



# Kingsburg High School

## 2014-2015 School Accountability Report Card

### Kingsburg Joint Union High School District

**Fred Cogan,  
Principal**

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**School Address:  
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93631**

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**District Address:  
1900 18th Ave.  
Kingsburg, CA  
93631**

**(559) 897-5156**

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### Governing Board Members

During the 2015-16 the Kingsburg Joint Union High School District was governed by the following Board of Education Members:

- Mr. Mike Serpa - President
- Mr. Brent Lunde - Clerk
- Mr. Rick Jackson - Member
- Mr. Johnie Thomsen - Member
- Mr. Steve Nagle - Member

### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### School Profile (School Year 2015-16)

Kingsburg High School is one of three high schools, and the only comprehensive high school in the Kingsburg Joint Union High School District. Curriculum is focused on the California Standards in each content area. We also have many electives and vocational education classes. The emphasis for daily instruction is on the California Content standards, but we strive to not lose sight of the need to educate students holistically and offer enrichment and career education opportunities.

The school supports cultural awareness in many ways that include, but are not limited to: reading culturally diverse literature selections in English classes, the study of cultures, histories and influences in World History, the study of foreign languages, and our art department studies many cultural influences in world art. We also have a Multicultural Club.

### Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	0.5%
American Indian or Alaska Native	0.3%
Asian	3.4%
Filipino	0.2%
Hispanic or Latino	58.6%
Native Hawaiian or Pacific Islander	-
White	34.2%
Two or More Races	2.9%
English Learners	3.4%
Socioeconomically Disadvantaged	35.7%
Students with Disabilities	7.1%
Foster Youth	0.2%

## Enrollment By Grade (School Year 2014-15)

This chart illustrates the enrollment trend by grade level for the past 3 school years. For more data please visit [www.cde.ca.gov](http://www.cde.ca.gov) and choose DataQuest.

### Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
9th	307	311	329
10th	279	284	274
11th	266	271	270
12th	246	246	258

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

### NCLB Compliant Teachers

	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	90.8%	9.2%
High-Poverty Schools in District	62.3%	37.7%
Low-Poverty Schools in District	100.0%	0.0%

## Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

### Teacher Credential Status

	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	48	49	49	110
Without Full Credentials	1	2	2	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

### Misassignments/Vacancies

	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Instructional Materials (School Year 2015-16)

Kingsburg Joint Union High District held a public hearing on September 8, 2015, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in January 2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

## Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

## School Facilities (School Year 2015-16)

The community of Kingsburg passed a bond measure in June 2015 of approximately 13 million dollars for campus work to upgrade HVAC throughout the campus, campus infrastructure, technology infrastructure, a district-wide solar project, and the development of a 1:1 device program for students.

Prior to this bond, Kingsburg High School had undergone major improvements in its facilities due to community support for over 20 million dollars worth of bonds. Our academic and extra curricular facilities have all been upgraded or received completely new buildings or complexes. KHS has facilities that are second to none in the valley. Some of the academic improvements include a new: agriculture and arts building, science building, library media center, music wing and we have added a state of the art infrastructure for technology district-wide. Some of our extra curricular improvements include a new football/track/soccer stadium and softball complex. We have modernized our theater and old gymnasium. A new gym was completed in 2000. We have added seating to our tennis court complex and have made improvements to our baseball complex.

Every effort is made to meet all the demands of a multitude of co-curricular opportunities for students and to update and maintain a campus that is safe, clean and aesthetically pleasing. We are very proud of our shared community and school swimming pool. The entire community uses it widely and it allows for the opportunity for our students to enjoy water sports and learn water safety.

Clean School Processes: The superintendent, principal, and head of operations work daily with our utility staff of eleven full-time employees to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and that highest priority is given to emergency repairs.

