

# King City High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 and 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 principal or the district office.

#### **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 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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	King City High School
<b>Street</b>	720 Broadway St
<b>City, State, Zip</b>	King City CA 93930
<b>Phone Number</b>	831-385-5461
<b>Principal</b>	Janet Sanchez-Matos
<b>E-mail Address</b>	jmatos@smcjuhsd.org
<b>Web Site</b>	www.smcjuhsd.org
<b>CDS Code</b>	27-66068

<b>District Contact Information</b>	
<b>District Name</b>	South Monterey County Joint Union High School District
<b>Phone Number</b>	831.385.0606
<b>Superintendent</b>	Brian Walker
<b>E-mail Address</b>	bwalker@smcjuhsd.org
<b>Web Site</b>	www.smcjuhsd.org

### **School Description and Mission Statement (School Year 2017-18)**

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 1076 students. The ethnicity of the student body is primarily Hispanic or Latino (88.6%) with the second largest population being White/Non-Hispanic (8.3%). English language learners compose 11% 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 2016 United States Census reported that King City has an estimated population of 13,869 with a population density is 3,348.2 people per square mile and the racial makeup of 89.6% claiming Hispanic or Latino origin, 7.5% White, 0.5% African American, 1.0% 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 44.6% were owner-occupied, and 55.4% were occupied by renters.

#### **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 2017-18**

##### **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

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
<b>Grade 9</b>	313
<b>Grade 10</b>	259
<b>Grade 11</b>	245
<b>Grade 12</b>	217
<b>Total Enrollment</b>	1,034

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	1
Asian	0.4
Filipino	0.4
Hispanic or Latino	87
Native Hawaiian or Pacific Islander	0
White	9.1
Two or More Races	1.2
Socioeconomically Disadvantaged	77.8
English Learners	18
Students with Disabilities	17.4
Foster Youth	0.1

## 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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	39	45	46	
Without Full Credential	2	1	3	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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 %
<b>Mathematics</b>	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 %
<b>Science</b>	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 %
<b>History-Social Science</b>	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 %

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Foreign Language</b>	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 %
<b>Visual and Performing Arts</b>	The Stage and the School, McGraw-Hill 2005	Yes	0.0 %

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

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.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report:				
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			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report:				
Overall Rating	Exemplary	Good	Fair	Poor
			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] 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	59	61	55	45	48	48
<b>Mathematics (grades 3-8 and 11)</b>	21	21	13	13	36	37

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	229	226	98.69	60.89
<b>Male</b>	113	111	98.23	52.73
<b>Female</b>	116	115	99.14	68.7
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Filipino	--	--	--	--
Hispanic or Latino	201	198	98.51	58.88
White	21	21	100	90.48
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	171	168	98.25	57.49
English Learners	73	70	95.89	23.19
Students with Disabilities	43	41	95.35	12.2
Students Receiving Migrant Education Services	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	229	226	98.69	21.24
Male	113	111	98.23	19.82
Female	116	115	99.14	22.61
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	201	198	98.51	18.69
White	21	21	100	42.86
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	171	168	98.25	17.26
English Learners	73	70	95.89	1.43
Students with Disabilities	43	41	95.35	0
Students Receiving Migrant Education Services	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.



**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	37	35	32	26	56	54

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016-17)**

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.

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of pupils participating in CTE	672
% of pupils completing a CTE program and earning a high school diploma	99.0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	36.0%

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

UC/CSU Course Measure	Percent
<b>2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	97.87
<b>2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	10.9

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>9</b>	19.7	21.7	11.7

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.

## 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 2017-18)

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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.kingcityhs.org](http://www.kingcityhs.org)) 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

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	5.8	5.6	8.2	10.1	9.8	11.6	11.5	10.7	9.7
Graduation Rate	93.19	90.77	88.84	84.78	84.93	83.83	80.95	82.27	83.77

### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	95.05	84.77	87.11
Black or African American	100	100	79.19
American Indian or Alaska Native	100	100	80.17
Asian	100	100	94.42
Filipino	0	0	93.76
Hispanic or Latino	93.72	83.9	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	100	72.73	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	95.32	86.22	85.45
English Learners	71.88	51.64	55.44
Students with Disabilities	78.79	61.67	63.9
Foster Youth	0	0	68.19

## 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	5.5	4.3	5.4	7.9	7.7	11.7	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2017-18)

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 allow s 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 2017-2018 school year, it was approved by the School Site Board on December 13, 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 2017-18)

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 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	50

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

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

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	8	15	15	21	32	13	15	25	23	16	14
Mathematics	29	6	13	13	26	10	16	10	28	7	11	15
Science	30	3	4	9	34		2	13	29	3	7	7
Social Science	28	5	11	10	31	2	11	14	30	2	15	11

Note: 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 (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	525
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	.25	N/A
Resource Specialist	8	N/A
Other		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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7986.20	2256.99	5729.21	78116.34
District	N/A	N/A	8024.85	76703.19
Percent Difference: School Site and District	N/A	N/A	-28.6	1.8
State	N/A	N/A	\$6,574	\$77,535
Percent Difference: School Site and State	N/A	N/A	-12.9	0.7

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

**Types of Services Funded (Fiscal Year 2016-17)**

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.

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$46,060
Mid-Range Teacher Salary		\$70,769
Highest Teacher Salary		\$98,039
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		\$127,576
Superintendent Salary		\$170,379
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

### Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	4	N/A
All courses	11	21.4

Cells with N/A values do not require data.

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

### Professional Development (Most Recent Three Years)

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 grow .

To support the implementation of best practices, 96% 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 know ledge 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.