



KINGSBURG HIGH SCHOOL

1900 18th Ave., Kingsburg, CA 93631 • (559) 897-5156
Linda Clark, Principal

School Accountability Report Card

Report 2005-06 Published in 2006-07

General Information



Parents play a very important role in the success of the school and its students. Read more about how parents can get involved ...

Curriculum

The curriculum that students are taught is determined by the content standards adopted by the California State Board of Education. Read more ...



Policies & Statistics

Providing a positive and safe school environment is crucial to students' success. Read more about our school's policies and statistics...



Educational Team



In order for a school to succeed it must have quality teachers and support programs in place. Read more ...

Assessments



Each year students are given multiple assessments to measure their understanding of the standards-based curriculum in which they were taught. Find out how our students are doing...

Principal's Message

We want you to know that we have the highest of expectations for our students and we want them to understand that they have reached that important age of becoming responsible for their future. I especially like the message in the following quote.

"The best way to predict your future is to create it." -Unknown

The four years of high school are a time to challenge your mind with the most rigorous of academic programs; challenge your body with the discipline and team building experience of competitive sports programs; explore vocational and elective areas of study to find your interests and talents; and develop a sense of community service and citizenship in society. This is a time to stretch and grow and show what great decision-making and maturity you can develop. This is the time that you have that is still in a structured and protected environment but will build the foundation for your future. This is the four years to develop a plan and prepare for postsecondary education or training in an area of interest and ability for you.

We know that this can seem overwhelming at times and because of that it will require the support of your family, friends, teachers, counselors, and coaches. We encourage you to become involved in athletics, music, drama, Future Farmers' of America, Future Business Leaders of America, and all other types of clubs and activities. You will develop social skills, create life-long friendships and bonds, and build self-confidence by becoming an active participant in school. These activities will also help you in your academics.

There is one more important message that I wish to convey to you and that is to take the most rigorous classes available and challenge yourself. When you meet a difficulty with your studies don't give up but reach out. We provide a number of tutorial opportunities to support your academic success and it is important that you spend time now learning how to meet the challenges of a tough curriculum. Take the classes that challenge you and make you develop the techniques of good study habits, allow you to utilize tutorials and study buddies and you will be successful. Learn the art of perseverance and determination now and it will support you all the years of your life.

Linda Clark
Superintendent/Principal

"Whether you think you can or think you can't -- you are right."
-Henry Ford

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.

School Profile

Kingsburg High School is one of two high schools in the district and the only comprehensive high school. Curriculum is focused on the California Standards in each content area. We also have many electives and vocational education classes. Our emphasis is on standards, but we never 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.

During the 2005-06 school year 1,079 students were enrolled at the school, with classes arranged on a daily block schedule and with a traditional school calendar.

School Profile	
Student Enrollment by Ethnic Group	
2005-06	
	Percentage
African American	0.4
American Indian	0.4
Asian	3.6
Caucasian	48.1
Filipino	0.4
Hispanic	46.1
Pacific Islander	0.0
Multiple or No Response	1.1

Mission Statement

We believe that education is the process that society uses to prepare its citizenry to be productive, valued, and cooperative participants. This process is designed to establish attitudes, values, knowledge and skills that enable students to become positive influences in our world community.

We Value:

- Strengthening reading, speaking thinking, writing and computational skills.
- Providing the opportunity for each student to reach his/her maximum potential.
- Guiding students to develop a values system based on honesty, dignity and respect for others.
- Encouraging students to develop qualities of responsible citizenship, which include service to community.
- Preparing students in problem-solving and goal-setting to cope with a variety of real life situations.
- Providing enrichment in the fine arts and humanities for lifelong enjoyment.
- Strengthening the students' awareness and commitment to cultural diversity.
- Promoting an environment that fosters self-esteem, self-respect and self-direction.
- Helping students to develop lifestyles of mental and physical wellness.
- Providing skills that enhance preparation to adjust to a rapidly changing technological world.
- Supporting students in the development of vocational talents to enter the world of work.
- Providing co-curricular programs which allow students to grow through competition and participation in special interests.
- Providing a safe and caring campus environment for each individual.

Parent Involvement

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, advisory groups, and the bond oversight committee.

