

Kingsbury Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Kingsbury Elementary School
Street	600 Cajon Street
City, State, Zip	Redlands, CA 92373
Phone Number	(909) 307-5550
Principal	Todd Flowers
E-mail Address	todd_flowers@redlands.k12.ca.us
Web Site	http://kingsbury.redlandsusd.net/
CDS Code	36-67843-6036537

District Contact Information	
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Lori Rhodes
E-mail Address	lori_rhodes@redlands.k12.ca.us
Web Site	www.redlands.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

We continue to be proud of our students and their academic accomplishments and Kingsbury's one hundred and twenty-eight year heritage. Our school is rich in tradition and has a great deal of historical significance in the City of Redlands. Our motto, "Proud of the Past - Touching the Future", signifies a careful look in both directions from this present point in time. Parents have always played an active role at Kingsbury Elementary. Please accept my personal invitation to become involved in your child's educational program. Your participation is most welcome!

School Summary: Kingsbury Elementary School is located in the heart of the City of Redlands and is part of the Redlands Unified School District. The first schoolhouse on the grounds was actually established in 1884, but the first "Kingsbury School" opened its doors to students on September 17, 1888. Over the course of the past 100 plus years, some ten thousand students have received their primary education foundation at Kingsbury. Many of these students - representing seven generations of Redlands families - have gone on to distinguish themselves in all areas of life - business, law, medicine, education, and the arts. Kingsbury School has a student population of approximately 465 students and is on a modified traditional school calendar. In addition to 17 regular education classes, Transitional Kindergarten through grade 5, we have one primary Special Day Classroom (SDC), one primary Applied Behavioral Analysis Classroom (ABA) and one Redlands Special Education Early Development Preschool Classroom (RSEED) . There is also one full-time Resource Specialist Program teacher to serve students with Individualized Educational Plans (IEP) for learning disabilities, and a part-time Speech and Language Specialist for students with IEP's for speech and language disabilities. A Schoolwide Title I Program is in place and student support is provided in class and in a pull-out program. Remedial reading and math are offered during the regular school day. Three full-time Intervention Teachers work daily with identified students. Our Intervention Support Teams (IST) meet regularly to work with parents and teachers to determine how to help high need students. The staff supports the PBIS, Lexia, Reading Counts, Read 180, System 44, Stride Learning, Accelerated Math and the Book Bridges programs. Kingsbury has formed a partnership with Redlands High School, our feeder high school. The students and staff at Redlands High School provide tutoring on our campus. We also have a partnership with Plymouth Village, an adjacent senior living neighborhood. The seniors come to our campus and serve as greeters, walk our students during physical education, and read with/to our youngest students. Kingsbury is also fortunate to have the active involvement and support of our parent community. Volunteers support the Kingsbury program through PTA, School Site Council, ELAC, family nights, and by volunteering in classrooms.

During the 2016-2017 school year, a collaborative effort will be made to: A) increase achievement in mathematics, B) increase achievement in language arts, C) promote a positive, safe and effective learning environment, and D) ensure that staff will be trained and gain expertise to provide a high quality program to ensure all students are college and career ready, as required by the new Common Core State Standards (CCSS). In May of 2013, the last time the State of California did Similar Schools Rankings, Kingsbury received a rank of 9 (out of 10) by the State of California. Also, this past year the California Business for Education Excellence named Kingsbury an Honor Roll Star School for its high performance with a high poverty population and for closing the achievement gap. Further, Niche.com, the well respected website that has the most comprehensive data available on U.S. schools, for 2017 gave Kingsbury an overall grade of B+ and gave our teachers an A-. Niche ranked Kingsbury in the top 21% of schools in the State of California, and ranked Kingsbury's teachers in the top 15% in America. This reflects our staff's, community's, and students' dedication to success.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	93
Grade 1	63
Grade 2	74
Grade 3	68
Grade 4	76
Grade 5	78
Total Enrollment	452

