

Kit Carson Union Elementary School District Kit Carson Elementary School

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

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Contents

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

Principal's Message

I invite you to explore Kit Carson Elementary School's Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Kit Carson Elementary School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable, expectations for students. Kit Carson Elementary School is quite proud of its rigorous academic programs and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience.

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

Mission Statement

It is the mission of Kit Carson School to create a positive educational environment that fosters life-long learners. Each student is to develop their potential in academics, problem solving, team building, leadership, written and oral communication skills and interpersonal skills. These objectives will be accomplished through professional, well-trained staff, using the best available technology and instructional materials. We are committed to our most precious asset, our students.

School Profile

Kit Carson Elementary School is located in the central region of Hanford and serves students in grades transitional kindergarten through eight following a traditional calendar. At the beginning of the 2014-15 school year, 393 students were enrolled, including 13.7% in special education, 27.7% qualifying for English Language Learner support, and 76.1% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African-Amer.	1.00%	Transitional Kindergarten	0
Amer. Indian or Alaskan Native	0.00%	Kindergarten	37
Asian	0.50%	Grade 1	42
Filipino	1.00%	Grade 2	39
Hisp. or Latino	58.30%	Grade 3	57
Pacific Islander	0.50%	Grade 4	40
Caucasian	37.90%	Grade 5	52
Multi-Racial	0.80%	Grade 6	34
Students with Disabilities	13.70%	Grade 7	55
Economically Disadvantaged	76.10%	Grade 8	37
English Learners	27.70%	Ungraded	0
Foster Youth	0.50%		
Total Enrollment			393

Student Achievement

Physical Fitness

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	30.8	15.4	9.6
Seventh	23.2	26.8	23.2

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

Adequate Yearly Progress

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

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

No Child Left Behind (NCLB)

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

Title I Program Improvement (PI) Status 2015-16		
	KCE	KCUSD
PI Status	In PI	In PI
First Year of PI	2011-2012	2013-14
Year in PI	Year 3	Year 1
No. of Schools Currently in PI		1
% of Schools Currently in PI		50.0%

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

California Standardized Tests (CST)

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

California Standards Tests for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Kit Carson Elementary School			District			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science (grades 5, 8, and 10)	51	39	30	50	43	31	59	60	56

California Standards Tests Results by Student Group in Science (School Year 2014-15)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	31
All Students (School)	30
Male	21
Female	39
African-Amer.	--
Amer. Indian or Alaskan Native	--
Asian	--
Filipino	--
Hisp. or Latino	23
Pacific Islander	--
Caucasian	39
Multi-Racial	--
English Learners	--
Economically Disadvantaged	--
Migrant Educ.	--
Students with Disabilities	23
Foster Youth	--

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

California Assessment of Student Performance and Progress

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

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	Kit Carson Elementary School	District	California
English-Language Arts/Literacy	26	26	44
Mathematics	14	14	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

