

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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

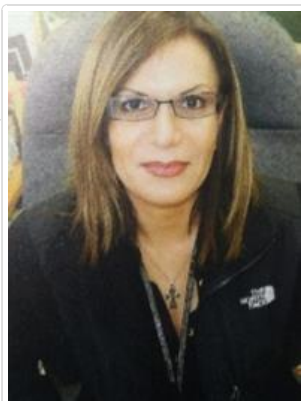
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Janet Sanchez Matos, Principal

Principal, King City High

#### About Our School

I would like to welcome you to King City High School; this school year 2016-2017. Serving as the principal is a great honor and a great responsibility. It is a privilege to lead this staff, students and the community for the fifth year.

On behalf of all the staff, I'd like to welcome you and your child to King City High School for the 2016-2017 school year. Whether your child is a new student or a returning student, we hope to make this school year something great for your son/daughter. At King City High School we are aware that our sons/daughters need to be ready to meet the needs, challenges, and demands of today's world. Our staff is committed to giving your son/daughter the best education to prepare them for their future endeavors.

King City High School offers extracurricular activities in sports such as football, volleyball, cross country, basketball, soccer, wrestling, track, baseball, swimming, and softball. We also offer a variety of clubs and organizations including Leadership, Future Farmers of America, Yearbook, Art.

At King City High School, we firmly believe that a strong home and school partnership will help our students succeed. To assist in all aspects of quality education at King City High School, both students and parents are strongly encouraged to take advantage of our valuable resources. Please make sure to meet with our counselors and communicate with them regularly regarding your child's progress. Please take advantage of our AERIES Parent Portal to stay informed in the areas of attendance and academic progress of your son/daughter. Constant communication will ensure that your son/daughter will have a productive career in high school. Parents play an important role at King City High School (KCHS), and with your support we will make a significant difference in the lives of our students. We highly encourage all parents and members of the community to belong to Mustang Bench, our FFA Parent Boosters, and our KCHS PTO Organizations. (Enclosed you will find informational flyers for each one).

You, as a parent, have placed great confidence in King City High School (KCHS). We understand the importance of that trust and we promise to work in the best interest of our students and community.

Please note the bell Schedule. We will continue to have a 7 period instructional day with early dismissal collaboration on Wednesdays.

#### Contact

King City High  
720 Broadway St.  
King City, CA 93930-3311

Phone: 831-385-5461  
E-mail: [jmatos@smcjuhsd.org](mailto:jmatos@smcjuhsd.org)



# About This School

## Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	South Monterey County Joint Union High
<b>Phone Number</b>	(831) 385-0606
<b>Superintendent</b>	Daniel Moirao
<b>E-mail Address</b>	<a href="mailto:dmoirao@smcjuhsd.org">dmoirao@smcjuhsd.org</a>
<b>Web Site</b>	<a href="http://www.smcjuhsd.org">www.smcjuhsd.org</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	King City High
<b>Street</b>	720 Broadway St.
<b>City, State, Zip</b>	King City, Ca, 93930-3311
<b>Phone Number</b>	831-385-5461
<b>Principal</b>	Janet Sanchez Matos, Principal
<b>E-mail Address</b>	<a href="mailto:jmatos@smcjuhsd.org">jmatos@smcjuhsd.org</a>
<b>County-District-School (CDS) Code</b>	27660682732170

*Last updated: 1/17/2017*

## School Description and Mission Statement (School Year 2016-17)

King City High school is located in Southern Monterey County and is a part of the Southern Monterey County Joint Unified High School District. It is a comprehensive 9-12 grade high school that has a total enrollment of 942 students. The ethnicity of the student body is primarily Hispanic or Latino (86%) with the second largest population being White/Non-Hispanic (9%). English language learners compose 60% of the King City High School student population.

