



# Kings Canyon High School

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

Ron Pack, Principal  
pack-r@kcsd.com  
kchs.kcsd.com

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### **Kings Canyon Joint Unified School District**

675 W. Manning Avenue  
Reedley, CA 93654  
559.637.1210  
kcsd.com

#### **District Governing Board**

Craig Cooper  
Robin Tyler  
Manuel Ferreira  
Noel Remick  
Sarah Rola  
Clotilda Mora  
Connie Brooks

#### **District Administration**

John Campbell  
**Superintendent**  
Roberto Gutierrez  
**Assistant 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 10 -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 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	2
Grade 8	4
Grade 9	2
Grade 10	3
Grade 11	37
Grade 12	58
<b>Total Enrollment</b>	<b>106</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0.9
Filipino	0
Hispanic or Latino	93.4
Native Hawaiian or Pacific Islander	0
White	4.7
Two or More Races	0.9
Socioeconomically Disadvantaged	95.3
English Learners	23.6
Students with Disabilities	9.4
Foster Youth	0.9

## 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			
Kings Canyon High School	15-16	16-17	17-18
With Full Credential	8	8	7
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0
Kings Canyon Joint Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	423
Without Full Credential	♦	♦	23
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Kings Canyon High School	15-16	16-17	17-18
Teachers of English Learners	0	1	1
Total Teacher Misassignments	0	1	1
Vacant Teacher Positions	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.

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

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: August 2017	
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>
Mathematics	<p>Algebra 1</p> <p>Textbook: California Algebra 1, Holt, Rinehart and Winston: 2008 edition</p> <p>Math 1/ Math 1 E</p>

Textbooks and Instructional Materials

Year and month in which data were collected: August 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<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>
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>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: August 2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<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  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>History-Social Science</b>	<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</p> <p>Textbook: Pearson: Magruder’s American Government, 2011 edition</p> <p>Economics</p> <p>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>
<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>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: August 2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Textbook: El español Para Nosotros Level 1, Glencoe/McGraw Hill 2006 edition  Spanish 3 Spanish 3H Textbook: Asi se dice Level 3 Asi se dice Level 4, Glencoe/McGraw Hill, 2009 edition  Spanish 4  Textbook: Abriendo Pasos Gramatica Abriendo Pasos Lectura, Pearson, 2007 edition  Spanish for Native Speakers  Textbook: El español Para Nosotros Level 1, Glencoe/McGraw Hill, 2006 edition  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	<b>Percent of students lacking their own assigned textbook:</b> 0

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

**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: 11/2017**

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			

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 11/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Rodents in playfield / Eagle shield to abate rodents in playfield.
<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			New roof installed 2017
<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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>Science</b>	15	11	45	44	60	56

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.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
<b>ELA</b>	25	29	45	47	48	48
<b>Math</b>	2	0	27	32	36	37

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	12	9	75.0	11.1
Hispanic or Latino	12	9	75.0	11.1
Socioeconomically Disadvantaged	11	8	72.7	

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	50	48	96	29.17
Male	29	28	96.55	21.43
Female	21	20	95.24	40
Hispanic or Latino	46	44	95.65	27.27
White	--	--	--	--
Socioeconomically Disadvantaged	45	43	95.56	30.23
English Learners	19	18	94.74	0
Students with Disabilities	--	--	--	--
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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Male	29	28	96.55	0
Female	21	20	95.24	0
Hispanic or Latino	46	44	95.65	0
White	--	--	--	--
Socioeconomically Disadvantaged	45	43	95.56	0
English Learners	19	18	94.74	0
Students with Disabilities	--	--	--	--
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.



## 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)

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 Administrator, Randy Bessey, for more information.

### 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.

### 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 12/5/2016 and reviewed and approved by the KCHS School Site Council on 1/10/2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	21.1	17.6	19.6
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.2	4.7	5.7
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

## 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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	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		61.1

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	0.25
Social Worker	0.4
Nurse	0.25
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	15	20	18	7	6	7	3		1		1	1
Mathematics	11	12	12	10	10	10						
Science	13	17	20	6	3	2	1	3	3			
Social Science	14	19	19	9	5	5		5	5			

\* 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.

### Professional Development provided for Teachers

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. These professional development sessions at KCHS are 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 at both the school site and district level (buy back days).

The 2013/14 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. In 2015-2016, KCHS continued professional development on the implementation of Kagan strategies. The overarching theme in the 15/16 school year was connections. Engagement strategies offered through Kagan get students participating in a lesson and create an opportunity to connect with content. In addition to Kagan training, KCHS staff also spent a significant amount of time learning how to use technology in the classroom to teach students to communicate, collaborate, and think critically using 21st century skills. 2016/17 emphasis was on the writing process across the curriculum and student data. John Yost provided the training.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,288	\$46,511
Mid-Range Teacher Salary	\$63,074	\$73,293
Highest Teacher Salary	\$92,087	\$92,082
Average Principal Salary (ES)	\$109,852	\$113,263
Average Principal Salary (MS)	\$119,527	\$120,172
Average Principal Salary (HS)	\$125,537	\$131,203
Superintendent Salary	\$224,808	\$213,732
Percent of District Budget		
Teacher Salaries	28%	36%
Administrative Salaries	5%	5%

\* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Kings Canyon High School	2013-14	2014-15	2015-16
Dropout Rate	11.5	0	0
Graduation Rate	88.46	95.12	100
Kings Canyon Joint Unified School	2013-14	2014-15	2015-16
Dropout Rate	4.8	0.8	2.1
Graduation Rate	90.32	93.86	93.74
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	24
% 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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,691.64	\$818.46	\$7,873.18	\$75,408.50
District	♦	♦	\$5,572	\$69,005
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			41.3	9.3
Percent Difference: School Site/ State			19.8	1.3

\* Cells with ♦ do not require data.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	65.67	81.9	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	0	50	80.17
Asian	0	100	94.42
Filipino	0	100	93.76
Hispanic or Latino	66.67	81.2	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	0	84.72	90.99
Two or More Races	0	100	90.59
Socioeconomically Disadvantaged	71.43	60	63.9
English Learners	55.56	50	55.44
Students with Disabilities	68.25	81.49	85.45
Foster Youth	0	100	68.19

**Career Technical Education Programs**

There were no CTE courses offered at KCHS during the 2015-2016 school year.

**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.