

Kingsbury Elementary School: School Accountability Report Card Reported Using Data from the 2018-19 School Year Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|--|---|
| School Name | Kingsbury Elementary School |
| Street | 600 Cajon Street |
| City, State, Zip | Redlands, CA 92373 |
| Phone Number | (909) 307-5550 |
| Principal | Todd Flowers |
| Email Address | todd_flowers@redlands.k12.ca.us |
| Website | http://kingsbury.redlandsusd.net/ |
| County-District-School (CDS) Code | 36-67843-6036537 |

| Entity | Contact Information |
|----------------|--------------------------------------|
| District Name | Redlands Unified School District |
| Phone Number | (909) 307-5300 |
| Superintendent | Mauricio Arellano |
| Email Address | mauricio_arellano@redlands.k12.ca.us |
| Website | www.redlands.k12.ca.us |

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

School Mission Statement: The staff, parents, families of the students, and the students of Kingsbury Elementary, a school rich in history and traditions, are dedicated to providing an environment that supports all students in their academic, social, emotional, and physical development, thereby assisting them to achieve their highest potential and to be productive and responsible citizens.

School Vision Statement: Our vision is to build a community of learners, in which all participants--staff, parents, families of the students, students, and the community--demonstrate collaborative actions toward creating and implementing a curriculum that is aligned with the California Content Standards and available for all students.

The Kingsbury community supports the vision for Redlands 2025 which will focus on five key areas:

- E-Enhanced Learning through Innovation
- X-Excellence in Academics
- C-Collaborative Community and Parent Partnerships
- E-Equality through Equity
- L-Learning Environments are Safe and Secure

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 82 |
| Grade 1 | 61 |
| Grade 2 | 72 |
| Grade 3 | 87 |
| Grade 4 | 74 |
| Grade 5 | 73 |
| Total Enrollment | 449 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Black or African American | 4 |
| Asian | 3.1 |
| Filipino | 0.4 |
| Hispanic or Latino | 62.6 |
| White | 24.9 |
| Two or More Races | 4.9 |
| Socioeconomically Disadvantaged | 71.9 |
| English Learners | 12.5 |
| Students with Disabilities | 13.4 |
| Foster Youth | 1.6 |
| Homeless | 23.4 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 19 | 19 | 24 | 4 |
| Without Full Credential | 0 | 0 | 1 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the Common Core State Standards. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. Textbooks are selected and purchased on a seven-year cycle, rotating by content area. Copies of student books are available at the Instructional Resource Center for parent review.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|-----------------------------------|---|
| Reading/Language Arts | Journeys Common Core Houghton Mifflin Harcourt (2014) | Yes | 0% |
| Mathematics | Math In Focus Houghton Mifflin Harcourt (2015) | Yes | 0% |
| Science | California Science Macmillian/McGraw-Hill (2008) | Yes | 0% |
| History-Social Science | Social Studies Alive! TCI (2016) | Yes | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

The current school building, which includes twenty-three classrooms, a library, a math lab/Bears closet, an administrative office, and a multi-use room/cafeteria was built in 1969. Four relocatable classrooms were added in 1987. Two additional relocatable classrooms were added in 1991. Students and staff work hard to keep the campus clean and safe. A litter-free environment is encouraged and custodians clean the campus daily. The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. Site administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The school district's maintenance department performs major repairs and improvements. The AHERA Management Plan, Inspection Report, and Operations and Maintenance Program Report are on file in the Kingsbury office. A site safety inspection is conducted monthly.

The staff and community has developed/approved a comprehensive disaster plan. This plan is communicated to the students and drills are conducted on a monthly basis. This written plan is also available to the community. This plan will enable staff and students to remain as calm as possible while they deal with the events surrounding a disaster such as an active-shooter, earthquake or fire.

Kingsbury School was completely modernized in 2004. As a result, our facilities are in excellent condition. Our campus is monitored closely by the staff, and any safety hazards are addressed immediately.

In the summer of 2018, the campus became completely enclosed by the addition of new security fencing and gates. This ensures no authorized access to the campus, except by entry to the office.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order 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.

All categories on the most recent School Facility Good Repair Status report receive the highest mark of "good" and an overall rating of "exemplary".

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: November 2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 56 | 54 | 59 | 57 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 44 | 42 | 45 | 44 | 38 | 39 |

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 226 | 226 | 100.00 | 0.00 | 53.54 |
| Male | 125 | 125 | 100.00 | 0.00 | 45.60 |
| Female | 101 | 101 | 100.00 | 0.00 | 63.37 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 151 | 151 | 100.00 | 0.00 | 50.99 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 47 | 47 | 100.00 | 0.00 | 57.45 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | 16 | 16 | 100.00 | 0.00 | 68.75 |
| Socioeconomically Disadvantaged | 170 | 170 | 100.00 | 0.00 | 50.00 |
| English Learners | 37 | 37 | 100.00 | 0.00 | 32.43 |
| Students with Disabilities | 35 | 35 | 100.00 | 0.00 | 34.29 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 56 | 56 | 100.00 | 0.00 | 46.43 |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 226 | 225 | 99.56 | 0.44 | 42.22 |
| Male | 125 | 124 | 99.20 | 0.80 | 39.52 |
| Female | 101 | 101 | 100.00 | 0.00 | 45.54 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 151 | 151 | 100.00 | 0.00 | 37.75 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 47 | 46 | 97.87 | 2.13 | 54.35 |
| Two or More Races | 16 | 16 | 100.00 | 0.00 | 50.00 |
| Socioeconomically Disadvantaged | 170 | 169 | 99.41 | 0.59 | 40.83 |
| English Learners | 37 | 36 | 97.30 | 2.70 | 27.78 |
| Students with Disabilities | 35 | 35 | 100.00 | 0.00 | 22.86 |
| Students Receiving Migrant Education Services | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 56 | 56 | 100.00 | 0.00 | 35.71 |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 16.9 | 16.9 | 10.4 |

