

# Kingsley Elementary School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

<b>School Name</b>	Kingsley Elementary School
<b>Street</b>	5625 Kingsley Street
<b>City, State, Zip</b>	Montclair
<b>Phone Number</b>	909-984-3634
<b>Principal</b>	Melaine Troesh
<b>Email Address</b>	melaine.troesh@omsd.net
<b>School Website</b>	www.omsd.net/kingsley
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	36 67819 6036297

### 2025-26 District Contact Information

<b>District Name</b>	Ontario-Montclair School District
<b>Phone Number</b>	(909) 459-2500
<b>Superintendent</b>	Dr. James Q. Hammond
<b>Email Address</b>	info@omsd.net
<b>District Website</b>	<a href="https://www.omsd.net">https://www.omsd.net</a>

### 2025-26 School Description and Mission Statement

Dear Parents and Families,

Welcome to Kingsley, the Conservatory of Music! Our mission is to provide all students with the keys to success which we accomplish through a robust core instructional program with exciting opportunities in music provided by our own full time music teacher and dedicated general education teachers. All students in kindergarten through grade six receive thirty minutes of general music weekly with opportunities in choir, strings, brass, piano and woodwinds for students starting in second grade. Pre-School children are exposed to music elements by weekly visits from our music teacher. Kingsley Lions also showcase their talents in annual performances such as our Winter Concert and Spring Concert. We believe that music increases

## 2025-26 School Description and Mission Statement

academic achievement, allows students to express themselves in ways that meet their social and emotional needs, and brings people together.

As a PBIS school, all members of the Kingsley community are taught to be respectful, treating others the way we want to be treated; responsible, doing the right thing even when no one is watching; and compassionate, what hurts my brother/sister hurts me.

In the upcoming year, we will be focusing on improving student scores in language arts and math as we continue to build our Music Conservatory, and we acknowledge that students succeed when teachers, students and families work together.

We invite you, our school community, to join us as we create a masterpiece- successful children.

With Anticipation,  
Melaine Troesh  
Principal

Kingsley Elementary is located in the city of Montclair in the southwest corner of the Ontario-Montclair School District. Operating on a traditional calendar, Kingsley currently serves approximately 523 students in grades Pre-K through 6th grade. Kingsley is positioned on the border of two cities. Kingsley's population draws primarily from the city of Montclair with a small percentage of families living in Ontario.

Teachers and support staff work diligently to provide a rigorous core curriculum, while at the same time embracing Positive Behavior Intervention and Supports. Because Kingsley Lions learn the importance of taking responsibility for one's own work and actions, demonstrating compassion for all living things, and maintaining the utmost respect for others and our environment, Kingsley has recently been awarded the PBIS Platinum Award multiple times. Being respectful, compassionate, and responsible is the Kingsley way!

The mission of Kingsley Elementary is "Providing all children the keys to success".

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	47
Grade 2	56
Grade 3	50
Grade 4	93
Grade 5	73
Grade 6	79
<b>Total Enrollment</b>	<b>494</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
American Indian or Alaska Native	1
Asian	1
Black or African American	2.4
Filipino	0.2
Hispanic or Latino	92.3
Two or More Races	0.4
White	2.6
English Learners	29.6
Homeless	13.6
Socioeconomically Disadvantaged	91.3
Students with Disabilities	11.7

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30	90.91	888.8	90.57	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	5.9	0.61	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	17.5	1.78	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	9.7	0.99	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	3	9.09	59.3	6.04	15831.9	5.67
<b>Total Teaching Positions</b>	33	100	981.4	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.3	96.34	891.1	92.2	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	6	0.62	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	18	1.87	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	5.1	0.53	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1	3.66	46.2	4.79	14303.8	5.15
<b>Total Teaching Positions</b>	27.3	100	966.6	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25	100	893	92.39	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	9.3	0.96	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	7.8	0.82	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	13.1	1.36	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	43.1	4.46	13705.8	4.91
<b>Total Teaching Positions</b>	25	100	966.5	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-6 Wonders (McGraw-Hill) - Adopted 2016 6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	0%
<b>Mathematics</b>	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-8 - Eureka Math* (Great Minds)- Adopted 2015 K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 Adopted May, 2020	0%
<b>Science</b>	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	0%
<b>History-Social Science</b>	K-5 Studies Weekly Adopted 2023	0%