The school first opened its doors on its current one hundred acre site in 1911. King City High School is in its second century of educating the students of King City and its surrounding communities. The 2010 United States Census reported that King City has a population of 12,874 with a population density is 3,231.8 people per square mile and the racial makeup of 87.5% claiming Hispanic or Latino origin, 4.79% White, 1.2% African American, 2.7% Native American, 1.3% Asian, 0.1% Pacific Islander, 42.3% from other races, and 4.5% from two or more races. There were 3,218 housing units at an average density of 807.8 per square mile (311.9/km<sup>2</sup>), of which 1,394 (46.3%) were owner-occupied, and 1,614 (53.7%) were occupied by renters. The homeowner vacancy rate was 3.2%; the rental vacancy rate was 3.4%. 5,586 people (43.4% of the population) lived in owner-occupied housing units and 7,229 people (56.2%) lived in rental housing units.

District Vision Statement:

South Monterey County Joint Union High School District is a progressive academic learning community that is committed to lifelong educational success. District Mission Statement South Monterey County Joint Union High School District inspires and empowers all students with the knowledge and skills necessary to achieve their full potential as responsible productive citizens.

King City High School Vision Statement:

KCHS prepares all students with the necessary tools to engage in rigorous thinking and the decision making for an active life in college, career, and community.

King City High School  
Principal's Goals 2016-17

School Culture / Environment:

1. To create a school culture focused on student learning build on trust, mutual respect and camaraderie. (The idea that it takes a village to raise a child.)
  - a. Shape leadership with staff, students, parent (subgroups) and community
  - b. Promote a collaborative learning culture of inclusion
  - c. Involve parents (subgroups) and community in improving student learning and school culture
2. Create a shared vision and clear goals
  - a. WASC Focus On Learning Process
  - b. Teachers share decision making
3. To create safety nets for the at risk student
  - a. Increasing graduation rate
  - b. Decreasing drop-out rate
  - c. Helping to close the achievement gap
  - d. Opportunity for credit recovery
4. To move from California Content Standards to high quality Common Core State Standards through the implementation of scientific proven researched based teaching strategies.

- a. Professional Learning Communities (PLC)
- b. Professional Staff Development Plan

#### Compliance / Resources

5. To develop a process where required documents, policies, and procedures are followed and monitored for implementation and compliance.

- a. WASC
- b. SSC
- c. ELAC
- d. EL reclassification
- e. DELAC
- f. SPFSA
- g. SARC
- i. ASB

#### Expected School-wide Learner Outcomes (SLOs)

A Mustang is:

An Effective Communicator who can:

- Speak with confidence within a group and to an audience
- Use a computer to develop documents, graphs, and charts
- Read and comprehend information
- Listen and comprehend information

A Complex Thinker who can:

- Use logical decision-making processes
- Analyze, interpret, and evaluate significant concepts within various concepts
- Transfer learned skills to new situations

A Collaborative Worker who can:

- Work effectively in groups in various roles
- Create and adapt to change
- Use effective leadership skills to foster, develop, and maintain relations within diverse settings

A Self-Directed Learner who can:

- Set appropriate and realistic educational, vocational, and personal goals and standards
- Assess their needs and apply appropriate strategies to learn the identified concepts and skills
- Exhibit self-motivation and self-discipline and accept individual and group responsibility

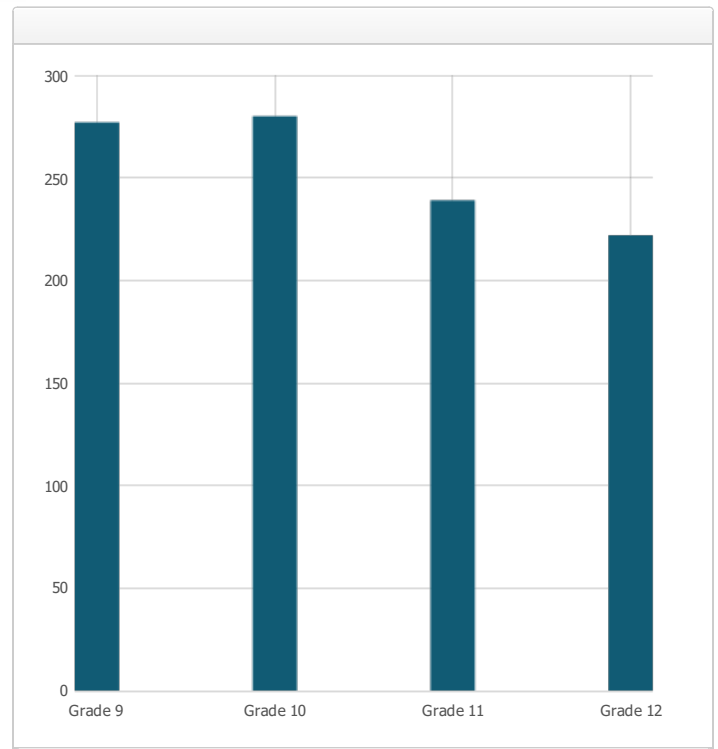
An Effective Citizen who can:

