

Kings River-Hardwick Union Elementary School District Kings River-Hardwick Elementary School

Grades TK through 8
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2014-15 School Accountability Report Card *Published January 2016*

Kings River-Hardwick Union Elementary
School District
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Contents

Principal's Message
Mission Statement
School Profile
Student Achievement
Local Control Accountability Plan (LCAP)
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data

Principal's Message

The staff of Kings River- Hardwick School District welcomes you to our unique charter school. Nestled in the shade of orchards and fields, this pristine campus retains the flavor of its rural roots, while offering students a rigorous and broad curriculum. "Teaching students to lead the way", the vision statement created by parents, students, and staff, expresses the shared belief that a combination of learning and leadership opportunities will prepare students for their future. Our staff of highly qualified teachers perform as a concerted team to support the learning goals of each student. A tradition of high expectations and graduates prepared for high school and beyond speak to the professional training and qualifications of teachers as well as the strength in classified support staff. All staff members are involved in reviewing data and planning for the success of each student. Grade levels make use of standards-based benchmark assessments and common tools such as the "Step-up to Writing" program to provide aligned instruction and assessment expectations.

Students have the advantage of enrolling in a variety of music and art courses, designed to support academic success as well as provide a foundation of fine arts education. In addition, students may join campus clubs, compete on academic and athletic teams, and serve as officers and peer mediators. All graduating students devote time to improving their community as willing volunteers. All students benefit from a close school and family connection. The many opportunities for parent volunteers are eagerly filled. Parents provide significant financial support to the district each year, allowing students to enjoy field trips and activities that would not otherwise be possible. A stable and supportive Board voices the foundation for our school with its core values:

- A focus on student success
- Assurance of the long-term financial stability and viability of the district
- The mutual responsibility of the district and teachers to students and parents

Mission Statement

It is the mission of the Kings River-Hardwick School District to ensure that all students acquire the knowledge, skills, and attitudes necessary to realize their full potential and become productive citizens. In addition, the District acknowledges the central role of the school in the rural community, and is committed to developing a spectrum of education, cultural, and social programs and services to respond to the needs of our communities and equal to the challenges of the next century.

School Profile

Kings River-Hardwick Elementary School is located in the northern region of Hanford and serves students in grades transitional kindergarten through eight following a traditional calendar. At the beginning of the 2014-15 school year, 778 students were enrolled, including 7.2% in special education, 9.5% qualifying for English Language Learner support, and 34.1% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African-Amer.	0.80%	Transitional Kindergarten	21
		Kindergarten	86
Amer. Indian or Alaskan Native	0.00%	Grade 1	81
Asian	0.80%	Grade 2	81
Filipino	0.30%	Grade 3	83
Hisp. or Latino	36.20%	Grade 4	90
Pacific Islander	0.00%	Grade 5	86
Caucasian	59.50%	Grade 6	87
Multi-Racial	2.40%	Grade 7	84
Students with Disabilities	7.20%	Grade 8	79
Economically Disadvantaged	34.10%	Ungraded	0
English Learners	9.50%		
Foster Youth	0.50%		
Total Enrollment			778

Student Achievement

Physical Fitness

In the spring of each year, Kings River-Hardwick Elementary School is required by the state to administer a physical fitness test to all students in grade five and grade seven. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	15.5	28.6	39.3
Seventh	21.7	34.9	16.9

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.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient. The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Criteria & Compared to District and State Performance 2014-15			
<i>Did the school, district, and state meet or exceed 2015 AYP performance criteria in each of the areas listed below?</i>			
AYP Criteria	KRHS	KRHSD	California
Overall Results	Yes	Yes	Yes
<i>Participation Rate</i>			
English Language Arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
<i>Percent Proficient</i>			
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Met Attendance Rates	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Kings River-Hardwick Elementary School qualified for Title I Targeted Assistance funding and is subject to comply with Title I program requirements. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2015-16		
	KRHS	KRHSD
PI Status	Not in PI	Not in PI
First Year of PI	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently in PI		N/A