	<p>Not a state adoption, however, the district has determined through local review, that the materials are still aligned to current state standards.</p> <p>6-8 My World Interactive (Pearson) - Adopted 2018</p>	
<b>Foreign Language</b>	N/A	0%
<b>Health</b>	<p>K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p>	0%
<b>Visual and Performing Arts</b>	<p>TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p> <p>TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p> <p>TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p>	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A
<p>Note: Cells with N/A values do not require data.</p>		

## School Facility Conditions and Planned Improvements

Kingsley School was originally built in 1954 for 450 students, though it has grown over the years and currently is serving approximately 523 students from preschool through sixth grade. Kingsley has a total of 20 permanent classrooms, 15 portable classrooms installed at various times over the past decade, a Library, a Learning Center, an administration building, a teacher workroom and office space for support staff. The school has a large field and plenty of playground equipment for student recreation. There are 13 restrooms available for students and staff, all of which are in working condition.

The school facility offers an exceptional learning environment with fully functioning lighting, heating and cooling systems and noise negation. Internet access, including wireless, is available in the office and all classrooms. Each classroom has student computers, a printer and a teaching technology station that includes a laptop, document camera, projector, and Smart Board. The district Information Services Department maintains a content filter for all internet traffic, including e-mail, in accordance with the Children’s Internet Protection Act (CIPA) guidelines.

Students are supervised immediately before and after school by certificated and classified staff members. Students, parents and other visitors enter the school primarily through the front gate each morning with some families utilizing the back gate during arrival. At all times, parents and visitors must sign-in and obtain a visitor pass to be on campus. District employees and substitutes all wear district-issued identification badges. In order to better protect all students, staff, visitors, and all personnel, Kingsley uses the Raptor system where all visitors must show a valid, government-issued identification. Students are checked out only through the main office.

## School Facility Conditions and Planned Improvements

Kingsley School is maintained in a manner that ensures it is in good repair and functional. The administrators work closely with the three site custodians to ensure a daily cleaning schedule is followed that maintains clean, safe & orderly classrooms, restrooms, and the school grounds, and that the floors, walls, plumbing and electrical systems are all in good repair. Site and district maintenance and grounds staff make sure that the work necessary to keep the school in good repair, in working order and aesthetically pleasing, are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. To assist in this effort, the district Operations Department annually conducts an in-depth evaluation of each school to determine the condition of the facilities and identify situations that need maintenance, repair or upgrading. The district uses a facility survey instrument (FIT) developed by the State of California Office of Public School Construction to assist with the data gathering during the inspections. All findings are shared with the school administration and work orders for needed repairs are created at that time. The results of this survey are available at the school office or the district office.

In addition, the last mandated state inspection was completed during an in-person visit on August 15, 2025. The report was forwarded to the Superintendent of Schools. Any areas of concern noted by the team were immediately corrected. Any school deficiencies noted by the team are listed below.

Year and month of the most recent FIT report

August 15, 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Work Order # 51523 Replace ceiling tiles in MPR. Work order submitted on 8/27/25 and completed on 9/3/25. Work Order # 51523 Patch/paint wall under electric panel in the kitchen Work order submitted on 8/27/25 and completed on 9/3/25.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Work Order # 51508 Install blank plate in Room 10 Work order submitted on 8/27/25 and completed on 10/13/25.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Work Order # 51505 Door and frame need painting in Mechanical Room Work order submitted on 8/27/25 and completed on 9/22/25.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Work Order # 51521 Paint the in Room 6 Work order submitted on 8/27/25 and completed on 10/13/25. Work Order # 51511 Door not closing properly in Room 7 Work order submitted on 8/27/25 and completed on 9/17/25

