



KINGS RIVER-HARDWICK ELEMENTARY SCHOOL

...TEACHING CHILDREN TO LEAD THE WAY

SCHOOL ACCOUNTABILITY REPORT CARD

A Report of 2005-06 Activity Published in 2006-07

KINGS RIVER-HARDWICK SCHOOL DISTRICT

Grades K-8
10300 Excelsior Avenue
Hanford, CA 93230
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BOARD OF TRUSTEES

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Vice Principal

Andrea Materoh
Director of Business
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The statistical information disclosed in this report is obtained from the California Department of Education and the Kings River-Hardwick School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Data for the instructional materials and school facilities sections was acquired October 2006.

SUPERINTENDENT'S MESSAGE

The staff of Kings River Hardwick School District welcomes you to our unique school. Nestled in the shade of orchards and fields, this pristine campus retains the flavor of its rural roots, while offering students a rigorous and broad curriculum. "Teaching students to lead the way", the vision statement created by parents, students, and staff, expresses the shared belief that a combination of learning and leadership opportunities will prepare students for their future.

Our staff of highly qualified teachers perform as a concerted team to support the learning goals of each student. A tradition of high expectations and graduates prepared for high school and beyond speak to the professional training and qualifications of teachers as well as the strength in classified support staff. All staff members are involved in reviewing data and planning for the success of each student. Grade levels make use of standards-based benchmark assessments and common tools such as the "Step-up to Writing" program to provide aligned instruction and assessment expectations.

Students have the advantage of enrolling in a variety of music and art courses, designed to support academic success as well as provide a foundation of fine arts education. In addition, students may join campus clubs, compete on academic and athletic teams, and serve as officers and peer mediators. All graduating students devote time to improving their community as willing volunteers.

All students benefit from a close school and family connection. The many opportunities for parent volunteers are eagerly filled. Parents provide significant financial support to the district each year, allowing students to enjoy field trips and activities that would not otherwise be possible.

A stable and supportive Board voices the foundation for our school with its core values:

- A focus on student success
- Assurance of the long-term financial stability and viability of the district
- The mutual responsibility of the district and teachers to students and parents

DISTRICT MISSION

It is the mission of the Kings River-Hardwick School District to ensure that all students acquire the knowledge, skills, and attitudes necessary to realize their full potential and become productive citizens. In addition, the District acknowledges the central role of the school in the rural community, and is committed to

developing a spectrum of education, cultural, and social programs and services to respond to the needs of our communities and equal to the challenges of the next century.

DISTRICT & SCHOOL PROFILE

Kings River-Hardwick School District is located in the town of Hanford, approximately 90 miles north of Bakersfield. Hanford is small, rural town rich in history and agriculture. The district is comprised of one elementary school serving students in grades K-8. Kings River-Hardwick Elementary offers a highly experience team of professionals, dedicated to exploring strategies to address the needs of each student.

BOARD GOALS

Global Awareness

Students need to understand the thinking, motivation and actions of people from different cultures and countries in order to respond to communities and workplaces beyond their neighborhoods. They must learn how to work collaboratively with individuals from diverse cultures, lifestyles, and languages.

Civic Literacy

Students need to understand the rights and obligations of informed, participating citizens at the local, state and national level, taking into consideration the global impact of civic decisions.

Financial, Economic and Business Literacy

Each student must practice prudent fiscal decision-making in order to adapt to our nation's evolving economic and business environment, and make sound personal economic choices.

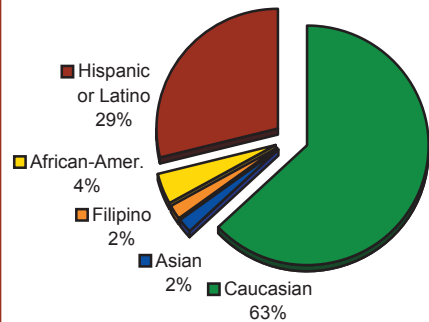
Information and Communication Technology, Thinking and Problem-Solving Skills, and Interpersonal and Self-Directional Skills Literacy

Students must analyze, manage, integrate and evaluate information, understand and manage effective oral, written and multimedia communication. Each student needs the opportunity to serve as part of a team as well as demonstrate leadership skills, employing creativity and intellectual curiosity. Students must develop a sense of social responsibility, accountability, and adaptability in order to address the interests of their own and the larger community. Each student must have the opportunity to set high personal standards for themselves and others, work with ambiguity, and evaluate their personal and group performance.