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

California Standardized Tests (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the CDE's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Standards Tests for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Kings River-Hardwick Elementary School			District			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science (grades 5, 8, and 10)	73	64	63	73	64	63	59	60	56

California Standards Tests Results by Student Group in Science (School Year 2014-15)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	63
All Students (School)	63
Male	66
Female	60
African-Amer.	--
Amer. Indian or Alaskan Native	
Asian	--
Filipino	--
Hisp. or Latino	60
Pacific Islander	
Caucasian	64
Multi-Racial	--
English Learners	--
Economically Disadvantaged	--
Migrant Educ.	
Students with Disabilities	54
Foster Youth	--

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	Kings River-Hardwick Elementary School	District	California
English-Language Arts/Literacy	56	56	44
Mathematics	53	53	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

2014-15 CAASPP Assessment Results Disaggregated by Student Groups

English Language Arts - Grade 3							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	83	80	96.4	16	23	15	46
Male	83	46	55.4	15	22	17	46
Female	83	34	41.0	18	24	12	47
Filipino	83	1	1.2	--	--	--	--
Hisp. or Latino	83	28	33.7	21	29	29	21
Caucasian	83	46	55.4	15	15	9	61
Multi-Racial	83	5	6.0	--	--	--	--
English Learners	83	6	7.2	--	--	--	--
Economically Disadvantaged	83	19	22.9	42	21	16	21
Students with Disabilities	83	9	10.8	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 3							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	83	80	96.4	13	26	33	28
Male	83	46	55.4	9	22	37	30
Female	83	34	41.0	18	32	26	24
Filipino	83	1	1.2	--	--	--	--
Hisp. or Latino	83	28	33.7	11	39	39	11
Caucasian	83	46	55.4	15	17	28	37
Multi-Racial	83	5	6.0	--	--	--	--
English Learners	83	6	7.2	--	--	--	--
Economically Disadvantaged	83	19	22.9	26	37	26	11
Students with Disabilities	83	9	10.8	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 4							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	86	85	98.8	21	29	21	28
Male	86	43	50.0	19	28	28	26
Female	86	42	48.8	24	31	14	31
Hisp. or Latino	86	40	46.5	28	28	20	25
Caucasian	86	45	52.3	16	31	22	31
Multi-Racial	86	0	0.0	--	--	--	--
English Learners	86	9	10.5	--	--	--	--
Economically Disadvantaged	86	30	34.9	43	23	20	13
Students with Disabilities	86	9	10.5	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 4							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	86	85	98.8	20	28	36	15
Male	86	43	50.0	12	33	30	26
Female	86	42	48.8	29	24	43	5
Hisp. or Latino	86	40	46.5	20	33	38	10
Caucasian	86	45	52.3	20	24	36	20
Multi-Racial	86	0	0.0	--	--	--	--
English Learners	86	9	10.5	--	--	--	--
Economically Disadvantaged	86	30	34.9	37	20	37	7
Students with Disabilities	86	9	10.5	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	85	84	98.8	10	27	35	29
Male	85	52	61.2	13	29	31	27
Female	85	32	37.6	3	25	41	31
African-Amer.	85	1	1.2	--	--	--	--
Asian	85	1	1.2	--	--	--	--
Hisp. or Latino	85	27	31.8	15	22	37	26
Caucasian	85	55	64.7	7	29	33	31
English Learners	85	8	9.4	--	--	--	--
Economically Disadvantaged	85	31	36.5	16	42	19	23
Migrant Educ.	85	1	1.2	--	--	--	--
Students with Disabilities	85	8	9.4	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	85	84	98.8	7	32	33	27
Male	85	52	61.2	10	33	33	25
Female	85	32	37.6	3	31	34	31
African-Amer.	85	1	1.2	--	--	--	--
Asian	85	1	1.2	--	--	--	--
Hisp. or Latino	85	27	31.8	15	22	44	19
Caucasian	85	55	64.7	4	36	29	31
