



King Elementary School

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Linda Morse, Principal

2014-15 School Accountability Report Card

Principal's Message

Published January 2016

It is the hope of the administration and staff of King School that you find this annual school report card informative and that it will give you a better understanding of our instructional program and of our school. We invite your comments about this report and any comments you may have for better serving our students and/or informing you of King School's policies and curriculum. You may call us at (760) 337-6555 if you have any questions about this report.

School Vision

The M.L. King Community envisions an environment that is academically balanced by:

- Fostering academic excellence
- Encouraging responsibility and self discipline
- Developing a lifetime love of learning
- Promoting values, respect for other cultures, and tolerance for all
- Instilling pride through a sense of purpose and
- Providing a safe and supportive environment.

School Mission

The parents, community and staff of the M.L. King Community are committed to life long learning. Our mission is:

- Providing educational access and opportunities for all members of the M.L. King community through parent involvement and staff participation.
- Providing a consistent academic standards based curriculum that provides modifications for student needs and encourages high academic standards.
- Encourage responsibility and self discipline through a school wide discipline and character education plan that promotes values, respect for others' cultures, and tolerance.
- Develop a lifetime love of learning through positive role models in a safe and supportive environment.

District & School Profile

The El Centro Elementary School District is located in Imperial County, and is surrounded by thousands of acres of California's most productive farming land. El Centro Elementary School District is comprised of nine elementary schools and two middle schools, and educates almost 6,100 students in kindergarten through eighth grade per school year. The district is committed to preparing its students for the future and dedicated to excellence in the realm of academics. All programs within the district are founded on the principle that "children come first."



A 2009 California Business for
Education Excellence Award Winner
(Honor Roll)



El Centro Elementary School District

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Contents

Principal's Message
School Profile
Local Control Accountability Plan (LCAP)
Parent Involvement
Curriculum & Instruction
Classroom Environment
Student Achievement
Professional Staff
School Facilities & Safety
SARC Data & Internet Access
District Expenditures

King Elementary School serves students in kindergarten through sixth grade. During the 2014-15 school year, the school had an enrollment of 417 students including 6.2% in special education, 67.1% qualifying for English Language Learner support, and 88.7% qualifying for free or reduced price lunch.

Percentage of Students by Ethnicity/Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African American	1.2%	Kindergarten	84
American Indian or Alaskan Native		Grade 1	52
Asian	0.5%	Grade 2	53
Filipino		Grade 3	50
Hawaiian or Pacific Islander		Grade 4	55
Hispanic or Latino	97.1%	Grade 5	67
White (not Hispanic)	1.2%	Grade 6	56
Two or More Races		Grade 7	
Socioeconomically Disadvantaged	88.7%	Grade 8	
English Learners	67.1%		
Students with Disabilities	6.2%		
Migrant Education		Total	
Foster Youth	1.2%	Enrollment	417

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CST Results and CAASPP charts; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or attending school events.

Parents stay informed of upcoming events and school activities through flyers, newsletters, parent conferences, progress reports, the school marquee, the school website, monthly calendars, and Blackboard Connect (automated telephone message delivery system). Contact any school office staff member at (760) 337-6555 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Fundraising Activities
Library Helper
Office Helper
Schoolwide Events

Committees

English Learner Advisory Council
Parent Teacher Organization
School Site Council

School Activities

Back to School Night
Book Fairs
Math Night
Mini-Field Days
Lunch on the Lawn
Monthly PTO Events/Activities
Open House
Parent Trainings
Reading Night
Student Recognition Assemblies

Curriculum & Instruction

School Leadership

The administrative team is comprised of the principal, who works closely with parents, teachers, and school staff. Principal Linda Morse is responsible for the day-to-day operations of the school and the overall instructional program. Coordinating efforts with the principal is the School Site Council, comprised of the principal, classified representatives, parents, and teacher representatives. The School Site Council meets monthly throughout the year to discuss school operational systems and educational concerns.

Principal Morse has been in the educational field for 27 years. Previous positions held in other schools include: superintendent, principal, and assistant principal. Principal Morse holds a bachelor's degree in Liberal Studies, and a masters in educational leadership.

Specialized Instruction

All curriculum and instruction is being aligned to the Common Core State Standards approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 3 through 6 who have been identified as academically gifted through district-administered assessments. Students participate in GATE activities during regular school hours; activities are based upon a designated theme. Instruction is provided by teachers who are GATE Trained.

