

# Kit Carson Union Elementary School District Mid Valley Charter Home School

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

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## Principal's Message

Welcome to Mid Valley Charter Home School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual Accountability Report card which meets state and federal disclosure requirements. Mid Valley Charter Home School was created to serve the needs of students and parents who realize that the traditional classroom model does not meet the needs of all children. Students at

Mid Valley Charter Home School are instructed at home, by parents, with the support of experienced and highly-qualified credentialed Master Teachers. Mid Valley Charter Home School provides a high quality, independent study/home school option for kindergarten through eighth grade students, centered on standards-based, challenging curriculum designed around the individual's learning needs. Student educational goals are set by using data from assessments, benchmarks and Common Core testing results in order to achieve growth in mastering Common Core State Standards.

Students who attend Mid Valley Charter Home School will be educated through a variety of home-enhanced educational alternatives where students are free to learn beyond the confines of the regular classroom and the limitations of the typical instructional day. The experience may include alternative scheduling, outdoor education, travel, and extra-curricular activities, as planned and stated by the academic lesson plan. To this end, we are committed to provide a superior educational choice for students who function best outside the traditional classroom setting.

## Mission Statement

Mid Valley Charter Home School recognizes and respects the uniqueness of each child. The school's primary mission is to foster a love of learning in each student. Our curriculum skillfully weaves artistic and practical disciplines into everyday academics. Students learn to follow their curiosity, to think creatively, and to work both independently and cooperatively with others. We strive to instill integrity, compassion and confidence in each child. We give each child support and encouragement to become his or her own unique self. Through project-based learning, Mid Valley Charter Home School students tackle academic curriculum in ways that are engaging, meaningful, adaptable to a variety of learning styles and fun. We're prepared to meet the educational needs of all elementary school children grades K-8.

## School Profile

Mid Valley Charter Home School is located in the central region of Hanford and serves students in grades kindergarten through eight following a traditional calendar. At the beginning of the 2014-15 school year, 18 students were enrolled, including 16.7% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African-Amer.	0.00%	Kindergarten	2
Amer. Indian or Alaskan Native	0.00%	Grade 1	0
Asian	0.00%	Grade 2	4
Filipino	0.00%	Grade 3	1
Hisp. or Latino	16.70%	Grade 4	2
Pacific Islander	0.00%	Grade 5	2
Caucasian	83.30%	Grade 6	3
Multi-Racial	0.00%	Grade 7	4
Students with Disabilities	0.00%	Grade 8	0
Economically Disadvantaged	16.70%	Ungraded	0
English Learners	0.00%		
Foster Youth	0.00%		
Total Enrollment			18

# Student Achievement

## Physical Fitness

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. Due to the moderate number of students tested, and in order to protect confidentiality, fitness scores are not disclosed for Mid Valley Charter Home School.

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	*	*	*
Seventh	*	*	*

*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/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://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	MVCHS	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	N/A	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, Mid Valley Charter Home School did not participate in the Title I program and is therefore not required to comply with program mandates. 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/](http://www.cde.ca.gov/ta/ac/ti/).

Title I Program Improvement (PI) Status 2015-16		
	MVCHS	KCUSD
PI Status	Not in PI	In PI
First Year of PI	N/A	2013-14
Year in PI	N/A	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](http://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)								
	Mid Valley Charter Home 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)	--	--	--	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)	--
Male	--
Female	--
African-Amer.	
Amer. Indian or Alaskan Native	
Asian	
Filipino	
Hisp. or Latino	--
Pacific Islander	
Caucasian	--
Multi-Racial	
English Learners	
Economically Disadvantaged	--
Migrant Educ.	
Students with Disabilities	
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/](http://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			
	Mid Valley Charter Home School	District	California
English-Language Arts/Literacy	33	26	44
Mathematics	20	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	2	2	100.0	--	--	--	--
Male	2	1	50.0	--	--	--	--
Female	2	1	50.0	--	--	--	--
Caucasian	2	2	100.0	--	--	--	--
Economically Disadvantaged	2	1	50.0	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 3							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	2	2	100.0	--	--	--	--
Male	2	1	50.0	--	--	--	--
Female	2	1	50.0	--	--	--	--
Caucasian	2	2	100.0	--	--	--	--
Economically Disadvantaged	2	1	50.0	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 4							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	2	2	100.0	--	--	--	--
Female	2	2	100.0	--	--	--	--
Caucasian	2	2	100.0	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 4							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	2	2	100.0	--	--	--	--
Female	2	2	100.0	--	--	--	--
Caucasian	2	2	100.0	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	4	3	75.0	--	--	--	--
Male	4	3	75.0	--	--	--	--
Hisp. or Latino	4	1	25.0	--	--	--	--
Caucasian	4	2	50.0	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	4	3	75.0	--	--	--	--
Male	4	3	75.0	--	--	--	--
Hisp. or Latino	4	1	25.0	--	--	--	--
Caucasian	4	2	50.0	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	3	3	100.0	--	--	--	--
Male	3	1	33.3	--	--	--	--
Female	3	2	66.7	--	--	--	--
Hisp. or Latino	3	1	33.3	--	--	--	--
Caucasian	3	2	66.7	--	--	--	--
Economically Disadvantaged	3	2	66.7	--	--	--	--
Students with Disabilities	3	1	33.3	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	3	3	100.0	--	--	--	--
Male	3	1	33.3	--	--	--	--
Female	3	2	66.7	--	--	--	--
Hisp. or Latino	3	1	33.3	--	--	--	--
Caucasian	3	2	66.7	--	--	--	--
Economically Disadvantaged	3	2	66.7	--	--	--	--
Students with Disabilities	3	1	33.3	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 7							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	4	4	100.0	--	--	--	--
Male	4	2	50.0	--	--	--	--
Female	4	2	50.0	--	--	--	--
Caucasian	4	4	100.0	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 7							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	4	4	100.0	--	--	--	--
Male	4	2	50.0	--	--	--	--
Female	4	2	50.0	--	--	--	--
Caucasian	4	4	100.0	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 8							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	1	1	100.0	--	--	--	--
Male	1	1	100.0	--	--	--	--
Caucasian	1	1	100.0	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 8							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	1	1	100.0	--	--	--	--
Male	1	1	100.0	--	--	--	--
Caucasian	1	1	100.0	--	--	--	--
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 email, flyers, newsletters, phone calls, and Facebook. Contact Becky Hofer, Director, at (559) 583-1149 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Attend Virtual Field Trips  
Chaperone Field Trips  
Teach Enrichment Classes