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

We are blessed to have the level of involvement and support from our parents and our community as a whole. In June of 2006 they supported a 9.9 million dollar bond to improve our theater and athletic areas.

Enrollment By Grade

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

Enrollment By Grade			
Enrollment Trend by Grade Level			
	2003-04	2004-05	2005-06
9th	290	315	271
10th	263	256	291
11th	227	271	259
12th	210	215	258

Enrollment By Program

During the 2005-06 school year 1,079 students were enrolled at Kingsburg High. Six percent of these students were RSP, four percent were English Learners, fifteen percent were socioeconomically disadvantaged and 52 percent were Title I.

Other important programs included: AVID with 9%, Advanced Placement courses with 16%, and honors classes with 16% enrolled.

Career technical education and career and college support is important to our holistic approach to education. In 2005-06 we opened our College and Career Center in the new Library Media Center and created a four year curriculum for our students.

Kingsburg High School is a member school of a joint powers agreement with Valley Regional Occupational Program (VROP) and 18% of our students were enrolled in VROP courses or in our own career technical education electives.

Class Size

There is a commitment on the part of the Board of Trustees and the administration to try to maintain small class sizes so that there is both an optimum learning and teaching environment.

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from two full-time and nine part-time adult classroom paraprofessionals. Manageable class sizes are a priority for our school and we attempt to keep class sizes within a 25-35 student range for most classes. We also support many small specialized classes such as CAHSEE English, CAHSEE Math, English Workshop, English E, AP Calculus, and many others that range from 6 - 20 students.

The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size												
Class Size By Subject												
	Average Class Size			Classrooms Containing:								
	04	05	06	1-20 Students			21-32 Students			33+ Students		
	04	05	06	04	05	06	04	05	06	04	05	06
English	24	25	25	18	18	15	22	23	28	1	1	0
Math	24	23	22	15	22	22	24	21	22	0	0	0
Science	25	25	26	8	5	5	18	26	27	2	0	0
Social Science	27	28	30	4	5	0	18	16	22	1	2	1

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 and 9th grade class sizes. Kingsburg High began implementing CSR for 9th grade in 1996-1997. The table displays the percentage of 9th grade classes that participated in CSR for the past three school years.

Safe School Plan

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 by the School Safety Committee. The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Fire, lockdown and disaster drills are conducted. 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 discipline section of the handbook is also on our website in both English and Spanish. 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.

Kingsburg High School has just completed a multi-year building phase in which we added five new buildings. Upon completion of the buildings this year the Safety School Plan was updated and reviewed with all staff. Security cameras were added as a part of our modernization projects and are now placed throughout our campus to support our efforts to provide for maximum student and staff 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 and portions of which are posted on our website in English and Spanish.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of the enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide 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:

- Boys and Girls athletic teams;
- Academic and activity-based clubs;
- Music and theater productions;

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 newspaper 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 2005-06, over \$366,900.00 was given to students so that they could pursue their dreams of post secondary education and opportunities.

Discipline & Climate for Learning						
Suspensions & Expulsions						
	Kingsburg High			Kingsburg Joint Union High		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	111	88	122	178	121	165
Suspension Rate	11.200%	8.300%	11.300%	16.870%	10.870%	14.500%
Expulsions	14	13	21	20	14	39
Expulsion Rate	1.400%	1.220%	1.800%	1.800%	1.250%	3.400%

* District numbers are for entire district.

School Facilities

Kingsburg High School was originally established in 1905 and is comprised of 57 classrooms, 2 gyms, 1 library media center, 1 staff lounge, and 5 computer labs. We have undergone major modernization, new construction and have a state of the art technology network.

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. This community is very supportive of education and it passed a ten million dollar bond measure in June of 1998. To date we have completed construction of a new gym, a new agriculture and arts building, a new science building, a new library media center, a new music wing and we have added a state of the art infrastructure for technology district-wide.

We have modernized the old science wing and the math department is now located in the building. 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.

The community generously passed a 9.9 million dollar bond in June of 2006 and we will be upgrading our football stadium, softball complex, old gymnasium, theater and we will be adding features such as an all-weather track and a covered eating area. This bond will help us provide newer and safer athletic facilities and an updated theater building. With the additions from the 1998 bond and these upgrades, our campus will be second to none in Fresno County and the entire valley.