For students whose primary language is not English and who have limited English proficiency, King Elementary offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English Learners receive small group and/or individualized instructional support in the classroom from bilingual aides who collaborate with the student's teacher to provide support in areas of need. Some students may receive English Language Development instruction as a supplement to their regular Language Arts instruction. ELD instruction is provided through a team-teaching approach. For designated time periods, students regroup based on language fluency to receive targeted instruction at their proficiency level. King Elementary's teachers utilize the Treasures series, a state-approved reading intervention program and textbook adoption. Students are monitored through the CELDT exam given throughout the year; results are used to evaluate and adjust individualized learning strategies. English Learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

King Elementary's special education program is staffed by a special education teacher and resource specialist. Instruction is provided in the least restrictive environment and based

on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with in-class support in both small group and individual settings. A portion of instruction may be provided in a RSP/SDC combination class. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. King Elementary takes advantage of the district's participation in the Imperial County Office of Education Special Education Local Plan Area (SELPA), which provide a pool of professional resources and expertise in the field of special education.

King Elementary provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using district benchmark assessments, end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Problem Solving Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Linda Mood Bell
- Successmaker
- After School Tutoring - Migrant & Low Performing

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments, daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

Enrichment Programs

King Elementary School offers an all day kindergarten program, a band program to all fourth grade students, and an orchestra program to all fifth grade students who wish to participate. All kindergarten through sixth grade students can participate in the After School Education & Safety (ASES) Program which offers enrichment programs in science, visual arts, performing arts, and physical education.

Instructional Materials

All textbooks used in the core curriculum at King Elementary School are aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's adoption cycle for core content materials (English/Language Arts, math, science, and social science).

On Tuesday, October 13, 2015, the El Centro Elementary School District held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board adopted Resolution #101315-1064 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the District to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, and (3) each pupil enrolled in a foreign language has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum

frameworks adopted by the State Board for those subjects.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, El Centro Elementary School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Staff Development

All training and curriculum development activities at King Elementary School are being aligned to the Common Core State Standards. During the 2014-15 school year, King Elementary School held staff development devoted to:

- Common Core State Standards
- Data Analysis
- District Pacing Guides
- English Language Arts Grade Level
- English Language Arts Program Resources
- Formative Assessments
- GO! Math
- Non-Violent Crisis Prevention Intervention
- School Business
- Social Science & Science Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. King Elementary School supports ongoing professional growth throughout the year on minimum days and early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need.

King Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
2	2	4

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2009	Yes	McMillan/McGraw Hill: <i>California Treasures</i>	0%	TK-6
Math				
2014	Yes	Houghton Mifflin Harcourt: <i>California Go Math!</i>	0%	K-6
Science				
2007	Yes	Harcourt School Publishers: <i>California Science</i>	0%	K-6
2006	Yes	Holt, Rinehart & Winston: <i>Earth Science</i>	0%	6-8
Social Science				
2006	Yes	McMillan/McGraw Hill: <i>California Vistas</i>	0%	K-6
2006	Yes	McDougal Littell: <i>World History Ancient Civilizations</i>	0%	6

Textbook information was obtained from district office personnel in December 2015.

Classroom Environment

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classrooms				
2012-13				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	25.0		2	
1	18.0	1	2	
2	20.0	1	2	
3	31.0		2	
4	30.0		2	
5	20.0	1	2	
6	20.0	1	2	
2013-14				
K	21.0	1	2	
1	17.0	1	2	
2	26.0		2	
3	21.0	1	2	
4	19.0	1	2	
5	29.0		2	
6	29.0		2	
2014-15				
K	21.0	2	2	
1	26.0		2	
2	27.0		2	
3	24.0		2	
4	19.0	1	2	
5	34.0			2
6	28.0		2	

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

Discipline & Climate for Learning

King Elementary School's discipline policies are based upon a schoolwide discipline plan, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. King Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Suspensions and Expulsions									
	King			ECESD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	6	10	8	224	196	291	329,370	279,383	243,603
Expulsions (#)	0	0	0	4	8	7	8,266	6,611	5,692

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Student Achievement

California Standards Test (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Standards Test (CST) All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	King			ECESD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	27	40	31	62	60	53	59	60	56

California Standards Test (CST) Results by Student Subgroup 2014-15	
	Percentage of Students Scoring at Proficient and Advanced Levels
ECESD	53
King	31
Male	40
Female	24
Hispanic or Latino	31
Two or More Races	26
Economically Disadvantaged	23
English Learners	28
Students with Disabilities	26

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. 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.

Physical Fitness

In the spring of each year, King Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's Website www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	68%	47%	22%

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.

