

Kingsburg Joint Union High School District

Kingsburg High School

2008-2009 School Accountability Report Card

**Randy Morris,
Principal**

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(559) 897-5156

**Linda Clark,
Superintendent**

**District Address:
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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.

Randy Morris

Principal

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

-Henry Ford

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 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 2008-09 school year 1,091 students were enrolled at the school, with classes arranged on a daily block schedule and with a traditional school calendar.

| Student Enrollment by Ethnic Group | |
|------------------------------------|------------|
| 2008-09 | |
| | Percentage |
| African American | 0.6% |
| American Indian | 0.5% |
| Asian | 4.4% |
| Caucasian | 44.9% |
| Filipino | 0.0% |
| Hispanic or Latino | 47.5% |
| Pacific Islander | 0.0% |
| Multiple or No Response | 2.0% |

Discipline & Climate for Learning

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

The 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 | | |
| | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 |
| Suspensions | 97 | 135 | 46 | 122 | 144 | 31 |
| Suspension Rate | 8.8% | 11.7% | 4.1% | 10.5% | 11.8% | 2.6% |
| Expulsions | 10 | 15 | 9 | 15 | 26 | 15 |
| Expulsion Rate | 0.9% | 1.3% | 0.8% | 1.3% | 2.1% | 1.3% |

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 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 2008-09, approximately \$185,000 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 and choose DataQuest.

| Enrollment Trend by Grade Level | | | |
|---------------------------------|---------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 |
| 9th | 322 | 314 | 282 |
| 10th | 257 | 303 | 299 |
| 11th | 283 | 250 | 301 |
| 12th | 244 | 285 | 248 |

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, 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 Distribution | | | | | | | | | | | |
|----------------|-------------------------|----|----|------------------------|----|----|----------------|----|----|--------------|----|----|
| | Average Class Size | | | Classrooms Containing: | | | | | | | | |
| | 07 | 08 | 09 | 1-20 Students | | | 21-32 Students | | | 33+ Students | | |
| | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 |
| English | 24 | 24 | 24 | 17 | 18 | 16 | 31 | 33 | 33 | - | - | - |
| Mathematics | 23 | 22 | 22 | 22 | 24 | 22 | 24 | 25 | 27 | - | - | - |
| Science | 25 | 25 | 26 | 5 | 9 | 4 | 26 | 27 | 28 | - | - | 2 |
| Social Science | 26 | 30 | 28 | 3 | 3 | 3 | 23 | 15 | 18 | - | 8 | 6 |

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.

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 has dedicated three full days and four "foggy inservice" days to staff development annually for the past three years. Topics for staff development during the 2008-09 school year included: Highly Effective Instructional Strategies, Cornell note-taking 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 discuss curriculum and instruction K-12 in math, special education and 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.

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. 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.

| Counseling & Support Services Staff | | |
|---|-----------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| AB 1802 Counselor | 1 | 1 |
| Academic Counselor | 2 | 2 |
| Attendance Clerk | 2 | 2 |
| Band/Music Director | 1 | 1 |
| Librarian/library media teacher | 1 | 1 |
| Physical Education Teacher | 3 | 2.75 |
| Positive Attitude Adjustment Center Aide | 2 | 1 |
| Psychologist | 1 | .2 |
| Resource Specialist Program (RSP) Teacher | 3 | 1.5 |
| Speech Therapist | 1 | .2 |
| Technology Coordinator | 1 | .2 |

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 2008-09 was 1:363.

Marlene Pavlina - Head Counselor

Heather Appgar - Counselor

Jesse Tafolla - Counselor

Teacher Assignment

Kingsburg High School recruits and employs the most qualified credentialed teachers. In the 2008-09 school year, Kingsburg High had 55 fully credentialed teachers who met all credential requirements in accordance with the No Child Left Behind and 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 2008-09 school year, Kingsburg High School had no misassigned teachers nor were there any unfilled vacancies.

| | Teacher Credential Status | | | |
|--------------------------|---------------------------|-------|-------|----------|
| | School | | | District |
| | 06-07 | 07-08 | 08-09 | 08-09 |
| Fully Credentialed | 50 | 49 | 50 | 57 |
| Without Full Credentials | 0 | 1 | 0 | 0 |
| Working Outside Subject | 0 | 0 | 0 | 0 |

| | Misassignments/Vacancies | | |
|--|--------------------------|----------|----------|
| | 06-07 | 07-08 | 08-09 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Misassignments of Teachers (other) | 0 | 0 | 0 |
| Total Misassignments of Teachers | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Highly Qualified Teachers

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.

| | 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 | 0.0% | 0.0% |
| Low-Poverty Schools in District | 100.0% | 0.0% |

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.