Clean School Processes: The assistant principal and head of operations works daily with our utility staff of ten 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 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. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2005-06 school year the district allocated \$43,290 to the deferred maintenance program. This represents .5% of the district's general fund budget. During the 2005-06 school year, the District's Governing Board approved deferred maintenance projects for the school, which included:

- Replacing carpeting at the Alternative Education Site
- Replacing HVAC in the data com room
- Replacing HVAC in the weight room
- Replacing flooring in weight room
- Replacing the drainage system on the school agricultural farm

School Facilities		
School Facility Conditions		
Date of Last Inspection: Unknown		
Overall Summary of School Facility Conditions:		
Interim Evaluation Instrument Guidelines	Facility in Good Repair	Deficiency & Remedial Actions Taken or Planned
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior/Exterior)	Yes	
Interior Surfaces (Walls, Floors, and Ceilings)	Yes	
Hazardous Materials (Interior/Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	Yes	
Electrical (Interior/Exterior)	Yes	
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside/Outside)	Yes	
Restrooms	Yes	
Sewer	Yes	
Playground/School Grounds	Yes	
Other	Yes	

Teacher Assignment

Kingsburg High School recruits and employs the most qualified credentialed teachers. In the 2005-06 school year, Kingsburg High had 51 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or service position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. 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 year. For the 2005-06 school year, Kingsburg High School had no misassigned teachers nor were there any unfilled vacancies.

Teacher Assignment			
Teacher Credential Status			
	School		District

	03-04	04-05	05-06	05-06
Fully Credentialed	45	46	51	61
Without Full Credentials	1	0	0	0

Teacher Assignment

Teacher Credential Status			
	04-05	05-06	06-07
Working Outside Subject	0	0	0
Vacant Teacher Positions	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Misassignments of Teachers of English Learners	0	0	0
Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.			

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

All teachers at Kingsburg High School have met the standards and are "Highly Qualified" under the No Child Left Behind Act.

Highly Qualified Teachers

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
Kingsburg High	98.6	1.4
Kingsburg Joint Union High	98.7	1.3
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	97.8	2.2

Substitute Teachers

The Kingsburg Joint Union High District has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Kingsburg High. Generally, the district experiences few problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, another Kingsburg High School teacher assumes the role of substitute during their preparation period.

All substitute teachers used by Kingsburg High School are credentialed through the Fresno County Office of Education and their fingerprints have been cleared through the Department of Justice. Our pay rate is commensurate with other school districts in the area.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. The evaluation process is one of collaboration, support and continual improvement. We are each a masterpiece in progress and it is important to spend time evaluating our next steps toward that end.

Temporary and probationary teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Superintendent/Principal and Assistant Principals who have been trained to perform teacher evaluations. Teachers are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator.

The Fresno County Office of Education offers programs to assist new teachers, such as Beginning Teacher Support and Training (BTSA). BTSA is for new credentialed teachers and is a two year program where a teacher on campus provides support and serves as a mentor through their BTSA training. Our best teachers serve as support providers to new to the profession teachers to ensure their success.

Counseling & Support Staff

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. In the 2005-06 school year we opened a new College and Career Center in an effort to provide a four year curriculum designed to support students in planning for their future and setting post secondary goals.

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.

The counselor to pupil ratio is 1:539.

Marlene Pavlina - Head Counselor

Heather Apgar - Counselor

Counseling & Support Staff		
Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	2	2
Instructional Aides	10	6
Library Technician	2	1
Positive Attitude Adjustment Center Aide	1	1
Resource Specialist Program (RSP) Teacher	2	2

Curriculum Development

All curriculum development in the Kingsburg Joint Union High is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly and are aligned with the state standards, district goals, and the statewide assessment program. There is a curriculum council made up of administration, counselors, teachers, students and parents. This council meets monthly to discuss all issues related to curriculum. Once a year the curriculum committee meets with students from newly formed classes to discuss with them their view of the class. All new courses are under review with this student interview process for a period of two years.

Assessment data results are reviewed by departments and individual teachers and then used to adjust curriculum and instruction. Thus curriculum is constantly being evaluated and modified based on student results.