2014-15 CAASPP Assessment Results Disaggregated by Student Groups

English Language Arts - Grade 3							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	56	56	100.0	50	34	11	5
Male	56	25	44.6	68	28	0	4
Female	56	31	55.4	35	39	19	6
African-Amer.	56	1	1.8	--	--	--	--
Hisp. or Latino	56	35	62.5	54	31	14	0
Pacific Islander	56	1	1.8	--	--	--	--
Caucasian	56	18	32.1	39	39	6	17
Multi-Racial	56	1	1.8	--	--	--	--
English Learners	56	23	41.1	70	30	0	0
Economically Disadvantaged	56	44	78.6	55	34	11	0
Students with Disabilities	56	6	10.7	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 3							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	56	56	100.0	64	20	16	0
Male	56	25	44.6	68	20	12	0
Female	56	31	55.4	61	19	19	0
African-Amer.	56	1	1.8	--	--	--	--
Hisp. or Latino	56	35	62.5	60	26	14	0
Pacific Islander	56	1	1.8	--	--	--	--
Caucasian	56	18	32.1	78	0	22	0
Multi-Racial	56	1	1.8	--	--	--	--
English Learners	56	23	41.1	65	26	9	0
Economically Disadvantaged	56	44	78.6	66	23	11	0
Students with Disabilities	56	6	10.7	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 4							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	41	41	100.0	85	5	10	0
Male	41	21	51.2	81	10	10	0
Female	41	20	48.8	90	0	10	0
African-Amer.	41	2	4.9	--	--	--	--
Filipino	41	1	2.4	--	--	--	--
Hisp. or Latino	41	22	53.7	91	5	5	0
Caucasian	41	16	39.0	75	6	19	0
English Learners	41	14	34.1	93	0	7	0
Economically Disadvantaged	41	35	85.4	94	0	6	0
Migrant Educ.	41	2	4.9	--	--	--	--
Students with Disabilities	41	8	19.5	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 4							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	41	41	100.0	59	39	0	2
Male	41	21	51.2	52	48	0	0
Female	41	20	48.8	65	30	0	5
African-Amer.	41	2	4.9	--	--	--	--
Filipino	41	1	2.4	--	--	--	--
Hisp. or Latino	41	22	53.7	55	45	0	0
Caucasian	41	16	39.0	56	38	0	6
English Learners	41	14	34.1	57	43	0	0
Economically Disadvantaged	41	35	85.4	63	34	0	3
Migrant Educ.	41	2	4.9	--	--	--	--
Students with Disabilities	41	8	19.5	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	52	52	100.0	77	12	10	2
Male	52	25	48.1	92	4	4	0
Female	52	27	51.9	63	19	15	4
African-Amer.	52	1	1.9	--	--	--	--
Filipino	52	1	1.9	--	--	--	--
Hisp. or Latino	52	24	46.2	83	8	8	0
Pacific Islander	52	1	1.9	--	--	--	--
Caucasian	52	24	46.2	67	17	13	4
Multi-Racial	52	1	1.9	--	--	--	--
English Learners	52	12	23.1	92	8	0	0
Economically Disadvantaged	52	39	75.0	79	8	10	3
Students with Disabilities	52	8	15.4	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	52	52	100.0	73	19	6	2
Male	52	25	48.1	88	8	4	0
Female	52	27	51.9	59	30	7	4
African-Amer.	52	1	1.9	--	--	--	--
Filipino	52	1	1.9	--	--	--	--
Hisp. or Latino	52	24	46.2	79	21	0	0
Pacific Islander	52	1	1.9	--	--	--	--
Caucasian	52	24	46.2	67	17	13	4
Multi-Racial	52	1	1.9	--	--	--	--
English Learners	52	12	23.1	83	17	0	0
Economically Disadvantaged	52	39	75.0	77	18	5	0
Students with Disabilities	52	8	15.4	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	35	35	100.0	23	51	20	6
Male	35	16	45.7	31	56	6	6
Female	35	19	54.3	16	47	32	5
Hisp. or Latino	35	22	62.9	23	55	14	9
Caucasian	35	13	37.1	23	46	31	0
English Learners	35	7	20.0	--	--	--	--
Economically Disadvantaged	35	25	71.4	28	56	12	4
Students with Disabilities	35	8	22.9	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	35	35	100.0	40	40	17	0
Male	35	16	45.7	50	31	19	0
Female	35	19	54.3	32	47	16	0
Hisp. or Latino	35	22	62.9	41	36	23	0
Caucasian	35	13	37.1	38	46	8	0
English Learners	35	7	20.0	--	--	--	--
Economically Disadvantaged	35	25	71.4	40	48	12	0
Students with Disabilities	35	8	22.9	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 7							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	57	57	100.0	26	28	30	16
Male	57	29	50.9	31	34	21	14
Female	57	28	49.1	21	21	39	18
Asian	57	2	3.5	--	--	--	--
Filipino	57	1	1.8	--	--	--	--
Hisp. or Latino	57	31	54.4	39	29	19	13
Caucasian	57	22	38.6	14	27	45	14
Multi-Racial	57	1	1.8	--	--	--	--
English Learners	57	12	21.1	58	42	0	0
Economically Disadvantaged	57	44	77.2	30	30	30	11
Migrant Educ.	57	1	1.8	--	--	--	--
Students with Disabilities	57	7	12.3	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 7							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	57	57	100.0	26	49	11	14
Male	57	29	50.9	28	48	7	17
Female	57	28	49.1	25	50	14	11
Asian	57	2	3.5	--	--	--	--
Filipino	57	1	1.8	--	--	--	--
Hisp. or Latino	57	31	54.4	29	52	6	13
Caucasian	57	22	38.6	27	50	14	9
Multi-Racial	57	1	1.8	--	--	--	--
English Learners	57	12	21.1	50	50	0	0
Economically Disadvantaged	57	44	77.2	23	57	9	11
Migrant Educ.	57	1	1.8	--	--	--	--
Students with Disabilities	57	7	12.3	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 8							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	37	37	100.0	19	32	35	14
Male	37	17	45.9	18	53	29	0
Female	37	20	54.1	20	15	40	25
Filipino	37	1	2.7	--	--	--	--
Hisp. or Latino	37	19	51.4	21	32	42	5
Caucasian	37	17	45.9	18	29	29	24
English Learners	37	4	10.8	--	--	--	--
Economically Disadvantaged	37	24	64.9	25	38	29	8
Migrant Educ.	37	2	5.4	--	--	--	--
Students with Disabilities	37	5	13.5	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 8							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	37	37	100.0	51	32	5	8
Male	37	17	45.9	59	29	6	6
Female	37	20	54.1	45	35	5	10
Filipino	37	1	2.7	--	--	--	--
Hisp. or Latino	37	19	51.4	63	26	5	5
Caucasian	37	17	45.9	35	41	6	12
English Learners	37	4	10.8	--	--	--	--
Economically Disadvantaged	37	24	64.9	67	25	4	0
Migrant Educ.	37	2	5.4	--	--	--	--
Students with Disabilities	37	5	13.5	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Local Control Accountability Plan (LCAP)

