

Kings Mountain 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	Kings Mountain Elementary School
Street	211 Swett Road
City, State, Zip	Woodside, CA 94062
Phone Number	(650) 712-7180
Principal	Holly Wade
Email Address	wadeh@cabrillo.k12.ca.us
Website	http://www.cabrillo.k12.ca.us/kingsmountain
County-District-School (CDS) Code	41688906043657

Entity	Contact Information
District Name	Cabrillo Unified
Phone Number	(650) 712-7100
Superintendent	Dr. Sean McPhetridge
Email Address	mcphetrdiges@cabrillo.k12.ca.us
Website	www.cabrillo.k12.ca.us

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

For over fifty-five years, Kings Mountain Elementary School has provided quality education in an intimate setting. It serves approximately sixty to seventy children in kindergarten through 5th grade from the Kings Mountain and Coastside communities. Its small size allows teachers and staff to know each child and respond to their diverse educational needs. Teachers and staff remain connected and involved in all students' education as they progress through Kings Mountain School. Multi-aged groups are taught in all classrooms. In addition, para professionals and parent volunteers partner with teachers to focus on different academic subjects and grade levels. Library time is integrated into the weekly schedule, as well as art, science, music and physical education, which are taught by specialists through a combination of district and parent funding. On the playground, children of all ages play together, supervised and partnering with staff to create an inclusive and responsive social experience.

Mission Statement:

We are here to foster the development of creative, courageous, compassionate human beings who are committed to realizing their full potential, while supporting others to do the same.

We will provide a safe and nurturing learning environment where each student receives an appropriate academically challenging curriculum; develops a sense of personal responsibility; respects all others and practices good citizenship.

We will promote a powerful cohesive partnership that actively involves students, parents, teachers, other school personnel, and the community in accomplishing our mission.

Student Outcomes:

Students will acquire and develop the basic skills and knowledge necessary to function independently and to pursue individual learning and interests.

Students will develop a sense of self-worth, will learn to value and respect others, and will be able to communicate effectively with adults and with one another.

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

Grade Level	Number of Students
Kindergarten	4
Grade 1	13
Grade 2	8
Grade 3	12
Grade 4	11
Grade 5	9
Total Enrollment	57

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.8
Asian	3.5
Filipino	1.8
Hispanic or Latino	12.3
White	68.4
Two or More Races	12.3
Socioeconomically Disadvantaged	1.8
English Learners	1.8
Students with Disabilities	12.3
Homeless	

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	4	3	3	148.61
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: June/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) K-5: Houghton Mifflin - Houghton Mifflin Reading California, 2003 Grade(s) K-7: Heinemann - Writing Workshop Units of Study, Lucy Calkins, 2013 Grade(s) K-5; Heinemann- Reading Workshops Units of Study, Lucy Calkins Grade(s) K-5: The Fountas and Pinnell System 1 (Grades K-2) System 2 (Grades 3-5) Benchmark Reading Assessment	Yes	0
Mathematics	Bridges in Mathematics TK- 5 Program, 2017 Edition The Math Learning Center	Yes	0
Science	Grade(s) K-5 Delta Education FOSS California Edition, 2007	Yes	0
History-Social Science	Grade(s) K-5 Scott Foresman - History-Social Science for California, 2006 Grade 5: Oxford University - A History of US	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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: 2019-2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Repairs will be addressed by ongoing modernization bond.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Repairs will be addressed by ongoing modernization bond.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Repairs will be addressed by ongoing modernization bond.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Repairs will be addressed by ongoing modernization bond.
Overall Rating	Poor	

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)	73	83	50	48	50	50
Mathematics (grades 3-8 and 11)	65	77	37	34	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	32	30	93.75	6.25	83.33
Male	17	15	88.24	11.76	80.00
Female	15	15	100.00	0.00	86.67
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	23	21	91.30	8.70	80.95
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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	32	30	93.75	6.25	76.67
Male	17	15	88.24	11.76	80.00
Female	15	15	100.00	0.00	73.33
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	23	21	91.30	8.70	76.19
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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			

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)

Kings Mountain School benefits immensely from its supportive family community.

Our family volunteers participate in classroom activities, chaperone field trips, manage our school library, and a host of other opportunities through participation in our Parent Organization. KMES has two highly collaborative organizations: 1) The School Site Council (SSC): sets the school's curriculum goals and learning standards; and 2) Kings Mountain Associated Parents (KMAP): provides money for improvements that cannot be supported by statewide education budget. Currently, KMAP funds more than 25% of the school budget.

- Site Council-curriculum and school site plan development Contact Christa Livingstone
christa@kibblesngifts.com
- KMAP fundraising and school operations support Contact Amber Stariha kmappresident@gmail
- Classroom and school day activities (Art-in-Action, Library, Science)

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	0.0	0.0	0.0	2.6	2.2	3.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

School Safety Plan Overview

Safety of students and staff is a primary concern at Kings Mountain Elementary School. Our school safety plan is an ongoing process involving staff, parents, and local emergency professionals. The school is in compliance with laws, rules, and regulations pertaining to emergency standards. The plan is updated and reviewed with staff annually. The committee meets as needed to review and modify safety procedures and protocols site and district specific. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. The key elements in the plan include emergency procedures for a wide variety of events, such as fire, earthquake, outdoor environment hazards, imminent threat of violence or gunfire, as well as evacuation procedures. The plan includes an Incident Command System (ICS), and communication protocols. Fire and disaster drills are conducted on a monthly basis throughout the school year. The plan also addresses school discipline rules and procedures. The plan is comprehensive and includes all school functions, including the after-school daycare and any evening events. Students are supervised before and during school by certificated staff, classified staff, and the principal. There is a designated area for student drop off and pick up. Visitors must obtain a visitors' badge before entering the campus.

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	25		1		23		1		17	1		
3	20	1			24		1		20	1		
5	22		1		26		1		20	1		
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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.4
Other	

*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	\$7,491	\$7,343	\$147	\$59,146
District	N/A	N/A	\$4,814	
Percent Difference - School Site and District	N/A	N/A	-188.1	-14.6

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-192.3	-20.9

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)

SIP School Improvement Program:

In addition, Kings Mountain receives services in Speech and Language Therapy and Special Education. Centralized Services are also provided to support the school's needs in business, personnel and curriculum development. Identified students also receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		\$46,208
Mid-Range Teacher Salary		\$72,218
Highest Teacher Salary		\$92,742
Average Principal Salary (Elementary)		\$134,864
Average Principal Salary (Middle)		\$118,220
Average Principal Salary (High)		\$127,356
Superintendent Salary		\$186,823
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	7%	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	6+	6+	6+

Kings Mountain Elementary School is dedicated to professional growth and development in support of our students academic, social and emotional success as 21st century learners. All classroom teachers participate in district staff development. Staff members build teaching skills and concepts by participating in district, county, and state workshops throughout the year. In turn, they share their experiences and knowledge with their colleagues in regularly scheduled site meetings. Focus areas are aligned with the District Local Control Accountability Plan and the site's School Plan for Student Achievement. The focus of site staff training/development this year is Positive Behavioral Interventions and Supports, and Social Emotional learning. Credentialed staff received training on Multitiered systems of support, PBIS, and continue to work with a PBIS coach developing Tier 1, classroom supports.

All teachers are members of KMES Leadership Team that meets monthly for an hour to reflect on student learning data, share new and best teachers' practices in classrooms, troubleshoot areas of weakness. Monthly data meetings are used to reflect and target student needs and work on classroom practices that support student engagement and progress for all. Student achievement data in conjunction with classroom assessments direct focus of professional development.