During the 2005-06 school year, changes to the curriculum included the elimination of all remedial courses. All students take a rigorous curriculum and those in need of extra support are provided that in a number of ways from tutorial classes during lunch or after school to CAHSEE math or English classes. AVID courses and strategies are used campus wide to support students who need additional structure to meet success in the rigorous course work. RSP and English language learners have a support class within the school day.

Instructional Materials

Kingsburg Joint Union High held a public hearing on October 17, 2005, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, and 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 State 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 administration by each department and then approved by the school board. All recommended materials are available for parent examination at the district office. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Instructional Materials						
District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking	1
10-11	Ag Biology	Holt Rinehart Winston	2001	Yes	0.0%	1
9th	Algebra 1	McDougal Littell	2001	Yes	0.0%	9th
9-10	Algebra 1A	Glencoe	2001	Yes	0.0%	9-10
10-12	Algebra 1B	Glencoe	2002	Yes	0.0%	2
10-11	Algebra 2	McDougal Littell	2003	Yes	0.0%	1
11-12	AP Biology	Benjamin Cummings	2005	Yes	0.0%	2
12th	AP Calculus	Addison Wesley	2001	Yes	0.0%	12th
10-11	AP Environmental Science	Wiley	2005	Yes	0.0%	1
11-12	AP Government/Politics	Houghton Mifflin	2005	Yes	0.0%	2
10-12	AP Spanish	Approved Core Literature		Yes	0.0%	2
10th	Biology	Holt Rinehart Winston	2001	Yes	0.0%	10th
11th	Chemistry	Houghton Mifflin	2005	Yes	0.0%	11th

11th	Chemistry	McGraw Hill	2005	Yes	0.0%	11th
9th	Earth Science	Pearson Prentice Hall	2006	Yes	0.0%	9th
10th	English 10	Selected Core Literature		Yes	0.0%	10th
11th	English 11	Selected Core Literature		Yes	0.0%	11th
12th	English 12	Selected Core Literature		Yes	0.0%	12th
9th	English 9	Selected Core Literature		Yes	0.0%	9th
10th	Geometry	McDougal Littell	2004	Yes	0.0%	10th
9th	Health/Wellness	Holt	2006	Yes	0.0%	9th
10-11	Honors Algebra 2	Prentice Hall	2002	Yes	0.0%	1
9-10	Honors Geometry	Prentice Hall		Yes	0.0%	9-10
11-12	Honors Math Analysis	Pearson	2005	Yes	0.0%	2
11-12	Math Analysis	Houghton Mifflin	2003	Yes	0.0%	2
12th	Math For Daily Living	Glencoe	2006	Yes	0.0%	12th
12th	Physics	Brooks/Cole	1994	Yes	0.0%	12th
9th	Pre-Algebra	Glencoe	1998	Yes	0.0%	9th
12th	Probability & Statistics	Freeman	2006	Yes	0.0%	12th
9-12	Science	Lab Equipment		Yes	0.0%	2
9-12	Science	Microscopes		Yes	0.0%	2
9th	Spanish 1	McDougal Littell	2005	Yes	0.0%	9th
9-10	Spanish 1-2	Heath & Co.	1986	Yes	0.0%	9-10
10th	Spanish 2	D.C. Heath	1984	Yes	0.0%	10th
11th	Spanish 3	D.C. Heath	1994	Yes	0.0%	11th
10-11	Spanish 3-4	D.C. Heath	1994	Yes	0.0%	1
11-12	Spanish 3-4	National Textbook Co.	1994	Yes	0.0%	2
11th	U.S. History	McGraw Hill	2006	Yes	0.0%	11th
10th	World History	Prentice Hall	2006	Yes	0.0%	10th

District Expenditures

Kingsburg Joint Union High spent an average of \$7,483.00 to educate each student, based on audited financial statements. 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.

