

Kings Canyon Online

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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) <https://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.

2023-24 School Contact Information

| | |
|--------------------|---------------------|
| School Name | Kings Canyon Online |
| Street | 39500 Dunlap Rd. |

| | |
|--|---|
| City, State, Zip | Dunlap, CA 93621 |
| Phone Number | (559) 305-7320 |
| Principal | Josh Darnell |
| Email Address | darnell-j@kcsd.com |
| School Website | https://kco.kcsd.com/ |
| County-District-School (CDS) Code | 10622650116640 |

2023-24 District Contact Information

| | |
|-------------------------|---|
| District Name | Kings Canyon Online |
| Phone Number | 559-305-7010 |
| Superintendent | John Campbell |
| Email Address | pack-r@kcsd.com |
| District Website | https://www.kcsd.com/ |

2023-24 School Description and Mission Statement

Kings Canyon Online School is a dependent online charter school in the Kings Canyon Unified School District. KCO provides standards based, common core aligned curriculum through a hybrid program consisting of online courses and individualized and group on-site support. At the 9-12 level, students at KCO have the opportunity to participate in AG approved, AP, or elective coursework through our online curriculum provider. Students in grades K-8 participate in standards based online curriculum.

Our program is dedicated to giving students an option beyond the traditional brick and mortar high school model, while maintaining a rigorous curriculum that both challenges student academic potential but also prepares students for success in the 21st century. In all we do we ensure alignment with the skills and tools necessary for a student to be college and career ready upon completion of the Kings Canyon Online program.

KCO Vision

The vision of Kings Canyon Online is to develop successful students of Perseverance, Respect, Integrity, Drive, and Excellence while supporting them in achieving their academic purpose.

KCO Mission

The mission of KCO is to practice the behaviors and value embodied in KCO P.R.I.D.E. and to provide rigorous, academic content integrated with technology in a learning environment that fosters the development of critical and independent thinking and learning. Perseverance, pride, integrity, drive, and excellence are the leadership qualities we desire all graduates to take with them into either college and career endeavors.

Essential Schoolwide Learning Results:

Student will develop into successful leaders of Perseverance, Respect, Integrity, Drive, and Excellence.
 Students will practice the behaviors and values embodied in KCO P.R.I.D.E.
 Students will successfully engage with rigorous academic content.
 Students will excel at the integrated use of technology.
 Students will develop as critical and independent thinkers and learners.

Schoolwide Student Outcomes:

Goal 1: Students will increase SBA proficiency in Language Arts by 2%. All EL students will increase one performance band on the ELPAC.

Goal 2: Students will increase SBA proficiency in Math by 2%.

2023-24 School Description and Mission Statement

Goal 3: Combined with goal 1 to align with our Local Control and Accountability Plan.

Goal 4: Increase overall attendance percentage by 2%.

Goal 5: All Students will be provided with safe and nurturing learning environments that support their social, emotional, and academic success.

Goal 6: All Students will have the opportunity to increase academic achievement through the engagement of parents and families.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 2 |
| Grade 1 | 5 |
| Grade 2 | 2 |
| Grade 3 | 3 |
| Grade 4 | 1 |
| Grade 5 | 7 |
| Grade 6 | 3 |
| Grade 7 | 12 |
| Grade 8 | 15 |
| Grade 9 | 12 |
| Grade 10 | 16 |
| Grade 11 | 38 |
| Grade 12 | 20 |
| Total Enrollment | 136 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 60.3% |
| Male | 39.7% |
| American Indian or Alaska Native | 2.2% |
| Asian | 2.2% |
| Black or African American | 0.7% |
| Filipino | 0.7% |
| Hispanic or Latino | 66.2% |
| Two or More Races | 3.7% |
| White | 24.3% |
| English Learners | 16.2% |

| | |
|--|-------|
| Migrant | 1.5% |
| Socioeconomically Disadvantaged | 86.8% |
| Students with Disabilities | 11.8% |

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.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 2.60 | 64.63 | 303.20 | 73.79 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 17.30 | 4.22 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 51.90 | 12.63 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 15.10 | 3.68 | 12115.80 | 4.41 |
| Unknown | 1.40 | 35.12 | 23.30 | 5.68 | 18854.30 | 6.86 |
| Total Teaching Positions | 4.10 | 100.00 | 410.90 | 100.00 | 274759.10 | 100.00 |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 6.30 | 83.29 | 348.80 | 80.05 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 18.00 | 4.14 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.00 | 13.97 | 31.60 | 7.27 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 1.17 | 26.60 | 6.10 | 11953.10 | 4.28 |
| Unknown | 0.10 | 1.31 | 10.60 | 2.44 | 15831.90 | 5.67 |

| | | | | | | |
|---------------------------------|------|--------|--------|--------|-----------|--------|
| Total Teaching Positions | 7.60 | 100.00 | 435.70 | 100.00 | 279044.80 | 100.00 |
|---------------------------------|------|--------|--------|--------|-----------|--------|

