



**King Avenue 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	King Avenue Elementary School
Street	630 King Ave.
City, State, Zip	Yuba City CA, 95991
Phone Number	(530) 822-5250
Principal	Frank Alvarez
Email Address	falvarez@ycusd.org
Website	http://king.ycusd.k12.ca.us/
County-District-School (CDS) Code	51-71464-6053391

Entity	Contact Information
District Name	Yuba City Unified School District
Phone Number	(530) 822-5200
Superintendent	Doreen Osumi
Email Address	dosumi@ycusd.org
Website	http://www.ycusd.org/

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

King Avenue School serves Preschool through 5th grade students in the Yuba City Unified School District. We strive to provide a comprehensive educational experience for every student with an ongoing goal that all students will be proficient in English Language Arts and Math and have the social skills to function productively in society. Students are supervised by teachers, administrators, and yard duty personnel at all times. There is a designated drop off and pick up areas at the front of the school. All visitors must sign in at the office, where they receive a badge that must be displayed at all times. Our playgrounds are large with separate Kindergarten and Preschool areas as well as two play structures for 1st through 5th grade students. There are basketball and blacktop game areas and a large grassy field area for play and physical education instruction. Our track and baseball infields were resurfaced during the summer of 2014. All students eat lunch in the cafeteria/multipurpose room. It is also used for our assemblies, other large gatherings, as well as our after school program, King Avenue Beyond the Bell. This program serves 120 of our students daily until 6:00 p.m. King Avenue School participates in the Community Eligibility Provision (CEP). This allows 100% of our students receive free breakfast and lunch. A supper program for those students who stay in the after school program is also available to our students.

Our long term goals are for all students to love learning and to inspire their desire to become lifelong learners. We are proud of our well trained and caring staff who work collaboratively with each other, parents, and community to meet all students' diverse needs. Students at King Avenue School are served by a variety of support programs and personnel. We have a comprehensive Response to Intervention (RtI) program that includes academic and behavioral interventions. Our intervention teacher, school counselor, special education staff, and instructional coach work regularly with administration to offer interventions that are individually tailored to the needs of each student. King Avenue also uses Read 180, System 44, Redbird and one-to-one aides to address students' academic needs. We closely monitor the progress to support the continued needs of each student.

King Avenue School staff believes in three important core values. These beliefs drive our actions and the decisions that we make every day. They are as follows:

- o Energy Prioritization – Energy is invested only in those things within our control and proven to advance the goals.
- o Purposeful and factual instructional program decision making – A clear link exists between teacher behaviors and student achievement.
- o Long term commitment and focus on established priorities – To give students the opportunities they deserve, there is a commitment across the school to consistently focus on our goals.

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

Grade Level	Number of Students
Kindergarten	48
Grade 1	61
Grade 2	60
Grade 3	67
Grade 4	57
Grade 5	50
Total Enrollment	343

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.3
Asian	5.8
Hispanic or Latino	57.1
White	26.5
Two or More Races	6.4
Socioeconomically Disadvantaged	95.9
English Learners	29.7
Students with Disabilities	16
Foster Youth	1.2
Homeless	5.8

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	21	21	20	643
Without Full Credential	0	1	0	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9

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: 10/08/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders ELA/ELD, McGraw Hill Education, 2017 READ 180, Houghton Mifflin Harcourt, 2017 English 3D, Houghton Mifflin Harcourt, 2017	Yes	0%
Mathematics	HMH Go Math California, Houghton-Mifflin Harcourt, Gr K-5 2014	Yes	0%
Science	District Developed NGSS Units (K-5)	No	0%
History-Social Science	Pearson California History Social-Science myWorld Interactive, Grades K-5th (2019)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

King Avenue School prides itself on being a clean and safe environment for student learning. The campus setting is very secure with only one entrance open during the school day. Visitors must check in and out of the office when on campus. Our playground is large with separate Kindergarten and Preschool designated play areas, as well as, two play structure areas for 1st through 5th grade students. There are basketball/blacktop game areas and a large grassy field area for play and physical education instruction. All students eat lunch in our multipurpose room which is also used for assemblies, other large gatherings, and as our after school program center. All facilities are made available to our after school program which serves 125 students daily until 6 p.m.

The bark in the playground equipment area is replenished yearly prior to the beginning of the school year. The planned improvements for the 2018-2019 school year have been completed. The outdoor lights in the hallways have been replaced with new LED lighting. A camera and monitor have been installed in the front office to improve safety by providing visual access to the front entrance. The main wall ball court has been expanded by removing a tree and adding more cement to provide more space needed to play the game. The running track has been resurfaced by adding more gravel and leveled to eliminate pot holes. Two basketball hoops have been lowered so that students in the younger grades can play basketball while also maintaining one other court for the upper grade students. A crown has been painted on the court to implement the Royal Court Recognitions weekly.

