13.3

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

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

**Types of Services Funded (Fiscal Year 2017-18)**

Special Education  
 Title III English Language Intervention  
 Title I Services

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,051	\$48,064
Mid-Range Teacher Salary	\$86,122	\$75,417
Highest Teacher Salary	\$106,313	\$94,006
Average Principal Salary (Elementary)	\$125,208	\$119,037
Average Principal Salary (Middle)	\$0	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$202,000	\$183,692
Percent of Budget for Teacher Salaries	38.0	36.0
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)

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Staff development priority areas are based on curriculum focuses and district needs. Areas of emphasis are identified each year to align with Common Core State Standards and State Frameworks. Curriculum revisions are an ongoing process with the major revision of every curriculum area corresponding to the year of the textbook adoption. The annual number of school days dedicated to staff development for the most recent three-year period is 3 days.

King School plans at least one additional staff development day through the use of Title 1 funds. In addition to our district priority goals, our staff development focus for the school year included ST Math, Thinking Maps, Writing, Math (CGI). Our Positive Behavior Interventions and Supports (PBIS) staff team have continued to work with the rest of the staff to improve behaviors and school climate.

Classified employees have been trained in Thinking Maps and behavior management strategies. They attend additional in-services relevant to their specific assignment.