During the 2005-06 school year, 629 students participated in Kings River-Hardwick Elementary's rigorous, standards-based programs. Student enrollment included 5% receiving special education services, 9% qualifying for English Language Learner support, 3% qualifying for migrant education assistance, and 25% qualifying for free or reduced-price lunch.

Kings River-Hardwick Elementary shares its campus with a private preschool for three and four year olds. After-school Extended Day care is also available. Both programs are fee-based and offer fun, educational activities for participants.

Percentage of Students by Ethnicity
2005-06 Enrollment: 629



STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress, Kings River-Hardwick Elementary offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include end-of-unit tests, classroom observation, report card grades, district benchmarks, and state standardized tests.

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 assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2005-06

Did the school and district meet or exceed 2006 AYP performance criteria in each of the areas listed below?

AYP Indicator	Kings River-Hardwick	KRHSD
Overall School Results	Yes	Yes
Participation Rate - 2005-06 Target Rate - 95%		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts 2005-06 Target Rate - 24.4%	Yes	Yes
Math 2005-06 Target Rate - 26.5%	Yes	Yes
API	Yes	Yes
Increase API by one point		
Graduation Rate*	N/A	N/A

*Graduation Rate applies to grades 9-12 only.

PARENT INVOLVEMENT

Parents are encouraged to get involved in Kings River-Hardwick Elementary's learning community by volunteering their time, attending school events, or sharing in the decision-making process. School staff welcome parents' assistance in the classroom and library, chaperoning field trips, and decorating the cafeteria for school dances. Room parents for every classroom organize special days, assist teachers in the classroom, and help schedule large fundraising events. Back to School Night, Open House, student performance, Calico Carnival, are only a few of the many opportunities for parents to interact with school staff while supporting their child's efforts and interests. The School Site Council, English Language Advisory Council, Parent Advisory Group, and Parent Booster Club offer opportunities for parents to have input on curricular programs, activities, and financial planning. A strong group of parents consistently attend evening migrant Education meetings, providing feedback for student planning. Kings River-Hardwick Elementary's booster club

sponsors the school's major fundraising event of the year, Calico Carnival. Parents seeking more information about becoming an active member in the school community may contact the Parent Booster Club President Candie Drennan at the district at (559) 584-1422.

School-to-home communication takes place in a variety of formats. A school newsletter is published monthly to keep parents up to date on general information, volunteering opportunities, committee news, student recognition announcements, important dates and upcoming events, fundraising events, and safety tips. Teachers prepare class newsletters sharing information on class lessons and homework. The school's web site features valuable resources concerning class schedules, school committees, sports activities, and links to educational resources. Parents may access their child's current grades, attendance record, and missing homework assignments using the school's on-line student information system (EdLine). Flyers and letters are sent home throughout the school year announcing policy changes and special activities reminders.

CAT/6 Test Results

All Students

Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Kings River-Hardwick			KRHSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
Reading	57	66	50	57	66	50	43	41	42
Math	62	67	59	62	67	59	51	52	53

Only third and seventh grade students participated in the 2004-05 and 2005-06 administration of the CAT/6 exam.

CAT/6 Test Results

Numerically Significant Ethnic Subgroups

Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2005-06

Kings River-Hardwick

	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
	Reading	*		*	*	31	
Math	*		*	*	40		68

*Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.

CAT/6 Test Results

Other Numerically Significant Subgroups

Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2005-06

Kings River-Hardwick

	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
	Reading	48	52	12	26	*
Math	59	58	24	38	*	*

California Standards Test Results

All Students

Percentage of Students Scoring at Proficient & Advanced Levels

	Kings River-Hardwick			KRHSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	54	57	59	54	57	59	36	40	42
Math	50	49	51	50	49	51	34	38	40
Science	39	44	40	39	44	40	25	27	35
History	47	43	36	47	43	36	29	32	33

Only grades 5, 9, 10, and 11 take the Science portion of this exam and only grades 8, 10, and 11 take the History portion.

proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2005-06 AYP cycle, elementary and middle schools must achieve a 24.4% or higher proficiency rate in English/language arts and 26.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST (grades 2-8) and obtaining an API growth score of 590 or higher or increasing the API growth by one point.

The AYP table in this report illustrates the school's specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. 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/.