- Demonstrate positive and productive citizenship
- Make informed choices, understanding what the choices mean
- Register to vote

*Last updated: 2/13/2017*

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Grade 9	277
Grade 10	280
Grade 11	239
Grade 12	222
Total Enrollment	1018



Last updated: 1/17/2017

**Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	0.2 %
American Indian or Alaska Native	0.8 %
Asian	0.5 %
Filipino	0.3 %
Hispanic or Latino	85.9 %
Native Hawaiian or Pacific Islander	0.2 %
White	8.2 %
Two or More Races	3.5 %
Other	0.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	79.0 %
English Learners	20.7 %
Students with Disabilities	17.7 %
Foster Youth	0.1 %

Last updated: 1/17/2017

## A. Conditions of Learning

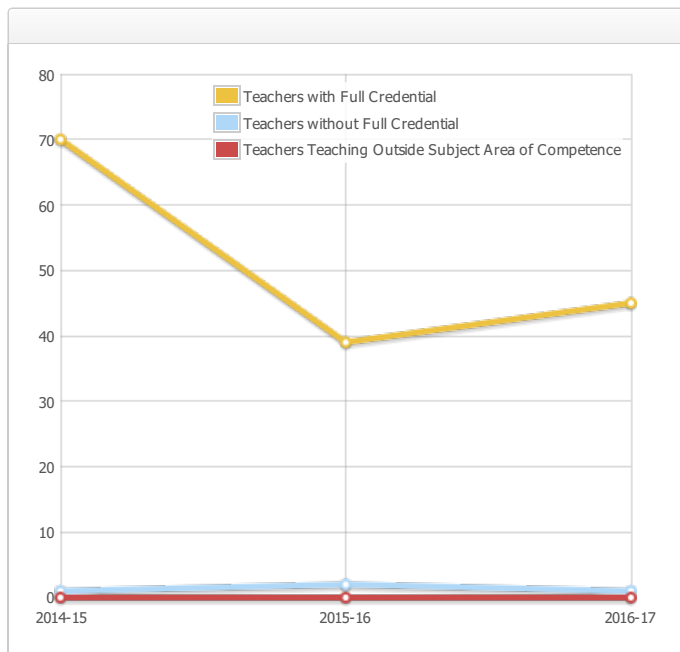
### State Priority: Basic

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

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

#### Teacher Credentials

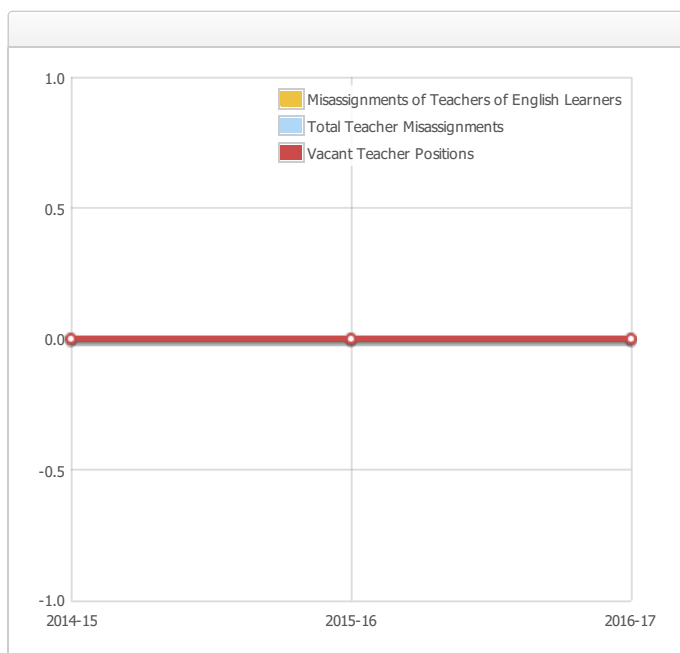
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	70	39	45	93
Without Full Credential	1	2	1	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/19/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/19/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	93.0%	7.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	96.0%	4.0%
Low-Poverty Schools in District	0.0%	0.0%

