KETTLEMAN CITY ELEMENTARY SCHOOL

Grades TK-8
Kristi Castillo, Principal
701 General Petroleum Street
Kettleman City, CA 93239
(559) 386-5702

School Accountability Report Card

A Report of 2017-18 Activity Published in February 2019

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 section was obtained in December 2018 and information for the school facilities section was obtained in November 2017.

Principal's Message

Greetings from Coyote Country!

AMAZING! That's the word that comes to mind when I reflect on my first year here at Kettleman City Elementary. I have had an amazing opportunity to work with the dedicated and hard working staff here at KCES and have come to know our caring and respectful students.

I am honored to be the principal. Kettleman City Elementary holds a very special place in my heart because this is where my own family has attended; KCES was home to my mother and her ten siblings and I take great pride in being able to return to my home district and work hard for the students and staff of our wonderful school.

As Coyotes, we believe in the the ideal of working collaboratively; staff, students, parents and community members to fully support our students to do their very best each and every day. Here in Kettleman, each student is valued and we look forward to helping our students grow into life long learners.

I firmly believe all who come to our campus each day should feel welcomed and encouraged to be involved in our great Coyote team. Please don't hesitate to stop by and say "Hello" when you can.

As principal, I will continue to work hard toward building a school community where staff and parents work together and take pride in providing the best educational experiences to our students.

Very humbly yours,
Ms. Castillo
Principal

District Mission

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

School Description

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 2017-18 school year, 276 students were enrolled, including 6.9% receiving special education services, 61.6% qualifying for English Learner support, and 96.4% enrolled in the free and reduced-price meal program.

Student Enrollment by Student Group and Grade Level 2017-18			
Student Group	**% of Total Enrollment**	**Grade Level**	**# of Students**
Black or African American	0.0%	Kindergarten	43
American Indian or Alaskan Native	0.0%	Grade 1	29
		Grade 2	31
Asian	0.0%	Grade 3	28
Filipino	0.0%	Grade 4	28
Hawaiian or Pacific Islander	0.0%	Grade 5	31
		Grade 6	28
Hispanic or Latino	99.3%	Grade 7	29
White	0.7%	Grade 8	29
Two or More Races	0.0%		
Socioeconomically Disadvantaged	96.4%		
English Learners	61.6%		
Students with Disabilities	6.9%		
Foster Youth	0.0%	Total Enrollment	276

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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

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, 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 2017-18 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.

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/.

California Physical Fitness Test Results 2017-18		
% of Standards Met:		
4 of 6	5 of 6	6 of 6
Grade Level		
Fifth 28.1%	6.2%	6.2%
Seventh 17.2%	6.9%	6.9%

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.

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8) 2017-18								
	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students Tested	172	171	99.42%	36.84%	172	171	99.42%	16.96%
Male	90	89	98.89%	31.46%	90	90	100.00%	17.78%
Female	82	82	100.00%	42.68%	82	81	98.78%	16.05%
Hispanic or Latino	170	169	99.41%	36.09%	170	169	99.41%	15.98%
White	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	163	163	100.00%	36.20%	163	162	99.39%	17.28%
English Learners	115	114	99.13%	24.56%	115	114	99.13%	--
Students with Disabilities	21	21	100.00%	4.76%	21	21	100.00%	4.76%
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 Percentage of Students Meeting or Exceeding the State Standards						
	Kettleman City		RSUSD		CA	
	16-17	17-18	16-17	17-18	16-17	17-18
English-Language Arts/Literacy	26	37	21	24	48	50
Mathematics	19	17	14	15	37	38

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.

California Assessment of Student Performance and Progress Test Results in Science All Students Percentage of Students Meeting or Exceeding the State Standards						
	Kettleman City		RSUSD		CA	
	16-17	17-18	16-17	17-18	16-17	17-18
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

The 2016-17 data is not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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.

2017-18 Campus Improvements:
• Replacement of carpet in some classrooms
• Installation of new light poles on the football/ soccer fields

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

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. Security cameras have been installed to monitor student safety from the office.