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	37	44	41	44	47	48
<b>Mathematics</b> (grades 3-8 and 11)	29	28	31	34	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	291	285	97.94	2.06	43.51
Female	140	137	97.86	2.14	45.26
Male	151	148	98.01	1.99	41.89
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	267	261	97.75	2.25	42.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	82	76	92.68	7.32	19.74
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	192	186	96.88	3.12	38.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	38	100.00	0.00	18.42

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	291	289	99.31	0.69	28.37
<b>Female</b>	140	139	99.29	0.71	22.30
<b>Male</b>	151	150	99.34	0.66	34.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	267	265	99.25	0.75	27.92
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	82	81	98.78	1.22	13.58
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	192	190	98.96	1.04	23.68
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	38	37	97.37	2.63	13.51

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	8.57	16.22	20.6	24.25	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	74	98.67	1.33	16.22
Female	32	31	96.88	3.12	12.90
Male	43	43	100.00	0.00	18.60
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	70	69	98.57	1.43	14.49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	20	19	95.00	5.00	5.26
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	49	48	97.96	2.04	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

### B. Pupil Outcomes

#### 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 area of physical education.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.00%	100.00%	100.00%	100.00%	100.00%

## 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 regarding the school district and at each school site.

#### 2025-26 Opportunities for Parental Involvement

At Kingsley, parents are seen as an integral part of their child's educational program. Kingsley encourages and offers multiple opportunities for parent involvement including opportunities to attend school-wide family events and/or district-wide events, school advisory committee meetings or even serve as a committee members, opportunities to serve as a volunteer within and/or supporting the classroom learning activities, as well as opportunities to learn through parent workshops. Parents are encouraged to contact the office for more information on opportunities to become involved at school. All parents are invited to meetings through fliers, monthly newsletters, Blackboard Connect-Ed announcements, and Parent Square.

Kingsley has a properly constituted and fully functioning School Site Council and Site English Learner Parent Advisory Committee. The SSC meets at minimum four times per year & the SELPAC group meets three times throughout the year, with the SSC focusing on overseeing the Site Plan for Student Achievement and the budget, while SELPAC focuses on ensuring Kingsley provides the best education possible for our Multilingual Learners. In addition there are GATE and Special Education parent meetings throughout the year. All parents are invited to the monthly "Coffee With the Principal" meetings where parents hear presentations on a wide variety of topics. In this venue, parents also have the opportunity to chat with Kingsley's administrators in a more casual setting. These meetings provide parents with opportunities to ask questions on a variety of topics. At Kingsley, translators are requested to ensure that both English and Spanish-speaking parents understand the content of the discussions and be an interactive part of the discussion with teachers and other staff.

Back to School Night, parent conferences, Open House and parent meetings including meetings for parents of GATE (Gifted and Talented) students & parents of students that receive special education services serve as instruments to inform and encourage parental support of their student's learning. Kingsley also hosts a variety of community events throughout the year to encourage families to come to the school to support their students, including a Fall Festival, Winter/Spring Concerts, and Winter/Spring Recitals. All parents are encouraged to attend these events through flyers, monthly newsletters, Blackboard Connect-Ed phone calls and postings on Parent Square. All communications are provided in parents' primary language. Parents are encouraged to volunteer to support student learning through school activities and opportunities to assist in the classrooms.

Kingsley also has a Parent Booster Club which all parents are welcome to join. Boosters organizes fundraising opportunities and works with the administration to prioritize funding goals for the school year. All school-wide communications (Newsletters, Flyers, Agendas, Connect-Ed telephone calls, etc.) are provided in both English & Spanish. Childcare is provided at all meetings and classes. Families are encouraged to attend the annual Back-to-School Night and Open House events, enriching music performances, parent meetings, and twice-annual Parent-Teacher Conferences.

