



KINGSBURG HIGH SCHOOL

1900 18th Ave., Kingsburg, CA 93631 • (559) 897-5156

Linda Clark, Principal

School Accountability Report Card

Principal's Message

We want you to know that we have the highest of expectations for our students and we want them to understand that they have reached that important age of becoming responsible for their future. I especially like the message in the following quote. "The best way to predict your future is to create it." -Unknown

The four years of high school are a time to challenge your mind with the most rigorous of academic programs; challenge your body with the discipline and team building experience of competitive sports programs; explore vocational and elective areas of study to find your interests and talents; and develop a sense of community service and citizenship in society. This is a time to stretch and grow and show what great decision-making and maturity you can develop. This is the time that you have that is still in a structured and protected environment but will build the foundation for your future. This is the four years to develop a plan and prepare for postsecondary education or training in an area of interest and ability for you.

We know that this can seem overwhelming at times and because of that it will require the support of your family, friends, teachers, counselors, and coaches. We encourage you to become involved in athletics, music, drama, Future Farmers' of America, Future Business Leaders of America, and all other types of clubs and activities. You will develop social skills, create life-long friendships and bonds, and build self-confidence by becoming an active participant in school. These activities will also help you in your academics.

There is one more important message that I wish to convey to you and that is to take the most rigorous classes available and challenge yourself. When you meet a difficulty with your studies don't give up but reach out. We provide a number of tutorial opportunities to support your academic success and it is important that you spend time now learning how to meet the challenges of a tough curriculum. Take the classes that challenge you and make you develop the techniques of good study habits, allow you to utilize tutorials and study buddies and you will be successful. Learn the art of perseverance and determination now and it will support you all the years of your life.

Linda Clark
Superintendent/Principal

"Whether you think you can or think you can't -- you are right."
-Henry Ford

Mission Statement

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.

School Profile

Kingsburg High School is one of two high schools in the district and the only comprehensive high school. Curriculum is focused on the California Standards in each content area. We also have many electives and vocational education classes. Our emphasis is on standards, but we never 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. During the 2006-07 school year 1,106 students were enrolled at the school, with classes arranged on a daily block schedule and with a traditional school calendar.

Contact Information

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 Lupe Cordova at Kingsburg High School at 897-5156.

Discipline & Climate for Learning

Students at Kingsburg High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Kingsburg High School's discipline program is to provide an environment that is safe and conducive to learning. Parents and students are informed of school rules and discipline policies through the Student Handbook which is given to each student at the beginning of the school year.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	0.7%
American Indian	0.2%
Asian	4.4%
Caucasian	48.0%
Filipino	0.2%
Hispanic	44.8%
Pacific Islander	0.0%
Multiple or No Response	1.7%

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of the enrollment. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	88	122	97	121	165	122
Suspension Rate	8.3%	11.3%	8.8%	11.4%	15.3%	11.0%
Expulsions	13	21	10	14	39	15
Expulsion Rate	1.2%	1.9%	0.9%	1.3%	3.6%	1.4%

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include but are not limited to:

- Boys and Girls athletic teams;
- Academic and activity-based clubs;
- Music and theater productions;

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. KHS recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during the school year by posting their successes on the marquee in front of the school, sports awards nights, announcements and articles in the local Kingsburg newspaper as well as the school newspaper, reading their names in the daily bulletin, and senior awards night.

Our community and school supports student achievement with tremendous generosity in the way of scholarships for our seniors each year. In 2006-07, over \$228,550 was given to students so that they could pursue their dreams of post secondary education and opportunities.

Class Size

There is a commitment on the part of the Board of Trustees and the administration to try to maintain small class sizes so that there is both an optimum learning and teaching environment.