District Expenditures	
Expenditures per Pupil	
Kingsburg High	
Total Expenditures Per Pupil	\$5,693
From Restricted Sources	\$1,522,324
From Unrestricted Sources	\$6,086,079
KJUHSD	
From Unrestricted Sources	\$6,086,079
Percentage of Variation between School & District	0.00%
State	
From Unrestricted Sources	\$4,743
Percentage of Variation between School & State	128217.08%

District Revenue Sources

In addition to general state funding, Kingsburg High receives state and federal funding for the following categorical funds and other support programs: Title I (\$142,979), EIA (\$36,466), PAR (\$5217), Title II Part A (\$39,436), Title II Part D (\$2934), Title IV Part A (\$4758), and Title V Part A (\$2081). The total amount of categorical funds from the Consolidated Application for 2005-06 was \$273,794.00.

Teacher & Administrative Salaries as a Percentage of Total Budget

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.

Teacher & Administrative Salaries as a Percentage of Total Budget		
Average Salary Information		
Teachers - Principal - Superintendent		
2004-05	KJUHSD	California
Beginning Teachers	\$36,438	\$37,616
Mid-Range Teachers	\$53,658	\$57,650
Highest Teachers	\$71,177	\$75,486
Superintendent	\$97,531	\$127,039
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.4%	37%
Administrative Salaries	5.1%	6%

Teacher & Administrative Salaries as a Percentage of Total Budget

Average Teacher Salaries	
School & District	
Kingsburg High	\$52,095
KJUHS	\$55,476
Percentage of Variation	6.10%
School & State	
All High School Districts	\$59,734
Percentage of Variation	12.79%

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 combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																
Combined % of Students Scoring at Proficient and Advanced Levels																
	Language Arts									Social Science			Social Science			
	9			10			11			10			11			
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	
All Students																
Kingsburg High	58	54		43	54		49	40		31	40		42	39		
KJUHS	56	52	55	41	50	46	45	39	45	28	37	25	37	37	36	
California	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35	
Males																
Kingsburg High	48	46	49	42	47	39	44	44	41	37	42	28	45	48	41	
KJUHS	46	43	49	39	42	35	41	41	38	32	38	27	39	44	37	
California	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37	
Females																
Kingsburg High	68	61	64	45	60	57	54	36	54	24	37	25	38	31	35	
KJUHS	66	59	64	42	58	56	50	35	52	23	36	24	34	29	34	
California	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33	
Migrant Education																
Kingsburg High	*			*			7			*				0		
KJUHS	*			*			7			*				0		
California	18	21	26	11	14	14	12	14	14	12	12	13	15	15	15	
Socioeconomically Disadvantaged																
Kingsburg High	40	35	38	28	35	28	30	28	24	14	22	18	23	28	21	
KJUHS	37	34	37	25	28	26	28	28	21	11	17	17	19	27	18	
California	26	27	32	20	21	21	21	21	22	18	17	17	23	21	22	
Asian																
Kingsburg High	60	73	60	*	50	73	*	67	62	*	43	*	*	33	54	
KJUHS	60	72	60	34	50	72	*	67	61	17	43	0	*	33	54	
California	64	66	71	56	58	58	53	55	57	52	53	51	56	54	54	
Hispanic																
Kingsburg High	45	43	43	30	40	34	37	27	27	15	27	18	26	31	21	
KJUHS	43	41	41	28	36	32	33	27	26	13	25	19	22	29	19	
California	26	28	32	20	21	23	21	21	23	17	17	18	23	21	22	
Caucasian																
Kingsburg High	71	64	66	55	65	62	60	50	65	44	49	32	57	46	50	
KJUHS	67	61	67	53	61	59	55	48	60	41	46	31	52	44	47	
California	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48	
Students with Disabilities																
Kingsburg High	0	6	4	0	0	0	0	0	7	8	0	0	6	0	7	
KJUHS	0	6	4	0	0	0	0	0	5	8	0	0	6	0	5	
California	8	9	10	5	6	7	5	6	6	7	8	8	8	8	9	
English Learners																
Kingsburg High	15	7	4	0	*	0	0	0	15	0	*	0	0	0	8	
KJUHS	15	10	7	0	0	5	0	0	15	0	0	6	0	0	8	
California	7	7	10	3	4	4	4	4	4	6	5	6	7	7	6	

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

CAT-6

Kingsburg High School does not test students with the CAT-6 because the state administers it only in grades 3 and 7.