## District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th	Algebra I	Glencoe	N/A	Yes	0.0%
10th-11th	ELD	Addison Wesley Prentice Hall	1994	Yes	0.0%
10th-11th	ELD	Addison Wesley Prentice Hall	N/A	Yes	0.0%
9th	English/Language Arts	Thompson	2009	Yes	0.0%
9th-10th	Foreign Language	Addison Wesley Prentice Hall	N/A	Yes	0.0%
10th-11th	Foreign Language	DC Heath	1994	Yes	0.0%
9th	Foreign Language	McDougal Littell	N/A	Yes	0.0%
11th-12th	Foreign Language	National Textbook Co.	N/A	Yes	0.0%
9th-12th	Foreign Language	Pearson	N/A	Yes	0.0%
9th-12th	Mathematics	N/A	2013	Yes	0.0%
9th	Physical Science	Prentice Hall/ Pearson	2006	Yes	0.0%
9th-12th	Science	Brooks/Cole	1990	Yes	0.0%
9th-12th	Science	Glencoe/McGraw Hill	2005	Yes	0.0%
9th-12th	Science	Holt, Rinehart & Winston	2001	Yes	0.0%
9th-12th	Science	MacMillan/ McGraw Hill	2007	Yes	0.0%
9th-12th	Science	Pearson/Benjamin Cummings	2008	Yes	0.0%
11th	Social Science/ History	Addison Wesley Prentice Hall	N/A	Yes	0.0%
11th-12th	Social Science/ History	Houghton Mifflin	N/A	Yes	0.0%
11th-12th	Social Science/ History	Pearson/Prentice Hall	N/A	Yes	0.0%
10th	Social Science/ History	Prentice Hall	N/A	Yes	0.0%
10th-11th	Social Science/ History	Wiley	N/A	Yes	0.0%

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/10622571033695Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/10622571033695Textbooks_1.pdf)

## School Facility Conditions

Date of Last Inspection: 09/08/2015

Overall Summary of School Facility Conditions: Exemplary

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

We have a dedicated staff that takes pride in their excellent work. While reviewing this report, please note that even minor discrepancies are reported in the inspection process and are quickly resolved.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components.

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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.

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	60	57	44
Mathematics (Grades 3-8 and 11)	32	29	33

California Assessment of Student Performance and Progress - Grade 11													
Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	261	255	97.7	13	27	40	20	258	98.9	41	28	25	7
Male	261	123	47.1	16	31	38	15	125	47.9	42	28	26	3
Female	261	132	50.6	11	23	42	24	133	51	39	27	24	10
Black or African American	261	2	0.8	--	--	--	--	2	0.8	--	--	--	--
American Indian or Alaska Native	261	1	0.4	--	--	--	--	1	0.4	--	--	--	--
Asian	261	10	3.8	--	--	--	--	12	4.6	8	8	58	25
Hispanic or Latino	261	149	57.1	13	30	44	13	149	57.1	46	29	21	3
White	261	88	33.7	14	27	32	27	89	34.1	37	28	26	9
Two or More Races	261	5	1.9	--	--	--	--	5	1.9	--	--	--	--
Socioeconomically Disadvantaged	261	96	36.8	23	28	39	10	96	36.8	52	27	17	4
English Learners	261	6	2.3	--	--	--	--	7	2.7	--	--	--	--
Students with Disabilities	261	21	8	76	10	14	0	21	8	90	5	5	0

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science, for the most recent three-year period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	54	63	47	51	57	46	59	60	56

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

### California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subgroups	
Subject	Science
District	46
School	47
African American/Black	*
American Indian or Alaska Native	*
Asian	*
Filipino	*
Hispanic or Latino	34
Native Hawaiian or Pacific Islander	*
White	67
Males	50
Females	46
Socioeconomically Disadvantaged	35
English Learners	*
Students with Disabilities	*
Migrant Education	*
Two or More Races	*
Foster Youth	*

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## UC/CSU Course Completion

Students at Kingsburg High are encouraged to take University of California/California State University (UC/CSU) A to G preparatory courses in order to provide them with the option to attend a four-year university. All students must pass each course with a grade no lower than a 'C'. It is our goal to ensure that all students have as many post secondary options as possible and by insisting on a rigorous curriculum for all students hope to increase each students options upon high school graduation.

