

Kings River Elementary School

3961 Avenue 400 Kingsburg, CA 93631 • Phone: (559) 897-7209 • Grades: K-8



Principal's Message

Kings River Union Elementary School District is a single-site K-8 district in northern Tulare County, located between the towns of Kingsburg and Dinuba. The district has an average daily attendance of 452 students. Kings River's mission is to help all students succeed in reaching or surpassing grade-level standards in all curricular areas (as measured by adopted benchmark assessments, appropriate norm- and criterion-referenced tests and other objective measures of student progress used in classrooms). The attainment of this goal is accomplished through rigorous instructional and curricular programs in an environment of respect (toward self and others) and safety. Kings River provides instructional materials that are state-adopted and locally approved, with each student having access to core curricula through provision of all texts in all subject areas for school and home use. Further, students whose first language is not English are given a rigorous, structured English-language development program designed to quickly transition them into English proficiency. Additionally, Kings River provides instruction using mobile computer technology devices, various instructional software programs to support learning, and a computer lab. Kings River Union Elementary School District strives to improve and to surpass expectations of its stakeholders and the state. Kings River Union was proud to receive the Torch Award in 2012 from the Tulare County Office of Education for our efforts to support students in attaining academic growth through innovative programs and partnerships.

Mission Statement

It is the mission of Kings River Elementary School, in partnership with parents and guardians and the community, to empower each child to achieve his or her fullest potential in becoming a lifelong learner and a responsible citizen. We are committed to fostering high standards of student performance and promoting positive attitudes to achieving equity and excellence in a safe and nurturing environment. Learning experiences for our students should be meaningful and applicable to the real world.

We therefore believe that...

- All students can learn
- High expectations, based on a student's ability, lead to high academic achievement
- Students must be responsible for their own learning
- Students are responsible for their actions
- Everyone has the right to be treated in a fair and equitable manner
- Students have a social responsibility to their peers, school, and community
- Home, school, and classroom climates are the key factors in improving student learning

Parental Involvement

Parents of Kings River students are encouraged to become involved in programs and classroom activities at Kings River Union Elementary School. Here's how you can help: volunteer in classrooms; become a member of the Parent-Teacher Club (PTC); serve on the School Site Council (SSC); attend committee meetings (English language learner, Migrant Advisory); chaperone on study trips; and attend music, drama, and other programs (carnivals, concerts, plays, and parent-education nights).

For more information on how to become involved at the school, please contact Vice Principal Kristi Blatner at (559) 897-7209.

School Safety

Kings River Union Elementary School has developed a warm, nurturing environment where students and staff feel safe. Students are expected to be good citizens at all times. Kings River's student handbook, updated and distributed each year, contains useful information and policies. Disruption of positive learning environments is not tolerated; students understand any disruptive behaviors will be met with consistent and appropriate consequences. Kings River uses formal and informal counseling services in conjunction with detention, in-house suspension, and at-home suspension (when necessary). Contacts with parents are made regularly using the district's automatic notification system as well as through the use of documents created in the AERIES student-information system.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in February 2014. Key elements of the plan include monthly safety drills, crisis-intervention plans, counseling services provided by Dinuba Mental Health, detention, in-house suspension and, if necessary, suspension.