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

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

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

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

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

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

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

Parent Involvement

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

Parents stay informed on upcoming events and school activities through automated telephone messages, flyers, the school marquee, the school website, and Facebook. Contact the school office at (559) 582-2843 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Classroom Helper

Committees

English Learner Advisory Council
Parent Teacher Club
School Site Council

School Activities

7th Grade Dinner
8th Grade Trip

Family Night
Kindergarten Events
Outdoor Trips
Special Assembly Participation
Spring Carnival
Winter Programs

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. Kit Carson Elementary School's original facilities were built in 1952; 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:

- Pave front parking lot
- Resod kindergarten playground
- Plant a tree
- Addition of fly fans in the cafeteria
- Addition of dishwasher in cafeteria
- Addition of wood bench seating for students
- Installation of a new fence in front of the school

Every morning before school begins, the Director of Operations inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Kit Carson Elementary School. The day custodian is responsible for classroom cleaning, cafeteria setup/cleanup, general grounds maintenance, and restroom cleaning.

Restrooms are checked four times a day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for classroom cleaning, office area cleaning, and restroom cleaning. The principal communicates daily with the Director of Operations concerning maintenance and school safety issues.

Campus Description	
Year Built	1952
Acreage	10
Square Footage	46,800
	Quantity
Permanent Classrooms	12
Portable Classrooms	10
Restrooms (sets)	4
Cafeteria/Multipurpose Room	1
Computer Lab	1
Library	1
Staff Lunch/Work Room	1

Facilities Inspection

The district's maintenance department inspects Kit Carson Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Kit Carson 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 Wednesday, September 16, 2015. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Wednesday, September 16, 2015			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

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

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

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 student specialist are strategically assigned to designated entrance areas and the playground. During recess, the student specialist supervises playground activity. Cafeteria supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers, yard duty supervisors, and the student specialist monitor student behavior to ensure a safe and orderly departure.

Kit Carson 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 Kit Carson Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in February 2015.

