

Kings River Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	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
Website	http://www.kingsriverelementary.org
County-District-School (CDS) Code	54719696054126

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

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 440 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, 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 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 and chorus), ballet program, GATE Classes, CTE opportunities, Lego 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

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

Grade Level	Number of Students
Kindergarten	61
Grade 1	55
Grade 2	43
Grade 3	56
Grade 4	40
Grade 5	44
Grade 6	60
Grade 7	48
Grade 8	37
Total Enrollment	444

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Hispanic or Latino	91.2
White	8.3
Two or More Races	0.5
Socioeconomically Disadvantaged	92.6
English Learners	56.1
Students with Disabilities	4.1
Foster Youth	0.2
Homeless	2.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	22	24	24
Without Full Credential	1	3	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: 09/2019

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 Beginning Band, Advanced Band, and Chorus, have access to the appropriate instructional materials and instruments.

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) 2015 Academic Vocabulary Toolkit (3-8) Academic Vocabulary Development(TK-2) Readers Workshop(TK-5) 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) 2014 Carnegie Math Legacy (6-8) 2014 Freckle Software K-5) 2019 District Developed Common Core Aligned Units(TK-8)	Yes	0
Science	Mysteryscience.com Stem Scopes Software District Developed Common Core Aligned Units	Yes	0
History-Social Science	EdUGuide Software (4-8) 2017 District Developed Common Core Aligned Units	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 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. Our school facility 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 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.

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.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: 08/27/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	39	39	39	39	50	50
Mathematics (grades 3-8 and 11)	38	43	38	43	38	39

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

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

CAASPP Test Results in ELA by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	289	276	95.50	4.50	39.13
Male	155	146	94.19	5.81	34.93
Female	134	130	97.01	2.99	43.85
Black or African American					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	258	253	98.06	1.94	36.76
Native Hawaiian or Pacific Islander					
White	27	22	81.48	18.52	68.18
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	265	255	96.23	3.77	36.47
English Learners	195	187	95.90	4.10	28.34
Students with Disabilities	11	11	100.00	0.00	0.00
Students Receiving Migrant Education Services	15	15	100.00	0.00	46.67
Foster Youth					
Homeless	14	10	71.43	28.57	10.00

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	289	281	97.23	2.77	42.70
Male	155	150	96.77	3.23	44.67
Female	134	131	97.76	2.24	40.46
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	258	255	98.84	1.16	40.78
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	27	22	81.48	18.52	72.73
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	265	260	98.11	1.89	40.00
English Learners	195	192	98.46	1.54	35.42
Students with Disabilities	11	11	100.00	0.00	18.18
Students Receiving Migrant Education Services	15	15	100.00	0.00	40.00
Foster Youth					
Homeless	14	12	85.71	14.29	8.33

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	26.2	28.6	14.3
7	14.3	24.5	24.5

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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 Vice Principal Kristi Blatner at (559) 897-7209 ext. 108.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.9	2.2	1.3	3.9	2.2	1.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 SWIS 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 June 2019. The School Safety Plan was discussed and distributed to all school faculty in August 2019. 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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	2		26	1	2		20	1	2	
1	29		2		22		2		28		2	
2	24		2		28		2		22		2	
3	22		2		24		2		28		2	
4	21		3		21		2		22		2	
5	24		2		20		2		24		2	
6	27		2		29		2		32		2	
Other**												

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

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

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.80
Psychologist	0.70
Social Worker	0.60
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,531	\$1,872	\$10,659	\$74,399
District	N/A	N/A	\$10,659	\$74,399.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	-14.8	11.2

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

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

Types of Services Funded (Fiscal Year 2018-19)

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), 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, English Learner Intervention Specialist Teacher, 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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,450	\$45,252
Mid-Range Teacher Salary	\$67,440	\$65,210
Highest Teacher Salary	\$89,375	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$157,242	\$124,686
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	6%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	90	62	50

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 2017-2018 school year, Kings River Union Elementary gathered together for 59 ELA and 31 math professional development onsite with release time opportunities for staff to engage in learning. During the 2018-2019 school year, the instructional staff was engaged in data PLC's 8 days, 24 days devoted to ELA/ELD, 20 days devoted to MATH professional development, 4 days of learning around the EL Road Map, and 6 days focused on Positive Behavior Interventions and Supports. The 2019-2020 school year professional development plan includes: 17 days of on site MATH support for TK-8th grades, 6 days of reading coaching onsite for TK-5th grades, 7 days of ELA/ELD support school wide, 6 days of participating in a MATH network offsite for 3rd - 5th grade teachers and administration, 5 days of offsite Positive Behavior Interventions and Support team professional development for a team, and 9 days of onsite support for professional development focused on the Next Generation Science Standards.