Kings River Union Elementary School District

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www.kings-river.k12.ca.us



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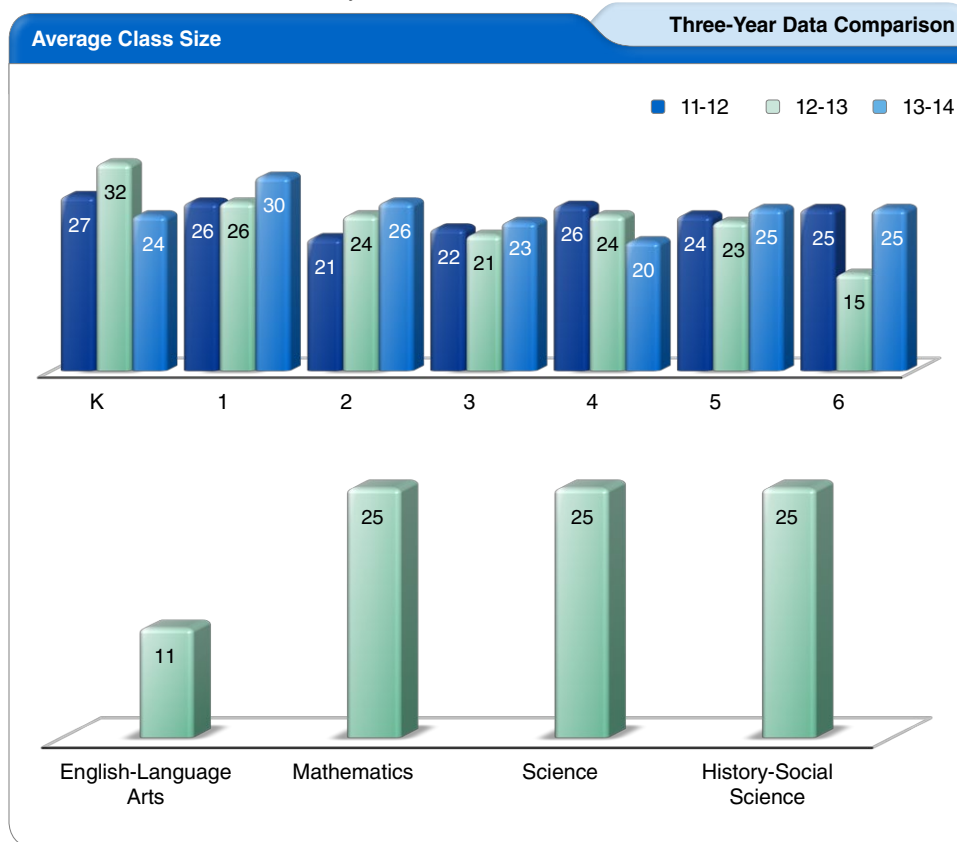
2013-14 School Accountability Report Card — Published during the 2014-15 school year

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Para español visita:
www.kings-river.k12.ca.us

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size.



Number of Classrooms by Size							Three-Year Data Comparison		
	2011-12			2012-13			2013-14		
Grade	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
K		2			2			2	
1		2			2			2	
2	2				2			2	
3	1	1		1	1			2	
4		2			2		2		
5		2			2			2	
6		2			2			2	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts				1	3				
Mathematics				1	3				
Science				1	3				
History/social science				1	3				

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards

2013-14 School Year

Grade 5

Four of six standards	25.50%
Five of six standards	18.20%
Six of six standards	20.00%

Grade 7

Four of six standards	18.20%
Five of six standards	15.90%
Six of six standards	20.50%

Types of Services Funded

Kings River Union Elementary School District funds core curricular programs and staff through unrestricted state and local monies. For over-and-above services (Title I, Migrant, Gifted and Talented Education, and specified-educational technology programs), the district uses designated restricted funding from state and federal sources as mandated.

California Assessment of Student Performance and Progress Results: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels				Three-Year Data Comparison					
	Kings River ES			Kings River UESD			California		
Subject	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	43%	36%	43%	43%	36%	43%	60%	59%	60%

California Assessment of Student Performance and Progress Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		Spring 2014 Results
Group	Science	
All students in the district	43%	
All students at the school	43%	
Male	44%	
Female	43%	
Black or African-American	❖	
American Indian or Alaska Native	❖	
Asian	❖	
Filipino	❖	
Hispanic or Latino	43%	
Native Hawaiian or Pacific Islander	❖	
White	❖	
Two or more races	❖	
Socioeconomically disadvantaged	42%	
English learners	10%	
Students with disabilities	❖	
Students receiving Migrant Education services	❖	

Standardized Testing and Reporting Results for All Students

The table below shows the percentage of students who scored at Proficient or Advanced levels (meeting or exceeding state standards) in English language arts, mathematics and history/social science. Because of the new CAASPP field-testing in the spring of 2014, there are no scores to be reported. The last available scores under the STAR Program are shown.

Students Scoring at Proficient or Advanced Levels				Three-Year Data Comparison					
	Kings River ES			Kings River UESD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English language arts	40%	47%	43%	40%	47%	43%	54%	56%	55%
Mathematics	54%	59%	52%	54%	59%	52%	49%	50%	50%
History/social science	40%	39%	28%	40%	39%	28%	48%	49%	49%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

Because of the state's adoption of the Common Core State Standards and implementation of a new student-testing system, limited data is available to report in the SARC.

For the 2013-14 school year, the CAASPP included the Smarter Balanced Assessments, alternate, science, and other optional assessments.

In the spring of 2014, California began field-testing the Smarter Balanced Assessments in English language arts and mathematics. These tests were not officially scored, so there is no data to report.