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 2019.

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.

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 17, 2018. 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 2017-18 school, 100% of student restrooms were fully operational and available for student use at all times.

Classroom Environment

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 Facility Good Repair Status				
Item Inspected				**Repair Status**
Inspection Date: August 17, 2018	**Good**	**Fair**	**Poor**	**Repair Needed and Action Taken or Planned**
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			Room 10 - No water to sink; Room 15 - Deficiency noted
Safety	✓			Room 5 - Clear furniture away from fire pulling station and fire extinguisher
Structural	✓			Kinder Playgrounds - Sink hole under blacktop, play equipment needs parts to repair damaged parts, needs a few border timbers replace
External	✓			Room 2 - Small window has a crack; Room 4 - BB hole in back door window
Overall Summary of School Facility Good Repair Status				
	Exemplary	**Good**	**Fair**	**Poor**
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.

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.

Coyote Core Values:
• Be Respectful
• Be Responsible
• Be Kind
• Be Ready to Learn

Suspensions and Expulsions

	Kettleman City			RSUSD			CA		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Suspensions (%)	2.90%	3.20%	7.10%	6.90%	7.00%	7.00%	3.70%	3.60%	3.50%
Expulsions (%)	0.00%	0.32%	0.00%	0.46%	0.18%	0.00%	0.09%	0.09%	0.08%

Class Sizes & Teaching Load

The Average Class Size & Class Size 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.

Average Class Size and Class Size Distribution

	2015-16			
	Average Class Size	Number of Classes*		
Grade Level		1-20	21-32	33+
K	22.0	1	1	
1	22.0		1	
2	24.0		1	
3	35.0			1
4	31.0		1	
5	34.0			1
6	32.0		2	
	2016-17			
K	22.0	1	1	
1	25.0		1	
2	34.0	1	1	1
3	24.0		1	
4	35.0	1	1	1
5	32.0		2	
6	31.0		7	
	2017-18			
K	22.0		2	
1	15.0	2		
2	41.0		1	1
3	19.0	2		
4	42.0		1	1
5	31.0		2	
6	28.0		7	

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

** "Other" category is for multi-grade level classes.*

Average Class Size and Class Size Distribution

	2015-16			
	Average Class Size	Number of Classes*		
Subject		1-22	23-32	33+
English	23		4	
Math	26		3	
Science	29		2	
Social Science	25		4	
	2016-17			
English	30		4	
Math	30		2	
Science	32		1	
Social Science	29		3	
	2017-18			
English	29		4	
Math	29		2	
Science	29		1	
Social Science	29		3	

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.

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.

During the 2016-17, 2017-18, and 2018-19 school years, Reef Sunset Unified School District held district-sponsored staff development days that focused on the following topics:

Professional Development Days & Topics **Three-Year Trend**	
2016-17	**3 days**

- Happily Ever After and TK Math Training
- Reading Wonders Training
- Accelerated Reader
- Google Classroom
- Technology Training
- I-Ready Data
- Writing in the Curriculum
- Professional Learning Communities (PLC's)
- KAGAN Training

2017-18	**3 days**

- Google Docs
- Reaching Higher DOK Levels in Math
- Kagan Structures - Beyond Think, Pair, Share
- AVID Strategies
- i-Ready
- Mindfulness
- Google Main & Google Classroom
- IO Assessment
- Differentiated Instruction for Those with Special Needs within the General Education
- My Math
- Visula Thinking Strategies Across the Curriculum
- Mathematical Modeling
- Positive Discipline - Understanding Misbehaviors and Building Relationships
- 5E Lesson Planning - An Inquiry Approach to Science
- ELPAC
- Suicide Prevention and Awareness
- Discovery Education
- Freckle
- Read Write for Google

2018-19	**3 days**

- Structured Note Taking
- Differentiated Instruction for Those with Special Needs within the General Education Classroom
- Language & Content Objectives (L.O.C.O.'s)
- Positive Intervention & Support Systems (PBIS)
- Reading Wonders
- How to Use Annotation During Close Reading
- Pacing Guides for Study Sync