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 1.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 1.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

| Indicator | 2020-21 | 2021-22 |
|---|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 25 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 1.5 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students have access online to web-based curriculum, highly qualified KCUSD teachers and state certified online teachers, and a support environment 24 hours a day, 7 days a week.

Year and month in which the data were collected

August 2023

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|-----------------------------|--|
| Reading/Language Arts | <p>Edgenuity offers University of California Office of the President (UCOP)-approved, standards-based courses in "a-g" instructional areas to fully prepare students for first-year university programs. T</p> <p>UCOP "a-g" APEX Courses Approved through 2022-2023 School Year: English 9 Common Core English 10 Common Core English 11 Common Core English 12 Common Core</p> | Yes | 0% |
| Mathematics | <p>Edgenuity offers University of California Office of the President (UCOP)-approved, standards-based courses in "a-g" instructional areas to fully prepare students for first-year university programs.</p> <p>Mathematics I Common Core Mathematics II Common Core Mathematics III Common Core Pre-Calculus Probability and Statistics</p> | Yes | 0% |
| Science | <p>Edgenuity offers University of California Office of the President (UCOP)-approved, standards-based courses in "a-g" instructional areas to fully prepare students for first-year university programs.</p> <p>Environmental Science AP Environmental Science Earth Science Biology - Including labs AP Biology Chemistry - including labs Physics - Including labs</p> | Yes | 0% |
| History-Social Science | <p>Edgenuity offers University of California Office of the President (UCOP)-approved, standards-based courses in "a-g" instructional areas to fully prepare students for first-year university programs.</p> <p>World Geography AP Human Geography World History US History AP US History Economics</p> | Yes | 0% |

| | | | |
|-----------------------------------|--|-----|----|
| | US Government AP US Government | | |
| Foreign Language | Edgenuity offers University of California Office of the President (UCOP)-approved, standards-based courses in "a-g" instructional areas to fully prepare students for first-year university programs. French I French II French III German I German II Spanish I Spanish II Spanish III AP Spanish Language and Culture American Sign Language 1 | Yes | 0% |
| Health | Edgenuity offers University of California Office of the President (UCOP)-approved, standards-based courses in "a-g" instructional areas to fully prepare students for first-year university programs. Physical Education Contemporary Health | Yes | 0 |
| Visual and Performing Arts | Edgenuity offers University of California Office of the President (UCOP)-approved, standards-based courses in "a-g" instructional areas to fully prepare students for first-year university programs. The following courses are AG approved visual and performing arts courses: Visual Arts 2D Studio Art 1 Digital Art and Design 1 Exploring Music | Yes | 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 Kings Canyon Unified School District 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 Administrator. Kings Canyon Online has 2 classrooms, and an Administration/Computer Lab/Library building. The main campus was built in 2007. KCO built and opened a new resource center behind Reedley High School in 2020. This resource center opened in January of 2021.

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 Administrators work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

9/2023

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | Exemplary |
| Interior: Interior Surfaces | X | | | Exemplary |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | | X | | |
| Electrical | X | | | Exemplary |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | Exemplary |
| Safety: Fire Safety, Hazardous Materials | | | X | (Dunlap Site) Uranium in water. Uranium continues to be present in drinking water. New water well has been added at Dunlap Elementary School and piped to Kings Canyon Online - Dunlap site Contractor is currently in the process to have new well online. |
| Structural: Structural Damage, Roofs | X | | | Exemplary |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | |

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).