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

*Last updated: 1/17/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Glencoe Literature: The Reader's Choice-Course 4/2002 Glencoe Literature: The Reader's Choice-Course 5/2002 Glencoe Literature: The Reader's Choice-Course 4/2002 Glencoe British Literature: The Reader's Choice 2002 California State University-Expository Reading and Writing Curriculum, 2008 Edge (Red) Hampton-Brown Edge Fundamentals 2009 Edge (Orange) Level A. Hampton-Brown Edge Fundamentals 2009 Edge (Blue) Level B. Hampton-Brown Edge Fundamentals 2009 Edge (Green) Level C. Hampton-Brown Edge Fundamentals 2009	Yes	0.0 %
Mathematics	Mathematics Vision Project Modules: Secondary One & Secondary Two Algebra & Trigonometry, McDougal Littell 2008 Pre-Calculus: Graphical, Numerical, and Algebraic, Person 2007 Calculus AP edition, Prentice Hall 2007 Financial Algebra, Cengage Learning, 2007 Statistics, Peck/Olsen, 2014	Yes	0.0 %
Science	Modern Biology 2002 Chemistry Matter & Change 2005 Earth Science, McDougal Littell 2005 Physics: Principles & Problems Crininalistics 9th Ed. 2007 California Earth Science 2006 California Biology 2007 Living In The Environment G. Tyler Miller, Scott E. Spoolman Eighteenth Edition	Yes	0.0 %

History-Social Science	CA Modern World History: Patterns of Interaction, McDougal Littell 2006 The Americans, McDougal Littell 2006 Creating America: A History of the U.S. McDougal Littell 2007 American Pageant AP edition, 15th ed. 2013 Economics: Concepts and Choices, McDougal Littell 2006 American Government 2006 Government in America AP. 16th ed. Pearson 2014 Cultural Landscape AP edition 2014	Yes	0.0 %
Foreign Language	Descubre I Level 1, 2008/2011 Descubre II Level 2, 2008/2011 Nosotros Y Nuestro Mundo: Spanish for Spanish Speakers 1, Glencoe 2000 Abriendo Paso-Gramatica 2014 Abriendo Paso-Temas y Lecturas 2014 AP Spanish Prep for Language & Culture Exam 2014	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts	The Stage and the School, McGraw-Hill 2005	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/18/2017



## School Facility Conditions and Planned Improvements

The District takes efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed on April 3, 2014 and is available at the Maintenance, Operations and Transportation office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Facilities Description: This school has 49 permanent classrooms and no portable classrooms, a library, auditorium, cafeteria, gymnasium, and an administration building. The main campus was built in 1911. Modernizations in 2006, include buildings A, B, C, E, H, K, administration, library, rooms 194-196 and addition of two restrooms. In 2011, buildings A, B, C, and H were re-roofed. In 2012, the girl's locker room was modernized, and in 2013 the boy's locker room was modernized.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

*Last updated: 2/10/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: November 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: November 2015

Overall Rating	Good
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*Last updated: 2/10/2017*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	55.0%	59.0%	40.0%	55.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	13.0%	21.0%	9.0%	13.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 2/10/2017*

**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	225	221	98.2%	58.9%
Male	119	119	100.0%	45.3%
Female	106	102	96.2%	74.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	190	187	98.4%	55.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	29	96.7%	82.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	174	172	98.9%	53.5%
English Learners	34	32	94.1%	9.7%
Students with Disabilities	41	39	95.1%	13.5%
Students Receiving Migrant Education Services	13	12	92.3%	58.3%
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/17/2017*

