

Kinney High School

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	Kinney High School
Street	2710 Kilgore Road
City, State, Zip	Rancho Cordova, CA 95670
Phone Number	916-294-9060
Principal	Allen Sims
Email Address	asims@fcusd.org
School Website	www.fcusd.org/khs
County-District-School (CDS) Code	34673303434792

2023-24 District Contact Information

District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
District Website	www.fcusd.org

2023-24 School Description and Mission Statement

School Vision:

At Kinney High School, we know the value of being present, positive, and productive and that one can never give up if one wants to achieve their dreams. We aim to offer a solid credit recovery program that is built around relationships, the best standards-based curriculum, and a solid Social-Emotional program.

Vision Statement

At Kinney High School, we know the value of being present, positive, and productive and that one can never give up if one wants to achieve their dreams. We aim to offer a solid credit recovery program that is built around relationships, the best standards-based curriculum, and a solid Social-Emotional program.

The vision of Kinney High School is to offer an alternative place for learning while providing a safe, caring environment where students can improve their academic, personal, and social skills to become positive, productive members of society.

Mission Statement

Kinney High School is dedicated to student learning. We believe that all students can learn and be successful in an environment that best suits individual students' learning styles, academic abilities, and personal needs. We provide this through smaller class sizes, by emphasizing personal responsibility, and by establishing a safe and nurturing climate that enhances self-esteem.

School & Community Profile:

At Kinney High School we believe that all students can learn given sufficient time and support through smaller classes and personalized instruction that emphasizes personal responsibility in a safe and nurturing environment. Since 1919, continuation education has been an option for high school students in the State of California. In its earliest period, continuing education was seen as a means for helping the student who had to go to work and wished to stay in school to achieve a high school diploma. Our mission is to address and serve students who are in danger of not completing high school even while practicing distance learning. This forces us to be creative when trying to engage as many students as possible and make the learning meaningful

2023-24 School Description and Mission Statement

and relevant.

As specified by law the Folsom Cordova Unified School District developed Kinney High School in 1966 as a continuation program for students. The expectation is that Kinney students will complete the same curriculum for graduation as other students in the district and are subject to the same state and district mandated requirements. The Kinney High School student body size fluctuates over the course of a school year as we have an open enrollment policy that allows students to enter or exit as needed. Traditionally the school averages approximately 150 and serves in excess of 275 students during the school year. However, the school population seldom exceeds 150 students at any given time. The school's gender distribution was almost equal in the 2023-2024 school year. The school's largest ethnic groups are Latino (36.49%), White (18.92%), and African American (28%). 87% of students who attend Kinney High School are socioeconomically disadvantaged, while 11% are homeless and 19% of our students are English Learners. In addition, we have 22 Special Education students. Our school has begun to use a Community Schools framework and the four Pillars of Community Schools. We are committed to working in partnership with our youth, their families, and community service agencies to bring resources onto our campus that remove barriers to students learning, retaining, and applying knowledge. This is done by understanding the Science of Learning Development and that youth who are exposed to chronically stressful experiences will struggle with learning if they do not feel psychologically and physically safe on our campuses. Supportive environmental conditions that foster strong relationships and build a sense of community are a priority for us. These include positive sustained relationships with the families of our students that foster attachment and emotional connections; physical, emotional, and identity safety; and a sense of belonging and purpose. It is our goal to work collaboratively with parents in a shared decision-making approach where we are all working to support learning at school and at home.

We recognize that working in partnership with non-profit, faith-based, business, and local government partners allows us to support learning outcomes for youth and make our campuses safe and relationship-based places for youth to be. Our community partners include Folsom Cordova Community Partners, Tobacco Use Prevention Education, Action Medical, PRO Youth and Family, Care Solace, Sacramento Regional Fire/EMS, Police Activities League, and Mentors at Cordova High (MACH). Through our Community Schools design process, we have noted gaps in access to dental and vision, Parenting support, drug/alcohol prevention/treatment, medical and mental health services, and supports that we are working as a regional network of schools to address.

Due to the socio-economic status of 87% of our students, we also aim to partner with an agency to provide school-based health services. We see an opportunity to do this at a basic level this year but hope to eventually have a clinic on campus. Resource inequities are persistent in communities throughout our nation based on family income level and access to health and mental health supports, stable housing, and employment. These systemic challenges disproportionately impact many of our English Learners, low-income and Black families. The Community Schools effort will bring community partnerships to our schools to remove barriers in access to physical and mental health services, tutoring, mentoring, access to basic services like food, clothing, and housing is focused on reducing these challenges to create stability in our attendance, enrollment and allow students minds to be focused on learning and growing as part of our school community.

