



KETTLEMAN CITY ELEMENTARY SCHOOL

Grades TK-8
 Dr. Katherine Reddick, Principal
 701 General Petroleum Street
 Kettleman City, CA 93239
 (559) 386-5702



School Accountability Report Card

A Report of 2014-15 Activity Published in January 2016

Reef-Sunset Unified School District
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 www.rsusd.net

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The statistical information disclosed in this report is obtained from the California Department of Education and the Reef-Sunset Unified School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available. Information for the instructional materials and school facilities sections was obtained in September 2015.

Principal's Message

Dear Parents and Students:

My name is Dr. Katherine Reddick and I am honored to be working with the students, parents, families, and community members of Kettleman City.

I look forward to a helping every student develop social and academic skills that will last a lifetime. KCES has continued to climb every year and we expect even greater growth as we move forward together.

As you know, we have an outstanding team of teachers and parents who are focused and committed to our students and community. Therefore, we cannot fail because we are each focused on a common goal: to provide every student with a rigorous, inspiring and nurturing education.

As a parent, I ask that you communicate often with your child's teacher and use the parent portal to look at your child's weekly grades. Please come to school events as they are very important to your child's success.

As a teacher, it is equally important that you communicate with parents and students about how students can improve their skills and frequently celebrate their accomplishments.

As the school principal, I will keep you informed about school events, provide a safe campus, promote positive behavior, ensure all students have access to educational materials, and frequently celebrate successes.

Please call me or make an appointment to share ideas about how we can make Kettleman City Elementary an even better place for our community.

Finally, please do not hesitate to contact our school at (559) 386-5702 if you cannot access the parent portal.

We are here to serve our community.

Sincerely,

Dr. Katherine Reddick, Principal

District Mission

Reef-Sunset Unified School District is committed to providing a rigorous, inspiring and nurturing educational program.

School Profile

Reef-Sunset Unified School District is located in the cities of Avenal and Kettleman City which are situated on the coastal range foothills in the Western San Joaquin Valley in Kings County. More than 2,600 students in grades TK-12 receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of three elementary schools, one junior high school, one comprehensive high school, two continuation high schools, one elementary community day school, and one secondary community day school.

Kettleman City Elementary School is centered in Kettleman City, approximately 18 miles southeast of Avenal. The elementary school currently serves students in grades K-8. At the beginning of the 2014-15 school year, 264 students were enrolled, including 4.5% receiving special education services, 56.8% qualifying for English Learner support, and 96.6% enrolled in the free and reduced-price meal program.

Percentage of Students by Ethnicity/Grade Level 2014-15

Ethnic Group	%	Grade Level	#
African American	0.0%	Kindergarten	34
American Indian or Alaskan Native	0.0%	Grade 1	30
Asian	0.4%	Grade 2	32
Filipino	0.0%	Grade 3	27
Hawaiian or Pacific Islander	0.0%	Grade 4	32
Hispanic or Latino	99.2%	Grade 5	31
White (not Hispanic)	0.4%	Grade 6	23
Two or More Races	0.0%	Grade 7	22
Socioeconomically Disadvantaged	96.6%	Grade 8	33
English Learners	56.8%		
Students with Disabilities	4.5%		
Migrant Education	0.0%	Total	
Foster Youth	0.4%	Enrollment	264

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 & Safety, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CST Results and CAASPP charts; and Career Technical Education (CTE) Programs (Workforce Preparation), 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 Dropout & Graduation Rate, including Dropout & Graduation Rate 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 volunteer on campus, attend school events, and get involved in the decision-making process through school committees. School staff welcome parent assistance in the classroom, school office, and library. The School Site Council, Strategic Planning Team, English Learner Advisory Council, Back to School Night, Open House, sports events, student recognition celebrations, Parent Education Workshops, monthly donuts and coffee with the principal, monthly Saturday family involvement, and student performances are examples of the many opportunities available to parents who want to get involved with their child's educational experience. Parents who want more information on school activities or committees may contact the school at (559) 386-5702.