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15

	King	ECESD	CA
English-Language Arts/Literacy	46	31	44
Mathematics	29	21	33

Note: Students in grades 3-8 and 11 are given this test. 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 Assessment Results Disaggregated by Student Groups 2014-15

			English Language Arts/Literacy					Mathematics						
			Achievement Level							Achievement Level				
	Total Enrollment	Number Tested	Percent Tested	1	2	3	4	Total Enrollment	Number Tested	Percent Tested	1	2	3	4
Grade 3								Grade 3						
All Students Tested	50	50	100.0%	34.0%	32.0%	26.0%	8.0%	50	50	100.0%	22.0%	28.0%	38.0%	4.0%
Male	50	29	58.0%	41.0%	38.0%	14.0%	7.0%	50	29	58.0%	24.0%	24.0%	31.0%	7.0%
Female	50	21	42.0%	24.0%	24.0%	43.0%	10.0%	50	21	42.0%	19.0%	33.0%	48.0%	0.0%
Hispanic or Latino	50	50	100.0%	34.0%	32.0%	26.0%	8.0%	50	50	100.0%	22.0%	28.0%	38.0%	4.0%
Socioeconomically Disadvantaged	50	37	74.0%	32.0%	32.0%	27.0%	8.0%	50	37	74.0%	19.0%	30.0%	38.0%	3.0%
English Learners	50	34	68.0%	44.0%	35.0%	18.0%	3.0%	50	34	68.0%	26.0%	26.0%	35.0%	0.0%
Students with Disabilities	50	7	14.0%	*	*	*	*	50	7	14.0%	*	*	*	*
Migrant Education	50	8	16.0%	*	*	*	*	50	8	16.0%	*	*	*	*
Grade 4								Grade 4						
All Students Tested	59	59	100.0%	20.0%	22.0%	42.0%	15.0%	59	59	100.0%	20.0%	36.0%	36.0%	8.0%
Male	59	30	50.8%	23.0%	23.0%	40.0%	13.0%	59	30	50.8%	23.0%	30.0%	37.0%	10.0%
Female	59	29	49.2%	17.0%	21.0%	45.0%	17.0%	59	29	49.2%	17.0%	41.0%	34.0%	7.0%
African American	59	3	5.1%	*	*	*	*	59	3	5.1%	*	*	*	*
Hispanic or Latino	59	55	93.2%	22.0%	22.0%	40.0%	16.0%	59	55	93.2%	20.0%	35.0%	38.0%	7.0%
White (not Hispanic)	59	1	1.7%	*	*	*	*	59	1	1.7%	*	*	*	*
Socioeconomically Disadvantaged	59	51	86.4%	24.0%	18.0%	47.0%	12.0%	59	51	86.4%	22.0%	33.0%	35.0%	10.0%
English Learners	59	27	45.8%	33.0%	26.0%	26.0%	15.0%	59	27	45.8%	26.0%	41.0%	26.0%	7.0%
Students with Disabilities	59	7	11.9%	*	*	*	*	59	7	11.9%	*	*	*	*
Migrant Education	59	10	16.9%	*	*	*	*	59	10	16.9%	*	*	*	*
Grade 5								Grade 5						
All Students Tested	71	69	97.2%	33.0%	23.0%	35.0%	7.0%	71	70	98.6%	59.0%	27.0%	14.0%	0.0%
Male	71	31	43.7%	42.0%	26.0%	26.0%	6.0%	71	31	43.7%	61.0%	23.0%	16.0%	0.0%
Female	71	38	53.5%	26.0%	21.0%	42.0%	8.0%	71	39	54.9%	56.0%	31.0%	13.0%	0.0%
African American	71	1	1.4%	*	*	*	*	71	1	1.4%	*	*	*	*
Hispanic or Latino	71	68	95.8%	32.0%	24.0%	35.0%	7.0%	71	69	97.2%	58.0%	28.0%	14.0%	0.0%
Socioeconomically Disadvantaged	71	58	81.7%	38.0%	28.0%	29.0%	5.0%	71	59	83.1%	59.0%	27.0%	14.0%	0.0%
English Learners	71	35	49.3%	49.0%	26.0%	23.0%	0.0%	71	36	50.7%	75.0%	17.0%	8.0%	0.0%
Students with Disabilities	71	4	5.6%	*	*	*	*	71	4	5.6%	*	*	*	*
Migrant Education	71	17	23.9%	53.0%	18.0%	24.0%	6.0%	71	17	23.9%	65.0%	24.0%	12.0%	0.0%
Grade 6								Grade 6						
All Students Tested	59	58	98.3%	16.0%	36.0%	36.0%	12.0%	59	59	100.0%	49.0%	32.0%	12.0%	7.0%
Male	59	30	50.8%	23.0%	37.0%	23.0%	17.0%	59	31	52.5%	45.0%	32.0%	13.0%	10.0%
Female	59	28	47.5%	7.0%	36.0%	50.0%	7.0%	59	28	47.5%	54.0%	32.0%	11.0%	4.0%
African American	59	3	5.1%	*	*	*	*	59	3	5.1%	*	*	*	*
Hispanic or Latino	59	52	88.1%	12.0%	38.0%	38.0%	12.0%	59	53	89.8%	51.0%	32.0%	11.0%	6.0%
Hawaiian or Pacific Islander	59	1	1.7%	*	*	*	*	59	1	1.7%	*	*	*	*
White (not Hispanic)	59	2	3.4%	*	*	*	*	59	2	3.4%	*	*	*	*
Socioeconomically Disadvantaged	59	45	76.3%	16.0%	33.0%	40.0%	11.0%	59	46	78.0%	46.0%	37.0%	11.0%	7.0%
English Learners	59	20	33.9%	25.0%	45.0%	30.0%	0.0%	59	21	35.6%	67.0%	33.0%	0.0%	0.0%
Students with Disabilities	59	2	3.4%	*	*	*	*	59	2	3.4%	*	*	*	*
Migrant Education	59	9	15.3%	*	*	*	*	59	9	15.3%	*	*	*	*