Kinney High School provides an instructional setting that is different from the traditional high school in its approach to teaching. These differences are designed to provide each student with an educational program that prepares them for completion of the district and State common core standards and prepares the individual for a career or post-secondary education. In addition to completing the requirements for graduation, each student will have the opportunity to acquire the values, skills, and knowledge necessary to promote lifelong learning, enhance self-esteem, and become responsible citizens. We stress the importance of being present, positive, and productive.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	8
Grade 11	40
Grade 12	40
Total Enrollment	88

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	37.5%
Male	62.5%
American Indian or Alaska Native	1.1%
Asian	1.1%
Black or African American	20.5%
Hispanic or Latino	40.9%
Native Hawaiian or Pacific Islander	2.3%
Two or More Races	18.2%
White	15.9%
English Learners	18.2%
Homeless	15.9%
Socioeconomically Disadvantaged	85.2%
Students with Disabilities	15.9%

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)	6.80	75.56	820.90	87.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.90	0.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	24.33	11.60	1.24	12115.80	4.41
Unknown	0.00	0.00	88.40	9.48	18854.30	6.86
Total Teaching Positions	9.00	100.00	933.60	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)	8.20	87.16	893.90	90.67	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.40	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	9.40	0.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.20	12.74	12.70	1.30	11953.10	4.28
Unknown	0.00	0.00	62.20	6.31	15831.90	5.67
Total Teaching Positions	9.50	100.00	985.90	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	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	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.

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	0.70	0.00
Local Assignment Options	1.40	1.20
Total Out-of-Field Teachers	2.10	1.20

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	0
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	0

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

Folsom Cordova Unified will have a Public Hearing on August 24, 2023, and determine that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	2023 August
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, 2015, Pearson, iLit, 2016 Apex 2019, 2020	Yes	0.0%
Mathematics	Cengage Learning, 2006, 2013, 2014, 2016, 2017, 2018 Houghton Mifflin, 2002, 2007, 2008 Pearson, 2006, 2007, 2012 McGraw Hill Company, 2003 College Preparatory Mathematics, 2015 Pearson-Addison Wesley, 2009, 2014 Haese Mathematics, 2012, 2019 Oxford University Press, 2012, 2019 Apex 2019, 2020	Yes	0.0%
Science	Oxford Press University, 2014 Benjamin Cummings, 2016 Pearson Publishing, 2008, 2014, 2017 McGraw-Hill Ed, 2015 Pearson Baccalaureate, 2014 Prentice Hall, 2014 Biozone International, 2018 Apex 2019, 2020	Yes	0.0%
History-Social Science	Oxford University Press, 2012 Hodder Education. 2012, 2013, 2015, 2016 McGraw Hill, 2015, 2018, 2019 Cengage Learning, 2016 Teacher's Curriculum Institute, 2011, 2019 Apex 2019, 2020	Yes	0.0%
Foreign Language	N/A		NA
Health	McGraw Hill Education, 2015 McGraw Hill, 2011 Office of Adolescent Health, 2016 Goodheart Wilcox 2021 Apex 2019, 2020	Yes	0.0%
Visual and Performing Arts	Davis, 2006, 2007 Pearson, 2017 Adobe, 2017 Perfection Learning, 2008 Apex 2019, 2020	Yes	NA

School Facility Conditions and Planned Improvements

Kinney High School was constructed in 1971 at the corner of Folsom Boulevard and Kilgore Road and is a beautiful campus with mature trees, shrubs, and well-manicured lawns. The plant is comprised of fifteen classrooms, a metal shop, a culinary kitchen, a media broadcast room, a media center, a Student Activities Center (SAC building), administrative offices, and a staff lounge. Modernization with Measure N monies in 2016 allowed for new landscaping, a newly designed administrative office space, expansion of the culinary program to include a separate culinary classroom, ventilation, and office space to the metal shop, and the creation of a new media center that houses the computer lab and library. Portable buildings were added in 2005 and 2016. Prospect Community Day school portables were added in 2016, 2017, and 2018.

The principal works with the full-time head custodian and part-time night custodian to ensure that the cleaning of the school is maintained to provide a clean and safe campus. The District's School Board has adopted cleaning standards for all schools in the district. Classrooms at Kinney High School are cleaned every other day and deep cleaning occurs during winter break, spring break, and summer break.

The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at <https://www.fcusd.org/Page/41590>. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

District maintenance staff ensures that work orders and repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs.

The LEA participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist LEAs 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. For the 2023/2024 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program.