All school-to-home communication is provided in English and Spanish. The school newsletter (the community bulletin) is published monthly and features school safety tips, the school calendar, daily lunch menus, and student recognition announcements. Occasional flyers, the school marquee, the daily Coyote Howler, and school website are used to keep parents up to date on important announcements, dates,

and reminders. Parents may access the Parent Portal (Aeries), an Internet-based student information system, to securely obtain their student's grades, attendance record, academic progress, and teacher contact data; a link is available on the district's website home page at www.rsusd.net.

Student Achievement

District Benchmark Assessments

Reef-Sunset Unified School District administers English Language Arts and Mathematics benchmarks to evaluate instructional programs and measure student proficiency. During the 2014-15 school year, benchmark assessments were administered to all students in English language arts and math three times. 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 Standards Tests (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Standards Test (CST)									
All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	Kettleman City			RSUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	14	16	13	18	21	17	59	60	56

California Standards Test (CST) Results by Student Subgroup	
2014-15	
	Percentage of Students Scoring at Proficient and Advanced Levels
RSUSD	17
Kettleman City	13
Male	20
Female	6
Hispanic or Latino	13
Students with Disabilities	13

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown 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.

California Assessment of Student Performance and Progress (CAASPP)

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

California Assessment of Student Performance and Progress			
All Students			
Percentage of Students Meeting or Exceeding the State Standards			
2014-15			
	Kettleman City	RSUSD	CA
English-Language Arts/Literacy	27	18	44
Mathematics	18	15	33

Note: Students in grades 3-8 and 11 are given this test. 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.

