

# Kingsburg Joint Union High School District

## Oasis Continuation High School

### 2008-2009 School Accountability Report Card

**Linda E. Clark,  
Principal**

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#### Principal's Message

Oasis High School is a necessary small school established to provide for students who need a different format. Our classes are small, because we often have more than one subject taught in one classroom during the same period. Classes are one hour in length. Students who come to Oasis have the opportunity to return to Kingsburg High School at the start of each semester. However, in order to increase their chances of success at KHS, students are required to be on track for graduation.

We understand that not all students learn at the same rate or in the same manner. Our program supports students who need to work at a different pace. We also provide opportunities for students to accelerate.

Linda Clark  
Principal, Oasis High School

#### School Profile

Oasis Continuation High is one of two high schools in the Kingsburg Joint Union High School District and the only continuation high school. Curriculum is focused on the California Standards in each content area. The school supports cultural awareness in many ways that include, but are not limited to: reading culturally diverse literature selections in English class, the study of cultures, histories and influences in World History. During the 2008/2009 school year 137 9th-12th grade students were enrolled in the school at one point or another in the year with classes arranged on a traditional school calendar.

#### Discipline & Climate for Learning

Students at Oasis Continuation High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Oasis Continuation High 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 Parent/Student Handbook which is sent home at the beginning of the school year. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. 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. School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during staff/student/parent breakfasts that are held each semester to celebrate student achievement.

#### Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	0.0%
American Indian	2.1%
Asian	2.1%
Caucasian	40.4%
Filipino	0.0%
Hispanic or Latino	48.9%
Pacific Islander	0.0%
Multiple or No Response	6.4%

#### Suspensions & Expulsions

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	25	31	39	122	144	31
Suspension Rate	41.7%	42.5%	83.0%	10.5%	11.8%	2.6%
Expulsions	5	9	13	15	26	15
Expulsion Rate	8.3%	12.3%	27.7%	1.3%	2.1%	1.3%

## Enrollment By Grade

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

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
9th	-	1	1
10th	19	19	12
11th	27	30	18
12th	14	23	16

## Class Size

Average class sizes vary by subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from: counselor and administrative support. The table indicates the average class size by grade level or 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				
		07	08	09	07	08	09	07	08	09		
English	14	14	11	5	5	5	-	-	-	-	-	-
Mathematics	13	10	8	4	8	9	-	-	-	-	-	-
Science	14	19	14	3	2	3	-	1	-	-	-	-
Social Science	18	24	14	2	2	5	2	2	-	-	-	-

## 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. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Principal & Assistant-Principal who has been trained and certified for competency to perform teacher evaluations. Teacher 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. Alameda Co. Office of Education offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers. Peer Assistance and Review (PAR) is lead by credentialed teachers who help recent California Basic Education Skills Test (CBEST) graduates who have yet to pass a specific subject exam. The PAR mentors also help Emergency Teaching Certificate teachers, as well as any teacher who may have received a poor evaluation from the principal.

## 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 30 days to staff development annually for the past three years. Topics for staff development included: differentiated instruction, the use of data to inform instruction, increasing parent communication, and utilizing research based instructional strategies across all curricular areas.

## Counseling & Support Staff

It is the goal of Oasis Continuation High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:60. The table lists the support service personnel available at Oasis Continuation High.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	3	1

## Teacher Assignment

Kingsburg Joint Union High recruits and employs the most qualified credentialed teachers. For the 2008/09 school year, Oasis Continuation High had four fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services 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. For the 2008/09 school year, the most current data are reported.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	9	9	7	57
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	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.

	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%

## School Leadership

Leadership at Oasis Continuation High 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 two years, leadership duties were assumed by Principal Clark. Principal Clark has 34 years of experience in education with positions as a teacher, Assistant Principal, Principal and Superintendent. 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. Leadership teams include: Assistant Principal Mr. Rosa.

## Parent Involvement

Oasis Continuation High greatly benefits from its supportive parents who generously give of their time and support their student's success. Each parent knows that they can contact the school and they are willing to make appointments with administration and school staff.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Oasis Continuation High at (559)897-3880.

## 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 by the Department Chairs and district administration to align with the state standards, district goals, and the statewide assessment program.

## Instructional Materials

Kingsburg Joint Union High held a Public Hearing on August 21 2006, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the 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 School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information 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	% Lacking
7th-12th	Mathematics	Glencoe (MacMillan/McGraw Hill)	2001	Yes	0.0%
7th-12th	Mathematics	Holt, Rinehart & Winston	1998	Yes	0.0%
7th-12th	Mathematics	Prentice Hall	2001	Yes	0.0%
7th-12th	Reading/Lang Arts	Glencoe (MacMillan/McGraw Hill)	2002	Yes	0.0%
7th-12th	Reading/Lang Arts	McDougal Littell	2002	Yes	0.0%
7th-12th	Science	Prentice Hall	2001	Yes	0.0%
7th-12th	Science	Prentice Hall	2004	Yes	0.0%
7th-12th	Social Science/History	Glencoe (MacMillan/McGraw Hill)	2006	Yes	0.0%
7th-12th	Social Science/History	Glencoe (MacMillan/McGraw Hill)	2006	Yes	0.0%
7th-12th	Social Science/History	Prentice Hall	2006	Yes	0.0%
7th-12th	Social Science/History	Prentice Hall	2007	Yes	0.0%

## Additional Internet Access/Public Libraries

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

## Safe School Plan

Safety of students and staff is a primary concern of Oasis Continuation High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was reviewed and updated on October 20, 2008 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held as needed. Students are supervised before and after school by certificated staff, and certificated staff supervise students during lunch. Certificated staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors are required to report directly to the office upon entering campus.