**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	225	220	97.8%	20.6%
Male	119	118	99.2%	18.6%
Female	106	102	96.2%	22.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	190	186	97.9%	16.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	29	96.7%	51.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	174	171	98.3%	16.4%
English Learners	34	32	94.1%	--
Students with Disabilities	41	38	92.7%	--
Students Receiving Migrant Education Services	13	12	92.3%	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/17/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	34.0%	37.0%	35.0%	30.0%	32.0%	26.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/17/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	271	259	95.6%	34.8%
Male	134	127	94.8%	33.9%
Female	137	132	96.4%	35.6%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	235	226	96.2%	28.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	23	95.8%	87.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	210	201	95.7%	28.9%
English Learners	53	48	90.6%	10.4%
Students with Disabilities	52	49	94.2%	20.4%
Students Receiving Migrant Education Services	12	9	75.0%	44.4%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/17/2017*

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

King City High School strives to provide its students with an understanding of how to apply subject learning in their future employment. The school's program focuses on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies foster critical thinking, problem solving, leadership, and academic skills. Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. King City High School offers a variety of career-path related classes, the table below lists the career preparation courses offered at King City High School. Mrs. Deborah Benson is the primary contact for the Career Technical Education Committee.

*Last updated: 1/17/2017*

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	672
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	99.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	36.0%

*Last updated: 1/18/2017*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	95.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	10.1%

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.8%	17.1%	10.6%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/10/2017

## C. Engagement

# State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2016-17)

Contact Person: Janet Sanchez Matos, Principal

Contact Phone Number: (831) 385-5461

Parents who wish to participate in King City High School's leadership teams, school committees, school activities, or become a volunteer may contact the school office at (831) 385-5461. King City High School's website ([www.kingcity.k12.ca.us/kchs](http://www.kingcity.k12.ca.us/kchs)) provides a variety of resources and information for parents, staff, students, and community members. Additionally, there is an Aeries portal accessible through the website that allow s parent real time access to their child's grades, course work and instructors.

King City high school is committed to involving parents and community members in its effort to increase student achievement. We have created many opportunities for parent and community involvement and are in the process of developing more. The following are examples of current opportunities for parent

Involvement at King City High School:

- School Board Meetings
- Back to School Night
- Freshman Orientation
- Progress reports
- Report Cards
- Parent Grade Checks
- Individual Education Plan Meetings
- Parent Teacher Conferences
- School Guidance Counselor
- Parent Meetings
- School Website
- School Marquee
- Mailings
- Auto call information



- Print Media
- English Learners Advisory Committee (ELAC)
- Migrant Parent Advisory Council
- WASC Focus Groups
- Regional Occupation Program
- Vocational Education Advisory Committee
- Sober Grad Committee
- Mustang Bench Athletic Booster Organization
- Rotary
- Lions Clubs
- Young Farmers
- FFA
- School Site Council
- Senior Class Graduation Committee

King City High School has a legally constituted school site council that consists of The site principal, three certificated staff, one classified employee, three parents and three secondary students. The council meets a minimum of five times per year to discuss categorical budgets, the single school plan for student achievement a school safety plan, data analysis, and other topics within their purview. This body provides parents an active role in school governance and a critical say in the allocation of fiscal resources.