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

There are many opportunities for parents to become involved at Kingsbury School. These include: assisting in the classroom by tutoring students in all subject areas (we encourage parents to visit the office for volunteer opportunities and procedures), assisting and chaperoning field trips, volunteering for PTA, ELAC, School Site Council, and other school sponsored activities. Parents also have the opportunity to attend a variety of events such as Family Nights, Parent Conferences, Back To School Social, Fall Carnival, and the Book Fair. Computer technology provides new ways for parents to become involved with their child's school and their learning. Kingsbury School maintains a website, and a Twitter page, that parents may access to in order to gain information on general school activities. Kingsbury also communicates via Aeries, a free service that parents may sign up for, that will text, email, and call them regarding important events. Parents may also maintain easy contact with their child's teacher and/or the principal by making appointments to see them, by telephone call, or by e-mail.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 1.9 | 1.2 | 1.2 | 2.6 | 2.9 | 3.6 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

Kingsbury School utilizes data from the California Department of Education Dashboard regarding suspension/expulsion reports to evaluate the current status of school discipline. A Comprehensive School Safety Plan is adopted in the Spring of each school year and is reflective of the school's safety needs. Safety committee is invited to each School Site Council (SSC) meeting and their concerns are addressed. SSC creates and monitors the school safety plan. The key components of Kingsbury's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, and disaster response procedures. Signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitors pass. New fencing/gates ensure nobody can enter the campus without checking in through the office, unless they illegally scale the perimeter. Visitors must have their license scanned and are run through the Raptor Database System to flag sex offenders and unsafe visitors. Exterior signs also indicate Kingsbury's active video surveillance system (there are multiple security cameras mounted throughout the campus to monitor and record events). To ensure student safety before and after school, campus monitors, teachers, the counselor, the assistant principal, and the principal supervise the school grounds including the bus drop-off area, cafeteria, and playground. After school, teachers walk their students to the bus loading area. Teachers, classified staff, and the administration supervise student areas until all students have left the campus for home. During the day, campus monitors are present in the student play and eating areas. Also, a crossing guard, provided by the City of Redlands, ensures students cross the street safely. The last update to the Comprehensive School Safety Plan was April 15, 2019.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 14 | 7 | 1 | | 13 | 8 | | | 20 | 3 | 1 | |
| 1 | 24 | | 2 | | 21 | 2 | 1 | | 29 | | 2 | |
| 2 | 23 | | 3 | | 24 | | 3 | | 23 | | 3 | |
| 3 | 23 | | 3 | | 23 | | 3 | | 19 | 1 | 3 | |
| 4 | 28 | | 2 | | 25 | | 2 | | 29 | | 1 | 1 |
| 5 | 34 | | 1 | 2 | 33 | | 1 | 2 | 33 | | 1 | 2 |
| Other** | 12 | 1 | | | | | | | 9 | 1 | | |

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | .0 |

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

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 1.5 |

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$7,642.08 | \$1,922.60 | \$5,719.48 | \$83,590.00 |
| District | N/A | N/A | 5,815.78 | \$85,061.00 |
| Percent Difference - School Site and District | N/A | N/A | -1.7 | -1.7 |
| State | N/A | N/A | \$7,506.64 | \$82,031.00 |
| Percent Difference - School Site and State | N/A | N/A | -27.0 | 1.9 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Kingsbury receives funding from two basic sources: Funding distributed by the State of California and approved by the Redlands Unified School District Board of Education and State and Federal Categorical Programs, which bring approximately an additional \$200,000 to our school annually. These Categorical Programs include Schoolwide Title I, Title III, SSP, and Lottery funds.

These funds assist with the following notable and important programs and services (this is not an all inclusive list): Books, supplies, parent involvement activities, PBIS/character education program, maintaining innovative technology, library clerk, transporting Redlands High School student peer tutors, two academic intervention teachers, one English Learner intervention teacher, professional development activities, and after school tutoring.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---------------------------------------|-----------------|--|
| Beginning Teacher Salary | \$46,120 | \$51,374 |
| Mid-Range Teacher Salary | \$81,554 | \$80,151 |
| Highest Teacher Salary | \$102,814 | \$100,143 |
| Average Principal Salary (Elementary) | \$124,240 | \$126,896 |

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Average Principal Salary (Middle) | \$133,386 | \$133,668 |
| Average Principal Salary (High) | \$141,684 | \$143,746 |
| Superintendent Salary | \$220,000 | \$245,810 |
| Percent of Budget for Teacher Salaries | 38% | 35% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

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

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 11 | 13 | 15 |

The Kingsbury staff is committed to continual professional growth. Categorical Programs provide funds which enable teachers to receive training that align to School, District, State, and Federal goals. Kingsbury's primary focus for professional development is around math due to stagnant math scores the last several years. Funds are available for: a) veteran teachers to provide assistance to new teachers in a variety of curricular areas. b) teachers to analyze data in order to better meet each student's needs by differentiating the instruction c) attend conferences on increasing student achievement. The District provides math, reading, writing, and English Learner professional development. All Kingsbury teaching staff have been trained in Thinking Maps Strategies. Kingsbury is currently in year four of PBIS (Positive Behavioral Interventions and Supports) staff development. Professional development opportunities are available during the regular teaching day, after school workshops, and on instructional minimum days.