

# Kingsburg High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## 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.

## 2023-24 School Contact Information

<b>School Name</b>	Kingsburg High School
<b>Street</b>	1900 18th Ave.
<b>City, State, Zip</b>	Kingsburg, CA 93631-1629
<b>Phone Number</b>	(559) 897-5156
<b>Principal</b>	Dr. Ryan Phelan
<b>Email Address</b>	rphelan@kingsburghigh.com
<b>School Website</b>	kingsburghigh.com
<b>County-District-School (CDS) Code</b>	10 62257 1033695

## 2023-24 District Contact Information

<b>District Name</b>	Kingsburg Joint Union High School
<b>Phone Number</b>	(559) 897-5156
<b>Superintendent</b>	Don Shoemaker
<b>Email Address</b>	dshoemaker@kingsburghigh.com
<b>District Website</b>	<a href="http://kjuhsd.com/">http://kjuhsd.com/</a>

## 2023-24 School Description and Mission Statement

Kingsburg High School is one of three high schools, and the only comprehensive high school in the Kingsburg Joint Union High School District. Curriculum is focused on the Common Core Standards in each content area. We also have many electives and vocational education classes. The emphasis for daily instruction is on the Common Core standards, but we strive to not lose sight of the need to educate students holistically and offer enrichment and career education opportunities.

The school supports cultural awareness in many ways that include, but are not limited to: reading culturally diverse literature selections in English classes, the study of cultures, histories and influences in World History, the study of foreign languages, and our art department studies many cultural influences in world art. We also have a Multicultural Club.

Goal 1: KJUHS D believes that all students need to be able to leave our district college and career ready. Improving student academic achievement helps demonstrate that our students are ready when they graduate with a diploma.

Goal 2: Maintain a positive and safe environment- KJUHS D believes that a positive and safe environment is paramount in providing an environment that promotes learning, high academic achievement and students who will become good citizens.

Goal 3: College and Career Exploration- KJUHS D believes that all students should have the opportunity to explore both college and career options in order to be ready when they leave high school. Through the college and career center, career technical education (CTE) classes, AVID program, and Advanced placement classes students will be provided with multiple options to explore and prepare for the transition to post-secondary schooling/training. In addition the district will provide parent nights on supporting student success during high school and preparing for post-secondary. Measurement of this goal will be through % of CTE completers, number of dual enrolled classes, number of students earning dual enrollment credits, percent of students attending college or trade school and stakeholder feedback.

## 2023-24 School Description and Mission Statement

Goal 4: Provide professional development and collaboration time that builds student achievement- KJUHSD recognizes the importance of providing professional development to teachers and staff to help meet the needs of our students. Through professional development training on campus and off, in addition to collaboration release time, teachers and staff will be better prepared to engage students and improve students achievement and graduation success. Measure of this data will be through stakeholder feedback on the local priorities.

Progress Indicators: State Standardized Assessments, A-G Completers, College Readiness, State Dashboard, Data Quest, College Boards , CapPads

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	297
Grade 10	264
Grade 11	267
Grade 12	264
Total Enrollment	1,092

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7%
Male	50.9%
American Indian or Alaska Native	0.3%
Asian	2.4%
Black or African American	0.5%
Filipino	0.4%
Hispanic or Latino	62.4%
Two or More Races	2.4%
White	31.8%
English Learners	7.4%
Foster Youth	0.5%
Homeless	2.2%
Socioeconomically Disadvantaged	62.4%
Students with Disabilities	6.2%

## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	37.10	72.42	38.80	69.15	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.60	1.17	0.60	1.07	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.80	5.53	6.00	10.68	12115.80	4.41
<b>Unknown</b>	10.70	20.86	10.70	19.07	18854.30	6.86
<b>Total Teaching Positions</b>	51.30	100.00	56.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	47.00	90.11	49.30	84.82	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.60	5.10	6.30	10.88	11953.10	4.28
<b>Unknown</b>	2.40	4.77	2.40	4.28	15831.90	5.67
<b>Total Teaching Positions</b>	52.10	100.00	58.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.60	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.60</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.80	2.60
<b>Total Out-of-Field Teachers</b>	<b>2.80</b>	<b>2.60</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.6	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.7	2.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Kingsburg Joint Union High District held a public hearing on September 10, 2021, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in December 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English/Language Arts Thompson 2009	No	0
<b>Mathematics</b>	Algebra I Glencoe Mathematics Carnegie Learning	No	0
<b>Science</b>	Biology Pearson 2019 Science Brooks/Cole 1990 Science Glencoe/McGraw Hill 2005 Science MacMillan/ McGraw Hill 2007 Science Pearson/Benjamin Cummings 2008	No	0
<b>History-Social Science</b>	Social Science/History Addison Wesley Prentice Hall Social Science/History Houghton Mifflin Social Science/History Pearson/Prentice Hall Social Science/History Prentice Hall Social Science/History Wiley	No	0
<b>Foreign Language</b>	ELD Addison Wesley Prentice Hall 1994 ELD Addison Wesley Prentice Hall Foreign Language Addison Wesley Prentice Hall Foreign Language DC Heath 1994 Foreign Language McDougal Littell Foreign Language National Textbook Co. Foreign Language Pearson 2021	No	0
<b>Health</b>	Physical Science Prentice Hall/Pearson 2006	No	0

## School Facility Conditions and Planned Improvements

The community of Kingsburg passed a bond measure in June 2015 of approximately 13 million dollars for campus work to upgrade HVAC throughout the campus, campus infrastructure, technology infrastructure, a district-wide solar project, and the development of a 1:1 device program for students.

Prior to this bond, Kingsburg High School had undergone major improvements in its facilities due to community support for over 20 million dollars worth of bonds. Our academic and extra curricular facilities have all been upgraded or received completely new buildings or complexes. KHS has facilities that are second to none in the valley. Some of the academic improvements include a new: agriculture and arts building, science building, library media center, music wing and we have added a state of the art infrastructure for technology district-wide. Some of our extra curricular improvements include a new football/track/soccer stadium and softball complex. We have modernized our theater and old gymnasium. A new gym was completed in 2000. We have added seating to our tennis court complex and have made improvements to our baseball complex.

Every effort is made to meet all the demands of a multitude of co-curricular opportunities for students and to update and maintain a campus that is safe, clean and aesthetically pleasing. We are very proud of our shared community and school swimming pool. The entire community uses it widely and it allows for the opportunity for our students to enjoy water sports and learn water safety.

Clean School Processes: The superintendent, principal, and head of operations work daily with our utility staff of eleven full-time employees to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and that highest priority is given to emergency repairs. We have a dedicated staff that takes pride in their excellent work.

While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. Data displayed in the chart was collected in January 2024.

**Year and month of the most recent FIT report**

2023 January

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<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>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			



## Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and 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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	64	70	61	64	47	46
<b>Mathematics</b> (grades 3-8 and 11)	33	35	27	30	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	261	257	98.47	1.53	70.04
<b>Female</b>	140	139	99.29	0.71	71.94
<b>Male</b>	120	117	97.50	2.50	67.52
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	164	163	99.39	0.61	62.58
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	81	80	98.77	1.23	82.50
<b>English Learners</b>	20	18	90.00	10.00	11.11
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	154	151	98.05	1.95	61.59
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	12	12	100.00	0.00	16.67

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	261	259	99.23	0.77	35.14
<b>Female</b>	140	139	99.29	0.71	31.65
<b>Male</b>	120	119	99.17	0.83	39.50
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	164	163	99.39	0.61	25.15
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	81	80	98.77	1.23	52.50
<b>English Learners</b>	20	20	100.00	0.00	5.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	154	153	99.35	0.65	23.53
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	12	12	100.00	0.00	8.33

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	30.95	30.26	27.99	26.90	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	518	510	98.46	1.54	30.39
<b>Female</b>	268	265	98.88	1.12	27.92
<b>Male</b>	248	243	97.98	2.02	33.33
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	14	14	100.00	0.00	50.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	312	311	99.68	0.32	22.51
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	179	172	96.09	3.91	41.28
<b>English Learners</b>	35	35	100.00	0.00	5.71
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	16	16	100.00	0.00	18.75
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	322	317	98.45	1.55	22.40
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	23	23	100.00	0.00	8.70

## 2022-23 Career Technical Education Programs

The career planning program prepares students to succeed in realworld contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Students have access to multiple career pathways to prepare for college and career decisions. Instructors at our school have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including our four-year career education curriculum provided by our College and Career Center technician expert.