The science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA), similar to the STAR Program. Therefore it is acceptable to make comparisons to previous year results.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications, or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2011	2012	2013
Statewide API Rank	2	3	3
Similar Schools API Rank	5	7	6

Academic Performance Index

The Academic Performance Index (API) is a numeric rating system that reflects a school and district's performance level based on the results of annual statewide student assessments. It is used to measure the academic performance and progress of the schools within California. Individual outcomes are converted to points on the API scale and then averaged across all students and all tests, resulting in a single number, or API score, measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

With a complete change of the K-12 education system, the State Board of Education temporarily suspended API. No API scores or ranks will be calculated for the next two years, as California continues the transition to the new Common Core State Standards and California Assessment of Student Performance and Progress.

To learn more about API, please visit www.cde.ca.gov/ta/ac/ap for the API information guide and www.cde.ca.gov/ta/ac/ar/aprfaq.asp for information on the changes to API.

API Growth by Student Group

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group				2013 Growth API and Three-Year Data Comparison		
Group	2013 Growth API			Kings River ES – Actual API Change		
	Kings River ES	Kings River UESD	California	10-11	11-12	12-13
All students	751	751	790	11	30	-26
Black or African-American	❖	❖	707	■	■	■
American Indian or Alaska Native	❖	❖	742	■	■	■
Asian	❖	❖	906	■	■	■
Filipino	❖	❖	867	■	■	■
Hispanic or Latino	743	743	743	14	31	-25
Native Hawaiian or Pacific Islander	❖	❖	773	■	■	■
White	839	839	852	■	■	■
Two or more races	❖	❖	845	■	■	■
Socioeconomically disadvantaged	741	741	742	19	31	-28
English learners	731	731	717	27	22	-27
Students with disabilities	581	581	616	■	■	■

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. Because California is changing the assessments and the accountability system it uses to evaluate school performance, the U.S. Department of Education has approved a waiver to allow California not to make Adequate Yearly Progress determinations for elementary and middle schools. They will receive the same AYP determinations as in 2013.

High schools will not be affected by this waiver and will continue to receive AYP determinations because they are based on California High School Exit Exam (CAHSEE) results and graduation rates.

For more information on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2013-14 School Year
	Kings River ES	Kings River UESD
Met overall AYP	**	**
Met participation rate		
English language arts	**	**
Mathematics	**	**
Met percent proficient		
English language arts	**	**
Mathematics	**	**
Met graduation rate	×	×

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

Due to the waiver that allows California to use the same AYP determinations as 2013, no new schools will enter or exit Program Improvement, and current PI schools will not advance a year in their PI status. This table displays the 2014-15 PI status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2014-15 School Year
	Kings River ES	Kings River UESD
Program Improvement status	In PI	Not In PI
First year of Program Improvement	2004-2005	◇
Year in Program Improvement*	Year 5	◇
Number of schools identified for Program Improvement		1
Percent of schools identified for Program Improvement		100.00%

** For 2014, only high schools and high school local educational agencies (LEAs) that enrolled students in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 will receive an AYP Report. Because students in grades three through eight participated in the Smarter Balanced Field Test during the 2013-14 academic year, the U.S. Department of Education approved a determination waiver for California which exempts elementary schools, middle schools, elementary school districts, and unified school districts from receiving a 2014 AYP Report.

× Not applicable. The graduation rate for AYP criteria applies to high schools.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

◇ Not applicable.

Professional Development

Kings River Union has made professional development a priority. The staff has been focused on strengthening its knowledge and expertise in the area of the California Common Core State Standards. This acquisition of this professional development has occurred by attending off-site workshops and trainings but the majority of the professional development has occurred on-site with the support of the Tulare County Office of Education (TCOE). Kings River Union has partnered with TCOE to provide on-site professional development for all teachers in the areas of English language arts and mathematics. The teachers are provided release time to spend full days in collaboration to unpack the standards, develop curriculum, and calibrate understanding of rigor for all lessons and assignments.

Professional Development Days	
2012-13	4 days
2013-14	40 days
2014-15	80 days

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Kings River ES			
	11-12	12-13	13-14
Suspension rates	5.7%	4.9%	3.0%
Expulsion rates	0.0%	0.0%	0.0%
Kings River UESD			
	11-12	12-13	13-14
Suspension rates	5.7%	4.9%	3.0%
Expulsion rates	0.0%	0.0%	0.0%
California			
	11-12	12-13	13-14
Suspension rates	5.7%	5.1%	4.4%
Expulsion rates	0.1%	0.1%	0.1%

Textbooks and Instructional Materials

Kings River Union Elementary School follows the California Department of Education adoption calendar for instructional materials and strives to have the most current standards-based materials available for teachers and students. The school's Leadership Team reviews adopted materials and makes recommendations to the administration prior to formal recommendations being forwarded to the district Board of Trustees for consideration. The district has affirmed each student has their own textbook to use in class and to take home.