## State Priority: Pupil Engagement

*Last updated: 2/10/2017*

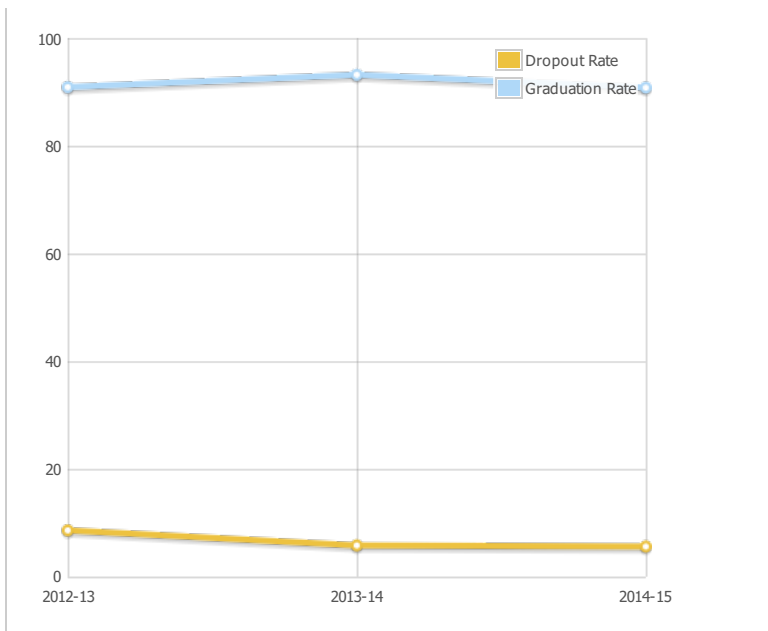
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	8.6%	5.8%	5.6%	14.3%	10.1%	9.8%	11.4%	11.5%	10.7%
Graduation Rate	90.90	93.20	90.80				80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



*Last updated: 1/17/2017*

**Completion of High School Graduation Requirements - Graduating Class of 2015****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	97	88	85
Black or African American	100	67	77
American Indian or Alaska Native	0	100	75
Asian	100	100	99
Filipino	0	0	97
Hispanic or Latino	97	88	84
Native Hawaiian or Pacific Islander	0	0	85
White	96	93	87
Two or More Races	0	0	91
Socioeconomically Disadvantaged	100	96	77
English Learners	77	72	51
Students with Disabilities	90	92	68
Foster Youth	--	--	--

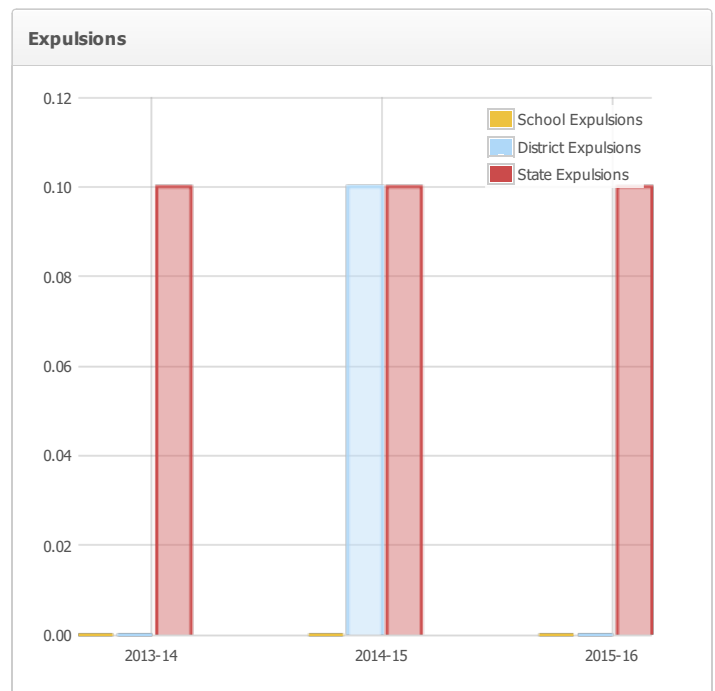
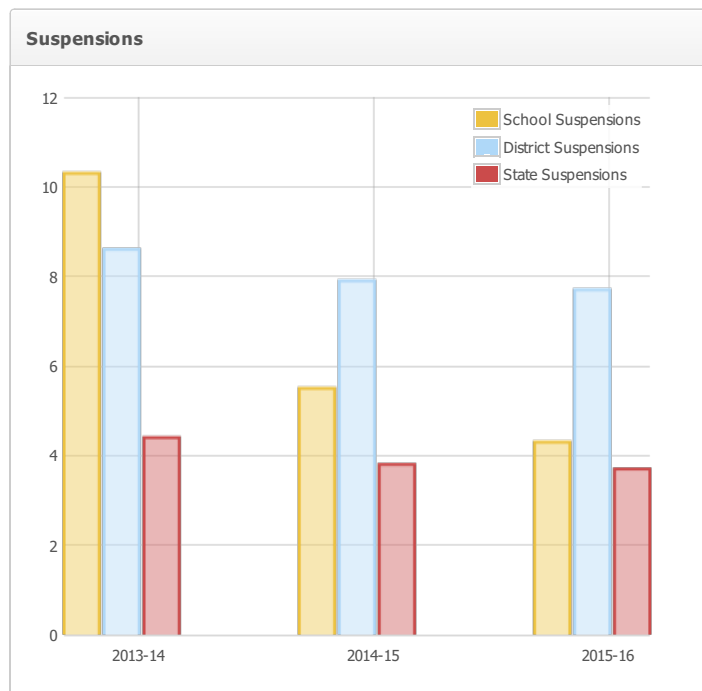
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	10.3	5.5	4.3	8.6	7.9	7.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1