Career Technical Education programs consist of:

- Ag Mechanics
- Keyboarding/Introduction to Business
- Small Gas Engines
- Ag Science
- Applied Ag Biology
- Virtual Enterprise
- Certified Nursing Assistant

Computer Science

Manufacturing and Engineering

Intro to Teaching

- Journalism Production
- Criminal Justice
- Ornamental Horticulture
- Auto
- Crime Scene Investigation
- First Aid
- Advanced Animal Science
- Wildland Fire Fighting
- Digital Photography
- Stagecraft Technology
- Construction Technology
- Urban/Rural Firefighting

The table displays information about participation in the school's Career Technical Education (CTE) programs.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	607
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	5.66
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	27

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	44.31

## B. Pupil Outcomes

### 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.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	9.1	16.5	16.5	16.2	16.5

## 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 regarding the school district and at each school site.

## 2023-24 Opportunities for Parental Involvement

Kingsburg High School gratefully accepts time donated by volunteers in many areas of the school. All volunteers must be approved by the Board of Trustees and if they will be in a situation where they will be alone with students, they must be fingerprinted through the Department of Justice. For guests stopping in, they are all checked in using Raptor.

- The Library/Media Center welcomes parent volunteers.
- Many parents volunteer their time to drive students to various events such as sporting events, music events, registration, etc.
- During field trips, especially overnight field trips, parent chaperones accompany the group.
- Many parents and community groups volunteer to help us maintain and improve our athletic facilities and fields.
- Parents also volunteer to serve on our Site Council, Curriculum Council, and other advisory groups.

Kingsburg High School is also fortunate to have many booster groups that support programs such as: music, drama, agriculture, and athletics. The staff and students are blessed to have the level of involvement and support from our parents and our community as a whole.

## 2023-24 Opportunities for Parental Involvement

We believe that it is so important for parents and community to be involved in our school and we hope that you will become active in our booster or advisory groups. We also hope you will attend our many events. Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact at Kingsburg High School at 897-5156.

### C. Engagement

#### State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0.5	0.8	0.7	1.7	0.6	0.6	9.4	7.8	8.2
Graduation Rate	98.6	99.2	98.5	91.3	97.4	96.4	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	270	266	98.5
<b>Female</b>	131	129	98.5
<b>Male</b>	137	135	98.5
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	157	155	98.7
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	99	97	98.0
<b>English Learners</b>	16	16	100.0
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	19	18	94.7
<b>Socioeconomically Disadvantaged</b>	198	195	98.5
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	13	11	84.6



## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1146	1124	180	16.0
Female	565	549	97	17.7
Male	577	571	81	14.2
Non-Binary	4	4	2	50.0
American Indian or Alaska Native	3	3	2	66.7
Asian	27	27	4	14.8
Black or African American	6	6	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	713	701	125	17.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	26	26	3	11.5
White	363	353	45	12.7
English Learners	86	86	14	16.3
Foster Youth	10	8	2	25.0
Homeless	27	27	11	40.7
Socioeconomically Disadvantaged	730	714	136	19.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	75	74	25	33.8

### C. Engagement

#### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.70	4.50	4.97	0.65	4.77	5.18	0.20	3.17	3.60
Expulsions	0.00	0.26	0.44	0.00	0.40	0.47	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.97	0.44
Female	3.54	0.18
Male	6.41	0.69
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	5.61	0.7
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	3.58	0
English Learners	6.98	0
Foster Youth	0	0
Homeless	3.7	0
Socioeconomically Disadvantaged	6.03	0.55
Students Receiving Migrant Education Services	0	0
Students with Disabilities	12	2.67

## 2023-24 School Safety Plan

The safety of students and staff is of utmost importance for Kingsburg High School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Safety Plan is reviewed and updated annually. The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Fire, lock down and disaster drills are conducted annually. Students are supervised before and after school, during break and lunch by administrative staff. There are areas for student drop off and pick up. Visitors must report to the office and be issued a visitor's pass through Raptor in order to be on campus during school hours.