**CAASPP Assessment Results Disaggregated by Student Groups
2014-15**

	English Language Arts/Literacy							Mathematics						
				Achievement Level							Achievement Level			
	Total Enrollment	Number Tested	Percent Tested	1	2	3	4	Total Enrollment	Number Tested	Percent Tested	1	2	3	4
Grade 3														
All Students Tested	30	29	96.7%	38.0%	31.0%	21.0%	10.0%	30	29	96.7%	38.0%	34.0%	28.0%	0.0%
Male	30	14	46.7%	36.0%	29.0%	21.0%	14.0%	30	14	46.7%	21.0%	43.0%	36.0%	0.0%
Female	30	15	50.0%	40.0%	33.0%	20.0%	7.0%	30	15	50.0%	53.0%	27.0%	20.0%	0.0%
Hispanic or Latino	30	28	93.3%	36.0%	32.0%	21.0%	11.0%	30	28	93.3%	36.0%	36.0%	29.0%	0.0%
White (not Hispanic)	30	1	3.3%	*	*	*	*	30	1	3.3%	*	*	*	*
Socioeconomically Disadvantaged	30	29	96.7%	38.0%	31.0%	21.0%	10.0%	30	29	96.7%	38.0%	34.0%	28.0%	0.0%
English Learners	30	22	73.3%	45.0%	23.0%	23.0%	9.0%	30	22	73.3%	41.0%	32.0%	27.0%	0.0%
Grade 4														
All Students Tested	34	33	97.1%	55.0%	15.0%	18.0%	12.0%	34	33	97.1%	58.0%	24.0%	15.0%	3.0%
Male	34	18	52.9%	61.0%	6.0%	11.0%	22.0%	34	18	52.9%	56.0%	17.0%	22.0%	6.0%
Female	34	15	44.1%	47.0%	27.0%	27.0%	0.0%	34	15	44.1%	60.0%	33.0%	7.0%	0.0%
Hispanic or Latino	34	33	97.1%	55.0%	15.0%	18.0%	12.0%	34	33	97.1%	58.0%	24.0%	15.0%	3.0%
Socioeconomically Disadvantaged	34	32	94.1%	53.0%	16.0%	19.0%	13.0%	34	32	94.1%	56.0%	25.0%	16.0%	3.0%
English Learners	34	15	44.1%	80.0%	13.0%	7.0%	0.0%	34	15	44.1%	87.0%	13.0%	0.0%	0.0%
Students with Disabilities	34	6	17.6%	*	*	*	*	34	6	17.6%	*	*	*	*
Grade 5														
All Students Tested	32	31	96.9%	61.0%	16.0%	19.0%	3.0%	32	31	96.9%	68.0%	29.0%	3.0%	0.0%
Male	32	18	56.3%	61.0%	22.0%	11.0%	6.0%	32	18	56.3%	78.0%	17.0%	6.0%	0.0%
Female	32	13	40.6%	62.0%	8.0%	31.0%	0.0%	32	13	40.6%	54.0%	46.0%	0.0%	0.0%
Hispanic or Latino	32	31	96.9%	61.0%	16.0%	19.0%	3.0%	32	31	96.9%	68.0%	29.0%	3.0%	0.0%
Socioeconomically Disadvantaged	32	30	93.8%	60.0%	17.0%	20.0%	3.0%	32	30	93.8%	67.0%	30.0%	3.0%	0.0%
English Learners	32	14	43.8%	93.0%	7.0%	0.0%	0.0%	32	14	43.8%	100.0%	0.0%	0.0%	0.0%
Students with Disabilities	32	2	6.3%	*	*	*	*	32	2	6.3%	*	*	*	*
Migrant Education	32	4	12.5%	*	*	*	*	32	4	12.5%	*	*	*	*
Grade 6														
All Students Tested	24	24	100.0%	42.0%	42.0%	17.0%	0.0%	24	24	100.0%	54.0%	38.0%	8.0%	0.0%
Male	24	14	58.3%	43.0%	36.0%	21.0%	0.0%	24	14	58.3%	71.0%	29.0%	0.0%	0.0%
Female	24	10	41.7%	*	*	*	*	24	10	41.7%	*	*	*	*
Hispanic or Latino	24	24	100.0%	42.0%	42.0%	17.0%	0.0%	24	24	100.0%	54.0%	38.0%	8.0%	0.0%
Socioeconomically Disadvantaged	24	23	95.8%	39.0%	43.0%	17.0%	0.0%	24	23	95.8%	52.0%	39.0%	9.0%	0.0%
English Learners	24	11	45.8%	82.0%	18.0%	0.0%	0.0%	24	11	45.8%	91.0%	9.0%	0.0%	0.0%
Students with Disabilities	24	1	4.2%	*	*	*	*	24	1	4.2%	*	*	*	*
Migrant Education	24	2	8.3%	*	*	*	*	24	2	8.3%	*	*	*	*
Grade 7														
All Students Tested	20	20	100.0%	35.0%	35.0%	30.0%	0.0%	20	20	100.0%	30.0%	20.0%	45.0%	5.0%
Male	20	8	40.0%	*	*	*	*	20	8	40.0%	*	*	*	*
Female	20	12	60.0%	33.0%	33.0%	33.0%	0.0%	20	12	60.0%	33.0%	33.0%	33.0%	0.0%
Hispanic or Latino	20	20	100.0%	35.0%	35.0%	30.0%	0.0%	20	20	100.0%	30.0%	20.0%	45.0%	5.0%
Socioeconomically Disadvantaged	20	19	95.0%	32.0%	37.0%	32.0%	0.0%	20	19	95.0%	26.0%	21.0%	47.0%	5.0%
English Learners	20	8	40.0%	*	*	*	*	20	8	40.0%	*	*	*	*
Students with Disabilities	20	1	5.0%	*	*	*	*	20	1	5.0%	*	*	*	*
Grade 8														
All Students Tested	33	33	100.0%	15.0%	52.0%	30.0%	0.0%	33	32	97.0%	56.0%	31.0%	9.0%	0.0%
Male	33	14	42.4%	21.0%	36.0%	36.0%	0.0%	33	13	39.4%	38.0%	46.0%	8.0%	0.0%
Female	33	19	57.6%	11.0%	63.0%	26.0%	0.0%	33	19	57.6%	68.0%	21.0%	11.0%	0.0%
Asian	33	1	3.0%	*	*	*	*	33	1	3.0%	*	*	*	*
Hispanic or Latino	33	32	97.0%	13.0%	53.0%	31.0%	0.0%	33	31	93.9%	55.0%	2.0%	10.0%	0.0%
Socioeconomically Disadvantaged	33	32	97.0%	16.0%	50.0%	31.0%	0.0%	33	31	93.9%	55.0%	32.0%	10.0%	0.0%
English Learners	33	11	33.3%	36.0%	55.0%	0.0%	0.0%	33	11	33.3%	73.0%	18.0%	0.0%	0.0%
Students with Disabilities	33	1	3.0%	*	*	*	*	33	1	3.0%	*	*	*	*
Migrant Education	33	2	6.1%	*	*	*	*	33	2	6.1%	*	*	*	*

