



KINGS RIVER ELEMENTARY SCHOOL

Kings River Union Elementary School District

2008-09 School Accountability Report Card | Published During the 2009-10 School Year

GRADES K-8

3961 Ave. 400 Kingsburg, CA 93631
Phone: (559) 897-7209 Fax: (559) 897-0320
Web site: www.kings-river.k12.ca.us

Ed Snell
Superintendent/Principal

Principal's Message

Kings River Union Elementary School District is a single-site K-8 District in northern Tulare County, located between the towns of Kingsburg and Dinuba. The District has an average daily attendance of 490 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, with each student having access to core curricula through provision of all texts in all subject areas for school and home use. Further, students whose first language is not English are given a rigorous, structured English language development (ELD) program designed to quickly transition them into English proficiency. Additionally, Kings River provides instruction using the latest computer technologies and instructional software in classrooms as well as in a state-of-the-art computer lab. Kings River Union Elementary School District strives to improve and to surpass expectations of its stakeholders and the State.

Vision Statement

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

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

Parental Involvement

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

For more information on how to become involved, contact Cathy Larson or Marty Graves at (559) 897-7209 ext. 108.

Mission Statement

It is the mission of Kings River Elementary School, in partnership with parents/guardians and the community, to empower each child to achieve his/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; and
- Home/school/classroom climates are the key factors in improving student learning.

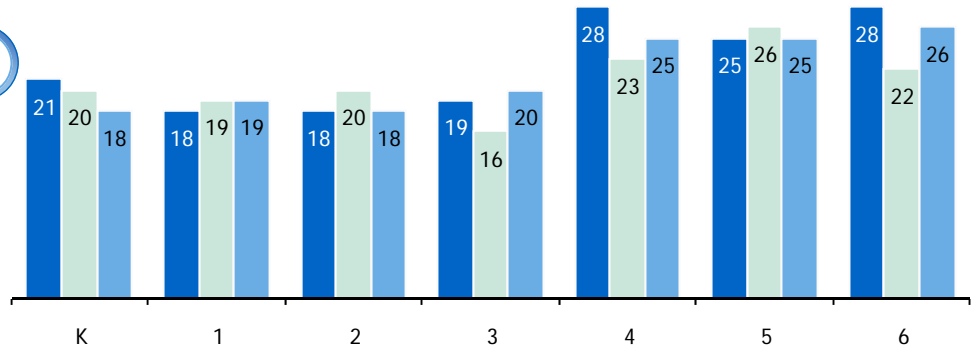


Class Size

The bar graphs display the three-year data for average class size.



■ 06-07 ■ 07-08 ■ 08-09



School Safety

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

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in November 2009. Key elements of the plan include monthly safety drills, crisis intervention plans, counseling services provided by Dinuba Mental Health, detention, in-house suspension, and, if necessary, suspension.

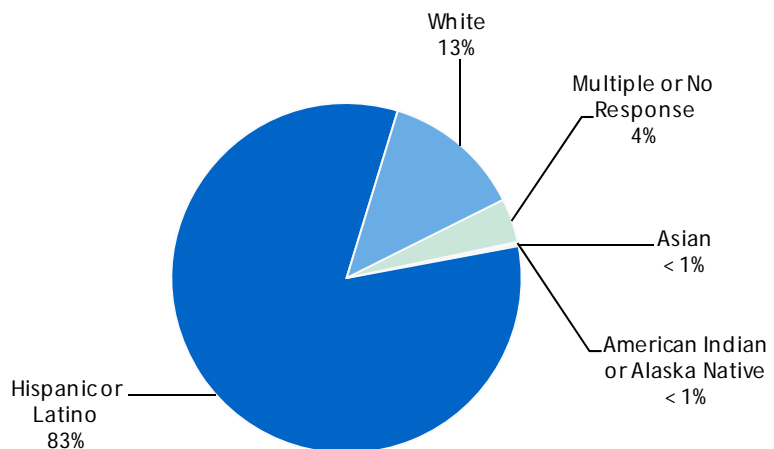


Class Size Distribution — Number of Classrooms By Size

Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	1		3			3		
1	4			3			3		
2	4			3			3		
3	4			3			2	1	
4		2			3			2	
5		2			2			3	
6		2		1	1			2	

Enrollment and Demographics

The total enrollment at the school was 496 students for the 2008-09 school year.



School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, and poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	✓			
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior)	✓			
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs	✓			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Condition				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred on August 27, 2009 and the inspection form was most recently completed on August 27, 2009.

School Facilities

Kings River Union Elementary School District prides itself on maintaining a clean, safe, and inviting campus. Buildings and grounds are well maintained, with painting done on a rotating schedule. Newly renovated classrooms and parking facilities have added to the overall appearance of the site. Kings River maintenance staff cares about the condition of facilities, taking time to perform regular maintenance and to repair in a timely fashion items in need of attention. Communication and surveillance equipment are state-of-the-art, with digital cameras 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 use, and playgrounds are clean and well maintained. No hazardous conditions were noted on the campus during the most recent inspections.

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.

School Facilities

Continued from left

The school facility was first built in 1951, and there have been multiple additions in the 1960's, 1970's, 1980's.

Our school has 26 regular classrooms, a library, a computer lab, a multipurpose room, and a Special Education room.

The design capacity of the school is 780 students, but there is Class Size Reduction in grades K-3. Athletic facilities include baseball diamonds and basketball courts.

Kings River School has recently received emergency repair program grant funds to repair sidewalks for safety issues, replace the fire alarm system, update the intercom system, replace partitions, perform repairs in the bathrooms, provide repairs and pavement throughout the school, repair drinking fountains, replace carpeting, and repair roofs. These projects were completed July 2009.