Note: The number of students tested includes students that did not receive a score; 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 students with scores. Level 1 = Standards not met; Level 2 = Standards nearly met; Level 3 = Standards met; Level 4 = Standards exceeded

**Adequate Yearly Progress
Results Reported by Indicator
and Compared to
District Performance
2014-15**

Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?

AYP Criteria	King	ECESD
Overall Performance	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	N/A	N/A
Math	N/A	N/A
Graduation Rate	N/A	N/A
Attendance Rates	Yes	Yes

AYP Performance Level

Number of AYP Criteria Met Out of the Total	9/9	12/13
Number of Criteria Possible		

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, King Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

**Title I PI Status
2015-16**

	King	ECESD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2004-2005
Year in PI	N/A	Year 3
# Schools Currently In PI		9
% Schools Currently In PI		82%

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

Professional Staff

Counseling & Support Staff

King Elementary School provides professional, highly qualified staff who provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to King Elementary School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Teacher Assignment

During the 2014-15 school year, King Elementary School had 18 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments

	King			ECESD		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	17	18	18	211	221	217
Teachers with Full Credential	17	18	17	209	219	212
Teachers without Full Credential	0	0	1	2	2	5
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	2
Total Teacher Misassignments*	0	0	0	0	0	2
Teacher Vacancies	0	1	0	2	6	5

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.

In the adjacent table, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

**Counselors and Support Personnel
(Nonteaching Professional Staff)
2014-15**

	No. of Staff	FTE*
Academic Counselor	0	0.0
Librarian	1	1.0
Psychologist	1	0.2
School Nurse	As Needed	
Speech/Language/Hearing Specialist	As Needed	

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

**NCLB Compliance
Percentage of Classes in Core Academic
Subjects:**

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2014-15		
King	100.0%	0.0%
District Totals		
All Schools	94.0%	6.0%
High-Poverty Schools	94.0%	6.0%
Low-Poverty Schools	100.0%	-

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

Facilities & Safety

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. King Elementary School's original facilities were built in 2000, and ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. In the last 12 months, the following campus repair/improvement projects were completed:

- Installation of a new phone system
- Upgrades to technology throughout campus

2015-16 Planned Campus Improvements:

- Installation of new carpet in some classrooms

Campus Description	
Year Built	1969
	Quantity
# of Permanent Classrooms	30
# of Portable Classrooms	0
# of Restrooms (student use)	4
Library	1
Multipurpose Room/Cafeteria	1
Outdoor Covered Patio	1
Staff Lounge	1
Staff Work Room	1

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to King Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Common use area cleaning
- Restroom cleaning

The principal communicates with custodial staff on an as-needed basis concerning maintenance and school safety issues.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, the custodian, the resource clerk, and five playground supervisors are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, teachers supervise playground activity. Playground supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, playground supervisors monitor student behavior to ensure a safe and orderly departure.

King Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for King Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187

requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's safety plan is reviewed, updated, and was discussed with staff in February 2016.