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from two full-time and eight part-time adult classroom paraprofessionals. Manageable class sizes are a priority for our school and we attempt to keep class sizes within a 25-35 student range for most classes. We also support many small specialized classes such as CAHSEE English, CAHSEE Math, English E, AP Calculus, and many others that range from 6 - 20 students. The table indicates the average class size by subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size	Classrooms Containing:										
		1-20 Students			21-32 Students			33+ Students				
	05	06	07	05	06	07	05	06	07	05	06	07
English	24	24	24	21	17	17	24	30	31	1	-	-
Mathematics	23	22	23	23	22	22	21	22	24	-	1	-
Science	24	25	25	7	6	5	26	27	26	-	-	-
Social Science	27	29	26	6	1	3	17	23	23	2	1	-

Enrollment By Program

During the 2006-07 school year 1,106 students were enrolled at Kingsburg High. Six percent of these students were RSP, four percent were English Learners, fifteen percent were socioeconomically disadvantaged and 52 percent were Title I. Other important programs included: AVID with 9%, Advanced Placement courses with 16%, and honors classes with 16% enrolled.

Career technical education and career and college support is important to our holistic approach to education. In 2005-06 we opened our College and Career Center in the new Library Media Center and created a four year curriculum for our students.

Kingsburg High School is a member school of a joint powers agreement with Valley Regional Occupational Program (VROP) and 18% of our students were enrolled in VROP courses or in our own career technical education electives.

Dropout & Graduation Rates

Kingsburg High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: student contracts; 10th grade counseling; tutoring opportunities before, during and after the school day; a four step assertive discipline system for attendance and tardies; meetings with the parents of students who are at risk with the alternative education committee; annual review by students of their transcripts and graduation status; independent study program delivery in selected cases; continuation education opportunities; summer school credit recovery opportunities; an adult education diploma program with fewer credits required for completion.

	Graduation & Dropout Rates		
	03-04	04-05	05-06
Dropout Rate	0.51%	0.57%	0.65%
Graduation Rate	95.80%	96.70%	96.80%

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past three school years.

	Enrollment Trend by Grade Level		
	2004-05	2005-06	2006-07
9th	315	271	322
10th	256	291	257
11th	271	259	283
12th	215	258	244

Curriculum Development

All curriculum development in the Kingsburg Joint Union High is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly and are aligned with the state standards, district goals, and the statewide assessment program. There is a curriculum council made up of administration, counselors, teachers, students and parents. This council meets monthly to discuss all issues related to curriculum. Once a year the curriculum council meets with students from newly formed classes to discuss with them their view of the class. All new courses are under review with this student interview process for a period of two years.

Assessment data results are reviewed by departments and individual teachers and then used to adjust curriculum and instruction. Thus curriculum is constantly being evaluated and modified based on student results.

All students take a rigorous curriculum and those in need of extra support are provided that in a number of ways from tutorial classes during lunch or after school to CAHSEE math or English classes. AVID courses and strategies are used campus-wide to support students who need additional structure to meet success in the rigorous course work. RSP and English language learners have a support class within the school day.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Kingsburg and Selma, which contain numerous computer workstations.