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. The superintendent and the principal work closely together in a collaborative manner.

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. The principal is a highly respected leader who works closely with all staff members to work for continual improvement school wide. All of the assistant principals have completed 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 recently developed data team evaluates student data and helps to work with their department colleagues to inform instruction using student data results. 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 three counselors.

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.

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.

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 Council 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.

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 20, 2008 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.

| District-Adopted Textbooks | | | | | |
|----------------------------|---------|-----------|---------------|------------|-----------|
| Grade Levels | Subject | Publisher | Adoption Year | Sufficient | % Lacking |

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/10622571033695Textbooks_1.pdf or http://www.axiomadvisors.net/livesarc/files/10622571033695Textbooks_1.pdf

Additional Internet Access/Public Libraries

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

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, 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 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.

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 are making improvements this spring 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. It will be undergoing some improvements this winter, as well.

Clean School Processes: The assistant 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.

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|---|
| Date of Last Inspection: 09/12/2008 | | | | |
| 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 | | | 60 Wing - The auto instructor is aware of all rulings on dangerous materials such as oil and gasoline. 60 Wing - The auto instructor is aware of all rulings on dangerous materials such as oil and gasoline. 70 Wing - All hazardous science materials are behind locked doors with teacher access only. |
| Structural (Structural Damage, Roofs) | X | | | |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | |

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) | | | | | | | | | |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 |
| English/Language Arts | 51 | 47 | 54 | 49 | 46 | 52 | 43 | 46 | 50 |
| Mathematics | 19 | 20 | 23 | 19 | 20 | 22 | 40 | 43 | 46 |
| Science | 43 | 48 | 56 | 40 | 48 | 53 | 38 | 46 | 50 |
| History/Social Science | 32 | 33 | 39 | 31 | 31 | 37 | 33 | 36 | 41 |

| California Standards Test (CST) | | | | |
|---------------------------------|-----------------------|-------------|---------|------------------------|
| Subject | Subgroups | | | |
| | English/Language Arts | Mathematics | Science | History/Social Science |
| African American | * | * | * | * |
| American Indian | * | * | * | * |
| Asian | 60 | 33 | 67 | 45 |
| Filipino | * | * | * | * |
| Hispanic or Latino | 40 | 17 | 42 | 24 |
| Pacific Islander | * | * | * | * |
| Caucasian | 68 | 27 | 69 | 52 |
| Males | 54 | 24 | 61 | 47 |
| Females | 55 | 22 | 51 | 32 |
| Socioeconomically Disadvantaged | 35 | 13 | 33 | 21 |
| English Learners | * | 5 | * | 7 |
| Students with Disabilities | 6 | 3 | 13 | 3 |
| Migrant Education | * | * | * | * |

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

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.

| API School Results | | | | |
|---------------------------------|-------|-------|-------|-----------------------|
| | 06-07 | 07-08 | 08-09 | 2009 API Growth Score |
| Statewide Rank | 8 | 8 | 7 | |
| Similar Schools Rank | 9 | 8 | 6 | |
| All Students | | | | |
| Actual Growth | -12 | 1 | 3 | 753 |
| Socioeconomically Disadvantaged | | | | |
| Actual Growth | -4 | -24 | 13 | 663 |
| Hispanic or Latino | | | | |
| Actual Growth | -10 | -8 | 3 | 691 |
| Caucasian | | | | |
| Actual Growth | -10 | 7 | 11 | 810 |

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

| National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students | | | | | |
|--|---------------------|----------|-----------------------------|------------|----------|
| | Average Scale Score | | % at Each Achievement Level | | |
| | State | National | Basic | Proficient | Advanced |
| Reading 2007 Grade 4 | 209 | 220 | 30 | 18 | 5 |
| Reading 2007 Grade 8 | 251 | 261 | 41 | 20 | 2 |
| Math 2009 Grade 4 | 232 | 239 | 41 | 25 | 5 |
| Math 2009 Grade 8 | 270 | 282 | 36 | 18 | 5 |

| National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students | | | | |
|---|--------------------|-----|----------|-----|
| | Participation Rate | | | |
| | State | | National | |
| | SD | ELL | SD | ELL |
| Reading 2007 Grade 4 | 74 | 93 | 65 | 80 |
| Reading 2007 Grade 8 | 78 | 92 | 66 | 77 |
| Math 2009 Grade 4 | 79 | 96 | 84 | 94 |
| Math 2009 Grade 8 | 85 | 96 | 78 | 92 |

