



Kingsburg High School

2015-2016 School Accountability Report Card

Kingsburg Joint Union High School District

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(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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

School Profile (School Year 2016-17)

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 2015-16)

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

Enrollment by Student Group	
2015-16	
	Percentage
Black or African American	0.8%
American Indian or Alaska Native	0.4%
Asian	3.4%
Filipino	0.1%
Hispanic or Latino	59.0%
Native Hawaiian or Pacific Islander	-
White	33.1%
Two or More Races	2.3%
EL Students	5.4%
Socioeconomically Disadvantaged	47.8%
Students with Disabilities	8.0%
Foster Youth	0.1%

Enrollment By Grade (School Year 2015-16)

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2013-14	2014-15	2015-16
9th	311	329	277
10th	284	274	317
11th	271	270	267
12th	246	258	256

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.

Teacher Assignment

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

	Teacher Credential Status			
	School			District
	14-15	15-16	16-17	16-17
Fully Credentialed	49	49	55	55
Without Full Credentials	2	2	0	0
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		
	14-15	15-16	16-17
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers (School Year 2015-16)

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.

	Highly Qualified 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	94.9%	5.1%
High-Poverty Schools in District	94.9%	5.1%
Low-Poverty Schools in District	N/A	N/A

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.

Instructional Materials (School Year 2016-17)

Kingsburg Joint Union High District held a public hearing on September 12, 2016, 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 December 2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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	Carnegie Learning	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

School Facilities (School Year 2016-17)

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. 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. The items noted in the table have been corrected or are in the process of remediation. Data displayed in the chart was collected in January 2017.

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			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years, and Science (grades 5, 8, and 10) for the past three school years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	60	56	--	57	55	--	44	48
Mathematics (Grades 3-8 and 11)	--	32	28	--	29	27	--	34	36
Science (Grades 5, 8, and 10)	63	47	63	57	46	59	60	56	54

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven, and Science for grades five, eight, and ten.

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 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.

Note: 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 - Science				
Science				
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	298	296	99.33	62.5
Male	155	155	100	67.74
Female	143	141	98.6	56.74
Hispanic or Latino	186	184	98.92	55.98
White	95	95	100	74.74
Socioeconomically Disadvantaged	132	131	99.24	55.73
English Learners	16	15	93.75	20
Students with Disabilities	16	15	93.75	20

California Assessment of Student Performance and Progress - Grade 11

English-Language Arts

Mathematics

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts		Mathematics	
				% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	258	252	97.67	55.56	257	99.23	27.73
Male	114	113	99.12	44.25	113	99.12	26.55
Female	144	139	96.53	64.75	144	99.31	28.67
Hispanic or Latino	141	139	98.58	44.6	141	99.3	14.29
White	93	89	95.7	66.29	92	98.92	42.39
Tow or More Races	14	14	100	78.57	14	100	42.86
Socioeconomically Disadvantaged	117	113	96.58	46.02	116	99.15	15.52
English Learners	12	7	58.33	14.29	12	92.31	9.09
Students with Disabilities	15	15	100	13.33	16	100	--

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

UC/CSU Course Enrollment

	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2015-16)	100.0%
Graduates Who Completed All Courses Required for UC/CSU Admission (2014-15)	41.1%

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

Career Technical Education Participation (School Year 2015-16)

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%

Career Technical Education (CTE) Programs (School Year 2015-16)

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. Students have access to multiple career pathways to prepare for college and career decisions. 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 four-year career education curriculum provided by our College and Career Center technician expert.

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
Wildland Fire Fighting	ROP
Digital Photography	ROP
Stagecraft Technology	ROP
Construction Technology	ROP
Urban/Rural Firefighting	ROP

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2015-16)

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 2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.1%	26.2%	45.3%

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

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.

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.

Parent Involvement (School Year 2016-17)

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 chaperones 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 other 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.

