



# Kingsburg High School

## 2012-2013 School Accountability Report Card

### Kingsburg Joint Union High School District

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Principal  
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**District Address:**  
1900 18th Ave.  
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### 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.

### School Profile

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.

During the 2012-13 school year 1,075 students were enrolled at the school, with classes arranged on a daily block schedule and with a traditional school calendar.

### 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.

#### Enrollment by Student Group

2012-13	
	Percentage
African American	0.2%
American Indian	0.2%
Asian	3.5%
Filipino	0.1%
Hispanic or Latino	55.1%
Pacific Islander	-
White	33.3%
Two or More	2.6%
None Reported	5.0%
English Learners	20.4%
Socioeconomically Disadvantaged	33.5%
Students with Disabilities	6.7%

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 Suspensions and Expulsions table illustrates the total off campus suspensions, as well as a percentage of the enrollment. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	10-11	11-12	12-13	10-11	11-12	12-13
Suspensions	139	130	66	185	194	100
Suspension Rate	12.6%	12.1%	6.0%	16.0%	16.8%	8.4%
Expulsions	25	16	20	29	29	24
Expulsion Rate	2.3%	1.5%	1.8%	2.5%	2.5%	2.0%

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:

- 20 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 2012-13, approximately \$272,276 was given to students so that they could pursue their dreams of post secondary education and opportunities.

## Enrollment By Grade

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			
	2010-11	2011-12	2012-13
9th	286	301	307
10th	274	274	279
11th	263	256	266
12th	284	241	246

## 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 one full-time and eight 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 E, Advanced Placement classes, 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 Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
11	12	13	11	12	13	11	12	13	11	12	13	
By Subject Area												
English	47	25	25	9	2	8	2	15	31	11	1	6
Mathematics	39	26	26	8	3	6	4	19	36	13	-	1
Science	37	25	26	11	4	4	1	10	30	8	-	-
Social Science	52	31	30	6	-	1	-	11	21	6	3	2

## Staff Development

Staff members continue to build teaching skills and concepts by participating in professional development at conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicates three full days and four "foggy in-service" days to staff development annually.

## 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 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.

## Data Sources

Data within the SARC was provided by Kingsburg Joint Union High School District, retrieved from the 2012-13 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

## Counseling & Support Staff (School Year 2012-13)

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.

Each counselor spends a portion of one day a week at the alternative education site. The counselor to pupil ratio at Kingsburg High School for 2012-2013 was 1:391

Marlene Pavlina - Head Counselor

Heather Appgar - Counselor

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 Assignment

Kingsburg Joint Union High School District recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	10-11	11-12	12-13	12-13
Fully Credentialed	0	50	49	57
Without Full Credentials	0	0	1	1
Working Outside Subject	0	0	0	0

Teacher mis-assignments 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. Note: "Miss-assignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Misassignments/Vacancies		
	10-11	11-12	12-13
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

## Highly Qualified Teachers (School Year 2012-13)

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 2006-07 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.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

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 25 percent or less.

## Additional Internet Access/Public Libraries

The Kingsburg High School library has a computer lab with 28 computers as well as approximately ten computers placed around the library. All computers have access to high-speed Internet.

## 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 2013-14)

Kingsburg Joint Union High District held a public hearing on September 9, 2013, 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 October 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

## School Facilities

Kingsburg High School has undergone major improvements in its facilities due to community support for over 20 million dollars worth of bonds in recent years. 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 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.

### 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%
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: 09/11/2013

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			

## 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. 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.

## 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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing 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>.

## Standardized Testing and Reporting (STAR) Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). CST description and scores are reported in detail within the SARC.

The CMA is an alternate assessment based on modified achievement standards in English/language arts (ELA) for grades three through eleven; mathematics for grades three through seven, Algebra I and Geometry; and science in grades five and eight, Life Science in grade ten. This test is designed to assess students whose disabilities preclude them from achieving grade level proficiency of the California content standards with or without accommodations.

CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. Assessment covers ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	55	57	58	53	53	54	54	56	55
Mathematics	27	27	23	26	25	21	49	50	50
Science	53	58	55	52	54	51	57	60	59
History/Social Science	43	46	46	42	41	43	48	49	49

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

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
District	54	21	51	43
School	58	23	55	46
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	92	46	64	47
Filipino	*	*	*	*
Hispanic or Latino	50	18	45	39
Pacific Islander	*	*	*	*
White	68	29	71	58
Males	53	22	56	56
Females	63	23	54	36
Socioeconomically Disadvantaged	48	18	40	38
English Learners	4	4	*	6
Students with Disabilities	6	5	5	6
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

## Adequate Yearly Progress (School Year 2012-13)

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, 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)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		No	
Graduation Rate	Yes		Yes	

## 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. 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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2010	2011	2012
Statewide	7	6	7
Similar Schools	3	1	2
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	7	16	-8
Hispanic or Latino			
Actual API Change	24	14	-11
White			
Actual API Change	-10	20	6
Socioeconomically Disadvantaged			
Actual API Change	25	35	-23
English Learners			
Actual API Change	14	12	31

2013 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	797	779	852	767	4,655,989	790
Asian	28	862	28	862	406,527	906
Hispanic or Latino	475	748	509	737	2,438,951	744
White	263	824	280	808	1,200,127	853
Two or More Races	24	809	26	796	125,025	824
Socioeconomically Disadvantaged	361	730	398	717	2,774,640	743
English Learners	168	707	182	696	1,482,316	721
Students with Disabilities	66	511	77	505	527,476	615

## Federal Intervention Program (School Year 2013-14)

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.