College and Career Ready

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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 42 | 54 | 47 | 49 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 15 | 23 | 34 | 36 | 33 | 34 |

2022-23 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 92 | 79 | 85.87 | 14.13 | 54.43 |
| Female | 52 | 45 | 86.54 | 13.46 | 66.67 |
| Male | 40 | 34 | 85.00 | 15.00 | 38.24 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 61 | 54 | 88.52 | 11.48 | 51.85 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 20 | 17 | 85.00 | 15.00 | 58.82 |
| English Learners | 13 | 13 | 100.00 | 0.00 | 23.08 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 72 | 65 | 90.28 | 9.72 | 50.77 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

2022-23 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP | CAASPP | CAASPP | CAASPP | CAASPP | CAASPP |
|--------|--------|--------|--------|--------|--------|
|--------|--------|--------|--------|--------|--------|

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 92 | 80 | 86.96 | 13.04 | 22.50 |
| Female | 53 | 47 | 88.68 | 11.32 | 25.53 |
| Male | 39 | 33 | 84.62 | 15.38 | 18.18 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 62 | 56 | 90.32 | 9.68 | 21.43 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 20 | 17 | 85.00 | 15.00 | 17.65 |
| English Learners | 13 | 13 | 100.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 72 | 65 | 90.28 | 9.72 | 18.46 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 11 | 9 | 81.82 | 18.18 | -- |

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.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 26.39 | 31.65 | 22.54 | 24.28 | 29.47 | 30.29 |

2022-23 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
|---------------|------------------|---------------|----------------|--------------------|-------------------------|

| | | | | | |
|--|----|----|--------|-------|-------|
| All Students | 88 | 82 | 93.18 | 6.82 | 30.49 |
| Female | 56 | 54 | 96.43 | 3.57 | 33.33 |
| Male | 32 | 28 | 87.50 | 12.50 | 25.00 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 61 | 59 | 96.72 | 3.28 | 30.51 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 21 | 19 | 90.48 | 9.52 | 31.58 |
| English Learners | 11 | 11 | 100.00 | 0.00 | 9.09 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 72 | 69 | 95.83 | 4.17 | 24.64 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

2022-23 Career Technical Education Programs

CTE course participation rates at KCO have been very low historically. This is largely because most students spend the majority of their time focused on passing graduation required courses. Students do have access to participating in the following CTE courses offered through Valley Regional Occupational Program while attending Kings Canyon Online:

Intro to Forestry
 Wildlife and Natural Resource Management 1,2
 ROP Photography
 ROP Culinary Arts
 ROP Urban Wildfire
 ROP Automotive Service and Maintenance
 ROP CNA

KCO will continue to explore opportunities to provide students with additional CTE course options in the future.

The primary representatives of the district's CTE advisory committee are Veronica Lopez, Assistant Principal at Orange Cove High School, and Amber Hunt, Assistant Principal at Reedley High School. The district's CTE advisory committee is represented by the following industries: Agriculture & Natural Resources, Arts Media and Entertainment, Building and Construction Trades, Education, Child Development & Family Services, Engineering and Architecture, Health Science and Medical Technology, Hospitality, Tourism and Recreation, Manufacturing and Product Development, Public Safety, and Transportation.

2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of Pupils Participating in CTE | 30 |

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 |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission | 96.47 |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
|-------------|----------------------------------|--|---|---|-----------------------------|

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.

2023-24 Opportunities for Parental Involvement

All enrolled students are on independent study and their assignments are completed online. Our parents are in a working partnership with the teachers to assist and oversee the student's progress and success week to week. Since 2020-2021, we have implemented an academic recognition activity in which parents are invited to attend. We plan to continue with this new student recognition opportunity in 2023-2024. We also offer parents the opportunity to participate on our School Site Council committee each year. Nomination forms are sent out so they can nominate others parents or themselves for the committee. In addition, parents are invited to fill out questionnaires and surveys regarding their child's experience at KCO and the PRIDE expectations. We are always seeking feedback on how things are going from the parent perspective and how things could be improved. Annually, parents are encouraged to attend KCO Orientation Meetings, and are also encouraged to attend parent workshops hosted by other district schools. Finally, parents are invited to district LCAP community meetings around the development of the Kings Canyon Unified and Kings Canyon Online Local Control Accountability Plans.

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 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 3 | 0 | 6.3 | 2.2 | 1.4 | 2 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 93.9 | 93.2 | 81.3 | 81.3 | 89.1 | 88.2 | 83.6 | 87 | 86.2 |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | 32 | 26 | 81.3 |
| Female | 22 | 18 | 81.8 |
| Male | -- | -- | -- |
| Non-Binary | | | |
| 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 | 23 | 18 | 78.3 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | 0 | 0 | 0.00 |
| White | -- | -- | -- |
| English Learners | -- | -- | -- |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | 0.0 | 0.0 | 0.0 |
| Socioeconomically Disadvantaged | 31 | 25 | 80.6 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 |

