

# Kings Canyon High School

## 2021 School Accountability Report Card



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

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



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

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Kings Canyon High School
<b>Street</b>	10026 S. Crawford Ave.
<b>City, State, Zip</b>	Dinuba, CA 93618
<b>Phone Number</b>	(559) 305-7390
<b>Principal</b>	Ron Pack
<b>Email Address</b>	pack-r@kcsd.com
<b>School Website</b>	<a href="https://kchs.kcsd.com/">https://kchs.kcsd.com/</a>
<b>County-District-School (CDS) Code</b>	10622651033703

## 2021-22 District Contact Information

<b>District Name</b>	Kings Canyon Joint Unified School District
<b>Phone Number</b>	559.305.7010
<b>Superintendent</b>	John Campbell
<b>Email Address</b>	guzman-j@kcsd.com
<b>District Website Address</b>	<a href="https://www.kcsd.com/">https://www.kcsd.com/</a>

## 2021-22 School Overview

School Description Kings Canyon High School (KCHS) is a WASC accredited continuation high school and one of 9 schools that form KCUSD Educational Options. The other schools are Opportunity Programs, Kings Canyon Adult School, KC Online, and Mountain View School. The schools share students, staff, curriculum, student services and a common awards recognition night and graduation ceremony. KCHS promotes the value that students can achieve greater success if their education is tailored to their individual learning abilities and needs through diverse instructional strategies and assessment. Emphasis in organizing instruction to accommodate their learning styles and providing directed and individualized instruction creates this opportunity. Individual responsibility, motivation, and a student oriented approach coupled with teacher accountability makes KCHS a great place for students. KCHS serves approximately 115 students in grades 10 -12 each school year and includes a staff of 8 teachers.

Vision Statement To develop in every student the capacity to be a capable, productive citizen who exceeds all expectations held for him or her by others. Students will be responsible, respectful, and caring.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 3	2
Grade 4	1
Grade 7	3
Grade 8	4
Grade 9	3
Grade 10	32
Grade 11	42
Grade 12	63
<b>Total Enrollment</b>	<b>150</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.7
Asian	0.7
Hispanic or Latino	93.3
Two or More Races	1.3
White	4
English Learners	24.7
Homeless	0.7
Socioeconomically Disadvantaged	96.7
Students with Disabilities	14.7

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

KCHS provides high quality, current standards-aligned textbooks to all pupils enrolled. Other instructional materials used at the school including supplemental curriculum are made available to all pupils at KCHS. All texts are SBE approved and adopted by the local board.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 9 Textbook: Pearson: California Pearson Literature &amp; Language Central R/ELA &amp; English Language Development, 2010 edition</p> <p>EDGE Intensive Intervention, CORE Replacement Grades 9-10 students who read below High School level. 2008 edition</p> <p>Literature: Of Mice and Men Romeo and Juliet Stranger With My Face A Raisin in the Sun Farewell to Manzanar Great Expectations Children of the River</p> <p>English 10 Textbook: Pearson: California Pearson Literature &amp; Language Central R/ELA &amp; English Language Development, 2010 edition</p> <p>Literature: Lord of the Flies Twelve Angry Men Night Julius Cesar Fahrenheit 451</p> <p>English 11 Textbook: American Lit Pearson: California Pearson American Experience, 2010 edition</p> <p>Literature: Light in the Forest To Kill a Mockingbird</p> <p>English 12 Expository Reading and Writing Course For all "Not College Ready" or "Conditionally College Ready" 12th graders not exempt for CSU based on grade 11 EAP</p>	Yes	0%

<p><b>Mathematics</b></p>	<p>Algebra 1</p> <p>Textbook: California Algebra 1, Holt, Rinehart and Winston: 2008 edition</p> <p>Math 1/ Math 1 E</p> <p>Textbook: The Math Visions Project Secondary Math 1 <a href="http://www.mathematicsvisionproject.org/secondary-one-mathematics.html">http://www.mathematicsvisionproject.org/secondary-one-mathematics.html</a>.</p> <p>Geometry</p> <p>Textbook: Geometry, Prentice Hall, 2004 edition</p> <p>Algebra 2E</p> <p>Textbook: Key Curriculum Press, Discovering Advanced Algebra 2004 edition</p> <p>Finite Math</p> <p>Textbook: Finite Math with Applications, 10/E, Margaret L Lial, American River College Thomas W Hungerford, St Louis University John Holcomb, Cleveland State University</p> <p>Algebra 2</p> <p>Textbook: Algebra 2, Holt, Rinehart and Winston, 2004 edition</p>	<p>Yes</p>	<p>0%</p>
<p><b>Science</b></p>	<p>Environmental Science</p> <p>Textbook: Pearson, Environmental Science, 2012 edition</p> <p>Biology</p> <p>Textbook: Modern Biology, Holt Rinehart and Winston, 2002 edition</p> <p>AP Biology</p> <p>Textbook: Biology, Benjamin Cummings: Biological Science, 2011 edition</p> <p>Physics</p> <p>Textbook: Conceptual Physics, Anderson, Hewitt, 2002 edition</p>	<p>Yes</p>	<p>0%</p>