DISTRICT BENCHMARK ASSESSMENTS

Kings River-Hardwick School District administers its own set of student assessments ("benchmarks") to evaluate instructional programs and measure student proficiency. Benchmark assessments are in alignment with California State Content Standards and Frameworks. During the 2005-06 school year, benchmark assessments in reading, writing, and math were administered quarterly to all students (grades K-8). Test results are used to 1) help teachers identify areas where instruction may or may not be effective, 2) guide classroom instruction, and 3) identify students who need targeted academic assistance or intervention.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies the student's proficiency level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

STANDARDIZED STATE ASSESSMENTS

Students at Kings River-Hardwick Elementary participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2) in 2003-04 and 2004-05, the Aprenda 3 in 2005-06, and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

CAT/6

The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, either no students met subgroup criteria, or when less than ten students are tested in a single group, results are not disclosed to maintain

confidentiality. Additional detail including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

CALIFORNIA STANDARDS TESTS (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. 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. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report illustrate the percentage of Kings River-Hardwick Elementary students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov/>.

PHYSICAL FITNESS

In the spring of each year, Kings River-Hardwick Elementary is required by the state to administer a physical fitness test to all students in fifth and seventh grades. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2005-06 fitness exam, 36% of fifth grade students and 42.4% of seventh grade students tested scored in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

ACADEMIC PERFORMANCE INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests (CAT-6 and CST, located on pages two and three of this report). Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

California Standards Test Results							
Numerically Significant Ethnic Subgroups							
Percentage of Students Scoring at Proficient & Advanced Levels							
2005-06							
Kings River-Hardwick							
	African- Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	50		*	91	39		66
Math	38		*	91	40		54
Science	*		*	*	28		46
History	*				14		43

*Less than 10 students were tested; to protect confidentiality, these results are not disclosed.
In cases where a % is not provided, no students were tested in the subgroup or subject area.

California Standards Test Results						
Other Numerically Significant Subgroups						
Percentage of Students Scoring at Proficient & Advanced Levels						
2005-06						
Kings River-Hardwick						
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	59	58	10	37	43	33
Math	56	45	34	39	45	27
Science	52	27	*	26	*	*
History	44	29	*	11	*	*

**Academic Performance Index (API)
Three-Year Performance Comparison**

	2006 API Score	API Rank		
		03-04	04-05	05-06
Statewide Rank		8	8	7
Similar Schools Rank		6	3	3
	2006 API Score	Increase/Decrease in API		
Results		03-04	04-05	05-06
Schoolwide - All Students	796	-9	7	-5
Ethnic Subgroups				
Hispanic or Latino	699	-4	-17	-2
Caucasian	835	-12	12	3
Other Subgroups				
Economically Disadvantaged	675	-7	-4	-18
English Learners	*	**	**	*
Students with Disabilities	*	**	**	*

*Not a numerically significant subgroup.

**A three-year comparison is not available; 2005-06 is the first API cycle that API scores and growth targets will be reported.

The API table in this report highlights Kings River-Hardwick Elementary's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores.

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 2005-06, Kings River-Hardwick Elementary qualified for Targeted Assistance 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 <http://www.cde.ca.gov/ta/ac/ay/>.

Title I Program Improvement (PI) Status

	Kings River-Hardwick	KRHSD
PI Status	Not in PI	Not in PI
First Year of PI Improvement	N/A	N/A
Year in PI	N/A	N/A
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		0
Percent of Schools Currently Identified for PI		0.0

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

Kings River-Hardwick Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1954; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff. During the 2005-06 school year, facility repairs and improvements included: completion of roof repairs to seven portable classrooms, replacement of carpet in classrooms, and remodeling of staff lounge.

Campus Description

Year Built	1954
Acreage	25 ac.
Square Footage	66,522 sq.ft.
	Qty.
# of Permanent Classrooms	17
# of Portable Classrooms	20
# of Restrooms (student use)	4 sets
Computer Lab	3
Music Room	1
Art Room	1
Learning Center	1
Library	1
Staff Lounge	1
Staff Work Room	1
Cafeteria	1

SUPERVISION & SAFETY

As students arrive on campus each morning, teachers are strategically placed in designated areas to monitor student safety. Two yard supervisors are on the playground and two teachers greet and supervise students in the bus and parent drop off areas. During recess, three yard supervisors and one teacher are assigned to supervise designated zones on the playground. During lunch, two yard supervisors and three teachers monitor students in the cafeteria and on the playground. When students are dismissed at the end of the day, two yard supervisors are stationed at the bus and parent pickup area to ensure students leave campus in a safe and orderly manner.

