

# Kings River Elementary School

## School Accountability Report Card



### GRADES K-8

3961 Avenue 400 Kingsburg, CA 93631  
Phone: (559) 897-7209 Fax: (559) 897-0320  
Website: [www.kings-river.k12.ca.us](http://www.kings-river.k12.ca.us)

Gary Groth, Superintendent/Principal

2010-11 School Accountability Report Card  
Published During the 2011-12 School Year

### 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 466 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.

### 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.

### 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.

### Kings River Union Elementary School District

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



### Board of Education

**Dan Waldner, PhD,**  
*President*

**Gary Olson,**  
*Clerk*

**Rogelio Fernandez, MD,**  
*Member*

**James Jost**  
*Member*

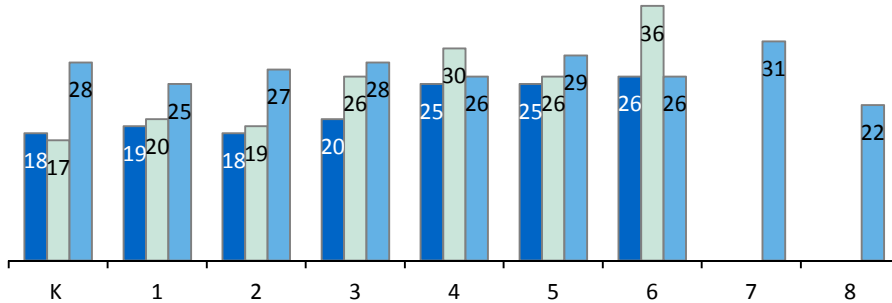
**Carolyn Moshier**  
*Member*



**Class Size**

08-09 09-10 10-11

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



**Class Size Distribution — Number of Classrooms By Size**

Grade	08-09			09-10			10-11		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3			3				2	
1	3			3				2	
2	3			3				2	
3	2	1		2				2	
4		2		2				2	
5		3		2				2	
6		2		2				2	
7								2	
8								2	

**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 *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT 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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the “healthy fitness zone” for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).



*“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.”*



**California Physical Fitness Test**

Percentage of Students Meeting Fitness Standards	
<b>Grade 5</b>	
Four of Six Standards	43.4%
Five of Six Standards	18.9%
Six of Six Standards	24.5%
<b>Grade 7</b>	
Four of Six Standards	15.6%
Five of Six Standards	15.6%
Six of Six Standards	28.1%

### School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **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

### School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
<b>Overall Summary of Facility Conditions</b>			Good
<b>Date of the Most Recent School Site Inspection</b>			08/23/2011
<b>Date of the Most Recent Completion of the Inspection Form</b>			08/23/2011

### 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's use, and playgrounds are clean and well maintained. Although, current construction projects have disturbed the normal aesthetics of the grounds, that area is secured by fencing and is off-limits to students and most staff.

Regarding before- and after-school safety at Kings River, supervision by classified and certificated staff is in place from the time students arrive until students are safely off campus. The campus is secured during the day from unauthorized access, with one open gate serving as the entry point to the school.

The school facility was first built in 1951, and there have been multiple additions in the 1960's, 1970's, 1980's. There are currently two construction projects on campus. The Multipurpose facility will be completed when the water tank requirement for fire protection is completed in October of 2011. A three classroom wing should also be complete at about the same time.

*Continued on sidebar*

### School Facilities

*Continued from left*

Our school has 26 regular classrooms, soon to be expanded with the three-classroom science/math wing, a library, a computer lab, a multipurpose room, and a Special Education room.

The design capacity of the school is 780 students. Athletic facilities include baseball diamonds and basketball courts.

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



### 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 August 2011. 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.

### 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.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin Medallions (K-6)	2010
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	Pearson Scott Foresman (K-3)	2006
Science	Harcourt Brace (4-5)	2007
Science	Prentice Hall (6-8)	2001
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

### Quality of Textbooks

The following table outlines the criteria required for choosing the textbooks and instructional materials.