Students with Disabilities

0.0

0.0

0.0

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 215 | 198 | 23 | 11.6 |
| Female | 124 | 117 | 17 | 14.5 |
| Male | 91 | 81 | 6 | 7.4 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 3 | 3 | 0 | 0.0 |
| Asian | 4 | 3 | 0 | 0.0 |
| Black or African American | 3 | 1 | 0 | 0.0 |
| Filipino | 1 | 1 | 0 | 0.0 |
| Hispanic or Latino | 148 | 136 | 21 | 15.4 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 6 | 6 | 0 | 0.0 |
| White | 50 | 48 | 2 | 4.2 |
| English Learners | 25 | 25 | 3 | 12.0 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 3 | 3 | 1 | 33.3 |
| Socioeconomically Disadvantaged | 171 | 157 | 20 | 12.7 |
| Students Receiving Migrant Education Services | 3 | 3 | 1 | 33.3 |
| Students with Disabilities | 26 | 24 | 2 | 8.3 |

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.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 0.00 | 0.00 | 0.53 | 4.65 | 5.93 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0 | 0 |
| Female | 0 | 0 |
| Male | 0 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 0 | 0 |

2023-24 School Safety Plan

Safety of students and staff is a primary concern of Kings Canyon Online. Before, during, and after school, the campus is monitored by assigned teaching and administrative staff. All visitors must sign in at the office and wear appropriate identification while on campus. 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 such as fire, earthquake, and ALICE, 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.

The plan was last reviewed and shared with staff in September 2023 and approved by the KCO SSC on November 28, 2023.

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 | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 17 | 4 | 2 | 1 |
| Mathematics | 14 | 4 | 3 | 0 |
| Science | 5 | 6 | 0 | 0 |
| Social Science | 14 | 8 | 1 | 0 |

2022-23 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 | 0 |

2022-23 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) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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 | \$19,952.54 | \$898.07 | \$19,054.47 | \$73,758.58 |
| District | N/A | N/A | \$8,947.10 | \$79,295 |
| Percent Difference - School Site and District | N/A | N/A | 72.2 | -4.1 |
| State | N/A | N/A | \$7,607 | \$87,362 |
| Percent Difference - School Site and State | N/A | N/A | 97.2 | -11.9 |

Fiscal Year 2022-23 Types of Services Funded

Unrestricted charter school money is generally used at KCO to support the purchasing of general instructional materials and student/teacher supplies for each of the resource centers. Supplemental Concentrated money is spent in alignment with KCO's Local Control and Accountability Plan and is used to support the success of our EL students, homeless and foster youth, and socio-economically disadvantaged students. These dollars are used to expose and prepare students for technical training and college, increase motivation and therefore school attendance, and to further engage students in school through campus co-curricular activities and academic based activities. In addition, KCO receives Title I dollars to provide supplementary learning materials for students and professional development for teachers and administration. Title I expenditures largely include technology purchases such as the updating of school chromebooks, internet hotspots, and webcams for virtual conferencing.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 |
|--|-----------------|--|
| Beginning Teacher Salary | \$51,419 | \$54,190 |
| Mid-Range Teacher Salary | \$74,924 | \$85,111 |
| Highest Teacher Salary | \$109,387 | \$104,999 |
| Average Principal Salary (Elementary) | \$130,031 | \$132,492 |
| Average Principal Salary (Middle) | \$142,159 | \$140,987 |
| Average Principal Salary (High) | \$159,671 | \$153,884 |
| Superintendent Salary | \$253,382 | \$255,503 |
| Percent of Budget for Teacher Salaries | 23.07% | 32.09% |
| Percent of Budget for Administrative Salaries | 5.02% | 5.25% |

2022-23 Advanced Placement (AP) Courses

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

| | |
|--|---|
| Percent of Students in AP Courses | 0 |
|--|---|

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 |
|--|------------------------------|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 0 |

Professional Development

Professional development at Kings Canyon Online is designed to prepare staff to meet the individual needs of all students as well as broader school concerns. Professional development may take the form of formal trainings, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. All staff members and other support personnel take part in professional development activities. Continued implementation support is provided by the site administrator, district instructional coaches, and representatives from software programs such as Edgenuity.

Professional Development

For the 2023-2024 school year, staff will meet every Wednesday afternoon to collaborate on best practices for independent study, analyze student progress data, and share best practices and how to best meet students needs in an online school environment. Teachers/staff will have 37 Wednesdays and 5 buy-back days to engage in professional development around ELD instruction, socio-emotional learning, and to collaborate with one another on student needs. Site administration will participate in professional development through the California Charter Schools Association, the California Consortium for Independent Study, and participate in ongoing collaboration with other KCUSD principal's monthly.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 42 | 42 | 42 |