

Kings Canyon Online

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 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@kcusd.com
School Website	https://kco.kcusd.com/
Grade Span	K-12
County-District-School (CDS) Code	10622650116640

2025-26 District Contact Information

District Name	Kings Canyon Online
Phone Number	559-305-7010
Superintendent	John Campbell
Email Address	darnell-j@kcusd.com
District Website	https://www.kcusd.com/

2025-26 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.

2025-26 School Description and Mission Statement

Students will excel at the integrated use of technology.
Students will develop as critical and independent thinkers and learners.

KCO actively worked with it's educational partners to establish the following goals for the 2024-25 school year for the Local Control and Accountability Plan (LCAP).

Goal 1: High Quality Education and Basic Services
Goal 2: Student Achievement
Goal 3: English Learners
Goal 4: Educational and Co-Curricular Activities
Goal 5: Safe and Nurturing School Environments
Goal 6: Parent Engagement

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	2
Grade 1	1
Grade 2	2
Grade 3	2
Grade 4	3
Grade 5	2
Grade 6	3
Grade 7	9
Grade 8	4
Grade 9	8
Grade 10	29
Grade 11	44
Grade 12	33
Total Enrollment	142

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	58.5
Male	41.5
Asian	0.7
Filipino	0.7
Hispanic or Latino	61.3
Two or More Races	3.5
White	33.8
English Learners	9.9
Migrant	0.7
Socioeconomically Disadvantaged	93
Students with Disabilities	12.7

A. Conditions of Learning

State Priority: Basic

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

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

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)	6.3	83.29	348.8	80.05	234405.2	84
Intern Credential Holders Properly Assigned	0	0	18	4.14	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	13.97	31.6	7.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	1.17	26.6	6.1	11953.1	4.28
Unknown/Incomplete/NA	0.1	1.31	10.6	2.44	15831.9	5.67
Total Teaching Positions	7.6	100	435.7	100	279044.8	100

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.

2022-23 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)	4.8	67.87	330.8	76.65	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	22.8	5.28	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.2	17.25	41.8	9.69	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	5.42	27.4	6.35	11746.9	4.23
Unknown/Incomplete/NA	0.6	9.32	8.7	2.03	14303.8	5.15
Total Teaching Positions	7.1	100	431.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	4.6	61.55	320	72.66	230039.4	100
Intern Credential Holders Properly Assigned	0	0	17	3.88	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.3	18.56	62.1	14.1	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0.13	27.1	6.16	12112.8	4.34
Unknown/Incomplete/NA	1.4	19.63	14	3.19	13705.8	4.91
Total Teaching Positions	7.4	100	440.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.00	1.2	1.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1.2	1.3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0.3	0
Total Out-of-Field Teachers	0.00	0.3	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	25	7.5	15.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.5	0	0

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

2025-26 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language 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. T 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	0%
Mathematics	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. Mathematics I Common Core Mathematics II Common Core Mathematics III Common Core Pre-Calculus Probability and Statistics AP Calculus	0%
Science	Edgenuity offers University of California Office of the President (UCOP)-approved, standards-based courses in "a-g"	0%

	instructional areas to fully prepare students for first-year university programs. AP Environmental Science Physical Science Biology - Including labs AP Biology Chemistry - including labs Physics - Including labs	
History-Social Science	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. World Geography AP Human Geography World History US History AP US History Economics US Government AP US Government	0%
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 American Sign Language 1 American Sign Language 2 American Sign Language 3	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	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 Introduction to Art Digital Art and Design Exploring Music	0%
Science Laboratory Equipment (grades 9-12)	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. Biology - Including labs AP Biology- Including labs Chemistry - Including labs AP Chemistry- Including labs Physics - Including labs AP Environmental Science - Including labs	0%

Note: Cells with N/A values do not require data.

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.

Year and month of the most recent FIT report

10/2025

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Exemplary

School Facility Conditions and Planned Improvements				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms could be detailed. Floors look dirty.
Safety: Fire Safety, Hazardous Materials	X			Exemplary
Structural: Structural Damage, Roofs	X			Exemplary
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Weeds in the center island and east side of student center.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	48	49	51	56	47	48
Mathematics (grades 3-8 and 11)	9	13	38	42	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	73	70	95.89	4.11	48.57
Female	41	40	97.56	2.44	55.00
Male	32	30	93.75	6.25	40.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	53	52	98.11	1.89	46.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	17	16	94.12	5.88	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	43	41	95.35	4.65	41.46
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	12	85.71	14.29	41.67

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	74	71	95.95	4.05	12.68
Female	41	40	97.56	2.44	7.50
Male	33	31	93.94	6.06	19.35
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	54	53	98.15	1.85	11.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	16	94.12	5.88	12.50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--

Socioeconomically Disadvantaged	44	42	95.45	4.55	9.52
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	12	85.71	14.29	8.33

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	25.33	23.17	24.87	28.74	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	86	82	95.35	4.65	23.17
Female	52	51	98.08	1.92	21.57
Male	34	31	91.18	8.82	25.81
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	52	51	98.08	1.92	17.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	30	29	96.67	3.33	27.59
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	58	56	96.55	3.45	14.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2024-25 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

