

Executive Summary School Accountability Report Card, 2010–11

For Kings Mountain Elementary

Address:	211 Swett Road Woodside, CA 94062	Phone:	(650) 712-7180
Principal:	Lauren Newington, Site Director	Grade Span:	K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

For over fifty years, Kings Mountain Elementary School has provided quality education in an intimate setting. It serves over eighty children in Kindergarten through 5th grade from the Kings Mountain and Coastside areas.

Student Enrollment

Group	Enrollment
Number of students	86
Black or African American	1.2%
American Indian or Alaska Native	0.0%
Asian	10.5%
Filipino	0.0%
Hispanic or Latino	9.3%
Native Hawaiian or Pacific Islander	0.0%
White	73.3%
Two or More Races	5.8%

Socioeconomically Disadvantaged	3.5%
English Learners	9.3%
Students with Disabilities	2.3%

Teachers

Indicator	Teachers
Teachers with full credential	4
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	85%
Mathematics	87%
Science	0%
History-Social Science	0%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	928
Statewide Rank (from 2010 Base API Report)	10
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 5 of 5

2011–12 Program Improvement Status (PI Year)

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

A recent inspection of Kings Mountain School found the school to be in good repair

Repairs Needed

N/A

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,989
District	\$5,995
State	\$5,455

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data *is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT)* that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Kings Mountain Elementary	District Name	Cabrillo Unified
Street	211 Swett Road Woodside, Ca 94062	Phone Number	(650) 712-7100
City, State, Zip	Woodside, Ca 94062	Web Site	www.cabrillo.k12.ca.us
Phone Number	(650) 712-7180	Superintendent	Robert Gaskill
Principal	Lauren Newington, Site Director	E-mail Address	gaskillr@cabrillo.k12.ca.us
E-mail Address	newingtonl@cabrillo.k12.ca.us	CDS Code	41688906043657

School Description and Mission Statement (School Year 2010–11)

For over fifty five years, Kings Mountain Elementary School has provided quality education in an intimate setting. It serves over eighty children in kindergarten through 5th grade from the Kings Mountain and Coastside areas. Its small size allows teachers and other staff to respond to the diverse educational needs because they are able to get to know each child as an individual and to remain connected to students as they progress. Multi-aged groups are taught in most classrooms. A dedicated kindergarten classroom is offered. In addition, (delete) Intervention teacher, para professionals and parent volunteers enabling 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 and interact well thus learning from each other.

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.

Opportunities for Parental Involvement (School Year 2010–11)

- Site Council-curriculum and school site plan development Contact Angela Bye 851-0239
- KMAP fundraising and school operations support Contact Amy Kruckewitt 726-9679
- Children's Center-after school program Contact Lauren Newington 712-7180

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	17	Grade 8	0

		20				20				20	32	
K	18.0	1	0	0	20	1	0	0	20.0	1	0	0
1	19.0	1	0	0	20	1	0	0	20.0	1	0	0
2									20.0	1	0	0
3	20.0	1	0	0	19	1	0	0				
4												
5												
3-4-5	25.0	0	1	0	22	1	0	0	26	0	1	0

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

III. School Climate

School Safety Plan (School Year 2010–11)

The key elements in the plan include emergency procedures for a wide variety of events, phone numbers, roles and responsibilities of staff. Supervision is provided before and after school as well as during lunch and recess time.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions		0	0		12.2	13.8
Expulsions		0	0		0.2	.002

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

A recent inspection of Kings Mountain School found the school to be in good repair

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	4	4	4	167
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	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0

Vacant Teacher Positions	0	0	0
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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.

0

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	99.00%	1.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	.2	

Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	.1	
Resource Specialist (non-teaching)	0	
Other	.625	

Note: Cells shaded in black do not require data.

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

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Reading – May 2004 Everyday	Yes	0
Mathematics	Mathematics Wright/McGraw-Hill 2008	Yes	0
Science	FOSS Science CA Ed. © 2007 Publisher: Delta Education.	Yes	0
History-Social Science	Scott Foresman – History– Social Science for CA – April 2007	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,632	\$2,644	\$5,989	\$57,842
District			\$5,995	\$63,285
Percent Difference – School Site and District			.1	8.7
State			\$5,455	\$63,062
Percent Difference – School Site and State			9.0	8.3

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

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.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,294	\$39,074

Mid-Range Teacher Salary	\$63,026	\$60,172
Highest Teacher Salary	\$78,752	\$78,468
Average Principal Salary (Elementary)	\$96,274	\$95,926
Average Principal Salary (Middle)	\$103,852	\$99,356
Average Principal Salary (High)	\$118,546	\$107,041
Superintendent Salary	\$186,721	\$148,555
Percent of Budget for Teacher Salaries	37.00%	38.00%
Percent of Budget for Administrative Salaries	8.00%	6.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	89%	79%	85%	54%	56%	57%	49%	52%	54%
Mathematics	91%	91%	87%	50%	51%	52%	46%	48%	50%
Science	100%	0%	0%	58%	54%	57%	50%	54%	57%
History-Social Science	0%	0%	0%	48%	51%	60%	41%	44%	48%

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

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	57%	52%	57%	60%
All Students at the School	85%	87%	0%	0%
Male	79%	86%	0%	0%
Female	92%	88%	0%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native				
Asian	0%	0%	0%	0%
Filipino				
Hispanic or Latino	0%	0%	0%	0%

Native Hawaiian or Pacific Islander				
White	91%	91%	0%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	0%	0%	0%	0%
English Learners	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services				

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

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	28.60%	71.40%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	10	10	10
Similar Schools	N/A		

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	-4	-17	-1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	53	928	2,454	796	4,683,676	778
Black or African American	1		19	729	317,856	696
American Indian or Alaska Native	0		4		33,774	733
Asian	3		58	903	398,869	898
Filipino	0		49	876	123,245	859
Hispanic or Latino	7		1,143	692	2,406,749	729
Native Hawaiian or Pacific Islander	0		6		26,953	764
White	33	955	1,099	886	1,258,831	845
Two or More Races	9		24	933	76,766	836
Socioeconomically Disadvantaged	2		1,068	691	2,731,843	726
English Learners	7		953	659	1,521,844	707
Students with Disabilities	3		251	539	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		42.9%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation-N/A

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Four full days plus two hours per month

Kings Mountain Elementary

School Accountability Report Card, 2010-2011

Cabrillo Unified

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org