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students

compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

CAT-6

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

Physical Fitness

In the spring of each year, Kingsburg High 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.

Physical Fitness

Percentage of Students in Healthy Fitness Zone			
Test Results			
	5th Grade	7th Grade	9th Grade
Kingsburg High			
School Overall	0.0%	0.0%	27.4%
School (Boys)	0.0%	0.0%	27.4%
School (Girls)	0.0%	0.0%	27.4%
Kingsburg Joint Union High			
KJUHSD Overall	0.0%	0.0%	27.4%
KJUHSD (Boys)	0.0%	0.0%	27.4%
KJUHSD (Girls)	0.0%	0.0%	27.4%
California			
State Overall	25.6%	29.6%	27.4%
State (Boys)	23.3%	27.6%	28.3%
State (Girls)	28.0%	31.7%	26.4%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Academic Performance Index

API School Results							
All Students	Base			Growth			
	02-03	03-04	04-05	API Growth Score	03-04	04-05	05-06
API Score	707	735	744	API Growth Score	724	743	767
Growth Target	5	3	3	Actual Growth	17	8	23
Statewide Rank	1	8	8	Eligible for Awards	Yes		
Similar Schools Rank	1	9	9	Eligible for II/USP	No	No	I
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	588	630	664	API Growth Score	616	664	678
Growth Target	4	2	2	Actual Growth	28	34	14
Caucasian							
Base API Score	769	792	799	API Growth Score	786	799	810
Growth Target	4	2	1	Actual Growth	17	7	11
Hispanic							
Base API Score	637	678	687	API Growth Score	663	687	710
Growth Target	4	2	2	Actual Growth	26	9	23
A - Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.							
Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.							

California Awards & Interventions

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this SARC, therefore, there is no data to report.

Adequate Yearly Progress

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. • API as an additional indicator. • 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's, 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				
Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Federal Intervention Program

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 (API or 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.

Kingsburg High made it's AYP requirements and is not in any intervention programs.

Federal Intervention Program					
Federal Intervention Programs					
	Program Improvement (PI) Status	First Year in PI	Year in PI	# of Schools Currently in PI	% of Schools Identified for PI
Kingsburg High	Not in PI			-	-
Kingsburg Joint Union High	-	-	-	0	0.00

Dropout & Graduation Rates

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: student contracts; 10th grade counseling; tutoring opportunities before, during and after the school day; a four step assertive discipline system for attendance and tardies; meetings with the parents of students who are at risk with the alternative education committee; annual review by students of their transcripts and graduation status; independent study program delivery in selected cases; continuation education opportunities; summer school credit recovery opportunities; an adult education diploma program with fewer credits required for completion.

Dropout & Graduation Rates				
Graduation & Dropout Rates				
	02-03	03-04	04-05	
Dropout Rate	0.42%	0.51%	0.57%	
Graduation Rate	94.2%	94.7%	95.8%	

CAHSEE

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. For students who began the 2005-06 school year in the 12th grade, the table displays by student group, the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the DDE 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

Career Technical Education (CTE) Programs

Kingsburg High 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 Kingsburg High 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 new four year career education curriculum provided by our College and Career Center technician expert.

Career Technical Education (CTE) Programs

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Ag Mechanics 1	Kingsburg High			
Ag Mechanics 2	Kingsburg High			
Keyboarding/Introduction to Business	Kingsburg High			
Small Gas Engines	Kingsburg High			
Engine Performance	ROP			
Auto 1	ROP			
Ag Science 1	Kingsburg High			
Applied Ag Biology	Kingsburg High			
Virtual Enterprise	ROP			
Micro Certification	ROP			
Plant/Animal Physiology	ROP			

Career Technical Education Participation

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

Career Technical Education Participation

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the schools pupils participate in CTE?	448
What percent of the schools pupils complete a CTE program and earn a high school diploma?	14.0
What percent of the schools CTE courses are sequenced or articulated between the school and institutions of post secondary education?	50.0

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 to G list you may log on to www.ucop.edu/doorways/list

UC/CSU Course Completion

UC/CSU Course Enrollment	
% of Student Enrollment in Courses Required for UC/CSU Admission	% of Graduates Who Completed All Courses Required for UC/CSU Admission
76.7%	37.6%
* Duplicated Count (one student can be enrolled in several courses).	