All students in visual and performing arts classes at Kings River School, which include Beginning Band, Advanced Band, and Chorus, have access to the appropriate textbooks and instructional materials.

Textbooks and Instructional Materials List		2014-15 School Year
Subject	Textbook	Adopted
English language arts	Medallions, Houghton-Mifflin (K-6)	2010
English language arts	California Core Literature, McDougal Littell (7-8)	2005
Mathematics	California Go Math!, Houghton Mifflin (K-5)	2014
Mathematics	Math, Carnegie Learning (6-8)	2014
Science	Pearson Scott Foresman (K-3)	2008
Science	Harcourt Brace & Company (4-5)	2007
Science	Prentice Hall (6-8)	2001
History/social science	Pearson Scott Foresman (K-6)	2006
History/social science	McGraw-Hill (4-6)	2005
History/social science	Houghton Mifflin (7)	2005
History/social science	Holt, Rinehart & Winston (8)	2003

Vision Statement

Kings River Elementary School will provide a challenging curriculum in language arts and math where all students will meet or exceed content and performance standards established by the California Department of Education. Curriculum, instruction, and assessment will be aligned with the locally adopted standards. All teachers will be given a particular curricular emphasis in reading, writing, and math instruction. "Safety nets" will be in place to ensure success for those students who experience difficulty in mastering the standards.

- Every student can and will achieve proficiency in rigorous academic standards provided by a highly effective school and highly effective teachers
- Highly effective schools honor the work of the classroom teacher
- All teachers and students must have multiple opportunities to apply that practice, learning in a variety of settings and strategies
- Diverse language and culture are strengths to be leveraged, not deficiencies to be remediated
- Professional development activities must be driven by the quest for intellectual growth
- Professional development must be collegial and built upon sound principles of adult learning and sustained development over time

Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

★ The grade 6-8 science textbooks were adopted from the previous adoption cycle.

◇ Not applicable.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2014-15 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and Performing arts	◇
Foreign language	◇
Health	◇

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2014-15 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	★
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

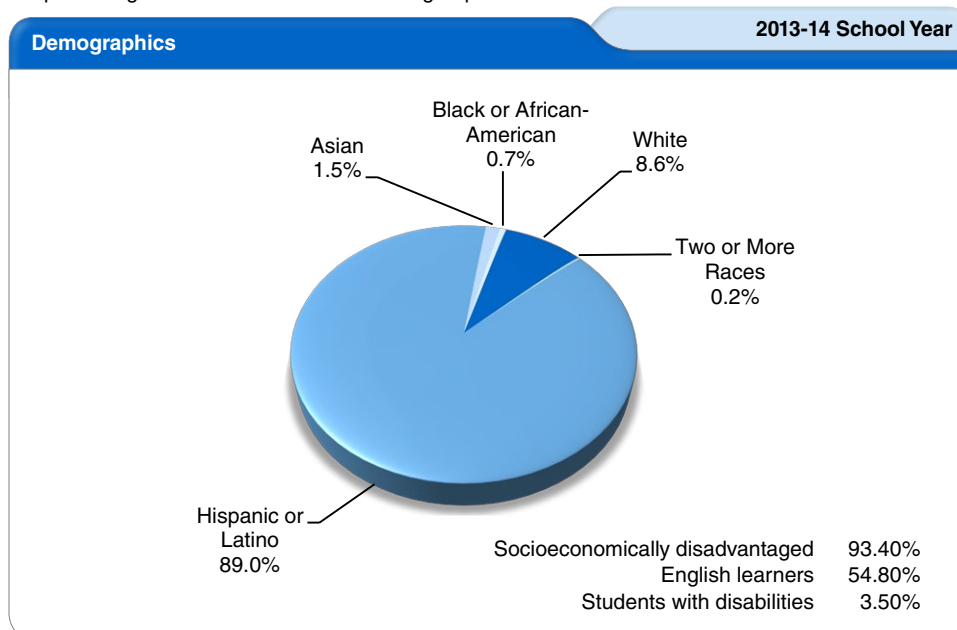
Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2014-15 School Year	
Data collection date	09/2014

Enrollment by Student Group

The total enrollment at the school was 456 students for the 2013-14 school year. The pie chart displays the percentage of students enrolled in each group.