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6.2
American Indian or Alaska Native	0.2
Asian	2
Filipino	1.1
Hispanic or Latino	61.1
Native Hawaiian or Pacific Islander	0
White	24.8
Two or More Races	4.6
Socioeconomically Disadvantaged	71.2
English Learners	17
Students with Disabilities	13.9
Foster Youth	0.9

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	19	19	17
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.6	0.5
High-Poverty Schools in District	99.6	0.4
Low-Poverty Schools in District	99.4	0.6

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the Common Core State Standards. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. Textbooks are selected and purchased on a seven-year cycle, rotating by content area. Copies of student books are available at the Instructional Resource Center for parent review.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2014)	Yes	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%
Science	California Science Macmillian/McGraw-Hill (2008)	Yes	0%
History-Social Science	History - Social Science for California Scott Foresman (2006)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The current school building, which includes twenty-three classrooms, a library, a computer lab, an administrative office, and a multi-use room/cafeteria was built in 1969. Four relocatable classrooms were added in 1987. Two additional relocatable classrooms were added in 1991. Students and staff work hard to keep the campus clean and safe. A litter-free environment is encouraged and custodians clean the campus daily. The school district's maintenance department performs major repairs and improvements. The AHERA Management Plan, Inspection Report, and Operations and Maintenance Program Report are on file in the Kingsbury office. A site safety inspection is conducted monthly.

The staff and community has developed/approved a comprehensive disaster plan. This plan is communicated to the students and drills are conducted on a monthly basis. This written plan is also available to the community. This plan will enable staff and students to remain as calm as possible while they deal with the events surrounding a disaster such as an active-shooter, earthquake or fire.

Kingsbury School was completely modernized in 2004. As a result, our facilities are in excellent condition. Our campus is monitored closely by the staff, and any safety hazards are addressed immediately.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Nearly all categories on the most recent School Facility Good Repair Status report receive the highest mark of "good" and an overall rating of "good".

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Currently in good order.
Interior: Interior Surfaces	X			Currently in good order.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Currently in good order.
Electrical: Electrical	X			Currently in good order.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Currently in good order.
Safety: Fire Safety, Hazardous Materials	X			Currently in good order.
Structural: Structural Damage, Roofs	X			Currently in good order.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Currently in good order.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	43	52	53	59	44	48
Mathematics	37	43	40	44	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	70	69	98.6	47.8
	4	79	78	98.7	60.3
	5	80	78	97.5	48.7
Male	3	30	30	100.0	36.7
	4	32	32	100.0	50.0
	5	45	44	97.8	47.7
Female	3	40	39	97.5	56.4
	4	47	46	97.9	67.4
	5	35	34	97.1	50.0
Hispanic or Latino	3	49	48	98.0	47.9
	4	45	44	97.8	50.0
	5	45	44	97.8	45.5
White	3	17	17	100.0	47.1
	4	23	23	100.0	73.9
	5	21	20	95.2	55.0
Socioeconomically Disadvantaged	3	49	49	100.0	40.8
	4	57	56	98.3	55.4
	5	56	56	100.0	42.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	15	15	100.0	46.7
	4	11	11	100.0	27.3
	5	17	17	100.0	35.3
Students with Disabilities	5	16	15	93.8	40.0

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

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

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	70	69	98.6	52.2
	4	79	78	98.7	50.0
	5	80	78	97.5	26.9
Male	3	30	30	100.0	50.0
	4	32	32	100.0	53.1
	5	45	44	97.8	22.7
Female	3	40	39	97.5	53.9
	4	47	46	97.9	47.8
	5	35	34	97.1	32.4
Hispanic or Latino	3	49	48	98.0	47.9
	4	45	44	97.8	38.6
	5	45	44	97.8	22.7
White	3	17	17	100.0	58.8
	4	23	23	100.0	60.9
	5	21	20	95.2	25.0
Socioeconomically Disadvantaged	3	49	49	100.0	42.9
	4	57	56	98.3	42.9
	5	56	56	100.0	23.2
English Learners	3	15	15	100.0	53.3
	4	11	11	100.0	27.3
	5	17	17	100.0	17.6
Students with Disabilities	5	16	15	93.8	13.3