To view the Kingsburg High School courses that are on the UC/CSU A-G list you may log on to [www.ucop.edu/doorways/list](http://www.ucop.edu/doorways/list)

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2014-15)	100.0%
Graduates Who Completed All Courses Required for UC/CSU Admission (2013-14)	45.1%

\* Duplicated Count (one student can be enrolled in several courses).

## Career Technical Education (CTE) Programs (School Year 2014-15)

The career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at our school have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including our our-year career education curriculum provided by our College and Career Center technician expert.

## Career Technical Education Participation (School Year 2014-15)

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participated in CTE programs?	833
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	10.9%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	50.0%

## State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## Physical Fitness (School Year 2014-15)

In the spring of each year, each school is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone 2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.7%	25.7%	44.8%

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

## California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2014-15)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language/ arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

CAHSEE By Subject for All Grade Ten Students									
	2012-13			2013-14			2014-15		
	School	District	State	School	District	State	School	District	State
English	61	57	57	59	55	56	63	59	58
Mathematics	65	61	60	69	64	62	68	64	59

CTE Programs	
Title of Career Preparation Course	Who offers the course
Ag Mechanics 1	Kingsburg High
Ag Mechanics 2	Kingsburg High
Keyboarding/Introduction to Business	Kingsburg High
Small Gas Engines	Kingsburg High
Ag Science 1	Kingsburg High
Applied Ag Biology	Kingsburg High
Virtual Enterprise	ROP
Certified Nursing Assistant	ROP
Ag Mechanics 3-4	ROP
Journalism Production	ROP
Criminal Justice	ROP
Ornamental Horticulture	ROP
Auto 1	Kingsburg High
Crime Scene Investigation	ROP
First Aid	ROP
Advanced Animal Science	ROP
Sports Medicine	ROP
Wildland Fire Fighting	ROP
Digital Photography	ROP
Stagecraft Technology	ROP
Construction Technology	ROP
Urban/Rural Firefighting	ROP

The second table displays the percent of students, by group, achieving at each performance level in English language/arts and math separately for the most recent testing period.

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	% Not Proficient	% Proficient	% Advanced	% Not Proficient	% Proficient	% Advanced
All Students District	41	30	29	36	43	21
All Students School	37	32	30	32	45	22
Male	44	33	23	30	45	24
Female	32	32	36	34	46	20
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	49	31	20	42	44	15
Native Hawaiian or Pacific Islander	0	0	0	0	0	0
White	22	35	43	20	50	30
English Learners	0	0	0	0	0	0
Socioeconomically Disadvantaged	49	31	20	48	31	21
Receiving Migrant Education Services	0	0	0	0	0	0
Students with Disabilities	100	0	0	94	6	0

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school-site.

### Parent Involvement (School Year 2015-16)

Kingsburg High School gratefully accepts time donated by volunteers in many areas of the school. All volunteers must be approved by the Board of Trustees and if they will be in a situation where they will be alone with students, they must be fingerprinted through the Department of Justice.

- The office uses parent volunteers every morning with most parents volunteering 1 to 2 hours each week.
- The Library/Media Center welcomes parent volunteers.
- Many parents volunteer their time to drive students to various events such as sporting events, music events, etc.
- During field trips, especially overnight field trips, parent chaperons accompany the group.

Many parents and community groups volunteer to help us maintain and improve our athletic facilities and fields. Parents also volunteer to serve on our Site Council, Curriculum Council, and advisory groups.

Kingsburg High School is also fortunate to have many booster groups that support programs such as: music, drama, agriculture, and athletics.

The staff and students are blessed to have the level of involvement and support from our parents and our community as a whole.

