

Kings River Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Kings River Elementary School
Street	3961 Avenue 400
City, State, Zip	Kingsburg, CA 93631-9660
Phone Number	(559) 897-7209
Principal	Sherry Martin
Email Address	smartin@krusd.org
School Website	www.kingsriverelementary.org
County-District-School (CDS) Code	54719696054126

2022-23 District Contact Information

District Name	Kings River Union Elementary School District
Phone Number	(559) 897-7209
Superintendent	Sherry Martin
Email Address	smartin@krusd.org
District Website Address	http://www.kingsriverelementary.org

2022-23 School Overview

Principal's Message

Kings River Union Elementary School District is a single-site TK-8 district in northern Tulare County, located between the towns of Kingsburg and Dinuba. The district has an average enrollment of 400 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 a broad course of core curriculum 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 academic vocabulary development program designed to quickly transition them into English proficiency. Additionally, Kings River provides instruction using mobile computer technology devices and various instructional software programs to support and individualize learning. Kings River Union Elementary School District strives to improve and to surpass expectations of its stakeholders and the state. Kings River Union is proud to provide a Gifted and Talented Education program to qualifying third - eighth grade students. In addition, we are extending learning and opportunities to be involved in multiple activities through our music program(band), ballet program, GATE Classes, CTE opportunities, robotics, art classes, and athletic teams.

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	34
Grade 2	34
Grade 3	46
Grade 4	51
Grade 5	44
Grade 6	49
Grade 7	35
Grade 8	37
Total Enrollment	380

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	95.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.5
White	4.5
English Learners	55.5
Foster Youth	0.8
Homeless	3.9
Migrant	3.9
Socioeconomically Disadvantaged	91.3
Students with Disabilities	6.8

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.00	85.00	17.00	85.00	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	10.00	2.00	10.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	2.50	0.50	2.50	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	2.50	0.50	2.50	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	20.00	100.00	20.00	100.00	274759.10	100.00

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.50	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.50	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.70	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other 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 textbooks or student accounts to use in class and to take home.

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

Year and month in which the data were collected	09/2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 3D (6-8) Academic Vocabulary Toolkit (3-8) Academic Vocabulary Development(TK-2) Readers Workshop(TK-5) Lexia (TK-8) Writers Workshop(TK-8) Expository Reading Writing Curriculum(7-8) District Developed Common Core Aligned Units(TK-8)	Yes	0
Mathematics	Houghton Mifflin Go Math(TK-5) Carnegie Math Legacy (6-8) Mathia X (6-8) Freckle Software (K-5) Renaissance - Big Brainz Software District Developed Common Core Aligned Units(TK-8)	Yes	0
Science	Mysteryscience.com Stem Scopes Software Bring Science Alive District Developed Common Core Aligned Units	Yes	0
History-Social Science	Social Studies Alive Weekly California Community Studies Weekly SEL Program - Thrively District Developed Common Core Aligned Units	Yes	0

Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

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. 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 Voice Over-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.

The school facility was first built in 1951, and there have been multiple additions in the 1960s, 1970s, and 1980s and in 2010. Our school facility has 29 regular classrooms, a library, a conference room, a multipurpose room, and a special-education room. The design capacity of the school is for 700 students. Athletic facilities include baseball/softball diamonds, volleyball courts, and basketball courts.

The primary playground was completely redone during the summer of 2019 and provides an inclusive outdoor play area for our 4-7 year old students to promote physical well-being and appropriate social interaction. The 2nd - 5th grade playground was expanded with new equipment in April 2020. An outdoor music garden was added in the fall of 2022 and is still being completed.

Kings River Union has improved the technology infrastructure for the entire campus to 1 Gigabyte of high speed wireless access for all students and staff. This has been accomplished by utilizing funding through E-Rate, developer fees, and the Local Control Accountability Plan supplemental and concentration funds.

Year and month of the most recent FIT report

8/24/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter

Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	32	N/A	32	N/A	47
Mathematics (grades 3-8 and 11)	N/A	20	N/A	20	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	261	257	98.47	1.53	32.30
Female	129	126	97.67	2.33	38.10
Male	132	131	99.24	0.76	26.72
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	247	243	98.38	1.62	30.86
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	53.85
English Learners	137	134	97.81	2.19	13.43
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	241	239	99.17	0.83	30.13
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	18	100.00	0.00	11.11

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	264	261	98.86	1.14	19.54
Female	131	129	98.47	1.53	19.38
Male	133	132	99.25	0.75	19.70
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	250	247	98.80	1.20	17.81
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	46.15
English Learners	137	135	98.54	1.46	10.37
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	18.18
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	244	243	99.59	0.41	17.70
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	19	19	100.00	0.00	10.53

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	16	20.99	16	20.99	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	81	100	0	20.99
Female	40	40	100	0	22.5
Male	41	41	100	0	19.51
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	77	77	100	0	20.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	34	34	100	0	2.94
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	75	100	0	20
Students Receiving Migrant Education Services	--	--	--	--	--
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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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%	100%	100%	100%	100%
Grade 7	97%	97%	97%	97%	97%
Grade 9	n/a	n/a	n/a	n/a	n/a

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.