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	72	65	69	72	71	68	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	80	78	97.5	69.2
Male	45	44	97.8	72.7
Female	35	34	97.1	64.7
Hispanic or Latino	45	44	97.8	61.4
White	21	20	95.2	90.0
Socioeconomically Disadvantaged	56	56	100.0	64.3
English Learners	17	17	100.0	47.1
Students with Disabilities	16	15	93.8	80.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25	19.7	10.5

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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

There are many opportunities for parents to become involved at Kingsbury School. These include: assisting in the classroom by tutoring students in all subject areas (we encourage parents to visit the office for volunteer opportunities and procedures), assisting and chaperoning field trips, volunteering for PTA, ELAC, School Site Council, and other school sponsored activities. Parents also have the opportunity to attend a variety of events such as Family Nights, Back To School Social, Fall Carnival, and the Book Fair. Computer technology provides new ways for parents to become involved with their child's school and their learning. Kingsbury School maintains a website and a Twitter page that parents may visit to gain information on general school activities. The Kingsbury website also contains teacher webpages. These teacher webpages provide information regarding homework, curriculum, and activities that are happening in their child's classroom. Kingsbury also provides REMIND101, a free service that parents may sign up for, that will text important events to their mobile phones. Parents may also maintain easy contact with their child's teacher and/or the principal by making appointments to see them, by telephone call, or by e-mail. The school website also provides a variety of links that parents may go to if they would like to help their child with their academic work.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.5	1.5	1.9	4.8	3.7	4.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Kingsbury School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school crime. A Safe School Plan is adopted by March of each school year and is reflective of the school's safety needs. The key components of Kingsbury's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, and disaster response procedures. Signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitors pass. These signs also indicate Kingsbury's active video surveillance system (there are multiple security cameras mounted throughout the campus to monitor and record events). To ensure student safety before and after school, campus monitors, teachers, and the principal supervise the school grounds including the bus drop-off area, cafeteria, and playground. After school, teachers walk their students to the bus loading area. Teachers, classified staff, and the principal supervise student areas until all students have left the campus for home. During the day, campus monitors are present in the student play and eating areas. Also, a crossing guard, provided by the City of Redlands, ensures students cross the street safely.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2010-2011
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	56.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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+
K	16	5	1		19	3	2		19	3	2	
1	26		1		23		2		23		2	
2	23		3		24		3		24		3	
3	22		3		27		2		27		2	
4	30		2		28		2		28		2	
5	31		2	1	31		2	1	31		2	1
Other	17	1			10	1			10	1		

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.4	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	1	N/A
Other	0	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,261.47	\$1,921.26	\$5,340.22	\$81,417.42
District	N/A	N/A	\$5,340.22	\$80,558
Percent Difference: School Site and District	N/A	N/A	0.0	1.1
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-5.9	7.4

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

Types of Services Funded (Fiscal Year 2015-16)

Kingsbury receives funding from two basic sources: Funding distributed by the State of California and approved by the Redlands Unified School District Board of Education, AND State and Federal Categorical Programs, which bring approximately an additional \$179,000 to our school annually. These Categorical Programs include School Improvement Program (SIP), Schoolwide Title I, English as a Second Language (LEP)/Title III, and Lottery funds.

Summary of Strengths

A review of the Comprehensive Needs Assessment showed the following:

Parents enthusiastically support the school staff and policies. Ongoing home/school communication is used to inform parents of school activities as well as student progress. Parent involvement is evidenced by participation in classroom and school-wide activities; Open House, Back to School Social, conferencing, PTA, School Site Council, English Language Advisory Committee (ELAC), and parent education programs such as Family Nights. Professional Development is a collaboration between county, district, and the school site. Professional days have been allocated to primary and upper elementary staff, for county and district professional development. Kingsbury has 3 Teacher On Assignments (TOAs) for a total of three days per week. Teachers have received training in how to provide effective Language Arts and Mathematics instruction in preparation for and in compliance with the Common Core State Standards, and materials have been purchased to support those areas of instruction. A variety of reading and math intervention programs are provided for students at all grade levels. Class sizes are reduced in kindergarten through third grade. Teachers indicate this has had a positive effect on student performance. There has been a school-wide focus on increased student performance. Positive outcomes have been demonstrated by student assessments in reading and math. Kingsbury's most recent State Similar Schools Ranking was a 9 out of 10. Students at-risk are supported by a variety of programs including differentiated instruction, Title I, Language, Speech and Hearing, Special Education, and English Language Learner support. Students with special needs have a well-balanced curriculum and access to the core curriculum. Programs and services are coordinated and there is ongoing communication between the special needs teachers and the regular classroom teacher.