Note: 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 = Standards not met; Level 2 = Standards nearly met; Level 3 = Standards met; Level 4 = Standards exceeded

Physical Fitness

In the spring of each year, Kettleman City Elementary School 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." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	78.2%	56.3%	34.4%
Seventh	61.9%	47.6%	33.3%

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

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education

(ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2014-15		
Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Kettleman City	RSUSD
Overall Performance	Yes	Yes
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	N/A	N/A
Math	N/A	N/A
Graduation Rate	N/A	Yes
Attendance Rates	Yes	Yes
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	9/9	12/12
Number of Criteria Possible		

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, Kettleman City Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ay/.

Title I PI Status 2015-16		
	Kettleman City	RSUSD
PI Status	In PI	In PI
First Year of PI Implementation	2013-14	2004-05
Year in PI	Year 1	Year 3
# Schools Currently In PI		5
% Schools Currently In PI		55.6%

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

School Facilities & Safety

Facilities Profile

Kettleman City Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1930; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff. Between 1949 and 1997, additional classrooms and buildings were added to accommodate growth in enrollment. The most recent addition to the campus was a gymnasium which was completed in 2002.

2014-15 Campus Improvement Projects

- Addition of laptops for 5th graders
- Remodel and upgrade student restrooms
- Retile gymnasium restrooms
- Addition of raised bed gardens
- Installation of new interior and exterior lighting for energy efficiency and A/C units in the library and media room
- Installation of security cameras

Campus Description	
Year Built	1930
Acreage	0
Bldg. Square Footage	54280
	Quantity
# of Permanent Classrooms	18
# of Portable Classrooms	1
# of Restrooms (student use)	5 sets
Cafeteria/Multipurpose Room	1
Computer Lab	1
Fine Arts Room	1
Gym	1
Library	1
Music Room	1
Staff Lounge	1
Swimming Pool	1
Teacher Work Room	1
Conference Room	1

2015-16 Planned Campus Improvement Projects

- Installation of new windows
- Installation of exterior lighting
- Installation of additional security cameras
- Remodel teachers lounge into conference room
- Addition of a track for walking (provided by Waste Management)
- Addition of sidewalks around the front of campus (provided by the county)

Supervision & Safety

Each morning as students arrive on campus, instructional aides supervise activities on the playground; two crosswalk aides controls traffic so students may cross the street safely and an instructional aide monitors the blacktop area. During recesses, instructional aides share supervision of students on the playground. During lunch recess, two student supervision aides and three instructional aides circulate throughout the cafeteria and playground monitoring behavior and activities. When students are dismissed at the end of the day, teachers escort students to the bus area, crosswalk, and exit areas to ensure students leave campus in a safe and orderly manner.

Hand-held radios enhance routine and emergency communication efforts concerning students, staff, and campus facilities. The principal's secretary, classified staff, and custodian carry hand-held radios at all times. Instructional aides carry hand-held radios when performing student supervision. Classified staff who are providing supervision for the after school programs are equipped with hand-held radios.

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, and then return to the school office upon departure.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Kettleman City Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The most current school site safety plan was reviewed, updated, and shared with school staff in January 2016.

Campus culture promotes a secure learning environment that encourages mutual respect, safe and healthy relationships, dignity, and equality. Bullying and harassment are not tolerated. The district has employed policies, procedures, and practices to reduce and eliminate bullying and harassment as well as the means to address such incidents when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date: August 20, 2015	Good	Fair	Poor
	Repair Needed and Action Taken or Planned		
Systems	✓		
Interior Surfaces	✓		
Cleanliness	✓		
Electrical	✓		
Restrooms/Fountains	✓		
Safety	✓		
Structural	✓		
External	✓		
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
Overall Summary	✓		

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.

Facilities Maintenance

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. Maintenance and Operations (M&O) employs a work order process enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Teachers and school staff forward requests for unscheduled projects and special requests to the custodian who prepares and submits a formal work order to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

One full-time day custodian, one part-time day custodian, and two full-time evening custodians are assigned to Kettleman City Elementary School and work closely with the principal to manage routine maintenance, daily custodial duties, and special events. The principal and lead custodian communicate daily concerning cleaning needs and safety issues. On a weekly basis, the principal and custodian meet formally and informally to address school events preparation, housekeeping needs, and maintenance projects. Every morning before school begins, the day custodian inspects facilities for safety hazards, graffiti, or other conditions that require removal prior to students and staff entering school grounds. Custodians are responsible for general cleaning of restrooms, classrooms, hallways, office areas, landscaping, and cafeteria setup. The day custodian inspects restrooms throughout the school day as a proactive measure to keep restrooms adequately stocked, safe, and sanitary.