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 School is not in any intervention programs.

| Federal Intervention Programs | | |
|---------------------------------|-----------|-----------|
| | School | District |
| Program Improvement (PI) Status | Not in PI | Not in PI |
| First Year in PI | - | - |
| Year in PI (2009-10) | - | - |
| # of Schools Currently in PI | - | 0 |
| % of Schools Identified for PI | - | 0.00% |

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 (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 | Yes | No | No |
| API School Results | Yes | | Yes | |
| Graduation Rate | Yes | | Yes | |

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.

| Percentage of Students in Healthy Fitness Zone | | | |
|--|-----------------------|-----------------------|----------------------|
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 2.3% | 45.1% | 49.6% |
| *Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup. | | | |



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 I Test Results | | | | | |
|--------------------|---------------------|------------------|----------------|--------------|-----------------|
| | Grade 12 Enrollment | % Seniors Tested | Average Verbal | Average Math | Average Writing |
| School | | | | | |
| 05-06 | 258 | 40.7% | 478 | 501 | 482 |
| 06-07 | 244 | 35.2% | 477 | 499 | 487 |
| 07-08 | 285 | 35.1% | 0 | 497 | 492 |
| District | | | | | |
| 05-06 | 258 | 0.41% | 478 | 501 | 482 |
| 06-07 | 258 | 0.33% | 477 | 499 | 487 |
| 07-08 | 307 | 0.33% | 0 | 497 | 492 |
| State | | | | | |
| 05-06 | 384,878 | 40.4% | 495 | 516 | 496 |
| 06-07 | 442,895 | 36.8% | 493 | 513 | 492 |
| 07-08 | 465,901 | 35.9% | 0 | 513 | 492 |

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 | | | | | | | | | |
|-------------------|---------|----------|-------|---------|----------|-------|---------|----------|-------|
| | 2006-07 | | | 2007-08 | | | 2008-09 | | |
| | School | District | State | School | District | State | School | District | State |
| English | 57.7 | 54.4 | 48.6 | 64.2 | 63.1 | 52.9 | 56.1 | 55.3 | 52.0 |
| Mathematics | 69.3 | 63.5 | 49.9 | 62.7 | 61.8 | 51.3 | 63.3 | 62.8 | 53.3 |

| | CAHSEE By Student Group | | | | | |
|---------------------------------|-------------------------|------------|----------|----------------|------------|----------|
| | English | | | Mathematics | | |
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students | 43.9 | 27.3 | 28.8 | 36.7 | 41.7 | 21.6 |
| Males | 44.5 | 26.3 | 29.2 | 30.9 | 42.6 | 26.5 |
| Females | 43.3 | 28.4 | 28.4 | 42.3 | 40.8 | 16.9 |
| Asian | 33.3 | - | 66.7 | 33.3 | 16.7 | 50.0 |
| Hispanic or Latino | 62.1 | 22.0 | 15.9 | 52.6 | 36.1 | 11.3 |
| Caucasian | 28.1 | 34.4 | 37.5 | 20.5 | 48.8 | 30.7 |
| English Learners | 76.5 | 13.7 | 9.8 | 67.3 | 30.8 | 1.9 |
| Socioeconomically Disadvantaged | 65.1 | 20.5 | 14.5 | 56.6 | 34.9 | 8.4 |
| Students with Disabilities | 84.2 | 10.5 | 5.3 | 89.5 | 10.5 | - |

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 2008-09 Kingsburg High School offered 13 sections of AP opportunities for students including English Language, Environmental Science, Chemistry, Calculus, Statistics, U.S. History, World History, Spanish, and English Literature.