The Kingsbury teaching staff has recently received specialized training in teaching mathematics, writing and reading comprehension strategies related to the common core. It is evident that they have implemented these new strategies in their classrooms, and we are seeing positive results with our students on State testing (CAASPP/SBAC). The staff feels that each grade's curriculum is part of a systematic, articulated K-5 program. They work closely together at each grade level to explore new ideas and teaching strategies and to differentiate instruction to meet each students needs. This curriculum is communicated to parents throughout the year by communications from the teacher.

A Help Desk Technician maintains the technology used to support the curriculum site-wide; all grade 2-5 students have their own laptops and the rest of the students share tablets. A library media clerk maintains the school library, which allows students access to materials not available in the classrooms. Students have access to the school-wide Reading Counts program. A large percentage of our students indicate that they feel that their teachers care about them, and that they understand how they are to behave at school. School and classroom rules are communicated clearly at the beginning of, as well as throughout, the academic year.

Critical Needs

Common Core State Standards

Kingsbury's teachers provide their students with instruction that is focused on all Common Core State Standards. Kingsbury students are given regular, periodic assessments in both language arts and math. These assessments are based on the Common Core State Standards and teachers use the results of these assessments to determine the academic needs of their students; and to differentiate instruction for each student to increase proficiency rates.

School Plan Goals:

The following were indicated as goals in the 2015-2016 Single Plan for Student Achievement (SPSA): Students will continue to develop and increase skills in math and reading, which can only be attained through a safe learning environment. This is best accomplished with the additional support and involvement of parents, families, and the community who are knowledgeable, informed, and understand their role as part of an educational team.

Students continue to need the additional support, opportunities, assistance, background experiences, and diverse instructional strategies to increase these language arts and math skills. It is important that appropriate interventions be provided for these academic areas as well. On top of the regular differentiated instruction provided by the classroom teacher, Kingsbury also employs three full-time intervention teachers.

Staff will continue to be provided opportunities for professional development to more effectively meet the needs of all students.

Documentation of parent and community participation will be reflected at the end of the year as evidenced by parent sign-in sheets, parent surveys, teacher observations, and minutes of meetings.

It is expected that Kingsbury School students will increase scores in math and language arts to equal or exceed The State of California and RUSD average scores. Also, a minimum of eighty-five percent of students will indicate on the annual student survey that they feel they are treated fairly, politely, consistently, and with respect.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,473	\$45,092
Mid-Range Teacher Salary	\$76,873	\$71,627
Highest Teacher Salary	\$96,912	\$93,288
Average Principal Salary (Elementary)	\$118,476	\$115,631
Average Principal Salary (Middle)	\$127,244	\$120,915
Average Principal Salary (High)	\$138,146	\$132,029
Superintendent Salary	\$184,914	\$249,537
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	5%	5%

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)

The Kingsbury staff is committed to continual professional growth. Categorical Programs provide funds which enable teachers to receive training that align to School, District, State, and Federal goals. Funds are available for veteran teachers to provide assistance to new teachers in a variety of curricular areas. Funds are also used for teachers to analyze data in order to better meet each student's needs by differentiating the instruction. The District provides Math and Reading Academies for all teachers to become experts in delivering the new Common Core State Standards curriculum. All Kingsbury teaching staff have been trained in Thinking Maps Strategies using our three Teachers On Assignment (TOAs). Kingsbury is currently in year one of PBIS (Positive Behavioral Interventions and Supports) staff development. Professional development opportunities are available during the regular teaching day, after school workshops, and on instructional minimum days.