



**Martin Luther King School Accountability Report Card
El Centro Elementary School District
November 1998**

Hispanic, 6% White and 2% Black.

2. Student Attendance

Last year, our school had a total enrollment of 466 students who generated 77,268 student attendance days. About 2.0% days in which students did not attend full minimum instructional days were due to unexcused absences. This is not acceptable to us, as when children are absent or late, they miss out on an important part of their education.

To encourage students to attend school regularly and to be on time, our staff and administrator worked closely with students and parents in monitoring attendance. Incentive programs to improve attendance: perfect attendance awards and photos taken of children with perfect attendance to be posted. Attendance awards are presented at all school assemblies. In addition, a trophy is awarded to the class at the Kindergarten, primary (1st-3rd), and upper (4th- 6th) grade levels with the best attendance for the month. These trophies are passed monthly from winning class to winning class and are presented at the school-wide opening exercise.

A Message From The Principal And Staff

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

Mrs. Rosalynne Young, Principal

Martin Luther King Elementary School's Mission

The parents, administration, and staff are committed to the principle of "celebrating life through learning". Our mission is to achieve excellence in all facets of our program while instilling in our students enthusiasm and appreciation for learning and a sense of pride in their accomplishments. It is our intent that by fostering common goals between home, school, and community, we will better prepare our students to lead productive lives in a constantly changing society. Furthermore, we wish to provide an environment that motivates children to do their very best in reaching their fullest academic, social, emotional and physical potential.

1. School Staffing/Student Population

Last year King Elementary School had 19 regular education teachers, 1 teacher of Special Education, one teacher of Visual and Performing Arts, one Computer Lab teacher, one Science Resource teacher and eleven instructional assistants. The ethnic distribution at King School is as follows: 92%

3. Student Achievement

Student achievement is measured by the Stanford Achievement Test (SAT) and APRENDA Test. For the school years 1995-96 and 1996-97 the scores reported are for Reading Comprehension and Math Applications. For the 1997-98 school year the scores reported are for total Reading and total Math. Scores in the 50th percentile indicate average achievement.

King School students first through sixth grade took the SAT in English or the APRENDA test in Spanish. The scores below show our school's test results in Reading, and Math.

SAT Percentiles Scores

Sch. Yr.	SAT-8	SAT-8	SAT-9
	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>
	Reading/Math	Reading/Math	Reading/Math
Grade 1	18 / 24	17 / 15	33 / 28

2	32 / 27	23 / 26	20 / 22
3	14 / 26	18 / 32	18 / 26
4	27 / 52	36 / 52	20 / 35
5	23 / 14	18 / 21	20 / 20
6	21 / 21	18 / 26	27 / 27

APRENDA Percentiles Scores

Sch. Yr.	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>
	Reading/Math	Reading/Math	Reading/Math
Grade 1	43 / 62	34 / 34	29 / 32
2	43 / 63	49 / 43	48 / 42
3	49 / 30	50 / 49	34 / 30
4	65 / 50	67 / 41	49 / 56
5	49 / 36	58 / 56	66 / 32
6	53 / 46	71 / 41	58 / 25

4. Expenditures

Last year, the El Centro Elementary School District spent \$33,558,622 or \$5,495 per student. These expenditures included general and special education, and State and Federally funded projects and were made in these amounts.

Employee Salaries, and Benefits: per student or 78% of the total budget	\$4,286
Books and Supplies: per student or 6% of the total budget	\$330
Services and Operating Service: per student or 6% of the total budget	\$330
Capital Outlay (Equipment) per student or 6% of the total budget	\$330
Other Outgo: per student or 4% of the total budget	\$219

Lottery funds were used to upgrade the instructional program and are included in the above. Also included were amounts spent in School Improvement, Economic Impact Aid, Gifted & Talented, Bilingual, Special Education and Mentor Programs.

Last year King School received \$363,241 in State and Federal funds for special programs. \$270,537 approximately 74% of the allocation went to employee salaries and benefits. These monies paid for our computer lab teacher, creative arts teacher, science grant coordinator, science resource teacher, and ten instructional assistants. 26% of the monies was used for materials and assembly presentations to supplement the instructional program and for staff development costs. The items purchased included computers for the classroom, audio visual equipment, videos, software, instructional materials in Spanish and English for the classroom and Resource Room,

library books in English and Spanish for the classroom and for the library, and ESL materials. Categorical expenditures were approved by the King School Site Council.

5. Class Size

The El Centro Elementary School District implemented the State Class Size Reduction Program of 20 students per teacher in grade 1 for the 1996-97 school year, in grades 1 and 2 for the 1997-98 school year, and in K-3 in the 1998-99 school year.