English Learners	85	8	9.4	--	--	--	--
Economically Disadvantaged	85	31	36.5	16	35	26	23
Migrant Educ.	85	1	1.2	--	--	--	--
Students with Disabilities	85	8	9.4	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	89	87	97.8	11	33	48	7
Male	89	45	50.6	22	36	36	7
Female	89	42	47.2	0	31	62	7
Asian	89	1	1.1	--	--	--	--
Filipino	89	1	1.1	--	--	--	--
Hisp. or Latino	89	21	23.6	24	38	38	0
Caucasian	89	64	71.9	8	33	50	9
English Learners	89	3	3.4	--	--	--	--
Economically Disadvantaged	89	32	36.0	16	38	47	0
Students with Disabilities	89	4	4.5	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	89	87	97.8	21	32	25	22
Male	89	45	50.6	27	27	18	29
Female	89	42	47.2	14	38	33	14
Asian	89	1	1.1	--	--	--	--
Filipino	89	1	1.1	--	--	--	--
Hisp. or Latino	89	21	23.6	43	33	19	5
Caucasian	89	64	71.9	13	33	27	28
English Learners	89	3	3.4	--	--	--	--
Economically Disadvantaged	89	32	36.0	38	38	13	13
Students with Disabilities	89	4	4.5	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 7							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	83	82	98.8	15	32	39	15
Male	83	44	53.0	16	27	43	14
Female	83	38	45.8	13	37	34	16
African-Amer.	83	1	1.2	--	--	--	--
Asian	83	1	1.2	--	--	--	--
Filipino	83	1	1.2	--	--	--	--
Hisp. or Latino	83	27	32.5	22	22	52	4
Caucasian	83	52	62.7	10	37	33	21
English Learners	83	7	8.4	--	--	--	--
Economically Disadvantaged	83	24	28.9	29	38	29	4
Students with Disabilities	83	5	6.0	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 7							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	83	83	100.0	28	29	28	16
Male	83	45	54.2	22	27	31	20
Female	83	38	45.8	34	32	24	11
African-Amer.	83	1	1.2	--	--	--	--
Asian	83	1	1.2	--	--	--	--
Filipino	83	1	1.2	--	--	--	--
Hisp. or Latino	83	27	32.5	37	26	33	4
Caucasian	83	53	63.9	25	30	23	23
English Learners	83	7	8.4	--	--	--	--
Economically Disadvantaged	83	24	28.9	50	21	21	8
Students with Disabilities	83	5	6.0	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 8							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	79	78	98.7	18	31	36	15
Male	79	35	44.3	23	37	23	17
Female	79	43	54.4	14	26	47	14
Asian	79	2	2.5	--	--	--	--
Hisp. or Latino	79	28	35.4	21	39	25	14
Caucasian	79	48	60.8	17	27	44	13
English Learners	79	6	7.6	--	--	--	--
Economically Disadvantaged	79	26	32.9	38	31	19	12
Students with Disabilities	79	6	7.6	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 8							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	79	78	98.7	29	15	23	29
Male	79	35	44.3	26	20	11	37
Female	79	43	54.4	33	12	33	23
Asian	79	2	2.5	--	--	--	--
Hisp. or Latino	79	28	35.4	32	25	25	14
Caucasian	79	48	60.8	29	10	23	35
English Learners	79	6	7.6	--	--	--	--
Economically Disadvantaged	79	26	32.9	38	19	15	23
Students with Disabilities	79	6	7.6	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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.

The number of students tested includes students that did not receive a score; 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 students with scores.

Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments & NCLB Compliance charts; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in *California Assessment of Student Performance and Progress*, including the CST - Science Results and CAASPP charts; *Academic Performance Index*, including API chart; and *College Preparation & Work Readiness*, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in *California High School Exit Exam*, including the CAHSEE charts; and *Physical Fitness*, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in *Parent Involvement*.