Hand held radios are used to facilitate routine and emergency communications. The

superintendent, vice principal, lead custodian, yard supervisors, transportation supervisor, business manager, and school office carry hand held radios at all times.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Kings River-Hardwick Elementary 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 current safety plan was reviewed and updated in September 2006, and subsequently discussed with school staff in October 2006.

FACILITIES MAINTENANCE

Kings River Hardwick School District has established a scheduled maintenance program that follows the district's approved cleaning standards. Parents may review the district's cleaning standards at the district office. School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. School staff use e-mail to communicate unscheduled maintenance needs, urgent repairs, or special projects to the director of maintenance. Most repairs and maintenance projects are performed by the school's custodial staff; emergency situations are consistently resolved immediately. Larger projects are generally performed by third party contractors and specialists.

Two full-time day custodians and two part-time evening custodians are assigned to Kings River-Hardwick Elementary and work closely with administrators for daily custodial duties, routine maintenance, and special events preparations. The principal, vice principal, and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the day custodian inspects facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds.

School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians attend annual training meetings and receive informal training throughout the year by the director of maintenance; training topics include proper cleaning methods, use of chemicals, use of equipment, emergency procedures, safety, and positive work environment. On-line training is provided for chemical awareness and playground safety. One day custodian is responsible for general cleaning of the cafeteria, preschool, district office areas, classrooms, and restrooms. Another day custodian is responsible for groundskeeping maintenance, emptying trash receptacles, and cleaning cafeteria, tables, and benches. Custodians

check restrooms regularly throughout the day as a proactive measure in keeping facilities well-stocked, safe, and sanitary. The evening custodians are responsible for cleaning restrooms, auxiliary rooms, classrooms, and quad areas.

All schools in California are required to perform an annual inspection of their facilities. The most recent inspection at Kings River-Hardwick Elementary took place on August 14, 2006; no emergency repairs were needed and no unsafe conditions were found. Schools are required by state law to report the results of the inspection. The School Site Inspection table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas.

School Site Inspection	
Most Recent Inspection: August 14, 2006	
Inspection Area	In Good Repair?
Gas Leaks	Yes
Mechanical Systems	Yes
Windows/Doors/Gates (Interior & Exterior)	Yes
Interior Surfaces (Walls, Floors, & Ceilings)	Yes
Hazardous Materials (Interior & Exterior)	Yes
Structural Damage	Yes
Fire Safety	Yes
Electrical (Interior & Exterior)	Yes
Pest/Vermin Infestation	Yes
Drinking Fountains (Inside & Outside)	Yes
Restrooms	Yes
Sewer	Yes
Playgrounds/School Grounds	Yes
Other	N/A

100% of restrooms were fully operational during the 2005-06 school year.

DEFERRED MAINTENANCE

Kings River-Hardwick School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2005-06 school year, Kings River-Hardwick Elementary allocated \$64,353 for roof repairs, carpet replacement, and plumbing repairs. Over the next five years (beginning in the 2006-07 school year), Kings River Hardwick School District anticipates a \$417,500 distribution of deferred maintenance funds to upgrade electrical and plumbing systems; replace carpeting, HVAC units, wall systems, and roofing; interior and exterior painting; and resurface parking lots and play courts. Parents may contact the district office to review the district's five-year deferred maintenance plan and obtain more details concerning future projects.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

Kings River-Hardwick Elementary has established its own classroom management and discipline policies. Positive character education embedded in daily lessons is the foundation of providing a productive learning environment.

At the beginning of each month, teachers introduce one of six Character Counts traits (respect, responsibility, trustworthiness, fairness, caring, and citizenship) to the students, discussing the importance and ways to apply the behavior. The character trait of the month is referenced and reinforced through the remainder of the month in class discussions and schoolwide communications. Monthly Character Counts themes are reinforced with banners and an electronic message board posted on campus.

At the beginning of the school year, each student is provided a calendar and student handbook which outlines school rules, district policies, and behavior expectations. School rules are posted in every classroom. Throughout the school year, students are reminded of their behavioral responsibilities and safety issues as needed.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. Students who continue to make poor choices in conduct are referred to the vice principal or superintendent. Consequences and disciplinary action are based upon the student's past behavioral trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner.

