



# Kings Canyon High School

10026 South Crawford Ave. • Dinuba, CA 93618 • (559) 305-7390 • Grades 9-12

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Kings Canyon Joint Unified School District

675 W. Manning Avenue  
Reedley, CA 93654  
559.637.1210  
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#### District Governing Board

Floyd Smith  
Robin Tyler  
Manuel Ferreira  
Noel Remick  
Sarah Rola  
Clotilda Mora  
Connie Brooks

#### District Administration

Juan Garza  
**Superintendent**  
John Campbell  
**Deputy Superintendent, Human  
Resources**  
Dr. John Quinto  
**Assistant Superintendent, Business  
Services**  
Monica Benner  
**Assistant Superintendent, Curriculum  
and Instruction**  
Sheila Wiebe  
**Administrator, Educational Programs**  
Mary Ann Carousso  
**Administrator, Student Services**

### School Description

School Description Kings Canyon High School (KCHS) is a WASC accredited continuation high school and one of three schools that form KCUSD Educational Options. The other schools are Kings Canyon Adult School and Mountain View School. The schools share students, staff, curriculum, student services and a common awards recognition night and graduation ceremony. KCHS promotes the value that students can achieve greater success if their education is tailored to their individual learning abilities and needs through diverse instructional strategies and assessment. Emphasis in organizing instruction to accommodate their learning styles and providing directed and individualized instruction creates this opportunity. Individual responsibility and motivation and a student oriented approach coupled with teacher accountability makes KCHS a great place for students. KCHS serves approximately 120 students in grades 9 -12 each school year and includes a staff of 8 teachers. Vision Statement To develop in every student the capacity to be a capable, productive citizen who exceeds all expectations held for him or her by others. Students will be responsible, respectful, and caring.

## About the SARC

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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (559) 305-7390 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	2
Grade 8	4
Grade 9	6
Grade 10	4
Grade 11	33
Grade 12	55
<b>Total Enrollment</b>	<b>104</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
American Indian or Alaska Native	1
Hispanic or Latino	99
Socioeconomically Disadvantaged	93.3
English Learners	37.5
Students with Disabilities	8.7
Foster Youth	1

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Kings Canyon High School	13-14	14-15	15-16
<b>With Full Credential</b>	6	8	8
<b>Without Full Credential</b>	0	1	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Kings Canyon Joint Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	376
<b>Without Full Credential</b>	♦	♦	18
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Kings Canyon High School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	84.6	15.4
<b>High-Poverty Schools</b>	84.6	15.4
<b>Low-Poverty Schools</b>	0.0	0.0

\* 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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

KCHS provides high quality, current standards-aligned textbooks to all pupils enrolled. Other instructional materials used at the school including supplemental curriculum are made available to all pupils at KCHS. All texts are SBE approved and adopted by the local board.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: October 10, 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>English 9 Textbook: Pearson: California Pearson Literature &amp; Language Central R/ELA &amp; English Language Development, 2010 edition</p> <p>EDGE Intensive Intervention, CORE Replacement Grades 9-10 students who read below High School level. 2008 edition</p> <p>Literature: Of Mice and Men Romeo and Juliet Stranger With My Face A Raisin in the Sun Farewell to Manzanar Great Expectations Children of the River</p> <p>English 10 Textbook: Pearson: California Pearson Literature &amp; Language Central R/ELA &amp; English Language Development, 2010 edition</p> <p>Literature: Lord of the Flies Twelve Angry Men Night Julius Cesar Fahrenheit 451</p> <p>English 11 Textbook: American Lit Pearson: California Pearson American Experience, 2010 edition</p> <p>Literature: Light in the Forest To Kill a Mockingbird</p> <p>English 12 Expository Reading and Writing Course For all "Not College Ready" or "Conditionally College Ready" 12th graders not exempt for CSU based on grade 11 EAP</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**Textbooks and Instructional Materials**

**Year and month in which data were collected: October 10, 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Mathematics</b></p>	<p>Algebra 1</p> <p>Textbook: California Algebra 1, Holt, Rinehart and Winston: 2008 edition</p> <p>Math 1/ Math 1 E</p> <p>Textbook: The Math Visions Project Secondary Math 1 <a href="http://www.mathematicsvisionproject.org/secondary-one-mathematics.html">http://www.mathematicsvisionproject.org/secondary-one-mathematics.html</a>.</p> <p>Geometry</p> <p>Textbook: Geometry, Prentice Hall, 2004 edition</p> <p>Algebra 2E</p> <p>Textbook: Key Curriculum Press, Discovering Advanced Algebra 2004 edition</p> <p>Finite Math</p> <p>Textbook: Finite Math with Applications, 10/E, Margaret L Lial, American River College Thomas W Hungerford, St Louis University John Holcomb, Cleveland State University</p> <p>Algebra 2</p> <p>Textbook: Algebra 2, Holt, Rinehart and Winston, 2004 edition</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0%</p>