Date of inspection: October 16, 2023

Year and month of the most recent FIT report

2023 October

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
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)	23	7	59	58	47	46
Mathematics (grades 3-8 and 11)	0	0	48	48	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	67	61	91.04	8.96	6.67
Female	29	24	82.76	17.24	13.04
Male	38	37	97.37	2.63	2.70
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	14	14	100.00	0.00	7.14
Filipino	0	0	0	0	0
Hispanic or Latino	27	25	92.59	7.41	4.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	13	81.25	18.75	0.00
English Learners	13	12	92.31	7.69	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	45	41	91.11	8.89	7.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	11	64.71	35.29	10.00

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	69	63	91.30	8.70	0.00
Female	29	25	86.21	13.79	0.00
Male	40	38	95.00	5.00	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	14	14	100.00	0.00	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	29	27	93.10	6.90	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	14	87.50	12.50	0.00
English Learners	14	13	92.86	7.14	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	46	42	91.30	8.70	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	12	70.59	29.41	0.00

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)	2.94	3.53	44.81	45.75	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	96	86	89.58	10.42	3.53
Female	39	34	87.18	12.82	0.00
Male	57	52	91.23	8.77	5.88
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	25	23	92.00	8.00	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	37	35	94.59	5.41	2.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	17	80.95	19.05	0.00
English Learners	19	19	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	70	62	88.57	11.43	1.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	18	78.26	21.74	0.00

2022-23 Career Technical Education Programs

Folsom Cordova Unified School District defines its career pathways following the 12 Elements of High Quality CTE Programs and the requirements of Perkins V (Strengthening Career and Technical Education for the 21st Century Act). The Career Technical Education (CTE) Programs at Kinney High School prepare students for college and career readiness. The CTE programs are offered in two industry sectors and two pathways. The industry sectors include Hospitality, Tourism & Recreation, and Manufacturing & Product Development. The programs concentrate on the following pathways: Food Service & Hospitality and Welding & Materials Joining.

Pathways are supported by two course sequences that offer rigorous, hands-on, project-based learning. CTE courses include Culinary Arts 1, Culinary Arts 2, Introduction to Metals, and Welding Technology.

Individual student assessment of work readiness skills in CTE programs takes place through end-of-course exams, projects, portfolios, industry certifications, and other means. Summer work-based learning is available through the District's CTE Summer Preceptorship Program. There is one Career Technical Student Organization, Family, Career, and Community Leaders of America (FCCLA) to support the development of student leadership, professional skills, service learning, and work-based learning.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	86
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	92.05
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
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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

Parents are very important in a child's success in school. Students who enroll at Kinney High School must attend an orientation class. During the orientation class, all school rules and policies are covered, and a graduation plan is formulated. Two Mental Health Specialists (MHS) provide therapy for students with Individual Education Plans (IEP) who need Educationally related mental health services (ERMHS) and general education students. Drug/tobacco/alcohol counselor through TUPE grant works with individuals and teachers to offer individual and group lessons on tobacco/drugs/alcohol counseling services. Our school has begun to use a Community Schools framework and the four Pillars of Community Schools. We are committed to working in partnership with our youth, their families, and community service agencies to bring resources onto our campus that remove barriers to students learning, retaining, and applying knowledge. This is done by understanding the Science of Learning Development and that youth who are exposed to chronically stressful experiences will struggle with learning if they do not feel psychologically and physically safe on our campuses. Supportive environmental conditions that foster strong relationships and build a sense of community are a priority for us. These include positive sustained relationships with the families of our students that foster attachment and emotional connections; physical, emotional, and identity safety; and a sense of belonging and purpose. It is our goal to work collaboratively with parents in a shared decision-making approach where we are all working to support learning at school and at home.

For additional information about organized opportunities for parent involvement at Kinney High School, please contact Allen Sims, Principal, at (916) 294-9060, Asims@fcusd.org

Parents or community members who wish to participate in Kinney's School Site Council, school committees, school activities, or become a volunteer may contact Melissa Robledo, Administrative Assistant, Kinney High School, 916-294-9060, mrobledo@fcusd.org

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	13.2	33.3	14.6	2.8	2.9	2.9	9.4	7.8	8.2
Graduation Rate	54.7	37	60.4	93.5	92.9	93.1	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	48	29	60.4
Female	24	16	66.7
Male	24	13	54.2
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	13	9	69.2
Filipino	0	0	0.00
Hispanic or Latino	17	8	47.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	11	7	63.6
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	13	6	46.2
Socioeconomically Disadvantaged	42	24	57.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	179	167	142	85.0
Female	67	61	53	86.9
Male	112	106	89	84.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	2	2	2	100.0
Black or African American	36	34	29	85.3
Filipino	0	0	0	0.0
Hispanic or Latino	74	68	58	85.3
Native Hawaiian or Pacific Islander	3	3	3	100.0
Two or More Races	25	21	19	90.5
White	36	36	29	80.6
English Learners	30	28	21	75.0
Foster Youth	6	2	2	100.0
Homeless	23	22	19	86.4
Socioeconomically Disadvantaged	135	126	106	84.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	37	36	31	86.1