Instructional Materials

Kingsburg Joint Union High held a public hearing on September 14, 2006, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, and 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 State 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 administration by each department and then approved by the school board. All recommended materials are available for parent examination at the district office. The textbook table on page 3 displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
10th-11th	ELD	Addison Wesley Prentice Hall	1994	Yes
10th-11th	ELD	Addison-Wesley	1982	Yes
10th	English 10	Selected Core Literature	N/A	Yes
11th	English 11	Selected Core Literature	N/A	Yes
12th	English 12	Selected Core Literature	N/A	Yes
9th	English 9	Selected Core Literature	N/A	Yes
9th-10th	Foreign Language	Addison Wesley Prentice Hall	1986	Yes
10th-11th	Foreign Language	DC Heath	1994	Yes
9th	Foreign Language	McDougal Littell	2005	Yes
11th-12th	Foreign Language	National Textbook Co.	1994	Yes
11th	History/Social Science	Addison Wesley Prentice Hall	2006	Yes
11th-12th	History/Social Science	Houghton Mifflin	2005	Yes
10th	History/Social Science	Prentice Hall	2006	Yes
11th-12th	History/Social Science	Prentice Hall	2007	Yes
10th-11th	History/Social Science	Wiley	2005	Yes
12th	Mathematics	Addison Wesley Prentice Hall	2001	Yes
12th	Mathematics	Freeman & Company	2006	Yes
12th	Mathematics	Glencoe	2006	Yes
9th	Mathematics	Glencoe	1998	Yes
9th-10th	Mathematics	Glencoe	2001	Yes
10th-12th	Mathematics	Glencoe	2002	Yes
11th-12th	Mathematics	Houghton Mifflin	2003	Yes
10th-11th	Mathematics	McDougal Littell	2003	Yes
9th	Mathematics	McDougal Littell	2001	Yes
10th	Mathematics	McDougal Littell	2004	Yes
11th-12th	Mathematics	Pearson	2005	Yes
10th-11th	Mathematics	Prentice Hall	2002	Yes
9th-10th	Mathematics	Prentice Hall	N/A	Yes
11th-12th	Science	Benjamin Cummings	2005	Yes
12th	Science	Brooks/Cole	1994	Yes
11th-12th	Science	Glencoe (MacMillan/McGraw Hill)	2007	Yes
10th-11th	Science	Holt, Rinehart & Winston	2001	Yes
10th	Science	Holt, Rinehart & Winston	2001	Yes
11th	Science	Houghton Mifflin	2005	Yes
11th	Science	McGraw-Hill	2005	Yes
9th	Science	Pearson/Prentice Hall	2006	Yes

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/10622571033695Textbooks_1.pdf

Data Sources

Data within the SARC was provided by Kingsburg Joint Union High School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, the table displays by student group, the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. **Data unavailable at time of publication.**

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten 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 similar schools.

	API School Results			2007 API Growth Score
	04-05	05-06	06-07	
Statewide Rank	8	8	8	
Similar Schools Rank	9	9	9	
All Students				
Actual Growth	8	23	-12	749
Socioeconomically Disadvantaged				
Actual Growth	34	14	-4	674
Hispanic				
Actual Growth	9	23	-10	696
Caucasian				
Actual Growth	7	11	-10	792

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucoop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not shown for Math (grades 9-11) and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

Physical Fitness

In the spring of each year, Kingsburg High is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone 2006-07 Test Results	
9th Grade	
School	
School Overall	35.7%
School (Boys)	38.1%
School (Girls)	32.9%
District	
District Overall	35.7%
District (Boys)	38.1%
District (Girls)	32.9%
State	
State Overall	29.3%
State (Boys)	30.1%
State (Girls)	28.4%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts						Social Science								
	9		10		11		10		11						
	05	06	07	05	06	07	05	06	07	05	06	07			
All Students															
School	58	54	56	43	54	48	49	40	48	31	40	26	42	39	38
District	56	52	55	41	50	46	45	39	45	28	37	25	37	37	36
State	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35
Males															
School	48	46	49	42	47	39	44	44	41	37	42	28	45	48	41
District	46	43	49	39	42	35	41	41	38	32	38	27	39	44	37
State	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37
Females															
School	68	61	64	45	60	57	54	36	54	24	37	25	38	31	35
District	66	59	64	42	58	56	50	35	52	23	36	24	34	29	34
State	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33
Socioeconomically Disadvantaged															
School	40	35	38	28	35	28	30	28	24	14	22	18	23	28	21
District	37	34	37	25	28	26	28	28	21	11	17	17	19	27	18
State	26	27	32	20	21	21	21	21	22	18	17	17	23	21	22
Asian															
School	60	73	60	* 50	73		* 67	62		* 43	*		* 33	54	
District	60	72	60	34	50	72	* 67	61		17	43	0	*	33	54
State	64	65	71	56	58	58	53	55	57	52	53	51	56	54	54
Hispanic															
School	45	43	43	30	40	34	37	27	27	15	27	18	26	31	21
District	43	41	41	28	36	32	33	27	26	13	25	19	22	29	19
State	26	28	32	20	21	23	21	21	23	17	17	18	23	21	22
Caucasian															
School	71	64	66	55	65	62	60	50	65	44	49	32	57	46	50
District	67	61	67	53	61	59	55	48	60	41	46	31	52	44	47
State	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48
Students with Disabilities															
School	0	6	4	0	0	0	0	0	7	8	0	0	6	0	7
District	0	6	4	0	0	0	0	0	5	8	0	0	6	0	5
State	8	9	10	5	6	7	5	6	6	7	8	8	8	8	9
English Learners															
School	15	7	4	0	*	0	0	0	15	0	*	0	0	0	8
District	15	10	7	0	0	5	0	0	15	0	0	6	0	0	8
State	7	7	10	3	4	4	4	4	4	6	5	6	7	7	6