Quality of Textbooks	
	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	No *
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

\* The former administration elected to wait for the next science adoption to purchase text books.

### Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Kings River ES	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	✧
Health	0%
✧ Not applicable	



### Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Kings River ES	
Currency of Textbook Information	
Data Collection Date	08/2011

*"Home of the Pioneers!"*



### 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.

Suspension and Expulsion Rates						
	Kings River ES			Kings River UESD		
	08-09	09-10	10-11	08-09	09-10	10-11
<b>Suspension Rate</b>	0.310	0.180	0.291	0.310	0.180	0.291
<b>Expulsion Rate</b>	0.000	0.000	0.000	0.000	0.000	0.000

### Professional Development

Dedicated staff development was increased to four days. 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.

For the 2008-09 and 2009-10 school years, we dedicated one day each year for professional development, and in 2010-11, there were four days dedicated for professional development.

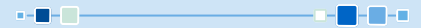
### Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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.

### Parental Involvement

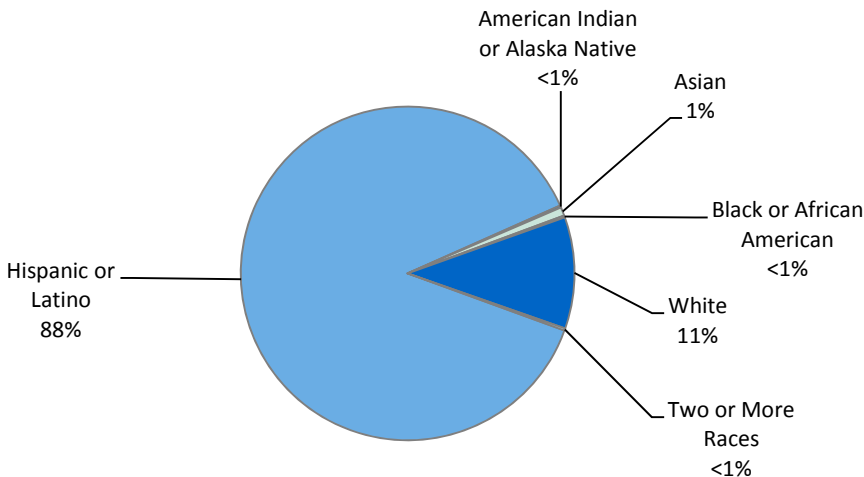
Parents of Kings River students are encouraged to become involved in programs and classroom activities at Kings River Union Elementary School. Here's how you can help: volunteer in classrooms; become a member of the Parent-Teacher Club (PTC); serve on the School Site Council (SSC); attend committee meetings (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 Joy Soares, Learning Facilitator, at 897-7209.



### Enrollment and Demographics

The total enrollment at the school was 491 students for the 2010-11 school year.\*



\* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

### Student Enrollment by Group

Kings River ES	
<b>Socioeconomically Disadvantaged</b>	83.1%
<b>English Learners</b>	73.3%
<b>Students with Disabilities</b>	4.1%

### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state 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 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		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	38%	37%	40%	38%	37%	40%	49%	52%	54%
Mathematics	49%	49%	54%	49%	49%	54%	46%	48%	50%
Science	31%	32%	38%	31%	32%	38%	50%	54%	57%
History-Social Science	23%	28%	40%	23%	28%	40%	41%	44%	48%

### 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 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	40%	54%	38%	40%
All Students at the School	40%	54%	38%	40%
Male	34%	49%	31%	41%
Female	47%	59%	44%	40%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	39%	53%	34%	42%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	56%	62%	64%	❖
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	39%	51%	32%	40%
English Learners	34%	50%	26%	20%
Students with Disabilities	19%	24%	❖	❖
Students Receiving Migrant Education Services	23%	34%	❖	❖

❖ 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.

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: 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 more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



### Academic Performance Index

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

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf).

