

School Accountability Report Card Reported for School Year 2004-05

Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School/District Information	
School Name	Kingsburg High
Superintendent/Principal	Linda E. Clark
Street	1900 18th Ave.
City, State, Zip	Kingsburg, CA 93631-1629
Phone Number	(559) 897-5156
FAX Number	(559) 897-7759
Web Site	www.kjuhsd.k12.ca.us
E-mail Address	lclark@kjuhsd.k12.ca.us
CDS Code	10-62257-1033695

School Description and Mission Statement

Information about the school, its programs, and its goals.

We believe that education is the process that society uses to prepare its citizenry to be productive, valued, and cooperative participants. This process is designed to establish attitudes, values, knowledge and skills that enable students to become positive influences in our world community.

We Value:

- Strengthening reading, speaking thinking, writing and computational skills.
- Providing the opportunity for each student to reach his/her maximum potential.
- Guiding students to develop a values system based on honesty, dignity and respect for others.
- Encouraging students to develop qualities of responsible citizenship, which include service to community.
- Preparing students in problem-solving and goal-setting to cope with a variety of real life situations.
- Providing enrichment in the fine arts and humanities for lifelong enjoyment.
- Strengthening the students' awareness and commitment to cultural diversity.
- Promoting an environment that fosters self-esteem, self-respect and self-direction.
- Helping students to develop lifestyles of mental and physical wellness.
- Providing skills that enhance preparation to adjust to a rapidly changing technological world.
- Supporting students in the development of vocational talents to enter the world of work.
- Providing co-curricular programs which allow students to grow through competition and participation in special interests.
- Providing a safe and caring campus environment for each individual.

Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Vikki Rogers	Contact Person Phone Number	(559) 897-5156
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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 Fresno County Office of Education.

The office uses parent volunteers every morning with most parents volunteering 1 to 2 hours each week.

The Library Media Center welcomes parent volunteers.

Many parents volunteer their time to drive students to various events, such as sporting events, music events, etc.

During field trips, especially overnight field trips, parent chaperones accompany the group.

Kingsburg High School is fortunate to have many booster groups that are not directly affiliated with the school but support many school activities.

II. Demographic Information

Student Enrollment -- Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	315
Grade 10	256
Grade 11	271
Grade 12	215
Ungraded Secondary	0

Total Enrollment	1057
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Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	7	0.7	Hispanic or Latino	493	46.6
American Indian or Alaska Native	5	0.5	Pacific Islander	0	0.0
Asian	43	4.1	White (Not Hispanic)	500	47.3
Filipino	5	0.5	Multiple or No Response	4	0.4

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	October 2005	Date Last Discussed with Staff	November 2005
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School discipline procedures and expectations are outlined in a student handbook available to all students and studied in detail by each 9th grade student. Additionally, every teacher provides students with their classroom expectations and grading procedures in writing at the beginning of each school year. Kingsburg High School uses a four-step assertive discipline procedure 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.

Kingsburg High School has just completed a multi-year building phase in which we added five new buildings. Upon completion of the buildings this year the Safety Plan was updated and reviewed with all staff. Cameras are in place throughout our campus to support our safe environment.

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

Kingsburg High School is fortunate to have several new buildings that are state of the art and provide excellent learning opportunities for our students. We have multiple computer labs throughout the campus, excellent science classrooms, a new library and a college/career center all of which demonstrate our commitment to provide an excellent learning environment.

Academic and athletic recognition is also granted students to promote positive self-esteem and reward effort and achievement. We work with the student council to perpetuate KHS spirit, a positive environment and student involvement. Our leadership class performs community service. Student council also provides funds and acts as a granting agency in providing rewards for drugs, vandalism, or weapons information. Our goal is to maintain an instructional environment that promotes high self-esteem and a positive attitude toward education. Student

morale is high and a positive environment for academic, personal and social achievement is a priority.

The Kingsburg High School discipline policy is set forth in the Student Handbook which is approved by the board of trustees each year. Infractions such as tardies and truanancies are dealt with through an assertive discipline policy. The policy for more serious infractions is outlined in the Student Handbook which is provided to each student annually and is available in both English and Spanish on our website (www.kjuhsd.12.ca.us).

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School		
	2002-03	2003-04	2004-05
Number of Suspensions	98	111	88
Rate of Suspensions	10.2%	11.2%	7.5%
Number of Expulsions	6	23	16
Rate of Expulsions	.01%	2.3%	1.5%

IV. School Facilities

School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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. This community is very supportive of education and it passed a ten million dollar bond measure in June of 1998. To date we have completed construction of a new gym, a new agriculture and arts building, a new science building, a new library, a new music wing and have added a state of the art infrastructure for technology district wide. We have modernized the old science wing and the math department is now located in the building. 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.