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Adequate Yearly Progress (AYP)				
Met AYP Criteria	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		Yes	
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Kingsburg High made it's AYP requirements and is not in any intervention programs.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

UC/CSU Course Completion

Students at Kingsburg High are encouraged to take University of California/ California State University (UC/CSU) A to G preparatory courses in order to provide them with the option to attend a four-year university. All students must pass each course with a grade no lower than a 'C'. It is our goal to ensure that all students have as many post secondary options as possible and by insisting on a rigorous curriculum for all students hope to increase each students options upon high school graduation. To view the Kingsburg High School courses that are on the UC/CSU A to G list you may log on to www.ucop.edu/doorways/list

UC/CSU Course Enrollment

	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	76.7%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	43.5%

SAT-1

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. Kingsburg High School does not offer a college admission test preparation course.

The table displays the percent of the school's 12th grade students who voluntarily took the SAT Reasoning Test for college entrance, and average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site.

SAT I Test Results

	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
School					
04-05	215	33.0%	491	488	0
05-06	258	40.7%	478	501	482
06-07	244	35.2%	477	499	487
District					
04-05	226	0.31%	491	488	0
05-06	258	0.41%	478	501	482
06-07	258	0.33%	477	499	487
State					
04-05	409,576	35.7%	500	522	0
05-06	383,460	40.5%	495	516	496
06-07	441,198	36.9%	493	513	492

Career Technical Education Participation

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

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	454
What percent of the school's pupils complete a CTE program and earn a high school diploma?	100.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	N/A

Advanced Placement Classes

Kingsburg High encourages students to continue their education past high school. We offer Advanced Placement (AP) courses for those students seeking to qualify for college credit. In 2006-07 Kingsburg High School offered 11 sections of AP opportunities for students including English Language, Environmental Science, Spanish Language, Calculus, U.S. History, Chemistry, Studio Art and English Literature.

Advanced Placement Classes

	# of Courses	Enrollment
English	2	38
Fine and Performing Arts	1	8
Foreign Language	1	14
Mathematics	1	32
Science	2	20
Social Science	1	37
Totals	8	149
Percent of Students in AP Courses		13.5%

Career Technical Education (CTE) Programs

Kingsburg High career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Kingsburg High 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 new four year career education curriculum provided by our College and Career Center technician expert.

CTE Programs

Title of Career Preparation Course	Who offers the course
Ag Mechanics 1	Kingsburg High
Ag Mechanics 2	Kingsburg High
Keyboarding/ Introduction to Business	Kingsburg High
Small Gas Engines	Kingsburg High
Engine Performance	ROP
Auto 1	ROP
Ag Science 1	Kingsburg High
Applied Ag Biology	Kingsburg High
Virtual Enterprise	ROP
Micro Certification	ROP
Plant/Animal Physiology	ROP
Certified Nursing Assistant	ROP
Ag Business	ROP
Ag Environmental Science/ Production	ROP
Web Design	ROP

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

	CAHSEE By Subject								
	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	57.1	54.6	49.0	60.6	57.9	51.1	57.7	54.4	48.6
Mathematics	48.4	44.7	45.2	65.4	62.2	46.8	69.3	63.5	49.9