Textbooks and Instructional Materials

Year and month in which data were collected: October 10, 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Environmental Science</p> <p>Textbook: Pearson, Environmental Science, 2012 edition</p> <p>Biology</p> <p>Textbook: Modern Biology, Holt Rinehart and Winston, 2002 edition</p> <p>AP Biology</p> <p>Textbook: Biology, Benjamin Cummings: Biological Science, 2011 edition</p> <p>Physics</p> <p>Textbook: Conceptual Physics, Anderson, Hewitt, 2002 edition</p> <p>Sports Medicine</p> <p>Textbook: Essentials of Athletic Injury Management, McGraw-Hill, 2008 edition</p> <p>Human Anatomy</p> <p>Textbook: High School Human Anatomy and Physiology, Shier, Butler and Lewis, 2007 edition</p> <p>Chemistry</p> <p>Textbook: Chemistry—Connections To Our World, Prentice Hall, 2000 edition</p> <p>Agriculture Science</p> <p>Textbook: Earth Science, Geology, the Environment and the Universe, Glencoe, 2005 edition Agriscience: Fundamentals and Applications, Delmar Publishers, 1997 edition</p> <p>Agriculture Biology</p> <p>Textbook: The Science of Agriculture: A Biological Approach, Delmar Publishers, 2002 edition</p> <p>Conceptual Physics</p> <p>Textbook: Conceptual Physics, Anderson Hewitt,, 2002 edition</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**Textbooks and Instructional Materials**

**Year and month in which data were collected: October 10, 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>History-Social Science</b></p>	<p>World History</p> <p>Textbook: Modern World History; Patterns of Interaction; McDougal Littell, 2006 edition</p> <p>Textbook: World History: Connections to Today; The Modern Era, Prentice Hall 2005 edition</p> <p>Government Textbook: Pearson: Magruder’s American Government, 2011 edition</p> <p>Economics Textbook: McDougal Littell: Economics Concepts and Choices, 2008 edition</p> <p>U.S. History</p> <p>Textbook: The Americans, McDougall Littell, 2003 edition AP U.S. History</p> <p><b>The textbooks listed are from most recent adoption:</b>      Yes  <b>Percent of students lacking their own assigned textbook:</b>      0%</p>

**Textbooks and Instructional Materials**

**Year and month in which data were collected: October 10, 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Foreign Language</b>	<p>Spanish 1</p> <p>Textbook: El espanol Para Nosostros Level 1, Glencoe/McGraw Hill 2006 edition</p> <p>Spanish 2 (Non-native) Spanish 2 (Native)</p> <p>Textbook: El espanol Para Nosostros Level 1, Glencoe/McGraw Hill 2006 edition</p> <p>Spanish 3 Spanish 3H Textbook: Asi se dice Level 3 Asi se dice Level 4, Glencoe/McGraw Hill, 2009 edition</p> <p>Spanish 4</p> <p>Textbook: Abriendo Pasos Gramatica Abriendo Pasos Lectura, Pearson, 2007 edition</p> <p>Spanish for Native Speakers</p> <p>Textbook: El espanol Para Nosostros Level 1, Glencoe/McGraw Hill, 2006 edition</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Health</b>	<b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science Laboratory Equipment</b>	n/a <b>Percent of students lacking their own assigned textbook:</b> 0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The district takes great 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. The results of this survey are available at the KCUSD Business 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. Additional information about the condition of the school's facilities may be obtained by speaking with the school Learning Director.

Kings Canyon High School has 6 classrooms, an administration building, and a CAL Safe room where teen mom's bring their babies for child care. The main campus was built in 1977. An additional relocatable classroom was constructed in 1998 and a multipurpose room was constructed in 2004. The entire school was inspected in July of 2010.