The community generously passed a 9.9 million dollar bond in June of 2006 and we will be upgrading our football stadium, softball complex, old gymnasium, theater and adding features like an all weather track. This bond will help us provide newer and safer athletic facilities and a updated theater building. With the additions from the 1998 bond and these upgrades, our campus will be second to none in Fresno County.

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information

about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	√		
Mechanical Systems	√		
Windows/Doors/Gates (interior and exterior)	√		
Interior Surfaces (walls, floors, and ceilings)	√		
Hazardous Materials (interior and exterior)	√		
Structural Damage	√		
Fire Safety	√		
Electrical (interior and exterior)	√		
Pest/Vermin Infestation	√		
Drinking Fountains (inside and outside)	√		
Restrooms	√		
Sewer	√		
Playground/School Grounds	√		
Other			

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	45	46	51	40	42	48	35	36	40
Mathematics	24	18	27	23	18	27	35	34	38
Science	30	31	40	30	31	39	27	25	27
History-Social Science	34	30	36	30	27	32	28	29	32

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	*	*	55	*	38		62
Mathematics	*	*	41	*	17		35
Science	*	*	45	*	25		55
History-Social Science	*	*	39	*	21		50

CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	45	56	4	33	0	8
Mathematics	26	28	6	19	8	27
Science	42	38	5	24	7	11
History-Social Science	41	31	0	19	7	4

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT -- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005

Reading	59	55		54	52		43	43	41
Mathematics	60	54		55	51		50	51	52

NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							
Mathematics							

NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading						
Mathematics						

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	33.5	41.9	25.4	33.5	41.9	25.4	26.7	25.8	27.5

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at

least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	99	99	99	Percent Tested	99	99	99
API Base Score	648	707	735	API Growth Score	694	724	743
Growth Target	8	5	3	Actual Growth	46	17	8
Statewide Rank	6	*	8				
Similar Schools Rank	3	*	9				

(* Means the school has some invalid data and CDE cannot calculate a valid similar schools rank for this school during that year.)

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets. The subgroups below without information means that the student group is not numerically significant.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			

Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	564	637	678	API Growth Score	628	663	687
Growth Target	6	4	2	Actual Growth	64	26	9
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	708	769	792	API Growth Score	754	786	799
Growth Target	6	4	2	Actual Growth	46	17	7

API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	536	588	630	API Growth Score	580	616	664
Growth Target	6	4	2	Actual Growth	44	28	34

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005

All Students	Yes	Yes	Yes	No	Yes	Yes
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AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	N/A	Yes	Yes	No	Yes	Yes
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation	N/A	N/A
Year in Program Improvement (Implementation Level)	N/A	N/A
Year Exited Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	949	960	990	1,011	1,024	1,055	1,772,417	1,830,903	1,876,927
Number of Dropouts	5	4	5	10	7	7	47,871	58,189	61,253
Dropout Rate (1-year)	0.5	0.4	0.5	1.0	0.7	0.7	2.7	3.2	3.3
Graduation Rate	94.2	94.7	95.8	90.6	93.2	93.4	87.0	86.7	85.3

VII. Class Size

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	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	24.5	15	24		24.2	18	22	1	24.6	18	23	1
Mathematics	21.4	27	15		23.5	15	24		22.9	22	21	
Science	23.3	11	17	1	24.8	8	18	2	24.8	5	26	
Social Science	24.5	6	17		26.5	4	19	1	27.5	5	17	2

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all

schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	97.3
All Schools in District	97.3
High-Poverty Schools in District	N/A
Low-Poverty Schools in District	97.2

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	48	48	48
Teachers with Full Credential	46	45	46
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	0	0	0
Teachers in Alternative Routes to Certification (district and university internship)	2	3	2
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	1	1	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners			
Total Teacher Misassignments			

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
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Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	14.6	12.3
Master's Degree	10.4	8.8
Bachelor's Degree plus 30 or more semester hours	68.8	71.9
Bachelor's Degree	6.3	7.0
Less than Bachelor's Degree	0.0	0.0

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

All teachers in the school and district are evaluated using the California Teaching Standards on a rubric format. Tenured teachers are evaluated every other year. Non-tenured teachers are evaluated twice per year. Each evaluation includes a self-evaluation by the teacher, a pre-evaluation conference, an classroom observation of at least 1.5 hours, a written evaluation and a post conference.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