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	42.3	23.3	34.4	30.7	40.4	28.9
Males	51.8	21.8	26.4	33.3	40.5	26.1
Females	33.3	24.8	41.9	28.2	40.2	31.6
Hispanic	54.6	25.9	19.4	38.9	43.5	17.6
Caucasian	31.1	22.6	46.2	23.4	39.3	37.4
English Learners	87.5	4.2	8.3	62.5	29.2	8.3
Socioeconomically Disadvantaged	68.3	22.2	9.5	50.8	38.1	11.1
Students with Disabilities	94.1	5.9	0	94.4	5.6	0

Substitute Teachers

The Kingsburg Joint Union High District has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Kingsburg High. Generally, the district experiences few problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, another Kingsburg High School teacher assumes the role of substitute during their preparation period.

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 other school districts in the area.

Teacher Assignment

Kingsburg High School recruits and employs the most qualified credentialed teachers. In the 2006-07 school year, Kingsburg High had 50 fully credentialed teachers who met all credential requirements in accordance with the No Child Left Behind and State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or service position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect 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.

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	46	51	50	59
Without Full Credentials	2	0	0	0
Working Outside Subject	0	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. All teachers at Kingsburg High School have met the standards and are "Highly Qualified" under the No Child Left Behind Act.

	05-06	06-07	07-08
	Misassignments of Teachers of English Learners	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. The evaluation process is one of collaboration, support and continual improvement. We are each a masterpiece in progress and it is important to spend time evaluating our next steps toward that end.

Temporary and probationary teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Superintendent/Principal and Assistant Principals who have been trained to perform teacher evaluations. Teachers are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning

Experiences for All Students and Developing as a Professional Educator.

The Fresno County Office of Education offers programs to assist new teachers, such as Beginning Teacher Support and Training (BTSA). BTSA is for new credentialed teachers and is a two year program where a teacher on campus provides support and serves as a mentor through their BTSA training. Our best teachers serve as support providers to new to the profession teachers to ensure their success.

Staff 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 three full days and four "foggy inservice" days to staff development annually for the past three years. Topics for staff development included: differentiated instructional strategies, vertical teaming in math and English, English Language Learning teaching strategies, AVID instructional strategies, data analysis and evaluating curriculum and instruction based on assessment results.

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.

Counseling & Support Staff

It is the goal of the Kingsburg High School counseling staff to provide academic guidance that maximizes each student's efforts towards high school graduation and helps to offer them multiple post secondary options. In the 2005-06 school year we opened a new College and Career Center in an effort to provide a four year curriculum designed to support students in planning for their future and setting post secondary goals. The College and Career Center has become a vital part of student experience at Kingsburg High School and fully 95% of the students have had occasion to use this resource at least once a year.

In addition, the counseling staff supports students in their social and personal development. Every effort is made to give special attention to students who experience: academic difficulties, coping issues with personal problems, and trouble with decision making or in handling peer pressure. The counseling staff also does crisis intervention in collaboration with other agencies as needed. The counselor to pupil ratio is 1:443.

Marlene Pavlina - Head Counselor Heather Apgar - Counselor
Geni Bird - 1/2 Time Counselor Kingsburg High & 1/2 Time Oasis High

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Counselor	3	2.3
Attendance Clerk	2	2
Band/Music Director	1	1
Instructional Aides	10	6
Librarian/library media teacher	1	1
Physical Education Teacher	3	2.75
Positive Attitude Adjustment Center Aide	2	1
Psychologist	1	.2
Resource Specialist Program (RSP) Teacher	3	2.2
Speech Therapist	1	.2
Technology Coordinator	1	.2

Parent 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.

- 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.

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, advisory groups, and the bond oversight committee.

Kingsburg High School is also fortunate to have many booster groups that support programs such as: music, drama, agricultural and athletics. We are blessed to have the level of involvement and support from our parents and our community as a whole. In June of 2006 they supported a 9.9 million dollar bond to improve our theater and athletic areas.