State Priority: Pupil Engagement

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

- High school dropout rates and 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 all curricular areas. In hopes of preventing, and reducing dropouts, the following programs are made available to students: academic and personal counseling, academic interventions, SAP counselling, after school tutoring. We also offer flexibility for students to earn a diploma through one of three alternative programs: Continuation High School, Independent Study Program, and Adult Education.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	12-13	13-14	14-15	12-13	13-14	14-15
School	0.8%	2.1%	1.2%	98.4%	97.9%	97.6%
District	5.1%	6.5%	7.9%	93.0%	92.8%	90.3%
State	11.4%	11.5%	10.7%	80.4%	81.0%	82.3%

Completion of High School Graduation Requirements

To receive a high school diploma, students must fulfill state and district graduation requirements. The minimum state course requirements for graduation include:

- Three years of English
- Two years of mathematics (including Algebra I)
- Three years of social science (including U.S. history and geography; world history, culture, and geography; one semester of American government; and one semester of economics)
- Two years of science (including biology and physical science)
- Two years of physical education
- The choice of: one year of foreign language; visual and performing arts; or career technical education. For purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language

Students who successfully complete Algebra I in middle school must still complete a minimum of two years of mathematics in high school. Recognizing that these 13 courses of preparation are state minimum requirements, local school boards often set local graduation requirements that exceed the state-mandated requirements

For students who began the school year in the 12th grade, the table displays the percent of students who met all state and local graduation requirements.

Completion of High School Graduation Requirements

	School	District	State
All Students	100%	91.7%	85.7%
African American/Black	0%	0%	76.9%
American Indian or Alaska Native	50%	50%	74.9%
Asian	183.3%	183.3%	92.8%
Filipino	0%	0%	96.8%
Hispanic or Latino	89.1%	80.8%	84.5%
Native Hawaiian or Pacific Islander	0%	0%	84.9%
White	112.2%	104.4%	87.2%
Two or More Races	125%	111.1%	91.4%
English Learners	75%	60%	50.9%
Socioeconomically Disadvantaged	93.6%	77.6%	76.6%
Students with Disabilities	110%	110%	68.4%

State Priority: School Climate

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

- Pupil suspension rates and 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.

The staff of KHS utilizes 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.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	9.55	2.88	3.38	0.00	0.08	0.00
District	9.54	3.53	3.81	0.16	1.10	0.00
State	4.36	3.80	3.65	0.10	0.09	0.09

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 program promotes individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. KHS staff 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 2015-16, approximately \$200,000+ was given to students to pursue post secondary educational opportunities.

Safe School Plan (School Year 2016-17)

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. The plan was last updated in March 2016. 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.

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. 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	Year 3	Year 3
# of Title I Schools Currently In PI	-	1
% of Title I Schools Currently In PI	-	33.3%

Advanced Placement Classes (School Year 2015-16)

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. Kingsburg High School offers 11 AP courses for students including English Language, Literature, World History, United States History, Government, Biology, Environmental Science, Chemistry, Calculus, Spanish, 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	2
Mathematics	1
Science	1
Social Science	3
Totals	7
Percent of Students in AP Courses	17%

Additional Internet Access/Public Libraries

Oasis High School has a computer lab with 20 computers as well as 4 computers in the office available to all students. All computers have access to high-speed Internet.

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Kingsburg and Selma, which contain numerous computer workstations.

Class Size

The table indicates the average class size by 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		
	14	15	16	14	15	16	14	15	16	14	15	16
By Subject Area												
English	25	25	26	18	7	8	28	40	41	2	-	-
Mathematics	26	26	24	8	8	17	34	35	25	1	1	1
Science	27	26	24	3	4	7	29	27	21	1	-	-
Social Science	29	29	27	4	-	2	16	22	27	6	3	-

Counseling & Support Staff (School Year 2015-16)

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.

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	1.0
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

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: Common Core State Standards, reading across the curriculum, technology in the educational setting, 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	\$75,201
District	\$75,201
Percentage of Variation	-0%
School & State	
All High School Districts	\$75,859
Percentage of Variation	-0.9%

Teacher & Administrative Salaries (Fiscal Year 2014-15)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2014-15		
	District	State
Beginning Teachers	\$46,545	\$45,265
Mid-Range Teachers	\$68,540	\$72,281
Highest Teachers	\$90,916	\$94,342
Elementary School Principals	-	-
Middle School Principals	-	-
High School Principals	\$122,012	\$127,317
Superintendent	\$157,971	\$168,625
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.0%	34.0%
Administrative Salaries	6.0%	6.0%

District Expenditures (Fiscal Year 2014-15)

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.

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>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,254
From Supplemental/Restricted Sources	\$1,035
From Basic/Unrestricted Sources	\$6,220
District	
From Basic/Unrestricted Sources	\$8,517
Percentage of Variation between School & District	-27.0%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	9.6%

District Revenue Sources (Fiscal Year 2015-16)

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