School discipline procedures and expectations are outlined in a student handbook provided to all students and studied in detail by each 9th grade student. The handbook is also available on our web site. Additionally, every teacher provides students with their classroom expectations and grading procedures in writing at the beginning of each school year. Lastly, all staff sat through 3 hours of training of lockdowns by our local police department.

Kingsburg High School uses a discipline matrix to help students become responsible for attendance, tardies, and minor classroom infractions. It is the philosophy of this school's board, administration, and staff that we will ensure that each student enjoys maximum learning opportunities in a positive and safe learning environment and that he/she does not interfere with the learning opportunities of others.

The Safe School Plan is updated and reviewed with all staff, our School Site Council, and our local police and fire agencies each year. The plan was last updated in September 2021. Security cameras have been placed throughout our campus to support our efforts to provide for maximum student and staff safety. We currently have 75 security cameras, a School Resource Officer and a full time security assistant.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	16	33	
Mathematics	22	21	25	
Science	25	5	23	
Social Science	25	4	20	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	12	36	
Mathematics	22	21	25	
Science	23	10	18	
Social Science	27	3	25	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	16	32	0
Mathematics	22	22	23	0
Science	24	5	24	0
Social Science	27	3	23	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	606.67

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,568.37	\$1464.66	\$8103.71	\$104724.94
District	N/A	N/A	\$11167.07	\$89,412
Percent Difference - School Site and District	N/A	N/A	-31.8	16.8
State	N/A	N/A	\$7,607	\$85,804
Percent Difference - School Site and State	N/A	N/A	20.5	20.9

## Fiscal Year 2022-23 Types of Services Funded

Resource: 11000 State Lottery  
 Resource: 14000 Education Protection Account  
 Resource: 30100 IASA-Title I Basic Grants  
 Resource: 31820 ESSA: School Improvement  
 Resource: 32100 Elementary and Secondary School Emergency Relief (ESSER I)  
 Resource: 32120 Elementary and Secondary School Emergency Relief (ESSER II)  
 Resource: 32130 Elementary and Secondary School Emergency Relief (ESSER III)  
 Resource: 32140 Elementary and Secondary School Emergency Relief (ESSER III)- Learning Loss  
 Resource: 32150 Governor's Emergency Education Relief  
 Resource: 33100 Spec Ed - PL101-476  
 Resource: 33110 Special Ed: IDEA Local  
 Resource: 35500 Vocational Programs-Voc  
 Resource: 40350 NCLB Title II Part A Impr  
 Resource: 41270 ESEA (ESSA): Title IV,  
 Resource: 62660 Educator Effectiveness Block Grant  
 Resource: 63000 Lottery: Instructional Materials  
 Resource: 63870 Career Technical Education  
 Resource: 63880 Strong Workforce Program  
 Resource: 65000 Special Education  
 Resource: 65360 Special Ed: Dispute Prevention And Dispute Resolution  
 Resource: 65370 Special Ed: Learning Recovery Support  
 Resource: 65460 Special Ed: State Mental Health - Related Services  
 Resource: 70100 Agricultural Vocational E  
 Resource: 74220 In-Person Instruction Grant  
 Resource: 74250 Expanded Learning Opportunities Grant  
 Resource: 74260 Expanded Learning Opportunities Grant - Paraprofessional Staff

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$54,498	\$53,824
<b>Mid-Range Teacher Salary</b>	\$80,253	\$84,312
<b>Highest Teacher Salary</b>	\$106,452	\$104,930
<b>Average Principal Salary (Elementary)</b>	\$0	
<b>Average Principal Salary (Middle)</b>	\$0	
<b>Average Principal Salary (High)</b>	\$140,058	\$148,501
<b>Superintendent Salary</b>	\$189,401	\$199,596
<b>Percent of Budget for Teacher Salaries</b>	34.47%	28.73%
<b>Percent of Budget for Administrative Salaries</b>	5.9%	5.39%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	16.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	1
Foreign Language	1
Mathematics	2
Science	3
Social Science	4
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	15

## Professional Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 34 days to staff development annually for the past three years. Topics for staff development included: Common Core State Standards, reading across the curriculum, technology in the educational setting, differentiated instruction, the use of data to inform instruction, increasing parent communication, Reading Apprenticeship, and utilizing research based instructional strategies across all curricular areas. The district dedicates three full days to staff development annually.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	34	34	34