## School Facilities

Oasis Continuation High was originally constructed in 1994 and is comprised of 5 classrooms, and 1 staff lounge. Cleaning Process: The principal works daily with the custodial staff of 5 (4 full-time and 1 part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance and Repair District maintenance 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 highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. 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 2005/06 school year the district allocated \$43,290 for deferred maintenance program. This represents 0.5% of the district's general fund budget. During the 2005/06 school year, the district's governing board did approve deferred maintenance projects for the school, which included:

- Replacing carpeting at the Alternative Education Site
- Replacing HVAC in the data com room
- Replacing HVAC in the weight room
- Replacing flooring in the weight room
- Replacing the drainage system on the school agricultural farm

School Facility Conditions				
Date of Last Inspection: 09/12/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

## 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) Science, and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	18	19	10	49	46	52	43	46	50
Mathematics	3	7	15	19	20	22	40	43	46
Science	10	29	5	40	48	53	38	46	50
History/Social Science	16	6	3	31	31	37	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/Language Arts	Mathematics	Science	History/Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	7	20	*	*
Pacific Islander	*	*	*	*
Caucasian	16	8	*	7
Males	7	24	9	5
Females	16	*	*	*
Socioeconomically Disadvantaged	*	12	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Migrant Education	*	*	*	*

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

## 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.

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

## 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.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	B	B	B	
Similar Schools Rank	B	B	B	
All Students				
Actual Growth	114	36	-113	552

*B - This is an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.*

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## 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.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	No	No
Percent Proficient	No		Yes	
API School Results	Yes		Yes	

## Physical Fitness

In the spring of each year, Oasis Continuation High is required by the state to administer a physical fitness test to all students in grades five, seven, and 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. **Due to the moderate number of students at Oasis Continuation High scores are not disclosed.**

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	-	-	-
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

## 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 table displays the percent of students achieving at the Proficient or Advanced level for the past three years. **Due to the moderate number of students scores are not disclosed for the school.**

	CAHSEE By Subject								
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	-	54.4	48.6	-	63.1	52.9	-	55.3	52.0
Mathematics	-	63.5	49.9	-	61.8	51.3	-	62.8	53.3

## UC/CSU Course Completion

Students at Oasis Continuation High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

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

\* Duplicated Count (one student can be enrolled in several courses).

## 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 2008-09 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/>. **Due to the moderate number of students at Oasis Continuation High scores are not disclosed.**

## Dropout & Graduation Rates

Oasis Continuation 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: academic and personal counseling, academic interventions. We also offer a lot of flexibility for students to earn a diploma through one of our three programs: Continuation High School, Independent Study Program, and Adult Education.

Graduation & Dropout Rates			
	05-06	06-07	07-08
Dropout Rate	3.30%	11.70%	9.70%
Graduation Rate	50.00%	-	-

## Career Technical Education (CTE) Programs

Oasis Continuation 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 Oasis Continuation 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: exposing students to vocational areas that they normally would not be exposed to and developing partnerships with the community to help bridge school to work.

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Careers	Oasis High School	This class allows student's to explore their individual interests as well as exposing them to areas that are new to them.	We are frequently looking at each individual students needs and the instructor develops a differentiated curriculum that takes into account all students learning styles.	Each year the instructor collaborates with other instructors and the leadership team to determine whether or not the class is effective in helping students become exposed to career pathways that they may not had an opportunity to explore. A student survey is also used to help determine it's effectiveness.

## Career Technical Education Participation

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

### 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.ucop.edu/pathways](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://www.csumentor.edu).

### 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?	15
What percent of the school's pupils complete a CTE program and earn a high school diploma?	13.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0



## 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 districts 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		
2007-08		
	District	State
Beginning Teachers	\$41,738	\$41,427
Mid-Range Teachers	\$60,357	\$65,758
Highest Teachers	\$80,062	\$85,310
Elementary School Principals	-	-
Middle School Principals	-	-
High School Principals	\$94,966	\$114,010
Superintendent	\$105,489	\$145,785
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.3%	36.7%
Administrative Salaries	5.4%	6.3%

## 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 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 website.

Average Teacher Salaries	
School & District	
School	\$64,050
District	\$63,942
Percentage of Variation	0.16%
School & State	
All High School Districts	\$66,335
Percentage of Variation	3.45%

## District Expenditures

Kingsburg Joint Union High spent an average of \$7483.00 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	\$4,802
From Restricted Sources	
From Unrestricted Sources	
District	
From Unrestricted Sources	
Percentage of Variation between School & District	92.60%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	

## District Revenue Sources

Oasis Continuation High receives general state funding and no categorical funds.

## Data Sources

Data within the SARC was provided by Kingsburg Joint Union High School District, retrieved from the 2008-09 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.