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. The Director of Maintenance, Custodial Supervisor, and the site principals work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/23/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation			X	Squirrel issue in playfield Grounds to fill holes
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Roof leaks at Admin. Building. Identified in 5 year plan to repair
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	3	37	44
Math	0	22	33

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	--	--	15	55	51	45	59	60	56

\* Results are for grades 5, 8, and 10. 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	45
All Student at the School	15
Male	7
Female	--
Asian	--
Hispanic or Latino	15
English Learners	--
Students with Disabilities	15
Foster Youth	--

\* 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.



**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	3	3	100.0	--	--	--	--
	8	5	5	100.0	--	--	--	--
	11	57	56	98.2	66	30	2	2
Male	7	3	3	100.0	--	--	--	--
	8	5	4	80.0	--	--	--	--
	11	57	35	61.4	69	29	0	3
Female	8	5	1	20.0	--	--	--	--
	11	57	21	36.8	62	33	5	0
American Indian or Alaska Native	11	57	1	1.8	--	--	--	--
Asian	8	5	1	20.0	--	--	--	--
Hispanic or Latino	7	3	3	100.0	--	--	--	--
	8	5	4	80.0	--	--	--	--
	11	57	54	94.7	65	31	2	2
White	11	57	1	1.8	--	--	--	--
Socioeconomically Disadvantaged	7	3	3	100.0	--	--	--	--
	8	5	4	80.0	--	--	--	--
	11	57	37	64.9	68	30	3	0
Students with Disabilities	11	57	1	1.8	--	--	--	--
Foster Youth	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--
	11	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	3	3	100.0	--	--	--	--
	8	5	5	100.0	--	--	--	--
	11	57	56	98.2	91	5	0	0
Male	7	3	3	100.0	--	--	--	--
	8	5	4	80.0	--	--	--	--
	11	57	35	61.4	89	6	0	0
Female	8	5	1	20.0	--	--	--	--
	11	57	21	36.8	95	5	0	0

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	11	57	1	1.8	--	--	--	--
Asian	8	5	1	20.0	--	--	--	--
Hispanic or Latino	7	3	3	100.0	--	--	--	--
	8	5	4	80.0	--	--	--	--
	11	57	54	94.7	91	6	0	0
White	11	57	1	1.8	--	--	--	--
Socioeconomically Disadvantaged	7	3	3	100.0	--	--	--	--
	8	5	4	80.0	--	--	--	--
	11	57	37	64.9	97	0	0	0
Students with Disabilities	11	57	1	1.8	--	--	--	--
Foster Youth	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--
	11	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement

Parent involvement and communication are essential to student success at Kings Canyon High School. We strive to involve parents by providing them with the opportunity to learn about new and relevant information about our school. Parents access such information by participating in Back to School Night, Senior Information Night, and a Spring Open House. Parents are also provided with the opportunity to participate in the Latino Literacy Project here at KCHS, in which they learn about how to increase the literacy development of their children at home. These same workshops are provided to our teen moms that attend our school as well. Parents of students at KCHS are provided with regular communication via school website, school fliers, and recorded telephone messages from the site administrator to keep them updated about upcoming parent events, school site committee meetings, and other important student events.

Parental involvement is sought at the beginning of the student's enrollment at KCHS. When students are admitted to KCHS, parent and students participate in an orientation with the principal and social worker. Parents learn about school policies and practices, participate in the transcript evaluation, and help choose their child's graduation plan. Home and school communication around student academic performance is accomplished through the use of student report cards, progress reports and parent-teacher conferences (as needed).

Parents who would like more information on how to become involved may contact the site Learning Director for more information.

#### State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

#### School Safety Plan

Safety of students and staff is a primary concern at Kings Canyon High School. A designated campus assistant is charged with the duty of before, during, and after school supervision around campus. Any visitors to our school site are directed by the campus assistant to check in with the office where appropriate identification and purpose of visit is provided.

The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained. These plans were last reviewed/updated on 10/1/2015 and reviewed and approved by the KCHS School Site Council on 10/26/2015.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	30.39	34.30	21.15
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.94	5.37	4.22
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

#### 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	No	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		64.7

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	18	14	15	8	8	7	3	2	3			
Math	12	9	11	10	9	10						
Science	14	12	13	8	8	6	1		1			
SS	19	18	14	3	5	9	4	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.

### Academic Counselors and Other Support Staff at this School

#### Number of Full-Time Equivalent (FTE)

Academic Counselor	.4
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0.4
Nurse	0.25
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
<b>Average Number of Students per Staff Member</b>	
Academic Counselor	120

\* 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.