2022-23 Opportunities for Parental Involvement

All parents/guardians of Kings River Union students are encouraged to become involved in decision making, special programs, study trips, education offerings and classroom activities at Kings River Union Elementary School. Families can become involved by: volunteer in classrooms; become a member of the Parent-Teacher Club (PTC); serve on the School Site Council (SSC); serve on the English Language Advisory Committee, attend committee meetings; chaperone on study trips; and/or attend music, drama, and other program events(carnivals, concerts, plays, and parent-education nights). For additional information on how to become involved at the school, please contact the administrative team at (559) 897-7209.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	408	397	65	16.4
Female	198	193	33	17.1
Male	210	204	32	15.7
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	386	378	61	16.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	2	0	0.0
White	19	17	4	23.5
English Learners	223	220	38	17.3
Foster Youth	3	3	0	0.0
Homeless	24	18	1	5.6
Socioeconomically Disadvantaged	376	365	64	17.5
Students Receiving Migrant Education Services	16	15	1	6.7
Students with Disabilities	34	33	6	18.2

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.02	2.02	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.68	0.00	3.68	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.68	0.00
Female	2.53	0.00
Male	4.76	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.89	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	4.04	0.00
Foster Youth	0.00	0.00
Homeless	4.17	0.00
Socioeconomically Disadvantaged	3.99	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.88	0.00

2022-23 School Safety Plan

Kings River Union Elementary School has developed a warm, nurturing environment where students and staff feel safe. Kings River Union implements the Positive Behavior Intervention and Support System to encourage excellence in all students. Students are trained and expected to be good citizens at all times. Kings River's student handbook, updated and distributed each year, contains useful information and policies. The Kings River Union PBIS is a multi-tiered system. Students with greater needs are provided additional supports including access to the school psychologist and a school social worker. All discipline requiring a consequence is documented in the Illuminate System. 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. Kings River Union's students understand that the disruption of a positive learning environment will not be 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).

The School Safety Plan was last reviewed and updated in February 2022. The School Safety Plan was discussed and distributed to all school faculty in August 2022. Key elements of the plan include monthly safety drills, staff training, crisis-intervention plans, counseling services provided by KRU's school social worker and school psychologist, local medical and mental health counseling services, detailed staff assignments in the event of an emergency, and regular school administration/management review of all school drill responses to critically identify any weaknesses and build upon strengths.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	19	1	2	
1	22		2	
2	25		2	
3	23		2	
4	28		2	
5	23		2	
6	24		2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	14	3		
1	18	2		
2	21		2	
3	24		2	
4	26		2	
5	27		2	
6	23		2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	17	3		
1	17	2		
2	17	2		
3	23		2	
4	28		2	
5	24		2	
6	18	2		

2021-22 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	380

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.75
Social Worker	.80
Nurse	1.0
Speech/Language/Hearing Specialist	.40
Resource Specialist (non-teaching)	
Other	2.4

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
School Site	\$14,362	\$3,591	\$10,772	\$76,424
District	N/A	N/A	\$10,772	\$76,424
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

2021-22 Types of Services Funded

Kings River Union Elementary School District funds core curricular programs, staff, transportation, general maintenance, and utilities through base funding. Kings River Union provides an array of additional services to our students and families through the use of federal funds (Title I, Title II and Title III, Title IV, Title V), the district uses designated restricted funding as mandated. Some examples of how these federal funds are used: Response to Intervention teachers, a Licensed Vocational Nurse on campus daily, summer school, kinder camp, professional development for teachers, and intervention software for students. In addition, the school aligns these federal resources with the supplemental and concentration funding provided through the Local Control Accountability Plan to maximize services to all students while providing a comprehensive program that addresses the 8 State Priorities.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
Beginning Teacher Salary	\$42,913	\$46,844
Mid-Range Teacher Salary	\$71,547	\$73,398
Highest Teacher Salary	\$94,818	\$93,345
Average Principal Salary (Elementary)		\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary	\$172,991	\$136,296
Percent of Budget for Teacher Salaries	33%	30%
Percent of Budget for Administrative Salaries	6%	6%

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. During the very unique setting of the 2020-2021 school year, the KRUESD instructional staff was provided 10 days at the beginning of the school year to engage in professional development to prepare for a year of teaching virtually. During the 2021-2022 school year the professional development plan includes: 5 days of on site MATH support for TK-8th grades, 8 days of reading coaching onsite for the paraprofessionals, 5 days of ELA/ELD support school wide, 5 days of an MTSS network offsite for teachers and administration, 3 days of offsite Positive Behavior Interventions and Support team professional development for a team, and 5 days of onsite support for professional development focused on the Next Generation Science Standards, the teachers have access to curricular support days in ELA/ELD, Math, and Science. Also, this year there are many more conferences and professional development offerings for teachers to access on demand and the district has committed to funding this type of professional development on a more individualized basis for all teachers to support their professional growth and meet their individual needs. Thw 2022-2023 school year has a focus on English Language Development (ELD) for our school district and instructional staff. KRUE committed to 50 days of onsite support for ELD for all instructional staff members. Additionally, the paraprofessionals received 5 days of reading coaching onsite and mutilple one hour sessions of behavioral support training. The KRUE MTSS team participated in 7 days of MTSS network professional growth opportunities. There were also individual professional development trainings attended by staff to strengthen or grow their knowledge in various topics that were self selected.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	30	31	50+