Classroom Environment

Discipline & Climate for Learning

Kit Carson Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline

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

Suspensions & Expulsions			
	12-13	13-14	14-15
	KCE		
# of Students Suspended	0	10	9
# of Students Expelled	0	0	0
	KCUSD		
# of Students Suspended	0	10	9
# of Students Expelled	0	0	0
	California		
# of Students Suspended	329370	279383	243603
# of Students Expelled	8266	6611	5692

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

Class Size

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

Class Size Distribution				
Self-Contained Classes				
Grade	2012-13			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	2		
1	24.0		1	
2	19.0	2		
3	24.0		2	
4	18.0	1	1	
5	17.0	2	1	
6	18.0	1	1	
Other	26.0			1
Grade	2013-14			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	16.0	2	1	
1	21.0	1	1	
2	26.0		2	
3	18.0	2		
4	24.0	2	2	
5	18.0	2	2	
6	27.0		4	
Grade	2014-15			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	12.0	3		
1	21.0		2	
2	20.0	1	1	
3	29.0		2	
4	20.0	2	2	
5	26.0		4	
6	34.0			2

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

Curriculum & Instruction

Staff Development

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

- Collaborative Conversations
- Common Core Instructional Goals
- Common Core State Standards
- Instructional Rounds
- Kagan Engagement Strategies
- Response to Intervention
- Step Up to Writing
- Thinking Maps

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

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

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

Instructional Materials

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

On Wednesday, September 16, 2015, the Kit Carson 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 No. 1516-04 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, Kit Carson Union Elementary School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2011	Glencoe/McGraw-Hill, <i>California Treasures</i>	0 %
2011	Macmillan/McGraw-Hill, <i>California Treasures</i>	0 %
History-Social Science		
2006	Pearson Scott Foresman, <i>Scott Foresman History-Social Science for California</i>	0 %
2006	Teachers' Curriculum Institute, <i>History Alive! California Middle Schools Program</i>	0 %
Mathematics		
2015	CPM Educational Program, <i>Core Connections</i>	0 %
2015	The Math Learning Center, <i>Bridges in Mathematics</i>	0 %
Science		
2006	Pearson Prentice Hall, <i>Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science</i>	0 %
2007	Pearson Scott Foresman, <i>Scott Foresman California Science</i>	0 %

Professional Staff

Counseling & Support Staff

Kit Carson 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 Kit Carson Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2014-15		
	No. of Staff	FTE
Academic Counselor	0	0
Adaptive PE (from county)	1	0.2
Health Aide	1	0.2
Latchkey Coordinator	1	1.0
Library Aide	1	1.0
Licensed Vocational Nurse	1	0.7
Nurse (from county)	1	0.2
Occupational Therapist (from county)	1	1.0
Psychologist (from county)	1	0.2
Student Specialist	1	1.0
Technology Support Specialist	1	1.0

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

Teacher Assignment

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

Percentage of Core Classes 2014-15		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Kit Carson Elementary School	100.0 %	0.0 %
District Totals		
All Schools	89.0 %	11.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	63.0 %	37.0 %

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

Teacher Credentials & Assignments				
	KCE			KCUSD
	13-14	14-15	15-16	15-16
Total Teachers	17	15	17	19
Teachers with full credentials	17	15	17	19
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area of competence (with full credential)	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	0
Vacant teacher positions	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: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2013-14		
	KCUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$51,732	\$39,948
Mid-Range Teacher Salary	\$70,121	\$57,401
Highest Teacher Salary	\$85,667	\$73,183
Superintendent Salary	\$112,933	\$112,657
Average Principal Salaries:		
Elementary School	N/A	\$94,578
Percentage of Budget:		
Teacher Salaries	44%	35%
Administrative Salaries	8%	7%

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

Expenditures Per Student

For the 2013-14 school year, Kit Carson Union Elementary School District spent an average of \$8,140 of total general funds to educate each student (based on 2013-14 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures

shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

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

- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Other Federal Funds
- Other Local: Locally defined
- Special Education
- State Lottery
- Title I
- Title II

Expense of Education Per Pupil 2013-14					
	Dollars Spent per Student				
	KCE	KCUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	381	N/A	N/A	N/A	N/A
Total**	\$8,351	N/A	N/A	N/A	N/A
Restr.†	\$1,369	N/A	N/A	N/A	N/A
Unrestr.††	\$6,982	\$6,896	101.25	\$5,348	130.55
Avg. Teacher Salary	\$73,109	\$72,879	100.32	\$59,180	123.54

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

* Average Daily Attendance

SARC Data

DataQuest

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

Public Internet Access Location

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

Address: 401 N. Dooty 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 Kit Carson 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 section were acquired in October 2015. Data to prepare the school facilities section were acquired in November 2015.