Parents may contact the Principal, Assistant Principal, Outreach Consultant, and/or Student Family Outreach Assistant for information on any outreach services at (909) 984-3634.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	519	513	42	8.2
Female	258	258	19	7.4
Male	261	255	23	9.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	12	12	4	33.3
Filipino	--	--	--	--
Hispanic or Latino	479	473	35	7.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	14	14	2	14.3
English Learners	175	172	8	4.7
Foster Youth	--	--	--	--
Homeless	80	78	11	14.1
Socioeconomically Disadvantaged	478	473	40	8.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	76	75	14	18.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### 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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.08	0.56	0.58	1.56	1.19	1.56	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.58	0.00
Female	0.00	0.00
Male	1.15	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	8.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.42	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.57	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.63	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.32	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

Kingsley Elementary School's Emergency Response team and plan align with the District-wide emergency response plan. The Kingsley emergency response plan was last reviewed and updated with the staff in August 2025. Kingsley's School Safety Plan and Emergency Handbook have always been an integral part of the school. The plan includes emergency bell signals, fire drills, earthquake procedures, lock-down procedures, bomb threats, and examples for coping with any crisis that may arise. In October 2025, Kingsley practiced a full mock earthquake drill as part of The Great Shake-Out and a VIPER/Intruder/Lockdown drill in September 2025. Kingsley's most recent changes to the Safety Plan include strategies and goals to make Kingsley's walking areas, bus zones, drop-off and pick-up areas safer and more fluid to pedestrian and vehicle traffic.

The Comprehensive School Site Safety Plan was developed for Kingsley Elementary School in collaboration with local agencies and the district office. Components of the plan include: maintenance, security and safety of the physical environment, school climate which addresses disaster procedures and routines, an action plan that ensures a safe physical environment and safe school climate, as well as our school safety compliance that ensures required child abuse reporting procedures, suspension and expulsion policies, due process, notification to teachers about dangerous pupils, sexual harassment policy, school-wide dress code, procedure for safe ingress and egress from school, procedures to ensure a safe and orderly environment and rules and procedures on school discipline. Monthly disaster drills are scheduled and practiced school-wide to ensure student safety procedures. The plan is reviewed and updated with staff and community members annually, and is approved by the School Site Council. An approved copy of the school site safety plan may be obtained at Kingsley's main office or the Ontario-Montclair School District office.

Kingsley has a plan in place to ensure the safety and security of all stakeholders during an emergency situation. Students are instructed about and continually practice procedures for such occurrences as fire, earthquakes, intruder, and lock downs on a monthly basis. The district has provided Kingsley with training in light search and rescue, disaster preparedness and efficient emergency procedures. Emergency equipment and supplies are checked periodically. Parents are informed of the emergency procedures on an annual basis through our Parent/Student Handbook, Coffee with the Principal, SSC, and other parent meetings

Kingsley is a PBIS (Positive Behavior Interventions and Support) school focusing on providing students and families with clear behavior expectations which are frequently acknowledged by all staff members. Kingsley encourages students, staff and families to follow the Ontario-Montclair School District's "See something, Hear something, Say Something" safety campaign. This campaign is shared with parents in newsletters as well as students multiple times each school year.

### **D. Other SARC Information** Information Required in the SARC

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

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
<b>K</b>	18	3	1	0
<b>1</b>	18	3	0	0
<b>2</b>	25	0	4	0
<b>3</b>	26	0	3	0
<b>4</b>	24	0	3	0
<b>5</b>	23	0	3	0
<b>6</b>	25	0	3	0
<b>Other</b>	6	1	0	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
<b>K</b>	25	0	2	0
<b>1</b>	18	3	0	0
<b>2</b>	25	0	2	0
<b>3</b>	23	0	4	0
<b>4</b>	30	0	2	0
<b>5</b>	29	0	2	0
<b>6</b>	21	1	2	0
<b>Other</b>	14	1	1	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	24		2	
2	28		2	
3	25		2	
4	31		3	
5	24		3	
6	25		3	
Other	7	1		