School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest and vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks/drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural damage, roofs
- **External:** Windows, doors, gates, fences, playgrounds, school grounds

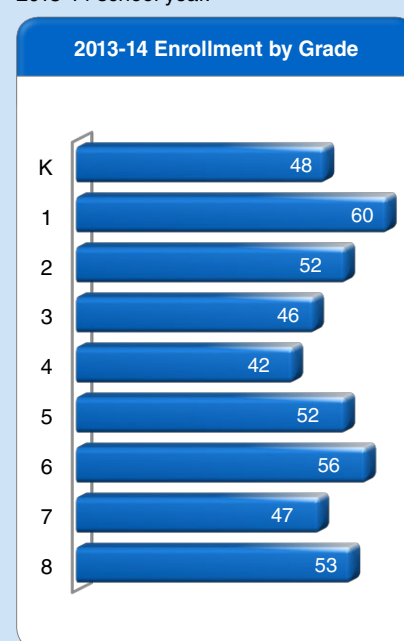
School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2014-15 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			08/26/2014
Date of the most recent completion of the inspection form			08/26/2014

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2013-14 school year.



School Facilities

Kings River Union Elementary School District prides itself on maintaining a clean, safe, and inviting campus. Buildings and grounds are well maintained, with painting done on a rotating schedule. Newly renovated classrooms and parking facilities have added to the overall appearance of the site. Kings River maintenance staff cares about the condition of facilities, taking time to perform regular maintenance and to repair in a timely fashion items in need of attention. Communication and surveillance equipment are employed for security and voiceover-IP technology used for all phones on campus.

The facilities and grounds at Kings River Union Elementary School fully support quality teaching and student learning. Conditions in classrooms are conducive to student learning in that rooms are comfortable (with adequate heating, lighting, air-conditioning), adequate equipment is available for each teacher and student's use, and playgrounds are clean and well maintained.

Regarding before- and after-school safety at Kings River, supervision by classified and certificated staff is in place from the time students arrive until students are safely off campus. The campus is secured during the day from unauthorized access, with one open gate serving as the entry point to the school.

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Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data Comparison			
	Kings River UESD	Kings River ES		
Teachers	14-15	12-13	13-14	14-15
With full credential	23	24	24	23
Without full credential	1	0	0	1
Teaching outside subject area of competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Kings River ES		
Teachers	12-13	13-14	14-15
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2013-14 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2013-14 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Kings River ES	100%	0%
All schools in district	100%	0%
High-poverty schools in district	100%	0%
Low-poverty schools in district	✧	✧

✧ Not applicable.

School Facilities

Continued from page 7

The school facility was first built in 1951, and there have been multiple additions in the 1960s, 1970s, and 1980s. Two recent construction projects were completed on campus. The multipurpose facility and a new three-classroom wing were updated with the latest technology in January 2012.

Our school has 29 regular classrooms, a library, a computer lab, a multipurpose room, and a special-education room.

The design capacity of the school is for 780 students. Athletic facilities include baseball/softball diamonds, volleyball courts, and basketball courts.

Kings River Union is currently working to improve the technology infrastructure for the entire campus to improve access for all students and staff. This will take two to three years to complete and will be funded through E-Rate, developer fees, and the Local Control Accountability Plan funds.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2013-14 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Ratio of students per academic counselor	✧
Support Staff	FTE
Social/behavioral or career development counselors	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	0.2
Social worker	0.0
Nurse	0.1
Speech/language/hearing specialist	0.2
Resource specialist (non-teaching)	1.0

Financial Data

The financial data displayed in this SARC is from the 2012-13 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data			2012-13 Fiscal Year	
	Kings River UESD	Similar Sized District		
Beginning teacher salary	\$37,356	\$38,970		
Midrange teacher salary	\$57,199	\$56,096		
Highest teacher salary	\$74,401	\$71,434		
Average principal salary	⊕	\$91,570		
Superintendent salary	\$110,000	\$107,071		
Teacher salaries — percent of budget	37%	36%		
Administrative salaries — percent of budget	6%	7%		

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison			2012-13 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary		
Kings River ES	\$6,424	\$65,969		
Kings River UESD	\$6,424	\$65,969		
California	\$4,690	\$57,931		
School and district — percent difference	◆	◆		
School and California — percent difference	+37.0%	+13.9%		

⊕ Single-site districts are not required to display this data. (*Education Code* Section 41409.3).

◆ The percent difference does not apply to single-site districts.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2012-13 Fiscal Year	
Total expenditures per pupil	\$8,799
Expenditures per pupil from restricted sources	\$2,375
Expenditures per pupil from unrestricted sources	\$6,424
Annual average teacher salary	\$65,969



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.



Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils 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. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents, and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit <http://www.cde.ca.gov/fg/aa/lc/lcfaq.asp>.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² School safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.