Suspensions & Expulsions			
Kings River-Hardwick			
	03-04	04-05	05-06
Suspensions (#)	47	38	67
Suspensions (%)	7.31%	5.88%	10.65%
Expulsions (#)	4	3	2
Expulsions (%)	0.62%	0.46%	0.32%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

Responsible students may participate in the Peer Mediation Program. The vice principal provides guidance and training to participants who are expected to model good behavior and help resolve minor playground issues.

All school staff celebrate students who demonstrate responsibility and good citizenship. Students demonstrating character counts traits and being a good citizen are immediately recognized with "Caught Being Good Bucks" which may be redeemed for a special snack. Once a month, teachers select a student in their classroom who has consistently demonstrated good behavior and citizenship for the Character Counts award; students receive a special certificate and verbal recognition. Students in grades 1-8 who have followed school rules and employ Character Counts behaviors qualify for the Positive Behavior award and may participate in Wildcat Outings (field trips to the movies, skating arenas, etc.).

Academic achievements are recognized at the end of the month, quarter, and year. As students reach pre-set goals in the Accelerate Reader program, they are invited to participate in on-campus "Water Days" activities held throughout the year. All students who have earned a 4.0 grade point average at the end of the quarter are invited to have lunch with the superintendent and vice principal. Every student who has maintained a 3.0 grade point average or higher

are invited to the annual Fresno Water Park Trip at the end of the year as a reward for their academic efforts and accomplishments.

ENRICHMENT & EXTRACURRICULAR ACTIVITIES

Students are encouraged to participate in the school's many academic and extracurricular activities. These programs promote achievement, self-esteem, good citizenship, and interest in school.

- Art Club
- Athletics
- Bell Choir
- Choir
- Drama Club
- Music
- Peer Mediation
- Student Council
- Yearbook

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.

Class Size Distribution				
Self-Contained Classes				
2003-04				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	22.3	1	3	
1	19.3	3		
2	20.8	3	1	
3	20.7	2	1	
4	33.0			2
5	32.0		2	
6	27.7		3	
7	26.7		3	
8	29.0		2	
2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	4		
1	19.3	4		
2	21.3	2	1	
3	20.3	3	1	
4	29.0		2	
5	33.5			2
6	30.5		2	
7	26.7		3	
8	26.0		3	
2005-06				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.6	5		
1	21.0	2	1	
2	19.0	4		
3	20.3	3	1	
4	24.3		3	
5	25.5		2	
6	32.5		1	1
7	30.5		2	
8	27.0		3	

Kings River-Hardwick Elementary strives to maintain small class sizes for all grade levels and participates in the state's Class Size Reduction Program (CSR) for grades K-3. This program provides funding to hire additional teachers to assist schools in reducing K-3 class sizes to 20 students or less. During the 2005-06 school year, 100% of K-3 classes at Kings River-Hardwick Elementary participated in the CSR Program.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2003-04	2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

INSTRUCTIONAL TIME

During the 2005-06 school year, Kings River-Hardwick Elementary offered 180 days of instruction comprised of 171 regular days and 9 minimum days. Teachers use minimum days for staff development activities, preparing student grades, and student activities.

All instructional minutes offered at Kings River-Hardwick Elementary during the 2005-06 school year exceeded state requirements specified in the California Education Code. The table below is a comparison of the minutes offered compared to the state's instructional time requirements.

Instructional Minutes 2005-06		
Grade Level	Actual Minutes Offered	State Requirement
K	50,895	36,000
1-3	50,895	50,400
4-5	60,840	54,000

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Kings River-Hardwick School District are aligned to the California State Content Standards and Frameworks. Staff development concentrations are selected by administration and teaching staff based upon student assessment results, the school site plan, professional development plan, and state content standards. Staff training activities are focused on increasing reading literacy, writing competence, language acquisition and instruction for English learners, and character development. During the 2005-06 school year, Kings River-Hardwick Elementary offered 24 hours of staff development training throughout the year. Training topics included:

- Reading comprehension/literacy:
 - 1) reviewing DIBELS* implementation for grades K-3 and English language learners
 - 2) reviewing curriculum materials
- Grade level collaboration on English learner reading inventory and benchmark tests; instructional planning for English learners
- Technology training on electronic grading system
- Character education program implementation and activities
- Develop pacing calendar through grade level collaboration