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	0.81	11.39	12.29	0.20	4.04	3.48	0.20	3.17	3.60
Expulsions	0.00	0.00	0.56	0.01	0.02	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.29	0.56
Female	11.94	0
Male	12.5	0.89
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	25	0
Filipino	0	0
Hispanic or Latino	6.76	1.35
Native Hawaiian or Pacific Islander	0	0
Two or More Races	16	0
White	11.11	0
English Learners	3.33	0
Foster Youth	0	0
Homeless	21.74	0
Socioeconomically Disadvantaged	11.85	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	21.62	0

2023-24 School Safety Plan

Our school is safe, clean, and well maintained. Restrooms and eating facilities are cleaned daily. Any safety hazard that is reported is reviewed immediately and resolved. Safety plans are reviewed each fall and spring. Emergency plans have been developed and are updated annually. A calendar of monthly safety drills is posted and adhered to throughout the school year including fire, lockdown, and active shooter.

Each year, Kinney High School complies with SB 187 which requires that the Comprehensive School Safety Plan be updated; therefore, the Kinney Safety Council updates and approves the Comprehensive Safe School Plan.

The Safe School Plan is developed should the need arise to respond to any of the following: fire, earthquake, bomb, flood, hazardous materials, nuclear attack, armed intruder, school crime, child abuse, interruption of utility services, student discipline, sexual harassment, student conduct, and student dress code. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held several times a year. Students are supervised before and after school, during lunch and breaks by certificated staff, classified staff, and administration as needed. There is a designated area for student drop off and pick up. Visitors are required to report to the office prior to moving around campus.

Each classroom is equipped with a fire and intrusion alarm sensor, a tagged fire extinguisher that has been recharged each summer, an evacuation map (showing the location of various utility shut offs) posted by at least one exit door, the Williams Act Classroom notice, and the Americans with Disabilities Act notice are posted. Each classroom contains a folder with laminated Hour Zero Emergency Response Cards and emergency response cards. The Rancho Cordova Police Department can access Hour Zero to obtain information that can be utilized in the event of an emergency. We also use Catapult EMS as our emergency information response app. All staff has been trained and it provides information to the District Safety team, School resource officers, and staff in the event of emergencies or drills.

2023-24 School Safety Plan

Date of Last Review/Update: November 11, 2023
Date Last Reviewed with Staff: November 11, 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	9	11		
Mathematics	12	9		
Science	10	6		
Social Science	12	12	2	

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	5	17		
Mathematics	6	11		
Science	9	5		
Social Science	8	14		

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	6	23	0	0
Mathematics	8	11	0	0
Science	14	5	0	0
Social Science	11	12	0	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	220

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)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	\$36,860	\$6,348	\$30,482	\$87,709
District	N/A	N/A	\$8,430.26	\$81,494
Percent Difference - School Site and District	N/A	N/A	113.3	8.5
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	128.9	-0.7

Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, Kinney High receives state and federal funding from the following categorical funds and other support programs: Title I Improving Academic Achievement, Title II Supporting Effective Instruction, Title III English Learners, Title III Immigrant Student Program, Title IV Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, LCAP Supplemental Funds (English Learners/Low Income Student), Comprehensive School Improvement and Career and Technical Educations grants: Perkins, California Career Technical Education Incentive Grant.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2022-2023 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

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	\$43,379	\$55,550
Mid-Range Teacher Salary	\$74,289	\$84,645
Highest Teacher Salary	\$101,614	\$111,284
Average Principal Salary (Elementary)	\$133,273	\$139,860
Average Principal Salary (Middle)	\$143,251	\$146,440
Average Principal Salary (High)	\$148,555	\$158,447
Superintendent Salary	\$320,000	\$278,268
Percent of Budget for Teacher Salaries	34.44%	32.21%
Percent of Budget for Administrative Salaries	4.64%	4.89%

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

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

Professional Development

Folsom Cordova Unified School District provided staff with two optional professional development days this school year. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; reading professional literature, and networking. District-sponsored in-service training is provided through Professional Learning Communities (PLC) training, lead teachers, Teachers on Special Assignment (TOSA), and site-level academic, reading, math, science, and technology coaches. Professional development was also offered on the Science of Reading (SOR), English language development, Positive Behavior and Intervention Supports (PBIS), and on other instructional practices. FCUSD district staff works collaboratively to provide an induction program for qualified new teachers and ongoing professional development workshop options. For the 2023-2024 school year implemented a common planning time every Thursday where staff works on PLC work. Looking at continuous improvement of our own practices to support student learning.

Counseling & Support Staff

It is the goal of Kinney High School to assist students in their social and personal development as well as their academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is a full-time position for 132 students. We currently have one full-time MHS who covers Kinney and Prospect CDS and a school psychologist for 2 days a week.

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	2	2	2