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

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				
	Yes	McGraw Hill: *Wonders*	0%	TK-5
	Yes	McGraw Hill: Studydync	0%	6-8
	Yes	SRA/McGraw Hill: FLEX	0%	3-8
Math				
2014	Yes	MacMillan, McGraw-Hill; *My Math*	0%	TK-5
2008	Yes	MacMillan, McGraw-Hill; *California Math*	0%	6-8
	Yes	Great Source: ELD Access Mathematics	0%	6-8
Science				
2007	Yes	Houghton Mifflin: *Houghton Mifflin California*	0%	K-5
2007	Yes	McDougal Littell: *Focus on Earth Science*	0%	6
2007	Yes	McDougal Littell: *Focus on Life Science*	0%	7
2007	Yes	McDougal Littell: *Focus on Physical Science*	0%	8
	Yes	Great Source: ELD Access Science	0%	6-8
Social Science				
2007	Yes	Houghton Mifflin: *Houghton Mifflin History-Social Science*	0%	K-5
2007	Yes	McDougal Littell: *California Middle School Social Studies*	0%	6-8
	Yes	Great Source: ELD Access World History	0%	6-8
	Yes	Great Source: ELD Access American History	0%	6-8

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 2017-18 school year, staff training concentrations included:

- Next Generation Science Standards
- ELD Curriculum
- ELD Standards
- Google Classroom
- Orton Gillingham Intervention
- KAGAN Strategies
- Positive Behavior Intervention & Support
- iReady
- Mathematical Strategies

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 September 20, 2018, 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 #2018:12 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 2018-19 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

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.

Academic Counselors and Other Support Staff 2017-18		
	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	
Intervention Counselor	As needed	
FMLP	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.

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.

Teacher Assignment
During the 2016-17 school year, Kettleman City Elementary School had 14 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teacher that grade level, subject area, student group, etc.

Teacher Credentials and Assignments						
	Kettleman City			RSUSD		
	16-17	17-18	18-19	16-17	17-18	18-19
Total Teachers	14	14	14	125	121	121
Teachers with Full Credential	14	13	13	106	99	99
Teachers without Full Credential	0	1	1	19	22	22
Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Misassignments of Teachers of English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
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.*

SARC Data & Internet Access

DataQuest
DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains 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, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

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.

Expenditures Per Student

For the 2016-17 school year, Reef-Sunset Unified School District spent an average of $11,696 of total general funds to educate each student (based on 2016-17 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.)

Teacher and Administrative Salaries 2016-17		
	RSUSD	State Average of Districts in Same Category
Beginning Teacher Salary	46,429	45,681
Mid-Range Teacher Salary	70,865	70,601
Highest Teacher Salary	90,986	89,337
Average Principal Salaries:		
Elementary School	113,613	110,053
Middle School	125,353	115,224
High School	127,610	124,876
Superintendent Salary	161,120	182,466
Percentage of Budget For:		
Teacher Salaries	29	33
Administrative Salaries	5	6

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

Expenditures Per Pupil and School Site Teachers Salaries 2016-17					
	Dollars Spent Per Student				
Expenditures Per Pupil	Kettleman City	RSUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,872	N/A	N/A	N/A	N/A
Restricted (Supplemental)	737	N/A	N/A	N/A	N/A
Unrestricted (Basic)	8,135	110,417	7.4%	7,125	1549.7%
Average Teacher Salary	76,893	69,940	109.9%	71,392	98.0%

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 2016-17 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Clean Energy Jobs Act
- Career Technical Education Incentive Grant Program
- College Readiness Block Grant
- Education Protection Account
- Lottery: Instructional Materials
- Medi-cal Billing Option
- Other Local: Locally Defined
- Partnership Academies Program
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III
- Vocational Programs

Note: The California Department of Education issued guidance to LEAs on August 1, 2018 regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.