	<p>Sports Medicine</p> <p>Textbook: Essentials of Athletic Injury Management, McGraw-Hill, 2008 edition</p> <p>Human Anatomy</p> <p>Textbook: High School Human Anatomy and Physiology, Shier, Butler and Lewis, 2007 edition</p> <p>Chemistry</p> <p>Textbook: Chemistry—Connections To Our World, Prentice Hall, 2000 edition</p> <p>Agriculture Science</p> <p>Textbook: Earth Science, Geology, the Environment and the Universe, Glencoe, 2005 edition Agriscience: Fundamentals and Applications, Delmar Publishers, 1997 edition</p> <p>Agriculture Biology</p> <p>Textbook: The Science of Agriculture: A Biological Approach, Delmar Publishers, 2002 edition</p> <p>Conceptual Physics</p> <p>Textbook: Conceptual Physics, Anderson Hewitt,, 2002 edition</p>		
<p><b>History-Social Science</b></p>	<p>World History</p> <p>Textbook: Modern World History, Culture, &amp; Geography; McGraw Hill, 2019 edition</p> <p>Government</p> <p>Textbook: Principles of American Democracy; McGraw Hill,, 2019 edition</p> <p>Economics</p> <p>Textbook: Principles of Economics; McGraw Hill,, 2019 edition</p> <p>U.S. History</p> <p>Textbook: United States History &amp; Geography, McGraw Hill, 2019 edition</p>	<p>Yes</p>	<p>0%</p>

<b>Foreign Language</b>	<p>Spanish 1</p> <p>Textbook: El espanol Para Nosostros Level 1, Glencoe/McGraw Hill 2006 edition</p> <p>Spanish 2 (Non-native) Spanish 2 (Native)</p> <p>Textbook: El espanol Para Nosostros Level 1, Glencoe/McGraw Hill 2006 edition</p> <p>Spanish 3 Spanish 3H Textbook: Asi se dice Level 3 Asi se dice Level 4, Glencoe/McGraw Hill, 2009 edition</p> <p>Spanish 4</p> <p>Textbook: Abriendo Pasos Gramatica Abriendo Pasos Lectura, Pearson, 2007 edition</p> <p>Spanish for Native Speakers</p> <p>Textbook: El espanol Para Nosostros Level 1, Glencoe/McGraw Hill, 2006 edition</p>	Yes	0%
<b>Health</b>			0
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>	n/a		0



## School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the KCUSD Business Office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school Learning Director.

Kings Canyon High School has 7 classrooms, and an administration building. The main campus was built in 1977. An additional relocatable classroom was constructed in 1998 and a multipurpose room was constructed in 2004. The entire school was inspected in July of 2018. Beginning in the Spring of 2021, construction began on the former Children's Center (Center moved to a new facility on the campus of Reedley High School) to convert it to offices and classroom space.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The Director of Maintenance, Custodial Supervisor, and the site principals work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report

10/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X	X		Groundsman to remove a tree that is near the street.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	62	59	95.16	4.84	15.25
Female	18	17	94.44	5.56	23.53
Male	44	42	95.45	4.55	11.9
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	58	56	96.55	3.45	16.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	15	15	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	52	96.3	3.7	17.31
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	63	60	95.24	4.76	0.00
Female	18	17	94.44	5.56	0.00
Male	45	43	95.56	4.44	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	59	57	96.61	3.39	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	15	15	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	52	96.30	3.70	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Asian	N/A	N/A	N/A	N/A	N/A

<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A

<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	68	NT	NT	NT	NT
<b>Female</b>	19	NT	NT	NT	NT
<b>Male</b>	49	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	64	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	15	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	61	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

There were no pathway CTE courses offered at KCHS during the 2020-21 school year. KCHS does offer VROP "Stand Alone" courses in health & first aid, Agriculture, and Criminal Justice.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	25
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	29.5
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	2.63

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.