### Professional Development provided for Teachers

Professional development at KCHS is designed to meet the individual needs of teachers as well as address both school and district instructional goals. Professional development may take the form of trainings, coaching, peer observation, or constructive self-reflection and are consistent with our school goals and district instructional action plan. The site Learning Director, teachers, instructional aides, and other support personnel regularly take part in professional development opportunities.

During the 2012/2013 school year, teachers continued to focus on the implementation and refinement of Explicit Direct Instruction (8 Days of PD) . The 2013/2014 school year was focused on Professional Learning Communities with an emphasis on Common Core Standards and lesson planning/course building (10 days of PD tied to Common Core / Course Building). In addition to beginning to work with Common Core State Standards, teachers and administrators spent time developing interventions and supports for students (5 days tied to PBIS). The professional development focus for the 2014 / 2015 was centered around student engagement strategies (Kinsela and Kagan) and common core lesson planning (CALL). Teachers and administrators also received training on the use of the district data management system, Illuminate, and the curriculum browser Ed Caliber.

Teachers and classified staff are provided with weekly professional development opportunities on a minimum day at the school site, led by district instructional coaches or the site Learning Director. In addition to site opportunities, teachers collaborate district wide during district professional learning communities and district buy back days.

### FY 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,026	\$42,315
Mid-Range Teacher Salary	\$60,363	\$66,451
Highest Teacher Salary	\$85,147	\$85,603
Average Principal Salary (ES)	\$102,484	\$105,079
Average Principal Salary (MS)	\$104,924	\$111,005
Average Principal Salary (HS)	\$118,662	\$121,310
Superintendent Salary	\$189,093	\$189,899
<b>Percent of District Budget</b>		
Teacher Salaries	32%	39%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Kings Canyon High School offers teen parents child care and practicum opportunities while on the school site. The CAL Safe program has 3 adults that care for the babies of students at KCHS. The practicum course provides our teen parents with hands on learning experiences around taking care of their babies. Kings Canyon High School uses some of it's categorical funding to support a tutorial teachers to work with students after school, helping to increase academic achievement. Students also have access to a credit recovery program, primarily accessed on the computer, to make up failed courses that were taken during previous years.

### FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,380	\$717	\$4,662	\$82,054
District	♦	♦	\$2,807	\$64,663
State	♦	♦	\$5,348	\$69,257
<b>Percent Difference: School Site/District</b>			66.1	24.0
<b>Percent Difference: School Site/ State</b>			-15.8	9.4

\* Cells with ♦ do not require data.

**2014-15 California High School Exit Examination Grade Ten Results by Student Group**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	48	30	22	44	42	14
All Students at the School	73	27		73	27	
Hispanic or Latino	73	27		73	27	
Socioeconomically Disadvantaged	73	27		73	27	

\* 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.

**CAHSEE Results for All Students - Three-Year Comparison  
Percent of Students Scoring at Proficient or Advanced**

Kings Canyon High School	2012-13	2013-14	2014-15
English-Language Arts			27
Mathematics			27
Kings Canyon Joint Unified School	2012-13	2013-14	2014-15
English-Language Arts	53	50	52
Mathematics	53	60	56
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

\* 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.

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

Kings Canyon High School	2011-12	2012-13	2013-14
Dropout Rate	4.90	2.70	4.80
Graduation Rate	87.42	89.95	90.32
Kings Canyon Joint Unified School	2011-12	2012-13	2013-14
Dropout Rate	4.90	2.70	4.80
Graduation Rate	87.42	89.95	90.32
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

**Completion of High School Graduation Requirements**

Group	Graduating Class of 2014		
	School	District	State
All Students	51.06	75.22	84.6
Black or African American		66.67	76
American Indian or Alaska Native		50	78.07
Asian		84.62	92.62
Filipino		150	96.49
Hispanic or Latino	52.17	73.76	81.28
Native Hawaiian/Pacific Islander			83.58
White		87.21	89.93
Two or More Races		60	82.8
Socioeconomically Disadvantaged		52.94	61.28
English Learners	15.38	35.96	50.76
Students with Disabilities	50	72.26	81.36
Foster Youth	--	--	--

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

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

**2014-15 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English		◆
Fine and Performing Arts		◆
Foreign Language		◆
Mathematics		◆
Science		◆
Social Science		◆
All courses		

\* Where there are student course enrollments.

**Career Technical Education Programs**

The following courses are offered at KCHS: Information Technology - MOS Finance and Business Fire Science

**DataQuest**

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

**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.