### Contact Information

We believe that it is so important for parents and community to be involved in our school and we hope that you will become active in our booster or advisory groups. We also hope you will attend our many events. Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Lupe Cordova at Kingsburg High School at 897-5156.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

## Dropout & Graduation Rates (Four-Year Cohort Rate)

Kingsburg High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: academic and personal counseling, academic interventions. We also offer flexibility for students to earn a diploma through one of our three programs: Continuation High School, Independent Study Program, and Adult Education.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	11-12	12-13	13-14	11-12	12-13	13-14
School	2.4%	0.8%	2.1%	97.1%	98.4%	97.9%
District	5.9%	5.1%	6.5%	93.8%	93.0%	92.8%
State	13.1%	11.4%	11.5%	78.9%	80.4%	81.0%

## Completion of High School Graduation Requirements - Class of 2014

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs> Note: "N/A" means that the student group is not numerically significant.

	Completion of High School Graduation Requirements		
	School	District	State
All Students	95.5%	88.4%	84.6%
African American/Black	100%	100%	76%
American Indian or Alaska Native	100%	100%	78.1%
Asian	100%	100%	92.6%
Filipino	0%	0%	96.5%
Hispanic or Latino	95.2%	85.6%	81.3%
Native Hawaiian or Pacific Islander	0%	0%	83.6%
White	95.1%	91.2%	89.9%
Two or More Races	100%	100%	82.8%
English Learners	50%	40%	50.8%
Socioeconomically Disadvantaged	97.9%	84.5%	81.4%
Students with Disabilities	70%	80%	61.3%

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

## Discipline & Climate for Learning

Students at Kingsburg High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Kingsburg High School's discipline program is to provide an environment that is safe and conducive to learning. Parents and students are informed of school rules and discipline policies through the Student Handbook which is given to each student at the beginning of the school year.

Starting SY 2013-2014, the staff of KHS is being trained to implement Positive Behavior Intervention System (PBIS) and restorative Justice to teach students how to problem solve and resolve conflict in interpersonal relationships, both personal and professional. This skill set is invaluable as students prepare for their adult lives.

The table displays the suspension and expulsion rates.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include but are not limited to:

- 22 varsity boys and girls athletic programs;
- 14 Academic and activity-based clubs;
- Music, Choir, and theater productions;
- National Future Farmers of America (FFA);

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. KHS recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during the school year by posting their successes on the marquee in front of the school, sports awards nights, announcements and articles in the local Kingsburg newspapers as well as the school newspaper, reading their names in the daily bulletin, and senior awards night.

Our community and school supports student achievement with tremendous generosity in the way of scholarships for our seniors each year. In 2014-15, approximately \$250,000 was given to students so that they could pursue their dreams of post secondary education and opportunities.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	7.8%	9.6%	2.9%	0.7%	0.0%	0.1%
District	7.5%	9.5%	3.5%	0.9%	0.2%	1.1%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

## Safe School Plan (School Year 2015-16)

The safety of students and staff is of utmost importance for Kingsburg High School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Safety Plan is reviewed and updated annually. The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Fire, lock down and disaster drills are conducted annually. Students are supervised before and after school, during break and lunch by administrative staff. There are areas for student drop off and pick up. Visitors must report to the office and be issued a visitor's pass in order to be on campus during school hours.

School discipline procedures and expectations are outlined in a student handbook provided to all students and studied in detail by each 9th grade student. The handbook is also available on our web site. Additionally, every teacher provides students with their classroom expectations and grading procedures in writing at the beginning of each school year.



Kingsburg High School uses a four-step assertive discipline procedure to help students become responsible for attendance, tardies, and minor classroom infractions. It is the philosophy of this school's board, administration, and staff that we will ensure that each student enjoys maximum learning opportunities in a positive and safe learning environment and that he/she does not interfere with the learning opportunities of others.

The Safe School Plan is updated and reviewed with all staff each year. Security cameras have been placed throughout our campus to support our efforts to provide for maximum student and staff safety.