District Adopted Textbooks			
Year Adopted	Publisher	Series	Grades
Math			
2002	Houghton Mifflin	<i>Mathematics by Houghton Mifflin</i>	K-5
2001	McDougal Littell	<i>Concepts and Skills; Structure and Method</i>	6-8
Language Arts			
2003	Houghton Mifflin	<i>Houghton Mifflin Reading: A Legacy of Literacy</i>	K-6
2004	Hampton Brown	<i>High Point (for English Learners)</i>	4-8
Science			
2000	Harcourt Brace	<i>Harcourt Science; Harcourt Ciencias</i>	K-5
1993	Prentice-Hall	<i>Prentice Hall Science Explorer</i>	6-8
Social Science			
2006	Glencoe/McGraw-Hill	<i>Glencoe Discovering Our Past</i>	6-8
2006	Pearson Scott Foresman	<i>Scott Foresman History-Social Science for California</i>	K-5

**DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a set of standardized, measurements of early literacy development. Short (one minute) fluency tests are used regularly in the classroom to monitor the development of pre-reading and early reading skills.*

Supplemental district-sponsored workshops were held to reinforce and support ongoing implementation of the Step-up to Writing program and Edusoft training. These programs were introduced in the 2004-05 school year, and in-service workshops provided continued guidance in the proper implementation of grade level planning, goals development, and student performance tracking.

Kings River-Hardwick School District and the Kings County Superintendent of Schools jointly support new in developing their teaching skills. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers and provides skills acquisition assistance over a two-year period.

Teachers who are new to the district participate in an orientation, are given an employee handbook, and receive technology training. New teachers not participating in the BTSA Program are paired with a support provider (mentor teacher) for additional training and support required to be successful in Kings River-Hardwick Elementary's classrooms.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, and support staff are encouraged to participate in workshops sponsored by the Kings County Superintendent of Schools. Substitute teachers who regularly serve Kings River-Hardwick Elementary are invited to all staff development workshops. The district provides content-related training for instructional aides to increase classroom effectiveness and subject matter knowledge. Classified support staff may receive additional job-related training from supervisors, professional conferences, or the county office of education.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 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. District textbook review and adoption activities occur the year following the state's adoption. Parents are invited to preview materials in the district board room for a period of 90 days.

On October 10, 2006, at 7:00 p.m. the Kings River-Hardwick School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution 10-10-06-00 which certifies as required by Education Code §60119.1) that textbooks and instructional materials were provided to all students, including English learners, in the Kings River-Hardwick School District to the extent that each pupil has a textbook or instructional materials to use in class and to take home or use after class, 2) sufficient textbooks and instructional materials were provided to each student for English/language arts, including English language development, mathematics, science, and history/social science, and 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes in grades 9-12.

TECHNOLOGY RESOURCES

Kings River-Hardwick Elementary had an average of three computers in each classroom which are used for word processing, research, and Accelerated Reader testing. The school has one main computer lab and two mini computer labs. All computers throughout the campus have Internet access. The main lab features 30 workstations and four printers; each mini lab contains 10 workstations and two printers. Computer labs are used for whole-class and small group instruction; computers are typically used for research, report writing, keyboarding lessons, Accelerated Reader testing, and skills assessments. Teachers determine strategies to integrate technology into all subject areas including music, art, and physical education. Many educational software programs and web-based applications are available to students through guided instruction and include: Accelerated Reader, graphics presentations, spreadsheet preparation, word processing, and graphics editing.

LIBRARY RESOURCES

Kings River-Hardwick Elementary's library is staff by a full-time library aide; library hours are Tuesday from 8:00 a.m. to 2:30 p.m. and Wednesday through Friday from 7:30 a.m. to 4:00 p.m. Fiction and nonfiction books are available in all reading levels. Reference

materials include atlases, encyclopedias, newspapers, magazines, and dictionaries. Six computers with Internet access are available in the library for research and Accelerated Reader testing. Students visit the library once a week with their class and independently before school, during recess, and after school.

SCHOOL LEADERSHIP

Leadership at Kings River-Hardwick Elementary is shared among the superintendent, vice principal, lead teachers, Executive Council, and parents. Kings River-Hardwick Elementary's superintendent is responsible for the day-to-day operations of the district and school, working closely with the vice principal and leadership team to provide a high quality instructional program. The vice principal supports the superintendent by providing oversight of curriculum and standards-based practices, technology based instruction, differentiated instruction strategies, state testing administration, and Edusoft training and implementation.