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: 11/18/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Using, deferred maintenance funds, the interior of the school will be painted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Exterior of campus needs painting. This will be accomplished through deferred maintenance funds.
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)	36	34	46	48	50	50
Mathematics (grades 3-8 and 11)	24	29	29	30	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	156	153	98.08	1.92	33.99
Male	74	72	97.30	2.70	27.78
Female	82	81	98.78	1.22	39.51
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	101	99	98.02	1.98	28.28
Native Hawaiian or Pacific Islander					
White	34	34	100.00	0.00	50.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	151	149	98.68	1.32	33.56
English Learners	58	57	98.28	1.72	15.79
Students with Disabilities	26	25	96.15	3.85	16.00
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	15	14	93.33	6.67	28.57

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	156	154	98.72	1.28	28.57
Male	74	72	97.30	2.70	30.56
Female	82	82	100.00	0.00	26.83
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	101	100	99.01	0.99	26.00
Native Hawaiian or Pacific Islander					
White	34	34	100.00	0.00	41.18
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	151	150	99.34	0.66	28.67
English Learners	58	58	100.00	0.00	15.52
Students with Disabilities	26	25	96.15	3.85	8.00
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	15	14	93.33	6.67	35.71

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	18.4	24.5	12.2

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)

Contact Person Name: Griselda Flores

Contact Person Phone Number: (530) 822-5250

The King Avenue Elementary School staff believes that parent involvement is an important element in each child's education and necessary for students to succeed in school. Parents are always welcome and are highly encouraged by staff to be directly involved in all aspects of our school efforts. Parents may volunteer in classrooms and/or about the school. We are grateful for parent volunteers as they make a difference at King Ave School. Parents actively participate on our School Site Council and our district and site level English Learner Advisory Committees (DELAC/ELAC).

Parents are encouraged to join our newly established King Avenue Parent Teacher Association (KAPTA) to help plan and facilitate academic enrichment activities for our students. KAPTA is responsible for helping with our VIP Day, Red Ribbon Week, staff appreciation, assemblies, t-shirts, our annual Halloween Parade, and more. KAPTA's monthly meetings are held on the third Thursday of every month and are open to all parents. King Avenue prides itself in providing parents with a Family Resource Center and a full-time Parent Liaison. The Family Center provides a variety of parent education resources and services that include parenting classes, referral to community services, parenting tools and supports, as well as English instruction for parents.

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	12.8	9.8	5.4	6.8	10.5	6.0	3.6	3.5	3.5
Expulsions	0.4	0.0	0.0	0.7	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The King Avenue's Safety Plan is reviewed annually at the beginning of the school year and ongoing throughout the school year. The focus of the reviews stresses the procedures for ensuring student safety during a variety of emergencies. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and intruder drills are conducted on a regular basis throughout the school year. This is the second school year that the Incident Command System has been implemented in our safety procedures. The safety plan was reviewed and updated on August 5, 2019 and discussed with school faculty on August 9, 2019.

King Avenue Elementary School and the District makes safety for students, staff, and volunteers a number one priority. For this reason, King Avenue has been implementing the Positive Behavioral Interventions and Supports (PBIS) system. PBIS focuses on teaching behavioral expectations and reinforcing them through positive praise. Students are supervised by teachers and administrators before and after school. During lunch and recess, yard duty personnel, teachers and administrators supervise students. Crossing guards assist with supervision before and after school. There is a newly designed and remodeled student drop off and pickup area at the main entrance of the school. All visitors must sign in at the office, where they receive a badge that must be displayed at all times. All non-enrolled students are accompanied by their parents or responsible adults. King Avenue students know that their school strives to be a safe place for every child to learn.

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 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	2	1		17	4			24		2	
1	26		3		18	3			18	3		
2	20	2	1		24		3		17	4		
3	19	3			28		2		21		3	
4	29		2		24		2		26		2	
5	19	2			21	1	2		19	1	2	
Other**	13	2										

*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*	343.0

*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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.7

Title	Number of FTE* Assigned to School
Other	1.8

*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	9286.16	2262.42	7023.73	\$68,310
District	N/A	N/A	\$8673.01	\$73,167.00
Percent Difference - School Site and District	N/A	N/A	-21.0	-9.6
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-4.1	-25.3

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)

Yuba City Unified School District spent an average of \$12,778.51 to educate students (based on 2018-19 audited financial statements). Yuba City Unified School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received approximately \$4,475.02 per student in state and federal funding for the following categorical, special education, and support programs:

ASES
 Donations
 Lottery
 Medi-Cal Billing Option
 Medi-Cal SELPA
 Sp Ed AB-602
 Sp Ed IDEA Basic
 Sp Ed Low Incidence
 Sp Ed Transportation
 Title I
 Title II Teacher Quality
 Title III, LEP
 Title IV
 CSEPD Block Grant
 LPS Block Grant

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,151	\$51,374
Mid-Range Teacher Salary	\$71,410	\$80,151
Highest Teacher Salary	\$92,981	\$100,143
Average Principal Salary (Elementary)	\$140,815	\$126,896
Average Principal Salary (Middle)	\$150,125	\$133,668
Average Principal Salary (High)	\$153,817	\$143,746
Superintendent Salary	\$211,380	\$245,810
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	5%	5%

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	12	12	12