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 (2013-14)	Year 2	Year 2
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	33.3%

## Physical Fitness (School Year 2012-13)

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.

Percentage of Students in Healthy Fitness Zone 2012-13			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.2%	19.2%	49.3%

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

## California High School Exit Exam (CAHSEE)

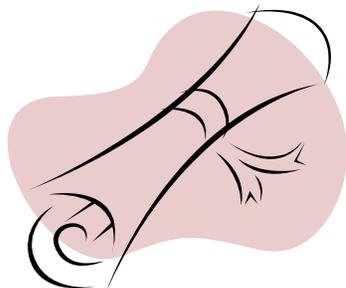
The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language/arts 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. 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 Subject for All Grade Ten Students									
	2010-11			2011-12			2012-13		
	School	District	State	School	District	State	School	District	State
English	63	60	59	63	60	56	61	57	57
Mathematics	60	58	56	69	65	58	65	61	60

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	43	24	33	39	41	20
All Students School	39	25	36	35	43	22
Male	46	23	31	38	41	20
Female	30	27	42	38	41	20
Hispanic or Latino	49	26	25	46	44	10
White	25	21	55	22	40	38
Socioeconomically Disadvantaged	57	21	22	49	42	0
Students with Disabilities	95	0	0	95	0	0

## Advanced Placement Classes (School Year 2012-13)

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 2012-13 Kingsburg High School offered 11 sections of AP opportunities for students including English Language, Literature, World History, Environmental Science, Chemistry, 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

	<u># of Courses</u>
English	2
Mathematics	2
Science	4
Social Science	2
Totals	10
Percent of Students in AP Courses	3.6%

## Career Technical Education (CTE) Programs (School Year 2012-13)

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 our-year career education curriculum provided by our College and Career Center technician expert.

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			
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			

## Career Technical Education Participation (School Year 2012-13)

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 participate in CTE?	456
What percent of the school's pupils complete a CTE program and earn a high school diploma?	99.6%
What percent of the school's 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-G list you may log on to [www.ucop.edu/doorways/list](http://www.ucop.edu/doorways/list)

UC/CSU Course Enrollment	
	Percentage
Student Enrolled in Courses Required for UC/CSU Admission (2012-13)	73.0%
Graduates Who Completed All Courses Required for UC/CSU Admission (2011-12)	38.2%

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

## Completion of High School Graduation Requirements – Class of 2013

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.

## 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; tutoring opportunities before, during and after the school day; a four step assertive discipline system for attendance; 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.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Graduation & Dropout Rates			
	09-10	10-11	11-12
Dropout Rate	3.2%	3.7%	2.4%
Graduation Rate	93.3%	93.4%	97.1%

## Admission Requirements for California's Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions>

### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission>

## School Site Teacher Salaries (Fiscal Year 2011-12)

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	\$71,972
District	\$70,100
Percentage of Variation	2.7%
School & State	
All High School Districts	\$69,602
Percentage of Variation	3.4%

## Teacher & Administrative Salaries (Fiscal Year 2011-12)

This table displays district salaries for teachers, principals, and superintendent, 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 website.

Average Salary Information		
Teachers - Principal - Superintendent		
2011-12		
	District	State
Beginning Teachers	\$42,990	\$41,956
Mid-Range Teachers	\$62,168	\$66,299
Highest Teachers	\$82,464	\$85,517
Elementary School Principals	-	-
Middle School Principals	-	-
High School Principals	-	\$118,994
Superintendent	\$135,061	\$156,140
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.0%	36.0%
Administrative Salaries	4.0%	6.0%



## District Expenditures (Fiscal Year 2011-12)

Kingsburg Joint Union High spent an average of \$6,745.00 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.

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	\$8,430
From Supplemental/Restricted Sources	\$1,708
From Basic/Unrestricted Sources	\$6,722
District	
From Basic/Unrestricted Sources	\$7,210
Percentage of Variation between School & District	-6.8%
State	
From Basic/Unrestricted Sources	\$5,537
Percentage of Variation between School & State	21.4%

## District Revenue Sources (Fiscal Year 2012-13)

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

Title I - \$26,457

EIA - \$151,018

Title II Part A - \$39,289

Special Ed - \$348,717

VEA - \$32,342

Home to School Transportation - \$89,899

Lottery - \$197,890

Ag Incentive - \$14,907

## Governing Board Members

During the 2012-13 the Kingsburg Joint Union High was governed by the following Board of Education Members:

Mr. Brent Lunde - President

Mr. Mike Serpa - Clerk

Mr. Rick Jackson - Member

Mr. Jason Musselman - Member

Mr. Bill Swanson - Member