Superintendent Leslie Goldring Ford has been serving in the educational field for over 33 years and leading Kings River-Hardwick Elementary School District for the most recent three years (as of 2006-07). Prior to Dr. Ford's appointment as superintendent/principal of Kings River-Hardwick Elementary, she served as a classroom teacher and administrator in various school districts throughout the state. Professional certifications include: a doctorate in organizational leadership, a master's degree in educational counseling, a second master's degree in psychology, and a bachelor's degree in music. Educational credentials include a Life Standard Secondary Teaching Credential, a Clear Pupil Personnel Services Credential, and a Clear Administrative Services Credential.

Kings River-Hardwick Elementary's two leadership teams are devoted to serving the needs of both staff and students. Lead teachers (representatives from each grade level) meet once a month to discuss curricular programs, instructional support strategies, and student performance. Team members help develop the school site plan with the School Site Council and provide input on professional development activities.

The Executive Council is comprised of all classified and certificated management staff. Team members meet once a month to discuss operational issues to support classroom instruction and for oversight and management of all student activities. Team members serve as positive role models for students and staff, demonstrating teamwork in their daily routines.

The School Site Council (SSC), consisting of school administration, teachers, and parents, is a major governing body responsible for monitoring school programs and compliance with Kings River-Hardwick Elementary's single plan for student achievement. On an annual basis, the SSC is responsible for approving the school safety plan and overseeing the school budget. Council members serve as a liaison between the school and community.

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous,

well-balanced standards-aligned curriculum. Kings River-Hardwick Elementary structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

All special education students are mainstreamed into the general education classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. One resource specialist teacher provides small group and one-on-one instruction in the general educational classroom. Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP teams. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and is designed to coordinate specially-designed instruction based upon individual academic, social, and/or behavioral needs. Speech therapists, the school nurse, and psychologist are contracted through the Kings County Office of Education to provide designated services.

Kings River-Hardwick Elementary School District is member of the Kings County Special Education Local Plan Area (SELPA), which serves 14 school districts in Kings County. The SELPA allows participating school districts to pool resources and expertise in the field of special education for direct instructional services, including speech and language therapy, deaf/hard of hearing and vision services, occupational and physical therapy, adapted physical education, vision specialist services, and behavior specialist services.

Students identified as English Learners (EL) through the CELDT exam and home language survey are placed with a teacher who has been certified to teach English learners. Teachers administer English Language Development (ELD) daily as a supplement to language arts instruction. Hampton Brown's High Point materials, specially designed for EL students, are used to teach language acquisition and reading skills. ELD instruction focuses on increasing reading fluency, verbal language development, and vocabulary building. As students increase fluency, progress is measured through classroom performance and CELDT results; instruction is adjusted to meet the current learning needs of each student.

Kings River-Hardwick Elementary offers a Gifted and Talented Education program for students in grades K-8 who have been recognized as high achievers by their teachers and through district testing. GATE-identified students receive differentiated instruction by their teachers. Seventh and eighth grade high achievers are clustered for more intensive math coursework. Teachers may introduce students to an on-line accelerated math program for enrichment. GATE students are encouraged to participate in the after school art club and music program.

Kings River-Hardwick Elementary supports intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. Student study teams comprised of school administrators, teachers, and parents work together to identify individualized intervention strategies for and monitor progress of students having difficulty with academic or social development. Intervention programs include:

- Title I tutoring: all students who meet Title I economic indicators and have scored at the Below Basic level on the CST exam are recommended for participation. Certificated staff provide after-school tutoring 20 minutes a day, twice a week for 20 weeks. Instruction focuses on reading, English/language arts, and math. Student progress is measured using CST results.
- Migrant tutoring: certificated teachers provide after-school tutoring and assistance in the student's identified areas of weakness. Instruction focuses on increasing student proficiency in reading and math to meet grade level standards.
- ELD Lab: during-school intervention for students in grades K-4 who score below proficiency levels on the CELDT exam. Instructional aides provide 30 minutes of instruction twice a week.

PROFESSIONAL STAFF

SUPPORT SERVICES STAFF

Kings River-Hardwick Elementary's non-teaching support services staff is a specialized team of experts who, through close collaboration with teaching staff and superintendent, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns. The school psychologist is primarily involved in the IEP process, determining eligibility for Special Education services, and some counseling when needed. The school nurse conducts mandatory health screening programs. Speech/language/hearing services are provided on an individual basis as determined by student needs and IEPs. Crisis counseling is available for students and families through the county office of education.