School Leadership

Leadership at Kingsburg High School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past 19 years, leadership duties have been assumed by the Superintendent/Principal Linda Clark. Ms.Clark has 34 years of experience in education with positions as a reading/language arts teacher, assistant principal, principal and for the past five years as Superintendent/Principal.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

The philosophy of the leadership at Kingsburg High School is one of shared vision, professional input, responsibility and accountability. The superintendent/principal graduated from the California School Leadership Academy and the Superintendent's 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 assistant principals, and two counselors.

Safe School 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 by the School Safety Committee. The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Fire, lockdown and disaster drills are conducted. 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 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 discipline section of the handbook is also on our website in both English and Spanish. 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 completed a multi-year building phase in 2005-06 in which we added five new buildings. Upon completion of the buildings this year the Safety School Plan was updated and reviewed with all staff. Security cameras were added as a part of our modernization projects and are now placed throughout our campus to support our efforts to provide for maximum student and staff safety.

School Facilities

Kingsburg High School was originally established in 1905 and is comprised of 57 classrooms, 2 gyms, 1 library media center, 1 staff lounge, and 5 computer labs. We have undergone major modernization, new construction and have a state of the art technology network.

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 media center, a new music wing and we 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 have begun upgrading our football stadium, softball complex, old gymnasium, and we will be adding features such as an all-weather track and a covered eating area. This bond is helping us provide newer and safer athletic facilities. We have also completed upgrades to the theater which include new seating, carpet, and stage curtain as well as a new sound system and additional lighting. With the additions from the 1998 bond and these upgrades, our campus will be second to none in Fresno County and the entire valley.

Clean School Processes: The assistant principal and head of operations works 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 and are quickly resolved.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides 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, electrical systems, interior or exterior painting, and floor systems. For the 2006-07 school year the district allocated \$46,981 to the deferred maintenance program. This represents .04% of the district's general fund budget.

District Revenue Sources

In addition to general state funding, Kingsburg High receives state and federal funding for the following categorical funds and other support programs:

Title I (\$153,517)	EIA (\$65,442)	PAR (\$7,818)
Title II Part A (\$40,230)	Title II Part D (\$1,466)	
Title IV Part A (\$3,657)	Title V Part A (\$1,061)	

The total amount of categorical funds from the Consolidated Application for 2006-07 was \$263,907.

District Expenditures

Kingsburg Joint Union High spent an average of \$7,910 to educate each student, based on audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,879
From Restricted Sources	\$1,376
From Unrestricted Sources	\$5,503
District	
From Unrestricted Sources	\$5,503
Percentage of Variation between School & District	0.00%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	11.33%

School Facility Conditions				
Date of Last Inspection: 10/10/200				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds			X	Kingsburg Joint Union High School - While Kingsburg High School does not have a playground as such, we do have some uneven and cracked cement in the walkways between classrooms and the areas where students congregate. We have plans to use some of the funds we received from the 2006 Bond election to repair those areas as we install a covered eating area for students.
Overall Cleanliness	X			

Governing Board Members

During the 2006/07 the Kingsburg Joint Union High was governed by the following Board of Education Members:

- Mr. Blake Carlson - President
- Mr. Rick Jackson - Clerk
- Mr. Orlan Boyd - Member
- Mr. Brent Lunde - Member
- Mr. Bill Swanson - Member

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2005-06 financial statements).

Average Teacher Salaries	
School & District	
School	\$58,894
District	\$57,587
Percentage of Variation	2.26%
School & State	
All High School Districts	\$61,994
Percentage of Variation	5.01%

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$38,589	\$38,525
Mid-Range Teachers	\$55,804	\$61,143
Highest Teachers	\$74,349	\$78,754
Elementary School Principals	-	-
Middle School Principals	-	-
High School Principals	-	\$102,007
Superintendent	\$101,432	\$134,261
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.9%	36.7%
Administrative Salaries	4.8%	6.1%