School Inspections

Kettleman City Elementary School works closely with M&O for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Kettleman City Elementary School took place on August 20, 2015. Schools are required by state law to report the condition of their facilities; 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. During the 2014-15 school, 100% of student restrooms were fully operational and available for student use at all times.

Classroom Environment

Class Sizes & Teaching Load

The Class Size Distribution and Teaching Load Distribution tables 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 Classrooms				
2012-13				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	16.0	2		
1	18.0	2		
2	21.0	1	1	
3	16.0	1	1	
4	29.0		1	
5	30.0		1	
6	34.0			1
2013-14				
K	22.0		2	
1	19.0	1	2	
2	16.0	2	2	
3	21.0	2	1	
4	29.0		2	
5	27.0		2	
6	22.0	1	7	
2014-15				
K	17.0	2		
1	21.0		1	
2	34.0	1	1	1
3	14.0	2		
4	46.0		1	1
5	31.0		2	
6	23.0		8	

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

Teaching Load Distribution Departmentalized Instruction				
2012-13				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	11	3		2
Math	29	1		1
Science	36			1
History	21	1		
2013-14				
English	33		2	2
Math	25	2	2	1
Science	36			1
History	32		2	1
2014-15				
English	28	2		2
Math	28	1		1
Science	22	1		
History	29	1		2

**Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.*

Discipline & Climate for Learning

Kettleman City Elementary School teachers take a proactive approach to minimizing classroom disruptions. Behavior expectations, school rules, and PBIS (Positive Behavior Intervention and Support) are the foundation of Kettleman City Elementary School's discipline and behavior expectations model. Posters are displayed throughout the campus and integration of PBIS lessons reinforce the importance of students' efforts to be responsible for themselves, to property, and to others.

School rules are posted in every classroom. At the beginning of the school year, each student receives a student/parent handbook which outlines school rules, the conduct code, behavior expectations, and safety procedures. During the first few weeks of the school year, teachers review the student handbook with their students as part of the orientation process; the principal visits each classroom shortly thereafter to reinforce academic and behavior expectations outlined in the student handbook. Teachers have developed their own classroom management plans and behavior incentive programs to maximize learning time.

Kettleman City Elementary School employs a five-step progressive discipline approach which involves the student, parent, and administrator in the behavior improvement process. Students who continue to have difficulty with their behavior are referred to the principal who considers past behavior and severity of infraction when considering consequences. Consequences are administered in a fair, firm, and consistent manner.

Kettleman City Elementary School offers an anonymous bullying reporting system, and was given a four year grant to fund a school resource officer position.

Kettleman City Elementary School's staff look for opportunities to recognize and reinforce positive behavior. Two times per week on Mondays and Thursdays, teachers select one student from their class who has experienced a unique accomplishment; selected students are recognized and presented with the Student of the Month award at monthly assemblies. Students in grades 4-8 who have earned a 3.0 GPA are eligible for Honor Roll and students (grades 4-8) with a 3.5 GPA are placed on the Principal's Honor Roll. Students following Kettleman City Elementary School's conduct code are eligible to receive a Coyote T-shirt and participate in field trips, student government, assemblies, and athletics.

The Reef-Sunset Unified School District sponsors the Milton O. Wilen Awards once a year. All students, teachers, administrators, and volunteers are eligible to be nominated by their peers for this highly prestigious honor. Individuals are chosen based upon their outstanding dedication and exemplary efforts in academic achievement, professional service, citizenship, and community service.

	Suspensions and Expulsions								
	Kettleman City			RSUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	62	13	4	760	311	195	329,370	279,383	243,603
Expulsions (#)	2	1	0	29	17	10	8,266	6,611	5,692

This 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.

Curriculum & Instruction

Staff Development

Staff development concentrations are selected and identified based on student performance on district formative and state assessments, student assessments, new adoptions, English Language Learner students, IReady data, Common Core State Standards, and federal grant requirements.