### Committees

English Learner Advisory Council  
Parent Teacher Club  
School Site Council

### School Activities

Art Classes  
Back to School Night

Field Trips  
 Graduation Activities  
 Hands-On Math Exploration  
 Music Classes  
 Open House  
 Peach Blossom Competition  
 Reader's Theater  
 S.T.E.M Competition  
 Science Classes  
 Virtual Field Trips  
 Writer's Workshop

## 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. Mid Valley Charter Home 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.

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/bus driver and one evening custodian are assigned to Mid Valley Charter Home School. The day custodian is responsible for:

- General maintenance
- Groundskeeping

Restrooms are checked twice a day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Restroom cleaning

The Director communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1952
Acreage	10
Square Footage	46,800
Quantity	
Permanent Classrooms	0
Portable Classrooms	1
Restrooms (sets)	1
Cafeteria (shared with Kit Carson ES)	1
Library (shared with Kit Carson ES)	1
Staff/Work Room (shared with Kit Carson ES)	1

## Facilities Inspection

The district's maintenance department inspects Mid Valley Charter Home School on an annual basis in accordance with Education Code §17592.72(c)(1). Mid Valley Charter Home 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. Mid Valley Charter Home School is located on Kit Carson Elementary School's campus and, therefore, Kit Carson Elementary School's facility inspection is reported below.

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 while students are on campus. To ensure a safe and secure school environment, students and parents enter at the District Office and check-in to obtain ID badges before proceeding to Mid Valley Charter at the appointed time.

## School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Mid Valley Charter Home 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 August 2015.

## Classroom Environment

### Discipline & Climate for Learning

Mid Valley Charter Home 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
	MVCHS		
# of Students Suspended	0	0	0
# of Students Expelled	0	0	0
	KCUUSD		
# 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				
2012-13				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	2.0	1		
1	2.0	1		
2	2.0	1		
3	1.0	1		
4	2.0	2		
5	1.0	1		
6	1.0	1		
2013-14				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	1.0	1		
1	1.0	1		
2	2.0	1		
3	3.0	2		
4	2.0	1		
5	2.0	2		
6	2.0	2		
2014-15				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	2.0	1		
2	4.0	1		
3	4.0	1		
4	2.0	1		
5	2.0	1		
6	2.0	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 Mid Valley Charter Home School revolve around the California Common Core State Standards. During the 2014-15 school year, Mid Valley Charter Home School held staff development training devoted to:

- Backwards Mapping
- Common Core Performance Task Development
- Common Core State Standards in Language Arts
- Culture and Procedures
- Follett Common Core Writing Webinar
- Lesson Planning and Collaboration
- Math Curriculum: Common Core Text
- Math Instruction, Online Resources Webinar
- Preparing for Charter Renewal Workshop
- Safety Review
- Technology, CILC Video Conferences
- Writer's Workshop Best Practices

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. Mid Valley Charter Home 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.

Mid Valley Charter Home 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 Mid Valley Charter Home 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
<b>English Language Arts</b>		
2011	Glencoe/McGraw-Hill, <i>California Treasures</i>	0 %
2011	Macmillan/McGraw-Hill, <i>California Treasures</i>	0 %
<b>History-Social Science</b>		
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 %
<b>Mathematics</b>		
2015	CPM Educational Program, <i>Core Connections</i>	0 %
2015	The Math Learning Center, <i>Bridges in Mathematics</i>	0 %
<b>Science</b>		
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

Mid Valley Charter Home 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 Mid Valley Charter Home 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
Nurse	1	*
Psychologist	1	*
Speech Specialist	1	1.0

\* as needed

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

### Teacher Assignment

During the 2014-15 school year, Mid Valley Charter Home School had two 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
Mid Valley Charter Home School	63.0 %	37.0 %
<b>District Totals</b>		
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				
	MVCHS			KCUSD
	13-14	14-15	15-16	15-16
Total Teachers	2	2	2	19
Teachers with full credentials	2	2	2	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
<b>Average Principal Salaries:</b>		
Middle School	N/A	\$97,400
<b>Percentage of Budget:</b>		
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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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				
	MVCHS	KCUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	20	N/A	N/A	N/A	N/A
Total**	\$5,420	N/A	N/A	N/A	N/A
Restr.†	\$167	N/A	N/A	N/A	N/A
Unrestr.††	\$5,253	\$6,896	76.18	\$5,348	98.23
Avg. Teacher Salary	\$59,663	\$72,879	81.87	\$59,180	100.82

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 Mid Valley Charter Home 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 Mid Valley Charter Home School's SARC and access the internet at any of the county's public libraries. The closest public library to Mid Valley Charter Home School is Hanford Library, a branch of Kings County Library.

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

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the 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.