

Clara J. King Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Clara J. King Elementary School
Street	8710 Moody Street
City, State, Zip	Cypress CA, 90630
Phone Number	(714) 220-6980
Principal	Jacki Teschke
Email Address	jteschke@cypsd.org
Website	ki.cypsd.org
County-District-School (CDS) Code	30-66480-6027791

Entity	Contact Information
District Name	Cypress School District
Phone Number	(714) 220-6900
Superintendent	Anne Silavs
Email Address	asilavs@cypsd.org
Website	www.cypsd.org

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

Clara J. King School is located in the northwestern-most part of Orange County. It has 573 students who attend TK through sixth grade and come from a very diverse community. Many students who attend King School have parents who grew up in Cypress, and many also attended King School. Our mission is simply stated yet very complex: We strive to meet the needs of Every Student, Every Moment, for Every Opportunity. In order to achieve our mission, we continually explore ways to address how to best help each of our students be an optimal learner and a well-adjusted child.

King is the only Title 1 school in the Cypress School District, with close to double the amount of socioeconomically disadvantaged students as the district average. King School has programs that are unique because the needs of our students and families are different from those in the other schools in the Cypress School District: 59% of the 573 students who attend King School are economically disadvantaged; 27% of students at King School speak a first language other than English. Of the subgroups at King School, the largest is our Hispanic population that comprises 41% of students enrolled.

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

Grade Level	Number of Students
Kindergarten	96
Grade 1	84
Grade 2	67
Grade 3	75
Grade 4	82
Grade 5	78
Grade 6	87
Total Enrollment	569

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.2
Asian	26.9
Filipino	6.7
Hispanic or Latino	38.7
Native Hawaiian or Pacific Islander	1.1
White	16.7
Two or More Races	7
Socioeconomically Disadvantaged	55.2
English Learners	24.4
Students with Disabilities	9.7
Foster Youth	0.2
Homeless	15.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	28	31	183
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

Year and month of the most recent FIT report: 2019 November

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	56	59	69	69	50	50
Mathematics (grades 3-8 and 11)	54	55	66	67	38	39

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

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

CAASPP Test Results in ELA by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	326	319	97.85	2.15	58.93
Male	172	169	98.26	1.74	53.85
Female	154	150	97.40	2.60	64.67
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Asian	84	80	95.24	4.76	77.50
Filipino	22	22	100.00	0.00	72.73
Hispanic or Latino	134	131	97.76	2.24	45.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	45	45	100.00	0.00	68.89
Two or More Races	28	28	100.00	0.00	60.71
Socioeconomically Disadvantaged	186	182	97.85	2.15	48.90
English Learners	91	85	93.41	6.59	61.18
Students with Disabilities	45	43	95.56	4.44	27.91
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	53	53	100.00	0.00	45.28

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	326	325	99.69	0.31	55.25
Male	172	172	100.00	0.00	55.81
Female	154	153	99.35	0.65	54.61
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	84	84	100.00	0.00	84.52
Filipino	22	22	100.00	0.00	63.64
Hispanic or Latino	134	133	99.25	0.75	40.60
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	45	45	100.00	0.00	59.09
Two or More Races	28	28	100.00	0.00	46.43
Socioeconomically Disadvantaged	186	186	100.00	0.00	45.95
English Learners	91	91	100.00	0.00	59.34
Students with Disabilities	45	44	97.78	2.22	20.45
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	53	53	100.00	0.00	35.85

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

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

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

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.2	7.5	51.2

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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 its 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:

- * 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.7	0.3	0.0	0.6	0.4	0.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 10/30/19.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	16	4	1		24		4		24		4	
1	21	1	2		26		2		21	1	3	
2	25		3		24		3		22		3	
3	32		2		25		3		25		3	
4	32		3		30		2		27		3	
5	30		3		30		3		26		3	
6	29		3		29		3		29		3	
Other**												

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

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

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	536	378.62	\$10,280	\$87,693
District	N/A	N/A	\$10,280	\$85,981.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	0.0	1.7
State	N/A	N/A	\$7,506.64	\$77,619.00
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 2018-19)

Students identified with disabilities receive appropriate support and services in the least restrictive environment. Supports include small group pull-out and/or push-in services provided by education specialists and support staff.

English learner students are provided with targeted support based on need and language ability. Teachers provide integrated English Language Development during the school day, and opportunities for additional support are provided beyond the instructional day by credentialed teachers.

The Title I supports and services provided are:

1. Targeted intervention in ELA and math for students not meeting grade level expectations taught by a credentialed teacher.
2. Counseling for students referred for social, emotional, and/or behaviors impacting their school experience.
3. Playworks, a system that helps students to stay active and build valuable social and emotional life skills through the power of play.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,296	\$49,378
Mid-Range Teacher Salary	\$80,177	\$77,190
Highest Teacher Salary	\$106,844	\$96,607
Average Principal Salary (Elementary)	\$128,993	\$122,074
Average Principal Salary (Middle)	\$0	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$219,390	\$189,346
Percent of Budget for Teacher Salaries	38%	36%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Staff development priority areas are based on curriculum focuses and district needs. Areas of emphasis are identified each year to align with 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 Social and Emotional Learning, including PATHS curriculum follow-up. Some teachers will attend resilient mindful learning and restorative practices training. Our Positive Behavior Interventions and Supports (PBIS) staff team has continued to work with the rest of the staff to improve behaviors and school climate.

Classified employees have been trained in Thinking Maps, behavior management strategies and Social and Emotional Learning supporting our PATHS program. They attend additional in-services relevant to their specific assignments.