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. During the 2008-09 school year, 201 students participated in taking the exams. Of the 201 students, 112 students scored a "3" or better.

| Advanced Placement Classes | | |
|-----------------------------------|--------------|------------|
| | # of Courses | Enrollment |
| Science | 2 | 28 |
| Social Science | 3 | 42 |
| English | 2 | 68 |
| Foreign Language | 1 | 20 |
| Mathematics | 2 | 59 |
| Totals | 10 | 217 |
| Percent of Students in AP Courses | | 3.7% |

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 Enrollment | |
|--|------------|
| | Percentage |
| % of Student Enrollment in Courses Required for UC/CSU Admission | 80.4% |
| % of Graduates Who Completed All Courses Required for UC/CSU Admission | 44.7% |

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

Completion of High School Graduation Requirements

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 2007-08 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 CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

| Completion of High School Graduation Requirements | | | |
|---|--------|----------|-------|
| | School | District | State |
| Hispanic or Latino | 48.0% | * | * |
| Caucasian | 46.0% | * | * |
| Japanese | 2.0% | * | * |
| Multiple or No Response | 4.0% | * | * |

** Data was not available at the time of publication.*

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.

| Graduation & Dropout Rates | | | |
|----------------------------|--------|--------|--------|
| | 05-06 | 06-07 | 07-08 |
| Dropout Rate | 0.60% | 1.00% | 1.00% |
| Graduation Rate | 98.10% | 98.10% | 96.50% |

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

| 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? | 433 |
| What percent of the school's pupils complete a CTE program and earn a high school diploma? | 211.0 |
| What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education? | 50.0 |

Career Technical Education Participation

This table displays information about participation in the school's 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 | | | | |
| Keyboarding/ Introduction to Business | | | | |
| Small Gas Engines | | | | |
| Ag Science 1 | | | | |
| Applied Ag Biology | | | | |
| Sports Marketing | | | | |
| Architectural Drawing/Design | | | | |
| Auto 1 | | | | |
| Engine Performance | | | | |
| Virtual Enterprise | | | | |
| Micro Certification | | | | |
| Certified Nursing Assistant | | | | |
| Ag Sales | | | | |
| Ag Mechanics Construction | | | | |
| Microsoft Office Certification | ROP | | | |
| Journalism Production | | | | |
| Criminal Justice | | | | |
| Small Gas Engines | VROP | | | |
| Medical Occupations | | | | |
| Ornamental Horticulture | | | | |
| Auto 1 | | | | |
| Web Design | | | | |

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Teacher & Administrative Salaries as a Percentage of Total Budget

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 Web site.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2008-09 financial statements).

| Average Teacher Salaries | |
|---------------------------|----------|
| School & District | |
| School | \$64,050 |
| District | \$63,942 |
| Percentage of Variation | 0.16% |
| School & State | |
| All High School Districts | \$66,335 |
| Percentage of Variation | 3.45% |

District Expenditures

Kingsburg Joint Union High spent an average of \$6,431 to educate each student in 2007-08, 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 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 (\$149,932)
 EIA (\$71,921)
 Title II Part A (\$39,878)
 Title II Part D (\$0)
 Title IV Part A (\$4,080)
 Title V Part A (\$1,080)

The total amount of categorical funds from the Consolidated Application for 2007-08 was \$266,891.

Data Sources

Data within the SARC was provided by Kingsburg Joint Union High School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). 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.

Governing Board Members

During the 2008-09 the Kingsburg Joint Union High was governed by the following Board of Education Members:

Mr. Rick Jackson - President
 Mr. Blake Carlson - Clerk
 Mr. Orlan Boyd - Member
 Mr. Brent Lunde - Member
 Mr. Bill Swanson - Member

Average Salary Information Teachers - Principal - Superintendent 2007-08

| | District | State |
|------------------------------|-----------|-----------|
| Beginning Teachers | \$41,738 | \$41,427 |
| Mid-Range Teachers | \$60,357 | \$65,758 |
| Highest Teachers | \$80,062 | \$85,310 |
| Elementary School Principals | - | - |
| Middle School Principals | - | - |
| High School Principals | \$94,966 | \$114,010 |
| Superintendent | \$105,489 | \$145,785 |

Salaries as a Percentage of Total Budget

| | | |
|-------------------------|-------|-------|
| Teacher Salaries | 39.3% | 36.7% |
| Administrative Salaries | 5.4% | 6.3% |

Expenditures per Pupil

| School | |
|---|-------------|
| Total Expenditures Per Pupil | \$6,341 |
| From Restricted Sources | \$2,195,603 |
| From Unrestricted Sources | \$6,949,945 |
| District | |
| From Unrestricted Sources | \$7,372,687 |
| Percentage of Variation between School & District | 5.73% |
| State | |
| From Unrestricted Sources | \$5,512 |
| Percentage of Variation between School & State | 125,987.54% |