All substitute teachers used by Kingsburg High School are credentialed through the Fresno County Office of Education and their fingerprints have been cleared through the Department of Justice. Our pay rate is commensurate with the school districts in the area.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	2.0
Library Media Teacher (Librarian)	0
Psychologist	.20
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.20
Resource Specialist (non-teaching)	0

Other	1.0
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Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
2.0	528.5

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

The philosophy of the leadership at Kingsburg High School is one of shared vision, professional input, responsibility and accountability. The superintendent/principal has graduated from the three-year professional growth program of the California School Leadership Academy and has over twenty years experience in school administration. All of the assistant principals are currently enrolled in a two-year principal training program. We believe in our own professional growth, as well as staff development for faculty. Department chairs, working with their department members, have worked to align our curriculum with the state frameworks and standards. Curriculum and instruction is regularly evaluated against the standards and state accountability measures. The department chairs continually provide structured leadership in this on-going endeavor.

Kingsburg High School fosters a highly collaborative leadership style with empowered and involved staff. Department chairs, administration and counseling make up the school leadership team. The district leadership cabinet is made up of the superintendent/principal, three and one half assistant principals, and two counselors.

Professional Development

Information about the program for training the school's teachers and other professional staff.

Professional growth through inservices, classes, workshops and conferences is encouraged. We also provide release time for articulation and curriculum development within the school. We articulate and provide release time for vertical teams to meet and discuss curriculum and instruction K-12 in math, English, special education and we are beginning one in science. Our teachers actively participate in professional growth opportunities and are wholeheartedly supported in these endeavors by the administration and the board. Many positive changes take place at KHS due to this common commitment for professional growth.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and

grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Newly purchased 2005-06 and standards based. Each student is provided his or her own text.
Mathematics	Newly purchased 2005-06 and standards based. Each student is provided his or her own text.
Science	Newly purchased 2005-06 and standards based. Each student is provided his or her own text.
History-Social Science	Will be purchased 2006-07 to coincide with the state adoption cycle.

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	Newly purchased 2005-06 and standards based. Each student is provided his or her own text.
Mathematics	Newly purchased 2005-06 and standards based. Each student is provided his or her own text.
Science	Newly purchased 2005-06 and standards based. Each student is provided his or her own text.
History-Social Science	Will be purchased 2006-07 to coincide with the state adoption cycle.
Foreign Language	Newly purchased 2005-06 and standards based. Each student is provided his or her own text.
Health	Newly purchased 2004-05 and standards based. Each student is provided his or her own text.
Science Laboratory Equipment (grades 9-12)	Meets the departments needs.

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	67,480	64,800
10	67,480	64,800
11	67,480	64,800
12	67,480	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Kingsburg High School had 2 scheduled minimum days. Four days were scheduled as two hour morning staff inservices

X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts	1	1	23
English	2	4	67
Foreign Language	1	1	13
Mathematics	1	1	19
Science	2	2	28
Social Science	1	1	18

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts,*

the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
4614	3481	75.4

Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
183	73	39.9

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment	189	210	215	191	211	226	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	38.1	37.6	33.0	37.7	37.4	31.4	36.7	35.3	35.9
Average Verbal Score	490	506	491	490	506	491	494	496	499
Average Math Score	497	499	488	497	499	488	518	519	521

College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

Our AVID classes and English classes provide college admission test preparation each year.

Workforce Preparation Programs

Information about the school's career technical education programs and classes.

We have a strong regional occupation program and offer many sections of career technical education. The district also supports agriculture, business, industrial technology, automotive, and fine arts opportunities in the way of career technical education. We also have a college and career center with a career tech who offers four years of curriculum to all of our students.

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,377	\$37,320
Mid-Range Teacher Salary	\$52,095	\$56,211
Highest Teacher Salary	\$69,102	\$73,048
Beginning Superintendent/Principal Salary	\$94,690	\$96,180
Percent of Budget for Teacher Salaries	43.9	37.9
Percent of Budget for Administrative Salaries	5.5	6.0

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$6,558,092	\$6,295	\$7,007	\$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Kingsburg High School is not a high poverty school district and has limited categorical funds. We qualify for Title I and EIA. These funds are used to support academic interventions, instructional aides and our AVID program. We also qualify for Carl Perkins Vocational Education and Agricultural Incentive Grants. These funds support our agricultural program, which is a state recognized program of excellence. We receive Safe School funds. We use these funds for a student voluntary drug testing program, interventions programs and other safety related needs.