Last updated: 1/17/2017

## School Safety Plan (School Year 2016-17)

King City High School is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the community. The site's comprehensive Safe School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that allows staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school's physical, social, and cultural environments. Additional components of the plan include information on the site discipline plan and policies; safe travel to and from school; child abuse reporting protocols; school crime data; notifications to teachers of dangerous students; discipline, nondiscrimination/harassment, hate-motivated behavior, bullying and sexual harassment policies; and descriptions of strategies that help to develop a safe, positive environment. The site Safe School Plan is updated annually. For the 2016-2017 school year, it was approved by the School Site Board on December 11, 2015.

Last updated: 2/10/2017

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2010-2011
Year in Program Improvement	Year 5	Year 5
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

*Last updated: 1/17/2017*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	15	12	15	28.0	8	15	15	18.0	9	5	1
Mathematics	31.0	5	8	14	29.0	6	13	13	24.0	5	8	0
Science	34.0	0	4	12	30.0	3	4	9	30.0	2	2	8
Social Science	29.0	3	9	13	28.0	5	11	10	27.0	2	8	2

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/13/2017

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	511.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

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

Last updated: 1/19/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$3261.0	\$334.5	\$2926.4	\$72561.1
District	N/A	N/A	\$3031.4	\$73648.0
Percent Difference – School Site and District	--	--	-3.0%	1.0%
State	N/A	N/A	\$5677.0	\$75859.0
Percent Difference – School Site and State	--	--	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/18/2017

**Types of Services Funded (Fiscal Year 2015-16)**

In addition to general state funding, South Monterey County Joint Union High School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I, Part A, Basic Grant
  
- Title II, Part A, Teacher Quality
  
- ROC/P Entitlement
  
- Title III, Part A, Limited English Proficient (LEP) and Immigrant Funds

Programs and services are available to assist students. After-school and Saturday tutoring are provided through EIA and Title I funding. Preparation and review sessions for the California High School Exit Exam are also available for students. Small group and individual Supplemental Educational Services tutoring in English and math are provided through Title I funding.