King School class sizes last year ranged from 31 students in kinder, 20 in 1st, 31 in 2nd and 3rd, and 35 students in 4th through 6th grade. In an effort to build a strong balanced literacy program, the staff has made a commitment to place instructional assistants primarily in the lower grades (K-3). Students enrolled in various educational programs offered further assistance.

6. Teacher Assignments

All King Elementary School teachers were assigned to teach within their credentialed subject areas. Our school has experienced no problem with the proper assignment of teachers, because California law permits teachers in the elementary grades to instruct students across all subject-matter areas. King School also employs other certificated specialist who are properly credentialed to teach or provide service in their specialty area.

7. Textbooks and Instructional Materials

The El Centro Elementary School District sets a high priority on providing sufficient textbooks and instructional materials to support each school's instructional program. A district wide committee, representing each of the schools, chooses textbooks and instructional materials from the State Board of Education approved list. These programs are adopted district wide in each subject area to provide continuity and consistency throughout the district. New science material which include texts, science labs, and laser disc technology were implemented.

The El Centro Elementary School District follows the State Department of Education Instructional Materials adoption cycle to ensure that instructional materials are relevant and up to date.

King School also has a library and an instructional resource room which provide a variety of library books, reference books, software, a library of video tapes for classroom use and other instructional materials including Spanish literature and videos.

There is a computer lab and computers in each classroom with various software programs available for students.

8. Counseling and Support Services

Students at King School receive an adequate level of non-instructional support services from a highly qualified staff which includes: a school psychologist, a speech/language specialist, a library clerk, and an instructional resource clerk. Some services are available daily, and others at least one day a week.

9. Substitute Teachers

King School has not experienced any difficulty in obtaining qualified substitute teachers to cover classes for teachers who are absent except on a few occasions. On these occasions, the lack of a large substitute teacher pool has made it difficult to provide enough substitutes for schools in the district on days of heavy teacher absence.

10. School Facilities and Safety

Our intent is to provide a drug free safe and orderly environment as well as an attractive and well maintained campus. The King School staff, parents, and students take great pride in keeping the physical environment clean and safe for children. To safeguard the well-being of students and staff, safety drills, including monthly fire drills and regularly scheduled earthquake/disaster drills, were conducted. Staff members and parents were asked to participate in preparing provisions in the event of a earthquake/disaster.

To ensure that playground rules were followed and safety maintained, the playgrounds were supervised by teachers and the principal before, during recess, and after school. Playground and noon duty assistants assisted in the supervision on the playground during lunch. All staff members, including two full time and one part time custodian and a part-time groundskeeper worked towards establishing a well maintained campus. Security was bolstered by a school wide alarm system and the district employment of security personnel. Vandalism and theft have been kept to a minimum.

11. Teacher Evaluation

Teachers at King School are evaluated on a regular basis by the principal. Permanent teachers are evaluated at least every other year and probationary teachers are evaluated every year. The evaluation

procedure includes assessment in each of the following areas: Pupil Progress, Instructional Techniques and Strategies, Adherence to District Curriculum and Programs, Learning Environment, Pupil Control and Behavior Management, Interpersonal Relationships, Attendance and Punctuality, Professional Growth, and Other Duties.

12. Discipline and Climate for Learning

The principal, staff, parents and students at King School are committed to a disciplined, stimulating, and supportive learning environment. Our school wide discipline plan, which reflects high standards for student behavior, was implemented in a consistent and positive manner; rules were posted in every classroom. Other school wide programs which recognize and promote high expectations for student behavior and achievement include; honoring student of the week and of the month, attendance certificates, monthly attendance trophies, end-of-the-year awards for academic and school service efforts, "caught being good" tickets, cafeteria banner, honor classes, etc. There were also various programs to promote school pride and beautification efforts including: wearing school T-shirts, special day of the month, "campus pride" awards, and a tree planting project. For the past 3 years suspensions and expulsions have been as follows:

1995-1996	9	Suspensions	0	Expulsions
1996-1997	1	Suspensions	1	Expulsions
1997-1998	2	Suspensions	0	Expulsions

The staff worked closely with parents to alleviate serious behavioral problems and to encourage success at school.

13. Training and Curriculum Improvement

The El Centro Elementary School District devotes high priority to staff professional growth and curriculum improvement. During the 1996-97 school year, 6 staff development days were scheduled to inservice certificated staff on strategies to work with English learners. During 1997-98, a total of 5 inservice days were scheduled. These district wide inservice days focused on language arts and two days focused on the needs at individual schools. For the 1998-99 school year, teachers were given the opportunity to attend two optional district wide staff development prior to the beginning of school. Focus areas were science, reading and classroom management. Individual schools had the opportunity to schedule up to two days of optional staff development.