Pupil Engagement – State Priority 5: Covered in *Dropouts* and *Graduation Requirements*, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through automated telephone messages, flyers, letters, school newsletters, teacher newsletters, and Edline (online Student information System). Contact the school office at (559) 584-4475 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Classroom Helper
Fundraising Activities
Library Assistant
Room Parent
Decorations for Special Events

Committees

English Learner Advisory Council
Parent Booster Clubs
School Site Council

School Activities

Back to School Night
Calico Carnival
Migrant Education Meetings

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Kings River-Hardwick Elementary School's original facilities were built in 1954; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the addition of a fence and installation of a new office door was completed.

Every morning before school begins, the Director of Maintenance inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and two evening custodians are assigned to Kings River-Hardwick Elementary School. The day custodians are responsible for classroom cleaning, cafeteria setup/cleanup, groundskeeping, and restroom cleaning.

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for classroom cleaning, office area cleaning, and restroom cleaning. The superintendent communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1954
Acreage	25
Square Footage	66522
	Quantity
Permanent Classrooms	17
Portable Classrooms	20
Restrooms (sets)	4
Cafeteria	1
Art Room(s)	1
Library	1
Basketball Court	1
Computer Labs	3
Conference Room	1
Learning Center	1
Music Room	1
Softball Field	1
Staff Lounge	1
Staff Work Room	1
Toledo Field	1

Facilities Inspection

The district's maintenance department inspects Kings River-Hardwick Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Kings River-Hardwick Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, October 01, 2015. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Thursday, October 01, 2015			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External		✓	

Repair Needed and Action Taken or Planned	
Section Number	Comment
(A)	Cafeteria/Kitchen - HVAC units will need replacement soon.
(E)	Quad B - Tile on walls in bathroom will need repair.
(G)	Room 59 - Flooring will need to be repaired in the near future.
(H)	Playground East Side and Playground Preschool - Asphalt areas need resealing, open cracks visible.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, teachers, yard duty supervisors, and the school resource officer patrol the campus, entrance areas, and designated common areas. During recess, yard duty supervisors and the school resource officer supervise playground activity. Yard duty supervisors and the school resource officer monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, yard duty supervisors and the school resource officer monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner. Kings River-Hardwick Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Kings River-Hardwick Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed by school staff in December 2015 and was updated in January 2016. Staff responsibilities and safety plan updates were discussed with staff in January 2016.

Classroom Environment

Discipline & Climate for Learning

Kings River-Hardwick Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions.

Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	12-13	13-14	14-15
	KRHS		
# of Students Suspended	12	10	0
# of Students Expelled	0	0	0
	KRHSD		
# of Students Suspended	12	10	0
# of Students Expelled	0	0	0
	California		
# of Students Suspended	329370	279383	243603
# of Students Expelled	8266	6611	5692

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
		2012-13		
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.0	5		
1	22.0		4	
2	21.0		4	
3	21.0		4	
4	29.0		3	
5	29.0		3	
6	27.0		3	
		2013-14		
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.0	5		
1	20.0	4		
2	21.0		4	
3	21.0	2	2	
4	29.0		3	
5	29.0		3	
6	29.0		3	
		2014-15		
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	21.0		5	
1	20.0	3	1	
2	20.0	3	1	
3	21.0	1	3	
4	30.0		3	
5	29.0		3	
6	29.0		3	

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Kings River-Hardwick Elementary School revolve around the California Common Core State Standards. During the 2014-15 school year, Kings River-Hardwick Elementary School held staff development training devoted to:

- Close Reading
- Common Core State Standards in ELA and Math
- English Language Arts
- Google Training
- Kagan Training
- Math
- Project-Based Learning
- Reading

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Kings River-Hardwick Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need.