*Last updated: 2/13/2017*

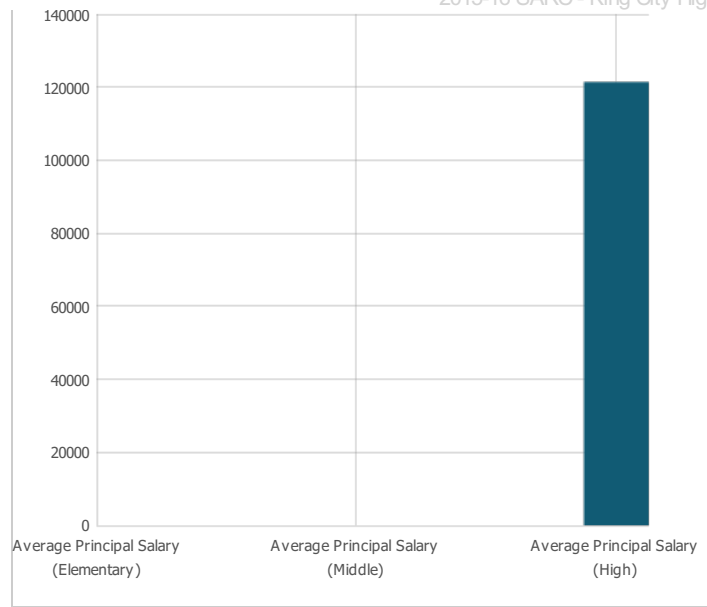
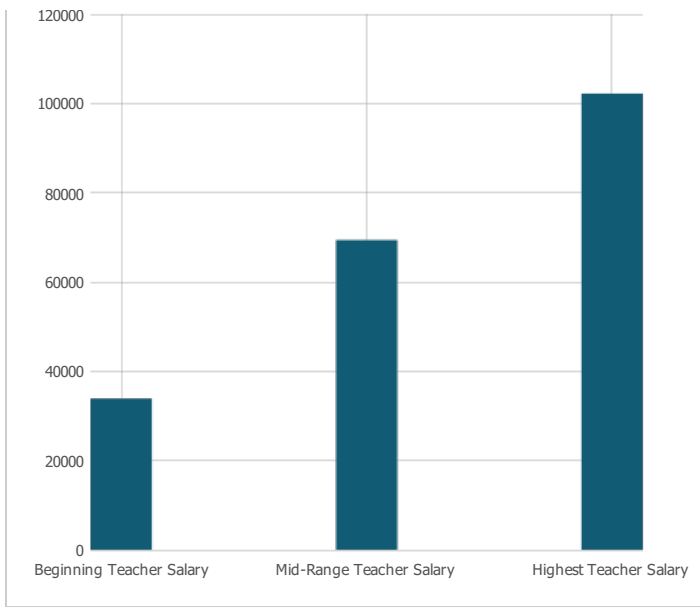
**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,896	\$45,265
Mid-Range Teacher Salary	\$69,392	\$72,281
Highest Teacher Salary	\$102,188	\$94,342
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Average Principal Salary (High)	\$121,413	\$127,317
Superintendent Salary	\$174,000	\$168,625
Percent of Budget for Teacher Salaries	33.0%	34.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

<b>Teacher Salary Chart</b>
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<b>Principal Salary Chart</b>
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Last updated: 1/17/2017



**Advanced Placement (AP) Courses (School Year 2015-16)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science	0	N/A
English	3	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	6	N/A
All Courses	13	43.0%

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

*Last updated: 2/13/2017*

## Professional Development

KCHS is committed to increasing all students' achievement and the building of student skills in preparation for the Common Core State Standards. To this end, KCHS has dedicated professional development time in the building of Professional Learning Communities. Teachers regularly meet in PLCs in order to engage in individual and group reflection regarding the ways to improve student achievement, monitor and plan from student achievement data and refine the practices that are most successful in meeting specified student outcomes. Teachers participate in classroom observations, model lessons and peer feedback in order to facilitate professional growth.

To support the implementation of best practices, 94% of the teachers have participated in Constructing Meaning Professional Development. This PD ensures the academic achievement of English learners and all learners with a focus on a comprehensive approach for developing English proficiency. Integral to such an approach is explicit language instruction in every class, every day. Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning. Based on backward design and a gradual release of responsibility model, the Constructing Meaning process prompts teachers to: understand the role language plays in content learning, decide what language knowledge students need to access content and express understanding, provide appropriate, explicit oral and written language instruction and practice.

During dedicated collaboration time, KCHS teachers participate in learning the CCSS instructional shifts and components that support greater rigor in reading, listening, speaking and writing. The work of the Common Core and other content standards assume native English proficiency, KCHS teachers participate in PD to scaffold those skills necessary for our EL populations to access the CCSS. A focused approach on Constructing Meaning paired with the instructional shifts of the CCSS offers an accelerated approach to instruction that emphasizes both academic English and critical literacy skills, thereby supporting English learners in acquiring the analytical language necessary to meet the demands of the Common Core.

Currently, KCHS teachers are in their third year of Constructing Meaning Implementation with improvements in fidelity to the strategies and capacity building each year. Common Core module training in text-complexity, Close reading, Depth of Knowledge, the College and Career Anchor Standards, Performance Based Instruction, and Productive Groupings have been covered in the last two years. KCHS is committed to full implementation of the CCSS and supporting our teachers in their needs to transition to the new skills by tailoring our Collaboration time to staff development prioritized on a staff needs assessment.

*Last updated: 1/18/2017*