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	N/A		N/A		Yes	
Met Graduation Rate	Yes		Yes		Yes	

### Federal Intervention Program (School Year 2015-16)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2012-2013	2012-2013
Year in PI (2015-16)	Year 3	Year 3
# of Title I Schools Currently In PI	-	1
% of Title I Schools Currently In PI	-	50.0%

### Advanced Placement Classes (School Year 2014-15)

Kingsburg High encourages students to continue their education past high school. We offer Advanced Placement (AP) courses for those students seeking to qualify for college credit. In 2013-14 Kingsburg High School offered 11 sections of AP opportunities for students including English Language, Literature, World History, Environmental Science, Chemistry, Calculus, and Studio Art. Students achieving a score of 3, 4, or 5 on the final AP exams qualify for college credit at most of the nation's colleges and universities.

Advanced Placement Classes	
	# of Courses
English	4
Mathematics	2
Science	2
Social Science	2
Totals	10
Percent of Students in AP Courses	0.7%

## Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	13	14	15	13	14	15	13	14	15	13	14	15
By Subject Area												
English	26	26	25	8	8	7	31	31	40	6	6	-
Mathematics	26	26	26	6	6	8	36	36	35	1	1	1
Science	26	26	26	4	4	4	30	30	27	-	-	-
Social Science	30	30	29	1	1	-	21	21	22	2	2	3

## Counseling & Support Staff (School Year 2014-15)

It is the goal of the Kingsburg High School counseling staff to provide academic guidance that maximizes each student's efforts towards high school graduation and helps to offer them multiple post secondary options. The College and Career Center is a vital part of student experience at Kingsburg High School and fully 95% of the students have had occasion to use this resource at least once a year.

In addition, the counseling staff supports students in their social and personal development. Every effort is made to give special attention to students who experience: academic difficulties, coping issues with personal problems, and trouble with decision making or in handling peer pressure.

The counseling staff also does crisis intervention in collaboration with other agencies as needed.

Marlene Pavlina - Head Counselor

Heather Apgar - Counselor

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

## Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 30 days to staff development annually for the past three years. Topics for staff development included: differentiated instruction, the use of data to inform instruction, increasing parent communication, and utilizing research based instructional strategies across all curricular areas. The district dedicates three full days to staff development annually.

## School Site Teacher Salaries (Fiscal Year 2013-14)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$67,185
District	\$72,136
Percentage of Variation	-6.9%
School & State	
All High School Districts	\$72,798
Percentage of Variation	-7.7%

## Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Counselor	2	2
Assistant Principal	2	2
Athletic Director	1	.5
Attendance Clerk	2	2
Band/Music Director	1	1
Bilingual Aide	1	1
Career Guidance Technician	1	.5
Categorical Programs Facilitator	1	.2
Drama Coach	2	.2
Librarian/library media teacher	1	1
Paraprofessionals	5	2.5
Physical Education Teacher	3	2.75
Positive Attitude Adjustment Center Aide	2	1
Psychologist	1	.2
Registrar	1	1
Resource Specialist Program (RSP) Teacher	2	1.5
RSP Paraprofessional	3	1.5
Speech Therapist	1	.2
Student Activities Director	1	.2
Technology Coordinator	1	.2

## Teacher & Administrative Salaries (Fiscal Year 2013-14)

The chart displays district salaries for teachers, principals, and superintendents and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed.

### District Expenditures (Fiscal Year 2013-14)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,981
From Supplemental/Restricted Sources	\$1,245
From Basic/Unrestricted Sources	\$7,736
District	
From Basic/Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	44.7%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### District Revenue Sources (Fiscal Year 2014-15)

In addition to general state funding, Kingsburg High receives state and federal funding for the following categorical funds and other support programs:

- Title I
- EIA
- Title II Part A
- Special Ed
- VEA
- Home to School Transportation
- Lottery
- Ag Incentive

#### Average Salary Information

#### Teachers - Principal - Superintendent

2013-14

	District	State
Beginning Teachers	\$44,329	\$43,455
Mid-Range Teachers	\$63,384	\$69,035
Highest Teachers	\$86,802	\$89,886
Elementary School Principals	-	-
Middle School Principals	-	-
High School Principals	\$116,202	\$121,551
Superintendent	\$150,449	\$158,898
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.0%	35.0%
Administrative Salaries	6.0%	6.0%