Counselors & Support Personnel (Nonteaching Professional Staff) 2005-06		
	No. of Staff	FTE
Counselor	0	
Psychologist	1	0.2
School Nurse	1	0.1
Speech Therapist	1	0.4

FTE = Full-Time Equivalent

SUBSTITUTE TEACHERS

Kings River-Hardwick Elementary occasionally experiences difficulty in obtaining a qualified substitute teacher to fill in for an absent teacher. The district makes every effort to select the most qualified substitute teacher for the respective day's assignment. On those rare occasions when a substitute is not available, the superintendent, vice principal or other certificated staff members will fill the vacancy.

Substitutes are acquired through the Kings County Office of Education's substitute pool. Applicants seeking a position as a substitute must have passed the CBEST (California Basic Educational Skills Test). The majority of substitutes in the county's pool are fully credentialed retirees and aspiring teachers.

TEACHER ASSIGNMENT

Kings River-Hardwick Elementary recruits and employs the most qualified credentialed teachers. For the 2005-06 school year, the school employed 30 fully credentialed teachers.

Teacher Credentials & Assignments

	Kings River-Hardwick		
	03-04	04-05	05-06
Total Teachers	29	29	31
Teachers with Full Credential	23	28	30
Teachers without Full Credential	6	1	1
Teachers in Alternative Routes to Certification	0	0	0
Pre-Internship	4	0	0
Teachers with Emergency Permits	0	0	0
Teachers with Waivers	2	1	2
Teachers Teaching Outside Subject Area	0	0	0
Teacher Misassignments - Total	0	0	0
Other Misassignments of Certificated Staff	0	0	0
Teacher Misassignments for English Learners	0	0	0
Teacher Vacancies	0	0	0

Teacher Education Levels

2005-06

	Kings River-Hardwick	
	%	
Doctorate	3.2	
Master's Degree plus 30 or more semester hours	0.0	
Master's Degree	9.7	
Bachelor's Degree plus 30 or more semester hours	74.2	
Bachelor's Degree	12.9	
Less than a Bachelor's Degree	0.0	

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.

Percentage of Core Classes:

Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2005-06	
92.6	7.4

TEACHER EVALUATIONS

District administration believes that regular and comprehensive evaluations can help instructional staff improve their teaching skills and raise students' levels of achievement, as well as hold staff accountable for their performance. Evaluation procedures and criteria adopted by the Kings River-Hardwick School District are defined in the district's collective bargaining agreement. Teacher evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning

- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

New teachers are formally evaluated once a year, permanent (tenured) teachers are evaluated once every two years. Evaluations are conducted by the superintendent and vice principal; both administrators have been trained and certified for competency to perform teacher evaluations.

Permanent teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to prepare an improvement plan. Each teacher's plan identifies additional training required, frequency of meetings with school administration to evaluate progress, and improvement goals for the subsequent year's performance.

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.

	Salary Comparison 2004-05	
	KRHSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$35,593	\$35,546
Mid-Range Teacher Salary	\$54,793	\$51,472
Highest Teacher Salary	\$66,716	\$62,511
Percentage of General Fund Expenditures For:		
Teacher Salaries	39.1%	42.1%
Administrative Salaries	4.9%	5.3%

EXPENDITURES PER STUDENT

For the 2004-05 school year, Kings River-Hardwick School District spent an average of \$5,982 of total general funds to educate each student (based on 2004-05 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 <http://www.cde.ca.gov/ds/fd/ec/> and <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.)

Current Expense of Education per Pupil

2004-05

Expenditures Per Pupil	Dollars Spent per Student		
	Kings River-Hardwick	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,992	N/A	N/A
Restricted (Supplemental)	\$900	N/A	N/A
Unrestricted (Basic)	\$5,093	\$4,743	107.4%
Average Teacher Salary	\$50,556	\$52,375	96.5%

In addition to general fund state funding, Kings River-Hardwick School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the District received approximately \$1,731 per student in federal, state, and local aid for the following categorical, special education, and support programs:

- Bilingual Education
- Class Size Reduction
- Gifted & Talented
- Healthy Start
- Instructional Materials
- Migrant Education
- Special Education
- Title I