## 2021-22 Opportunities for Parental Involvement

Parent involvement and communication are essential to student success at Kings Canyon High School. We strive to involve parents by providing them with the opportunity to learn about new and relevant information about our school. Parents access such information by participating in Back to School Night, Senior Information Night, and a Spring Open House. Parents are also provided with the opportunity to participate in the Creation Health Project here at KCHS, in which they learn how to increase healthy lifestyle living for themselves and their families.. These same workshops are provided to students that attend our school as well. Parents of students at KCHS are provided with regular communication via school website, school fliers, Parent Square, and recorded telephone messages from the site administrator to keep them updated about upcoming parent events, school site committee meetings, ELAC Meetings, and other important student events.

Parental involvement is sought at the beginning of the student's enrollment at KCHS. When students are admitted to KCHS, parent and student participate in an orientation with the principal and social worker. Parents learn about school policies and practices, participate in the transcript evaluation, and help choose their child's graduation plan. Home and school communication around student academic performance is accomplished through the use of student report cards, progress reports and parent-teacher conferences (as needed).

Parents who would like more information on how to become involved may contact the site Administrator, Randy Bessey, for more information.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	1.4	0.0	0.0	2.7	1.6	2.2	9.0	8.9	9.4
Graduation Rate	87.7	94.2	90.0	83.8	89.4	81.3	84.5	84.2	83.6

### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	70	63	90.0
Female	28	27	96.4
Male	42	36	85.7
American Indian or Alaska Native	0	0	0.00

Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	66	59	89.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	17	13	76.5
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	69	62	89.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	262	231	63	27.3
Female	96	83	24	28.9
Male	166	148	39	26.4
American Indian or Alaska Native	1	1	1	100.0
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	249	218	58	26.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	1	50.0
White	9	9	3	33.3
English Learners	62	56	19	33.9
Foster Youth	0	0	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	240	213	59	27.7
Students Receiving Migrant Education Services	9	8	2	25.0
Students with Disabilities	27	24	11	45.8

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	11.99	2.29	3.08	0.53	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	6.88	2.38	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.29	0.00
Female	0.00	0.00
Male	3.61	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.41	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	3.23	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.50	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2021-22 School Safety Plan

Safety of students and staff is a primary concern at Kings Canyon High School. A designated campus assistant is charged with the duty of before, during, and after school supervision around campus. Any visitors to our school site are directed by the campus assistant to check in with the office where appropriate identification and purpose of visit is provided.

The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained. These plans were last reviewed/updated on 8/27/2021 and reviewed and approved by the KCHS School Site Council on 10//26/2021.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	19		
Mathematics	12	10	1	
Science	12	11		
Social Science	13	14		

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	18		
Mathematics	8	4		
Science	12	13		
Social Science	13	14		

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

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	14		
Mathematics	16	8		
Science	10	4		
Social Science	19	5	6	

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	500

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.3
Social Worker	1
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.1

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,060.43	\$2,227.71	\$12,832.72	\$66,171.03
District	N/A	N/A	\$7,477.39	\$75,311
Percent Difference - School Site and District	N/A	N/A	52.7	-12.9
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	41.3	-20.2

## 2020-21 Types of Services Funded

Kings Canyon High School, as a part of KCUSD, offers teen parents child care, parenting theory, and practicum opportunities while on campus.. Kings Canyon High School uses some of it's categorical funding to support tutorial teachers to work with students after school, helping to increase academic achievement. Students also have access to a credit recovery program, primarily accessed on the computer, to make up failed courses that were taken during previous years.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$48,010	\$51,029
<b>Mid-Range Teacher Salary</b>	\$69,956	\$78,583
<b>Highest Teacher Salary</b>	\$102,133	\$99,506
<b>Average Principal Salary (Elementary)</b>	\$123,232	\$124,576
<b>Average Principal Salary (Middle)</b>	\$132,992	\$131,395
<b>Average Principal Salary (High)</b>	\$147,623	\$144,697
<b>Superintendent Salary</b>	\$223,065	\$240,194
<b>Percent of Budget for Teacher Salaries</b>	28%	34%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## 2020-21 Advanced Placement (AP) Courses

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

### Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b>	0

## Professional Development

Teachers and classified staff are provided with weekly professional development opportunities on a minimum day at the school site, led by district instructional coaches, School Social Worker, or the site Program Administrator. These professional development sessions at KCHS are designed to meet the individual needs of teachers as well as address both school and district instructional goals. Professional development may take the form of trainings, coaching, peer observation, or constructive self-reflection and are consistent with our school goals and district instructional action plan. The site Administrator, teachers, instructional aides, and other support personnel regularly take part in professional development opportunities at both the school site and district level (buy back days).