### API Ranks

API Ranks — Three Year Comparison			
	2008	2009	2010
Statewide API Rank	3	2	2
Similar Schools API Rank	7	5	4

### API Testing

Assessment data is 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 STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

### API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school’s “statewide API 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.

### API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group – 2011 Growth API and Three Year Comparison									
Group	2011 Growth API						Kings River ES — Actual API Change		
	Kings River ES		Kings River UESD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	341	745	341	745	4,683,676	778	-2	5	11
Black or African American	0	■	0	■	317,856	696	■	■	■
American Indian or Alaska Native	1	■	1	■	33,774	733	■	■	■
Asian	4	■	4	■	398,869	898	■	■	■
Filipino	0	■	0	■	123,245	859	■	■	■
Hispanic or Latino	304	735	304	735	2,406,749	729	2	-1	14
Native Hawaiian or Pacific Islander	0	■	0	■	26,953	764	■	■	■
White	31	841	31	841	1,258,831	845	■	■	■
Two or More Races	0	■	0	■	76,766	836	■	■	■
Socioeconomically Disadvantaged	293	736	293	736	2,731,843	726	-3	7	19
English Learners	269	734	269	734	1,521,844	707	-1	1	27
Students with Disabilities	20	587	20	587	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.

### Adequate Yearly Progress

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

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

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

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

### Federal Intervention Program

Districts and schools receiving Title I funding that 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) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Kings River ES	Kings River UESD
<b>Program Improvement Status</b>	In PI	Not In PI
<b>First Year of Program Improvement</b>	2004-2005	✧
<b>Year in Program Improvement</b>	Year 5	✧
<b>Number of Schools Identified for Program Improvement</b>	1	
<b>Percent of Schools Identified for Program Improvement</b>	100%	

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

*“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.”*



### 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.



### 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	10-11	08-09	09-10	10-11
With Full Credential	23	28	25	23
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		
	09-10	10-11	11-12
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 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

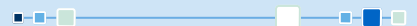
No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Kings River ES	◇	◇
All Schools in District	◇	◇
High-Poverty Schools in District	◇	◇
Low-Poverty Schools in District	◇	◇

◇ Information not available.

### Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.0
Ratio of Students Per Academic Counselor	◇
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.2
Social Worker	0.0
Nurse	0.5
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	1.0



**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.

### Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided 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 [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).

### 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. Note the district salary data does not include benefits.

District Salary Data		
Category	Kings River UESD	Similar Sized District
Beginning Teacher Salary	\$37,356	\$38,744
Mid-Range Teacher Salary	\$57,199	\$55,509
Highest Teacher Salary	\$74,401	\$70,567
Average Principal Salary	✪	\$92,338
Superintendent Salary	\$114,945	\$109,381
Teacher Salaries — Percent of Budget	34%	37%
Administrative Salaries — Percent of Budget	6%	7%

### 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	Annual Average Teacher Salary
Kings River ES	\$5,156	\$65,648
Kings River UESD	\$5,156	\$65,648
California	\$5,455	\$57,071
School and District — Percent Difference	◆	◆
School and California — Percent Difference	-5.8%	+13.1%

- ✪ The Principal and Superintendent are combined as one position.
- ◆ The percent difference does not apply to single-site districts.

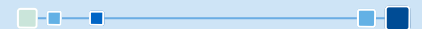
Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at [www.ed-data.k12.ca.us/Pages/Home.aspx](http://www.ed-data.k12.ca.us/Pages/Home.aspx).

All data accurate as of December 2011.

### 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	\$8,394
Expenditures Per Pupil From Restricted Sources	\$3,238
Expenditures Per Pupil From Unrestricted Sources	\$5,156
Annual Average Teacher Salary	\$65,648



*“Kings River Union Elementary School District strives to improve and to surpass expectations of its stakeholders and the State.”*



**School Accountability Report Card**

---

PUBLISHED BY: **SIA** School Innovations & Advocacy  
[www.sia-us.com](http://www.sia-us.com) | 800.487.9234