The El Centro School District devotes high priority to staff professional growth and curriculum improvement.

Staff development activities at King School last year reflected staff and instructional program needs as well as focus areas identified in the School Plan. Training activities centered around: school site, district and state assessment methods, writing process, proficiency portfolios, math and science activities and teaching methodologies for staff and parents, student assessment methods, improvement of thinking processes and reading comprehension, language acquisition, and implementation of the district standards and matrices intervention strategies for at-risk students.

14. Quality of Instruction and Leadership

King School maintains a school instructional plan which will be evaluated and updated each year and rewritten every five years. A new plan was written by the staff last spring, and each curricular area was refined to match State Frameworks and School wide Program Quality Criteria. A self-study is carried out in each academic area.

The current instructional plan reflects the goals for improvement developed at that time. The decision making process at King School is a collaborative effort between school leaders and staff members. Meetings are held on a regular basis to provide opportunity for participation and articulation. Suggestions and input are encouraged and recognized so as to democratically come to a consensus on the educational improvement program. The School Site Council formed another valuable part of our leadership, and its input was vital to our instructional improvement process. Special services at King School support and encourage each student's academic, personal and social growth.

Our school also works hard to meet the needs of special student populations. Instruction was provided on our campus in Special Education, and in bilingual classes. Special needs were further supported through the services of the district speech and language specialist and psychologist.

15. Instructional Minutes

During the 1997-98 school year, King School offered a total of 36,000 instructional minutes per year in Kindergarten as required by the State of California. In grades 1-3, 51,660 instructional minutes per year were offered as compared to 50,400 instructional minutes required by the State of California. In grades 4-6, 55,935 instructional minutes were offered as compared to 54,000 instructional minutes required by the State of California. King School offered a total of 180 instructional days during the 1997-1998 school year that met or exceeded the State of California minimum requirement for instructional minutes. The following average number of instructional minutes per

year were offered in each of the following subject areas:

	<u>1st</u>	<u>2nd</u>	<u>3rd</u>
English Language and Literature	21,195	24,920	21,600
Mathematics	8,100	8,280	9,000
Science	3,600	4,500	5,400
History-Social Science	4,032	4,500	5,400
Foreign Language	0	0	0
The Arts	6,750	4,905	3,600
P.E.	2,800	2,800	2,800

	<u>4th</u>	<u>5th</u>	<u>6th</u>
English Language and Literature	17,200	31,200	31,000
Mathematics	10,800	9,000	7,800
Science	8,640	4,500	7,800
History-Social Science	8,840	4,500	7,800
Foreign Language	0	0	0
The Arts	4,320	2,700	1,800
P.E.	2,800	2,800	2,800

16. Comparative Salary and Budget Information

State law requires that comparative salary and budget information, which is taken from documents available to the general public, be displayed in each School Accountability Report Card. The information reflects 1996-97 school year salary and budget information for the El Centro School District. Daily rates of pay were computed based on the employee's required work year. The number of required work days varied by position. Hourly rates were based on a required work day of eight hours for administrators and the contractual agreement of approximately six hours for teachers.

In addition to the regular salary schedule, off salary schedule bonuses have been paid to teachers and administrators of approximately 1.97% of their regular salary from lottery funds. Budget percentages reflected the percentage of the total district budget that was spent for teachers and administrative salaries in 1996-1997.

This has been the ninth annual report that you have received from King School. One of the most important goals in the El Centro School District is to have open communication among our staff and parents. I hope that this report has contributed to that goal. We look forward to sending you a report like this each year.

Dr. Michael Klentschy
Superintendent

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SALARY CATEGORY (1996-97)	EL CENTRO SCHOOL DIST. DISTRICT AVERAGE			COMPARISON STATE AVERAGE		COMPARISON STATE AVERAGE	
	Annual Salary	Daily Rate	Hourly Rate	Annual Salary	Daily Rate	Annual Salary	
Teacher	Beginning	\$26,844	\$145.89	\$24.32	\$28,974	\$158	\$23,609 - \$32,614
	Mid-Range	\$43,245	\$235.03	\$39.17	\$47,464	\$259	\$39,943 - \$57,157
	Highest	\$55,489	\$301.57	\$50.26	\$55,623	\$304	\$50,016 - \$62,744
Principals	\$68,509	\$334.19	\$41.77	\$71,543	\$344	\$56,203 - \$82,468	
Superintendent	\$89,585	\$407.20	\$50.90	\$101,271	\$456	\$80,671 - \$124,190	

BUDGET PERCENTAGES (1996-97)			
For Teacher's Salaries	43.97%	44.99%	37.51% - 51.68%
For Administrative Salaries	5.49%	5.34%	3.93% - 6.95%