The 2015/16 school year was focused on Professional Learning Communities with an emphasis on Common Core Standards and lesson planning/course building (10 days of PD tied to Common Core / Course Building). In addition to beginning to work with Common Core State Standards, teachers and administrators spent time developing interventions and supports for students (5 days tied to PBIS). The professional development focus for the 2014 / 2015 was centered around student engagement strategies (Kinsela and Kagan) and common core lesson planning (CALL). Teachers and administrators also received training on the use of the district data management system, Illuminate, and the curriculum browser Ed Caliber. In 2015-2016, KCHS continued professional development on the implementation of Kagan strategies. The overarching theme in the 15/16 school year was connections. Engagement strategies offered through Kagan get students participating in a lesson and create an opportunity to connect with content. In addition to Kagan training, KCHS staff also spent a significant amount of time learning how to use technology in the classroom to teach students to communicate, collaborate, and think critically using 21st century skills. 2016/17 emphasis was on the writing process across the curriculum and student data. John Yost provided the training. The 2017/18 training continued emphasis on cross curricular writing and social emotional training on supporting students who come from trauma. The 4 R's were developed (Relationships, Rigor, Relevance, and Reflection). 2018/19 training continued with a focus on across the discipline writing, essays, and "the reading-writing connection". Staff also received training on secondary trauma and began the Creation Health program to support healthier lifestyles. 2019/20 Continued trauma informed training along with scaffolding of academics: Writing across the curriculum, common data, reading-writing connection, and Embedded ELD. 2020/21 Continued trauma informed training (with DESSA data and the District's SEL program included) along with scaffolding of academics: Writing across the curriculum, common data, reading-writing connection, and Embedded ELD.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	42	42	42



# Kings Canyon Joint Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Kings Canyon Joint Unified School District
<b>Phone Number</b>	559.305.7010
<b>Superintendent</b>	John Campbell
<b>Email Address</b>	guzman-j@kcusd.com
<b>District Website Address</b>	<a href="https://www.kcusd.com/">https://www.kcusd.com/</a>

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	5121	4993	97.50	2.50	41.96
<b>Female</b>	2481	2426	97.78	2.22	47.03
<b>Male</b>	2640	2567	97.23	2.77	37.16
<b>American Indian or Alaska Native</b>	23	20	86.96	13.04	20.00
<b>Asian</b>	27	26	96.30	3.70	57.69
<b>Black or African American</b>	14	14	100.00	0.00	57.14
<b>Filipino</b>	15	13	86.67	13.33	69.23
<b>Hispanic or Latino</b>	4567	4471	97.90	2.10	40.59
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	60	55	91.67	8.33	45.45
<b>White</b>	412	391	94.90	5.10	55.75
<b>English Learners</b>	1328	1286	96.84	3.16	8.94
<b>Foster Youth</b>	39	37	94.87	5.13	29.73
<b>Homeless</b>	38	30	78.95	21.05	26.67
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	4490	4390	97.77	2.23	39.27
<b>Students Receiving Migrant Education Services</b>	254	250	98.43	1.57	31.60
<b>Students with Disabilities</b>	400	368	92.00	8.00	11.41

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	5122	5003	97.68	2.32	25.42
<b>Female</b>	2481	2432	98.02	1.98	25.25
<b>Male</b>	2641	2571	97.35	2.65	25.59
<b>American Indian or Alaska Native</b>	23	20	86.96	13.04	10.00
<b>Asian</b>	27	27	100.00	0.00	44.44
<b>Black or African American</b>	15	14	93.33	6.67	42.86
<b>Filipino</b>	15	13	86.67	13.33	38.46
<b>Hispanic or Latino</b>	4567	4478	98.05	1.95	23.72
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	60	56	93.33	6.67	35.71
<b>White</b>	412	392	95.15		42.09
<b>English Learners</b>	1328	1298	97.74	2.26	6.01
<b>Foster Youth</b>	39	38	97.44	2.56	18.42
<b>Homeless</b>	38	32	84.21	15.79	12.50
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	4491	4399	97.95	2.05	22.64
<b>Students Receiving Migrant Education Services</b>	254	253	99.61	0.39	15.42
<b>Students with Disabilities</b>	401	368	91.77	8.23	7.07

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.