

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

Grades TK through 8
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2017-18 School Accountability Report Card *Published January 2019*

Kings River-Hardwick Union Elementary
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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

School Description

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 2017-18 school year, 807 students were enrolled, including 7.2% in special education, 6.2% qualifying for English Language Learner support, and 34.1% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2017-18			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	0.40%	Transitional Kindergarten	0
Amer. Indian or Alaska Native	0.10%	Kindergarten	103
Asian	0.00%	Grade 1	85
Filipino	0.50%	Grade 2	93
Hisp. or Latino	41.50%	Grade 3	89
Native Hawaiian or Pacific Islander	0.00%	Grade 4	92
White	54.00%	Grade 5	87
Two or More Races	3.50%	Grade 6	88
Students with Disabilities	7.20%	Grade 7	90
Socioeconomically Disadvantaged	34.10%	Grade 8	80
English Learners	6.20%	Ungraded	0
Foster Youth	0.00%		
		Total Enrollment	807

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 reported 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 2017-18			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Fifth	15.9%	28.4%	39.8%
Seventh	22.6%	20.4%	36.6%

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.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Kings River-Hardwick Elementary School		District		California	
	16-17	17-18	16-17	17-18	16-17	17-18
English-Language Arts/Literacy (grades 3-8 and 11)	71	73	71	73	48.0	50.0
Mathematics (grades 3-8 and 11)	61	60	61	60	37.0	38.0

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.

CAASPP Test Results in ELA by Student Group (2017-18)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	520	518	99.62	72.78
Male	292	291	99.66	68.04
Female	228	227	99.56	78.85
Black or African-Amer.	--	--	--	--
Amer. Indian or Alaska Native	--	--	--	--
Asian				
Filipino	--	--	--	--
Hisp. or Latino	216	216	100.00	68.06
Native Hawaiian or Pacific Islander				
White	282	282	100.00	76.24
Two or More Races	19	17	89.47	70.59
English Learners	45	45	100.00	60.00
Socioeconomically Disadvantaged	179	179	100.00	62.57
Students with Disabilities	46	46	100.00	58.70
Students Receiving Migrant Ed. Services	--	--	--	--
Foster Youth				

CAASPP Test Results in Mathematics by Student Group (2017-18)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	520	517	99.42	60.15
Male	292	290	99.32	60.00
Female	228	227	99.56	60.35
Black or African-Amer.	--	--	--	--
Amer. Indian or Alaska Native	--	--	--	--
Asian				
Filipino	--	--	--	--
Hisp. or Latino	216	215	99.54	55.35
Native Hawaiian or Pacific Islander				
White	282	282	100.00	64.18
Two or More Races	19	17		
English Learners	45	45	100.00	44.44
Socioeconomically Disadvantaged	179	179	100.00	49.16
Students with Disabilities	46	46	100.00	47.83
Students Receiving Migrant Ed. Services	--	--	--	--
Foster Youth				

Note: ELA/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						
Science (grades 5, 8, and 10)	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Kings River-Hardwick Elementary School		District		California	
	16-17	17-18	16-17	17-18	16-17	17-18
	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered optionally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

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

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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement*.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner

reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropouts*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

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 flyers, letters, school newsletters, teacher newsletters, Facebook, the school website, Black Board (automated phone or text messaging system), and Bloomz (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 following improvements have been completed:

- Replacement of older HVAC units in some classrooms and the cafeteria
- Replacement of old thermostats with new programmable networked thermostats
- Replacement of classroom florescent lighting to LED lighting

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 principal 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 Saturday, August 10, 2019. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Saturday, August 10, 2019			
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
(G)	Room 59 - Flooring will need to be repaired in the near future
(H)	Playground East Side - Asphalt areas need resealing, open cracks visible; Parking Lot and Asphalt Areas - Asphalt areas will need replacement within the next 5 years

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, 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 will be reviewed, updated, and discussed with school staff in February 2019.

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			
	15-16	16-17	17-18
KRHS			
% Students Suspended	0.0	0.0	
% Students Expelled	0.0	0.0	
KRHSD			
% Students Suspended	0.0	0.0	
% Students Expelled	0.0	0.0	
California			
% Students Suspended	3.7	3.6	3.5
% Students Expelled	0.1	0.1	0.1

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.