Kings River-Hardwick Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
1	1	3

Instructional Materials

All textbooks used in the core curriculum at Kings River-Hardwick Elementary School are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 08, 2015, the Kings River-Hardwick Union Elementary School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #09-08-15-00 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, Kings River-Hardwick Union Elementary School District did not offer visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English/Language Arts with ELD Materials		
2010	Glencoe/McGraw-Hill, <i>Glencoe Literature, California Treasures</i>	0 %
2003	Houghton Mifflin Company, <i>HM California Reading</i>	0 %
History-Social Science		
2006	Glencoe/McGraw-Hill, <i>Glencoe Discovering our Past</i>	0 %
2006	Pearson Scott Foresman, <i>Scott Foresman History-Social Science for California</i>	0 %
Mathematics		
2013	CPM Educational Program, <i>Core Connections</i>	0 %
2008	McDougal Littell, <i>Algebra Readiness</i>	0 %
Science		
2007	Glencoe/McGraw-Hill, <i>Glencoe Science Focus on Series</i>	0 %
2008	Harcourt School Publishers, <i>California Science</i>	0 %
2007	Houghton Mifflin, <i>Houghton Mifflin California Science @2007</i>	0 %

Professional Staff

Counseling & Support Staff

Kings River-Hardwick Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Kings River-Hardwick Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2014-15		
	No. of Staff	FTE
Academic Counselor	0	0
Adaptive PE Specialist	1	*
Behavior Specialist	1	1.0
ELD Aide	1	0.7
Intervention Assistant	1	0.7
Library Media Specialist	1	0.7
LVN Health Aide	1	0.8
Occupational Therapist	1	*
Psychologist	1	0.2
RSP Aide	1	0.7
Speech Pathologist	1	0.4

* as needed

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

Teacher Assignment

During the 2014-15 school year, Kings River-Hardwick Elementary School had 35 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2014-15		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Kings River-Hardwick Elementary School	97.0 %	3.0 %
District Totals		
All Schools	97.0 %	3.0 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	97.0 %	3.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	KRHS			KRHSD
	13-14	14-15	15-16	15-16
Total Teachers	33	35	36	36
Teachers with full credentials	33	35	36	36
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area of competence (with full credential)	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	0
Vacant teacher positions	1	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.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2013-14		
	KRHSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$41,371	\$39,948
Mid-Range Teacher Salary	\$63,686	\$57,401
Highest Teacher Salary	\$77,545	\$73,183
Superintendent Salary	\$128,670	\$112,657
Average Principal Salaries:		
Middle School	N/A	\$97,400
Percentage of Budget:		
Teacher Salaries	44%	35%
Administrative Salaries	8%	7%

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

Expenditures Per Student

For the 2013-14 school year, Kings River-Hardwick Union Elementary School District spent an average of \$7,136 of total general funds to educate each student (based on 2013-14 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the

direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Kings River-Hardwick Union Elementary School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received categorical, special education, and support programs funds for:

- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I and Title II

Expense of Education Per Pupil 2013-14					
	Dollars Spent per Student				
	KRHS	KRHSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	748	N/A	N/A	N/A	N/A
Total**	\$7,065	N/A	N/A	N/A	N/A
Restr.†	\$830	N/A	N/A	N/A	N/A
Unrestr.††	\$6,235	\$6,235	100.00	\$5,348	116.59
Avg. Teacher Salary	\$66,445	\$65,404	101.59	\$59,180	112.28

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

* Average Daily Attendance

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Kings River-Hardwick Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to AYP, CST & CAASPP results, enrollment, and staffing.

Public Internet Access Location

Parents may access Kings River-Hardwick Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Kings River-Hardwick Elementary School is Hanford Library, a branch of Kings County Library.

Address: 401 N. Douty St., Hanford
Phone Number: (559) 582-0261
WebSite: <http://www.kingscountylibrary.org>
Number of Computers Available: 28

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Kings River-Hardwick Union Elementary School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in October 2015.