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

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)	
Other	2

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$8,406	\$1,322	\$7,083	\$112,569
<b>District</b>	N/A	N/A	\$1497.90	\$110,380
<b>Percent Difference - School Site and District</b>	N/A	N/A	130.2	7.3
<b>State</b>	N/A	N/A	\$11,146	\$101,700
<b>Percent Difference - School Site and State</b>	N/A	N/A	-41.3	15.6

## Fiscal Year 2024-25 Types of Services Funded

Kingsley Elementary uses categorical funds to provide a variety of services to the students and families within the community. To support with academic interventions, funds are provided for a Teacher on Assignment that provides intervention and instructional coaching and 2 instructional assistants who provide direct intervention to students in reading and in math. Kingsley also funds two Campus Mentors whose focus is on building student engagement during the school day, as well as supporting students with their behavioral and social-emotional development throughout the school day. OMSD funds a full-time Music teacher that provides a variety of music education opportunities during the school day and after school to meet the needs of these students, including enrichment opportunities to develop students' musical talents. Funding is also provided to support enrichment and intervention support beyond the school day, by providing for a Teacher on Assignment to oversee all extra-curricular clubs and activities during the school year, including sports, arts, music, dance, intervention, homework help, and a variety of other offerings.

All students at Kingsley Elementary School receive a standards based education at the appropriate grade level. Students receive small group, differentiated instruction during Universal Access time in all grade levels. Students also receive 30 minutes of designated English Language Development instruction each day in which they are grouped, assessed and regrouped appropriately in order to meet each student's needs. In addition, students who are two or more years below grade level participate in our Language Arts intervention time, where students use a variety of programs such as iReady for Language Arts and Mathematics, Enhanced Core Reading Instruction (ECRI) strategies, as well as differentiated mathematics instruction. Intervention opportunities are offered in various and focused small group settings throughout the instructional day based on students' instructional needs. Additional funding is used to provide additional materials needed to support students throughout the school year, as well as providing for substitute teachers to allow for teachers to be released for planning and coaching.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$69,782	\$61,597
<b>Mid-Range Teacher Salary</b>	\$105,685	\$98,902
<b>Highest Teacher Salary</b>	\$129,830	\$126,340
<b>Average Principal Salary (Elementary)</b>	\$183,587	\$158,383
<b>Average Principal Salary (Middle)</b>	\$189,187	\$165,207
<b>Average Principal Salary (High)</b>		\$162,237
<b>Superintendent Salary</b>	\$386,975	\$288,332
<b>Percent of Budget for Teacher Salaries</b>	31.51%	31.29%
<b>Percent of Budget for Administrative Salaries</b>	4.89%	5.38%

## Professional Development

The Ontario-Montclair School District offers research-based, on-going professional development for certificated, classified, and management employees. Professional development is designed to help employees enhance their knowledge and develop needed skills to provide quality services in order to maximize student learning and achievement. Professional development courses and programs are developed and coordinated through district departments as well as at each school site. The focus of all professional development is based on an analysis of student assessment data, combined with the instructional and management priorities outlined in the goals and objectives of our school improvement plans. Professional development at the site and district levels address the core curriculum, instructional strategies, standards-based instruction, classroom management, and Common Core Standards. Staff provides input on the professional development they would like to engage in.

OMSD has several sustained initiatives, which Kingsley Elementary has embraced, including Thinking Maps, Professional Learning Communities (PLC), Write From The Beginning, English Learner Support, Kagan Cooperative Engagement Strategies, ECRI, differentiated instruction and Learning Targets. Kingsley's Teacher-On-Assignment is trained by the district to provide ongoing support at each site to ensure and support high-quality implementation in each classroom. At Kingsley School ongoing, rigorous staff development is an integral part of our school community and is intended to meet the goals and execute the strategies found in our Single Plan for School Achievement (SPSA).

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5