Average Class Size and Class Size Distribution				
2015-16				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	21.8		4	
1	22.8		4	
2	20.5	2	2	
3	20.0	3	1	
4	29.3		3	
5	28.7		3	
6	29.0		3	
2016-17				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	23.0		5	
1	24.0		4	
2	23.0		4	
3	22.0		4	
4	24.0		3	
5	30.0		3	
6	31.0		4	
2017-18				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	21.0	1	4	
1	21.0		4	
2	23.0		4	
3	22.0		4	
4	21.0		3	
5	29.0		3	
6	29.0		4	

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Kings River-Hardwick Elementary School revolve around the California State Standards and Frameworks. During the 2016-17, 2017-18, and 2018-19 school years, Kings River-Hardwick Elementary School held staff development training devoted to:

- Reading/English Language Arts
- Mathematics
- Science
- Reading and Writing
- English Language Development
- Technology Training
- Science, Technology, Engineering & Mathematics (STEM)
- Next Generation Science Standards (NGSS)
- Child Abuse Reporting
- Safety Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, 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. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2016-17, 2017-18, and 2018-19 school years, Kings River-Hardwick Elementary School's teachers had the opportunity to attend the following supplementary events hosted by the Kings River-Hardwick Union Elementary School District:

- Guided Reading
- Reading Comprehension
- Writing
- Phonics and Phonemic Awareness
- Mathematics
- Science
- Technology
- English Language Arts & Mathematics (through Tulare County Office of Education)

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		
2016-17	2017-18	2018-19
6	3	3

Instructional Materials

All textbooks used in the core curriculum at Kings River-Hardwick Elementary School are aligned to the California State Standards and Frameworks. 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). All materials that are adopted that are not on the State's adopted materials list have been reviewed by the District and determined to meet State standards.

On Tuesday, October 09, 2018, 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 #10-9-18-00 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 2018-19 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 %
2009	National Geographic / Hampton Brown, <i>Inside Language, Literacy and Content</i>	0 %
2009	National Geographic / Hampton Brown, <i>Inside Language, Literacy and Content</i>	0 %
History-Social Science		
2006	Glencoe/McGraw-Hill, <i>Glencoe Discovering our Past</i>	0 %
2006	Scott Foresman, <i>History Social Science for California</i>	0 %
Mathematics		
2013	CPM Educational Program, <i>Core Connections</i>	0 %
2013	CPM Educational Program, <i>Core Connections</i>	0 %
2013	CPM Educational Program, <i>Core Connections, Algebra 1</i>	0 %
2007	Harcourt School Publishers, <i>California Fast Forward Math</i>	0 %
2009	Harcourt School Publishers, <i>California HSP Math</i>	0 %
2008	McDougal Littell, <i>California Math Course 1, Course 2, Algebra 1</i>	0 %
2008	McDougal Littell, <i>McDougal Littell Algebra Readiness</i>	0 %
2008	McDougal Littell, <i>McDougal Littell CA Pre-Algebra and Algebra I</i>	0 %
Science		
2007	Glencoe/McGraw-Hill, <i>Glencoe Science Focus on Series</i>	0 %
2007	Houghton Mifflin, <i>California Science</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.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2017-18		
	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 2017-18 school year, Kings River-Hardwick Elementary School had 33 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Teacher Credentials & Assignments			
	KRHS			KRHSD
	16-17	17-18	18-19	18-19
Total Teachers	35	35	35	35
Teachers With Full Credentials	34	33	34	34
Teachers Without Full Credentials	1	2	1	1
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	0	0	0	0
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	0
Vacant Teacher Positions	0	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: 2016-17 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2016-17		
	State Average of Districts in Same Category	
	KRHSD	
Beginning Teacher Salary	N/A	\$44,375
Mid-Range Teacher Salary	N/A	\$65,926
Highest Teacher Salary	N/A	\$82,489
Superintendent Salary	N/A	\$121,894
Average Principal Salaries:		
High School	N/A	N/A
Elementary School	N/A	\$106,997
Middle School	N/A	\$109,478
Percentage of Budget:		
Teacher Salaries	42%	32%
Administrative Salaries	7%	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 2016-17 school year, Kings River-Hardwick Union Elementary School District spent an average of \$8,617 of total general funds to educate each student (based on 2016-17 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 2016-17 school year, the district received categorical, special education, and support programs funds for:

- Education Protection Account
- Lottery: Instructional Materials
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II
- Transportation

Expenditures Per Pupil and School Site Teacher Salaries 2016-17					
	Dollars Spent per Student				
	KRHS	KRHSD	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$8,735	N/A	N/A	N/A	N/A
Restricted	\$1,003	N/A	N/A	N/A	N/A
Unrestricted	\$7,731	\$7,731	100.00	\$7,125	108.51
Average Teacher Salary	\$76,325	\$0	N/A	\$63,218	120.73

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

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, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

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 January 2019.