The new Multipurpose facility was completed in July of 2009. This state of the art gymnasium and serving kitchen will provide many opportunities for the staff and community to use this for future events. The facility is waiting for the installation of a fire suppression system that will be built with the new three classroom wing that will house a Science Lab for the upper grades. This construction will begin in the Spring of 2010.

The State School Deferred Maintenance Program money has been deferred to the general fund due to the budget shortfalls for the district.



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Textbooks and Instructional Materials

Kings River Union Elementary School follows the California Department of Education adoption calendar for instructional materials, striving 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 that each student has their own textbook to use in class and to take home.

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

Types of Services Funded

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



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Textbooks and Instructional Materials

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin (K-6)	2005
English-Language Arts	McDougal Littell Core Literature (7-8)	2005
Mathematics	Houghton-Mifflin (K-5)	2009
Mathematics	Holt, Reinhardt and Winston (6-8)	2008
Science	Harcourt Brace (4-5)	2007
Science	Prentice Hall (6-8)	2005
Science	Pearson Scott Foresman (K-3)	2006
History-Social Science	Pearson Scott Foresman (K-3)	2006
History-Social Science	McGraw-Hill (4-6)	2005
History-Social Science	Houghton-Mifflin (7)	2005
History-Social Science	Holt, Reinhardt and Winston (8)	2003

Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials

Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

Note: This data was most recently collected and verified in August 2009.

Suspensions and Expulsions

Suspension and Expulsion Rates

	Kings River ES			Kings River UESD		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspension Rate	0.319	0.239	0.310	0.319	0.239	0.310
Expulsion Rate	0.004	0.004	0.000	0.004	0.004	0.000

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Kings River ES			Kings River UESD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	30%	36%	38%	30%	36%	38%	43%	46%	50%
Mathematics	44%	46%	49%	44%	46%	49%	40%	43%	46%
Science	29%	35%	31%	29%	35%	31%	38%	46%	50%
History-Social Science	20%	13%	23%	20%	13%	23%	33%	36%	41%



Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tq/sr/documents/starpkt5intrpts.pdf.

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	35%	46%	31%	17%
Female	41%	53%	32%	30%
Economically Disadvantaged	33%	46%	25%	15%
English Learners	30%	41%	20%	8%
Students with Disabilities	5%	20%	❖	❖
Students Receiving Migrant Education Services	16%	22%	18%	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	35%	46%	28%	15%
Pacific Islander	❖	❖	❖	❖
White	57%	67%	50%	50%

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



Professional Development

For the previous four school years, one day each year was dedicated to staff and professional development. Topics included structured English Language Development and Thinking Maps - Thinking Skills.

Professional development is offered through pre-service days and after-school follow-ups and early release days. The administration and Literacy Coach, as well as the School Leadership Team, support teachers.



NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (ie. The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (ie. The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf.

Academic Performance Index Ranks

API Ranks – Three Year Comparison

	05-06	06-07	07-08
Statewide API Rank	2	3	3
Similar Schools API Rank	7	7	7

Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison

Group	Actual API Change			2008-09 Growth API Score
	06-07	07-08	08-09	
All Students at the School	36	20	-2	730
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	42	25	2	721
Pacific Islander	■	■	■	■
White	■	■	■	784
Socioeconomically Disadvantaged	38	24	-3	711
English Learners	37	34	-1	707
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.



Academic Performance Index Ranks

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

Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



California Physical Fitness Test

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

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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percent of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percent of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	21.6%
Five of Six Standards	33.8%
Six of Six Standards	24.3%
Grade 7	
Four of Six Standards	16.0%
Five of Six Standards	36.0%
Six of Six Standards	0.0%

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percent of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The following table displays whether or not the school made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Kings River ES		Kings River UESD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✧		✧	

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

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2008-09 Program Improvement status for the school and district. For more information, please visit <http://www.cde.ca.gov/ta/ac/ay/>.

Federal Intervention Program		
	Kings River ES	Kings River UESD
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2004-2005	✧
Year in Program Improvement	Year 4	✧
Number of Schools Identified for Program Improvement	1	
Percent of Schools Identified for Program Improvement	100.0%	

✧ Not applicable.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Kings River UESD	Kings River ES		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	28	28	28	28
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Kings River ES		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Kings River ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	◆	◆

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.



Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	0:0

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (paraprofessional)	1.0
Psychologist	0.2
Social Worker	0.2
Nurse	1.0
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	0.4
Other	0.0

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule.



Public Internet Access

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

SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of December 2009.

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District Financial Data

District Salary Information — Does not include benefits

Range	Kings River UESD	Similar Sized District
Beginning Teacher Salary	\$37,357	\$38,481
Mid-Range Teacher Salary	\$57,201	\$55,789
Highest Teacher Salary	\$74,394	\$70,849
Average Principal Salary	◆	\$88,862
Superintendent Salary	\$104,900	\$110,994
% of Budget for Teacher Salaries	36.1%	37.2%
% of Budget for Administrative Salaries	5.9%	6.6%

◆ Information not available.

School Financial Data

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

School Financial Data	
	Kings River ES
Total Expenditures Per Pupil	\$9,448
Expenditures Per Pupil From Restricted Sources	\$3,319
Expenditures Per Pupil From Unrestricted Sources	\$6,129
Average Teacher Salary	\$59,861

Financial Data Comparison

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

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Kings River ES	\$6,126	\$59,861
Kings River UESD	\$6,126	\$59,861
California	\$5,512	\$56,284
% Difference Between School and District	◆	◆
% Difference Between School and California	+10.0%	+0.1%

◆ Because Kings River UESD is a single-site district, the percent difference does not apply.

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit <http://www.cde.ca.gov/ds/fd/cs> and <http://www.cde.ca.gov/ds/fd/ec>.