SAT-1

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. Kingsburg High School does not offer a college admission test preparation course.

The table displays the percent of the school's 12th grade students who voluntarily took the SAT Reasoning Test for college entrance, and average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the

district and state levels, can be found at the CDE Web site.

SAT-1					
SAT I Test Results					
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
Kingsburg High					
03-04	210	37.6%	506	500	0
04-05	215	33.0%	491	488	0
05-06	258	40.7%	478	501	482
Kingsburg Joint Union High					
03-04	211	37.4%	506	500	0
04-05	226	31.4%	491	488	0
05-06	258	40.7%	478	501	482
California					
03-04	395,194	35.2%	496	519	0
04-05	409,576	35.7%	500	522	0
05-06	383,460	40.5%	495	516	496

Advanced Placement Classes

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 2005-06 Kingsburg High School offered 8 sections of AP opportunities for students including English Language, Biology, Spanish Language, Calculus, Government/Politics and English Literature.

Juniors and seniors achieving a score of 3, 4, or 5 on the final AP exams qualify for college credit at most of the nation's colleges. During the 2005-06, 135 students participated in taking the exams. Of the 135 students, 84 students scored a "3" or better.

Advanced Placement Classes

Advanced Placement Classes		
	# Classes	Enrollment
English	8	154
Foreign Language	2	40
Mathematics	2	66
Science	2	24
Social Science	2	54
All Courses	16	338

School Leadership

Leadership at Kingsburg High School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past 19 years, leadership duties have been assumed by the principal, Linda Clark. Ms. Clark has 34 years of experience in education with positions as a reading/language arts teacher, assistant principal, principal and for the past five years as Superintendent/Principal.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

The philosophy of the leadership at Kingsburg High School is one of shared vision, professional input, responsibility and accountability. The superintendent/principal graduated from the California School Leadership Academy and the Superintendent's Academy and has over twenty years experience in school administration. All of the assistant principals are currently enrolled in a two-year principal training program. We believe in our own professional growth, as well as staff development for faculty. Department chairs, working with their department members, have worked to align our curriculum with the state frameworks and standards. Curriculum and instruction is regularly evaluated against the standards and state accountability measures. The department chairs continually provide structured leadership in this on-going endeavor.

Kingsburg High School fosters a highly collaborative leadership style with empowered and involved staff. Department chairs, administration and counseling make up the school leadership team. The district leadership cabinet is made up of the superintendent/principal, three assistant principals, and two counselors.

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 three full days and four "foggy inservice" days to staff development annually for the past three years. Topics for staff development during the 2005-06 school year included: differentiated instructional strategies, vertical teaming in math and English, English Language Learning teaching strategies, AVID instructional strategies, data analysis and evaluating

curriculum and instruction based on assessment results.

Professional growth through inservices, classes, workshops and conferences is encouraged. We also provide release time for articulation and curriculum development within the school. We articulate and provide release time for vertical teams to meet and discuss curriculum and instruction K-12 in math, English, special education and we are beginning one in science. Our teachers actively participate in professional growth opportunities and are wholeheartedly supported in these endeavors by the administration and the board. Many positive changes take place at KHS due to this common commitment for professional growth.

Instructional Time (includes Minimum days)

For the 2005-06, Kingsburg High offered 280 days of instruction. There were 10 planned minimum/foggy days which were utilized for:

- 3 - 2-hour staff development days
- 1 - prom early release day
- 6 - finals schedule days

There were also an additional 11 weather-related foggy day schedules.

During the 2005-06 school year Kingsburg High School had 66,755 instructional minutes which exceeded the state requirement of 64,800.

Instructional Time (includes Minimum days)

Instructional Minutes By Grade Level

	Minutes Required	Actual Minutes
9th-12th	64,800	66,755

Governing Board Members

During the 2005/06 the Kingsburg Joint Union High was governed by the following Board of Education Members:

- Mr. Blake Carlson - President
- Mr. Leo Schulz - Clerk
- Mr. Orlan Boyd - Member
- Mr. Rick Jackson - Member
- Mr. Bill Swanson - Member