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
2	3	3

During the 2014-15 school year, Reef Sunset Unified School District participated in three district-sponsored staff development days. Staff training topics focused on the following:

- Central Valley Educational Leadership Institute
- SPSA Training
- PBIS/Resilience Training
- National Compadres Network
- Efficacy Institute Training
- Collaborative Learning for Educational Achievement
- Embracing Diverse Schools
- Legal Workshop
- CASCWA Conference on Attendance and Truancy
- Transformative Justice Training
- Restorative Justice Training

FCOE representatives worked with the principal and teaching staff to develop an effective classroom observation/self-assessment system to evaluate daily instructional practices. Following a highly structured rubric, classroom observations address the teacher's use of employing state standards instruction and instructional strategies techniques. Observation results are used to identify individual and schoolwide strengths and weaknesses in delivering lessons that successfully convey course content and concepts.

The district supports ongoing staff training for new teachers and teachers new to the district. At the beginning of each school year, the district conducts a training session covering the math and language arts curricula. During the school year, teachers receive follow-up training at the county office location in Kings County and other neighboring districts and county agencies.

Reef-Sunset Unified School District and the Kings County Office of Education jointly support new and veteran teachers 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 assistance over a three-year period.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by neighboring county offices of education. Long-term substitutes who are actively teaching in the classroom are expected to participate in Wednesday staff meetings and training activities.

Classified support staff are provided job-related training from vendors, department supervisors, and professional agencies.

Site-Based Staff Development

On weekly early release Wednesdays, Kettleman City Elementary School's teachers engage in staff development activities to support new and ongoing program implementation, participate in teacher collaboration, and discuss the best teaching practices and instructional strategies to improve student achievement. The school leadership team and all staff members work as a collaborative unit to identify teacher training needs to improve classroom instruction based upon analysis of student assessment results on state assessments, district benchmarks, formative assessments, and staff surveys. During the 2014-15 school year, staff training concentrations included:

- Aeries
- Benchmark Analysis (I-Ready)
- Classroom Management
- Common Core State Standards
- Content/Language Objectives
- Digital Literacy/Curriculum
- Google Educators Symposium
- Professional Learning Communities
- Ripple Effects (Special Education)
- Super Kids Training (Reading)

Instructional Materials

All textbooks used in the core curriculum throughout Reef-Sunset Unified School District are being aligned to the Common Core State Standards. 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. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption.

On August 20, 2015, the Reef-Sunset Unified 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 #2015:16 which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English learners, in the district, (2) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (3) textbooks and instructional materials are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, language arts, social studies, and science, (4) sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and (5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9 to 12, inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2015-16 school year, Reef-Sunset Unified School District provided all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the Common Core State Standards.

Professional Staff

Teacher Assignment

Kettleman City Elementary School recruits and employs the most qualified credentialed teachers. For the 2014-15 school year, the school employed 14 fully credentialed teachers. 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.

The above table identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program.

Teacher Credentials and Assignments

	Kettleman City			RSUSD		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	14	15	13	125	130	126
Teachers with Full Credential	13	14	13	120	122	118
Teachers without Full Credential	1	1	0	5	8	8
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	1
Total Teacher Misassignments*	0	0	0	0	0	1
Teacher Vacancies	0	0	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.

Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at www.cde.ca.gov/nclb/sr/tq/.

Support Services Staff

Support services staff consist of a psychologist, and district nurse. Through close collaboration, this expert team is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

NCLB Compliance Percentage of Classes in Core Academic Subjects:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2014-15	
Kettleman City	96.0%	4.0%
District Totals		
All Schools	94.0%	6.0%
High-Poverty Schools	94.0%	6.0%
Low-Poverty Schools	-	-

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.