Facilities Inspection

The district's maintenance department inspects King Elementary on an annual basis in accordance with Education Code §17592.72(c)(1). King Elementary uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on October 5, 2015. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: October 5, 2015	Good	Fair	Poor	
Systems	✓			
Interior Surfaces		✓		Building "A" Office Rooms 1-6 - Office: Stained ceiling tiles, Principal's Office: Wallpaper coming off, Secretary's Office: Wallpaper coming off west wall, Restrooms: Sink rust stains, Lounge: Adjust cabinet doors, formica trim damaged, texture and paint drywall, Library: Adjust cabinet doors, replace clock, stained ceiling tiles, Speech Room: Adjust cabinet doors, Resource Room: Adjust cabinet doors, Storage: Missing ceiling tiles, Room 1: Adjust cabinet doors, stained ceiling tiles, Kitchen: Adjust cabinet doors, MPR: Ceiling cracks on drywall, fire system sprinkler out of place, Room 2: Adjust cabinet doors, wallpaper coming off, Room 3: Adjust cabinet doors, blank cover missing west wall, Room 4: Adjust cabinet doors, ceiling tiles out of place, Room 5: Adjust cabinet doors, adjust fire system sprinkler, Pod Room 1 & 2: Outside sink faucet damaged, repair drinking fountain, skylight wood need painting; Building "B" Rooms 7-13 - Room 7: Adjust cabinet doors, wallpaper coming off, screen hanger loose, pencil sharpener not working, Room 8: Adjust cabinet doors, check screen hangers, Room 9: Adjust cabinet doors, eraser holster loose, Room 11: Adjust cabinet doors, Room 12: Adjust cabinet doors, Room 13: Adjust cabinet doors, Pod: Adjust cabinet doors, skylight needs painting; Building "C" Rooms 14-16 - Room 14: Adjust cabinet doors, wallpaper coming off, remove TV bracket, Room 16: Adjust cabinet doors, exterior door needs sweep, Pod: Adjust cabinet doors, sink needs new faucet, Boys Restroom: Walls need touch up paint; Building "D" Rooms 18-22 - Room 17: Adjust cabinet doors, stained ceiling tiles, Room 18: Adjust cabinet doors, Room 19: Whiteboards missing, adjust cabinet doors, remove TV, outside door needs new sweep, carpet trim missing, Room 21: Ceiling tiles out of place, Room 22: Adjust cabinet doors, ceiling tiles out of place
Cleanliness	✓			
Electrical		✓		Building "A" Office Rooms 1-6 - Restroom: Light fixture missing lens covers, Library: Light fixture out, Storage: Light fixture out, light fixture cover missing, MPR: Light fixture out, Room 3: Light fixture out; Building "B" Rooms 7-13 - Room 8: Light fixture cover falling, Room 9: Light fixture out, Room 11: Light fixture out, Room 13: Light fixture out; Building "C" Rooms 14-16 - Room 14: Light fixtures out, Room 15: Light fixture out, Pod: Light fixture out; Building "D" Rooms 18-22 - Room 20: Light fixture out, Room 22: Light fixture out
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary			✓	

Percentage Description Rating:

Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2013-14 school year, El Centro Elementary School District spent an average of \$8,568 of total general funds to educate each student (based on 2013-14 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2013-14		
	ECESD	State Average of Districts in Same Category
Beginning Teacher Salary	-	42,723
Mid-Range Teacher Salary	70,729	65,936
Highest Teacher Salary	88,921	84,545
Average Principal Salaries:		
Elementary School	108,612	106,864
Middle School	109,206	110,494
Superintendent Salary	168,558	15,933
Percentage of Budget For:		
Teacher Salaries	42	40
Administrative Salaries	6	6

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

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about King Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to AYP, CST, CAASPP, enrollment, and staffing.

Public Internet Access Location

Parents may access King Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to King Elementary School is the El Centro Public Library.

El Centro Public Library
539 W. State Street, El Centro
Phone Number: (760) 337-4565
Website: www.cityofelcentro.org/library
Hours: Mon-Thurs 9am-7pm
Fri 9am- 5pm
Sat 9am-1pm
Sun, Closed
Number of Computers Available: 5

Current Expense of Education Per Pupil 2013-14					
Dollars Spent Per Student					
Expenditures Per Pupil	King	ECESD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,716	N/A	N/A	N/A	N/A
Restricted (Supplemental)	837	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,879	4,445	109.8%	5,348	91.2%
Average Teacher Salary	78,479	76,291	102.9%	69,086	113.6%

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

In addition to general fund state funding, El Centro Elementary School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the District received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing
- Ongoing & Major Maintenance Account
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the El Centro Elementary School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in December 2015.