Textbooks

Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2003	Yes	Houghton Mifflin: <i>A Legacy of Literacy/Medallions (English and Spanish gr. K-2)</i>	0%	1-6
2008	Yes	Rowland; <i>Happily Everafter/Superkids</i>	0%	TK-K
2008	Yes	Houghton Mifflin: <i>ELD (ELL)</i>	0%	K-5
2008	Yes	Great Source: <i>ACCESS - English</i>	0%	6-8
2003	Yes	McDougal Littell: <i>Language of Literature</i>	0%	7-8
Math				
2008	Yes	MacMillan, McGraw-Hill; <i>My Math</i>	0%	K-5
2008	Yes	MacMillan, McGraw-Hill; <i>California Math</i>	0%	6-8
2008	Yes	Great Source: <i>ACCESS - Mathematics</i>	0%	6-8
Science				
2007	Yes	Houghton Mifflin: <i>Houghton Mifflin California Science</i>	0%	K-5
2007	Yes	McDougal Littell: <i>Focus on Earth Science</i>	0%	6
2008	Yes	Great Source: <i>ACCESS - Science</i>	0%	6-8
2007	Yes	McDougal Littell: <i>Focus on Life Science</i>	0%	7
2007	Yes	McDougal Littell: <i>Focus on Physical Science</i>	0%	8
Social Science				
2007	Yes	Houghton Mifflin: <i>Houghton Mifflin History-Social Science</i>	0%	K-5
2007	Yes	McDougal Littell: <i>California Middle School Social Studies</i>	0%	6-8
2008	Yes	Great Source: <i>ACCESS - American History</i>	0%	6-8
2008	Yes	Great Source: <i>ACCESS - World History</i>	0%	7

Textbook information was obtained from district office personnel in August 2015.

The counselor provides social and emotional counseling services to help resolve issues that may be interfering with the classroom learning process. The district psychologist provides assessments to determine eligibility for Special Education services and facilitates coordination of Individual Education Plans (IEP). The district nurse is responsible for mandatory health screenings.

Reef-Sunset Unified School District is a member of the multi-district Kings County Special Education Local Plan Area (SELPA), which serves 14 school districts in Kings County. The SELPA enables participating school districts to pool resources and expertise in the field of special education. Community resources and local service agencies have formed an ongoing partnership with Kettleman City Elementary School to help students and their families. Community services offer tutorial assistance, clothing, food, utility assistance with PG&E bills, and referrals to housing and medical services through the Healthy Start Services Program administered through Business Services at the District Office. For more information on this program, contact Leticia at (559) 386-4230 or visit the district's website at www.rsusd.net.

Counselors and Support Personnel (Nonteaching Professional Staff) 2014-15		
	No. of Staff	FTE
Academic Counselor	As needed	
District Nurse	As needed	
Library Technician	1	0.8
Psychologist	As needed	
Speech & Language Specialist	As needed	
Resource Officer	1	0.4
Nurse (RN)	As needed	
Nurse (LVN)	As needed	

*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.

SARC Data & Internet Access

DataQuest

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

Public Internet Access Location

Parents may access Kettleman City Elementary School's SARC and access the Internet at any of the county's public libraries. The closest library to Kettleman City Elementary School is the Kettleman City Branch Library located at 104 Becky Pease Street, Kettleman City.

Kettleman City Branch Library

(559) 386-9804

Hours: Tues.-Thurs. 1pm-6pm

Number of computers available: 25

Number of printers available: 2

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 2013-14		
	RSUSD	State Average of Districts in Same Category
Beginning Teacher Salary	40,897	40,379
Mid-Range Teacher Salary	61,816	62,323
Highest Teacher Salary	76,404	81,127
Average Principal Salaries:		
Elementary School	103,702	99,192
Middle School	99,157	91,287
High School	108,083	112,088
Superintendent Salary	126,956	159,821
Percentage of Budget For:		
Teacher Salaries	38	36
Administrative Salaries	5	6

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

Expenditures Per Student

For the 2013-14 school year, Reef-Sunset Unified School District spent an average of \$9,267 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 expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education Per Pupil 2013-14					
Expenditures Per Pupil	Dollars Spent Per Student				
	Kettleman City	RSUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,652	N/A	N/A	N/A	N/A
Restricted (Supplemental)	667	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,985	75,779	9.2%	5,348	1417.0%
Average Teacher Salary	68,728	61,909	111.0%	65,267	94.9%

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

In addition to general fund state funding, Reef-Sunset Unified School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- After School Learning & Safe Neighborhood
- Agricultural Vocational Incentive Grants
- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-cal Billing
- Other Local: Locally Defined
- Partnership Academies Program
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I, II, III, IV
- Vocational Programs