2024-25 Career Technical Education Programs

Medical Technology, Hospitality, Tourism and Recreation, Manufacturing and Product Development, Public Safety, and Transportation.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	35
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	95.61
Graduates Who Completed All Courses Required for UC/CSU Admission	5.41

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	0	0	0	0	0

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.
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2025-26 Opportunities for Parental Involvement
KCO's model of independent study, where all assignments are completed online, necessitates a highly involved working partnership between parents and teachers to supervise and ensure the student's week-to-week progress. The school engages parents through several initiatives, including the continuation of academic recognition activities (implemented since 2020-2021) and the addition of a quarterly luncheon for students chosen by teachers for exceptional performance of the KCO PRIDE expectations in the 2025-2026 school year. Parents are also invited to participate in the school's governance by serving on the School Site Council committee, with annual nomination forms distributed for self-nomination or peer recommendation. Furthermore, KCO actively solicits parent opinion through questionnaires and surveys regarding their child's overall experience and feedback on the PRIDE expectations, ensuring continuous improvement from the parent perspective. Parents are consistently encouraged to attend annual KCO Orientation Meetings and parent workshops hosted by KCO that will encourage academic growth for each student. To boost student engagement, the school is working to include parents on field trips to higher education sites. Finally, KCO ensures transparency and community involvement by inviting parents to the district LCAP community meetings to collaborate on the development of the Local Control Accountability Plans for both the district and KCO.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	6.3	5.7	0	2	3.4	1.8	8.2	8.9	8
Graduation Rate	81.3	92.5	100	88.2	89.4	90.7	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	35	35	100.0
Female	20	20	100.0
Male	15	15	100.0
Non-Binary	0.0	0.0	0.0
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	17	17	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	17	17	100.0
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	32	32	100.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	210	192	2	1.0
Female	117	109	1	0.9
Male	93	83	1	1.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	137	126	2	1.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	61	56	0	0.0
English Learners	19	19	1	5.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	180	167	2	1.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	32	25	0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	1.26	1.43	5.93	6.38	5.61	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.43	0.00
Female	1.71	0.00
Male	1.08	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.19	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	5.26	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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, 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 August 2025 and approved by the KCO SSC on December 2025. The most recent plan was board approved on February 11, 2025.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	13	7	1	
Mathematics	12	6	1	
Science	4	5		
Social Science	10	8	1	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	23	4		3
Mathematics	20	4		2
Science	8	9		
Social Science	13	8	2	1

2024-25 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	308

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	0.2
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$12,926.62	\$563.61	\$12,363.02	\$96,172.09
District	N/A	N/A	\$9,673.56	\$94,363.46
Percent Difference - School Site and District	N/A	N/A	24.4	10.4
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	13.8	1.5

Fiscal Year 2024-25 Types of Services Funded

KCO strategically uses its funding from three main sources to support general operations and targeted student needs.

The most flexible funds are the Unrestricted Charter Funds, which serve as the core operating budget. These dollars primarily support the resource centers by covering the general, foundational needs of the school, including the consistent purchase of general instructional materials like standard curricula and textbooks, as well as necessary student and teacher supplies for daily use.

In contrast, Supplemental Concentrated Funds are highly targeted and driven by the Local Control and Accountability Plan (LCAP). This money is exclusively dedicated to supporting high-needs groups: English Learners (ELs), homeless and foster youth, and socio-economically disadvantaged students. These funds are instrumental in providing enriched opportunities designed to increase motivation and school attendance. Key programs funded include those offering college and technical career exposure and financing engaging co-curricular and academic campus activities to foster a stronger connection to the school.

Finally, Title I dollars—federal supplementary aid—are used to provide supplementary learning resources and professional development. KCO makes a significant strategic investment with these funds in technology infrastructure to ensure equitable access. This includes updating and replacing student Chromebooks, purchasing internet hotspots to bridge connectivity gaps for students at home, and securing high-quality webcams for virtual conferencing to support flexible learning and communication.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,919	\$62,145
Mid-Range Teacher Salary	\$88,765	\$97,088
Highest Teacher Salary	\$129,594	\$120,436
Average Principal Salary (Elementary)	\$155,455	\$151,343
Average Principal Salary (Middle)	\$167,817	\$159,514
Average Principal Salary (High)	\$186,757	\$177,261
Superintendent Salary	\$312,323	\$294,805
Percent of Budget for Teacher Salaries	23.2%	29.95%
Percent of Budget for Administrative Salaries	5.59%	5.4%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0.9
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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	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	2

Professional Development

Professional development (PD) at Kings Canyon Online (KCO) is a vital, ongoing process intended to ensure that all staff members and support personnel are prepared to address both the unique needs of individual students and the broader strategic goals of the school. The training is varied, incorporating formal instruction, one-on-one coaching, peer observation, and constructive self-reflection, all of which are directly consistent with the school's vision. Implementation support is continuous, provided by the site administrator, district instructional coaches, and representatives from key software programs like Edgenuity.

Professional Development

For the 2025-2026 school year, staff collaboration is highly structured: they will meet every Wednesday afternoon across 37 weeks and utilize 5 additional buy-back days. This time is dedicated to collaborating on best practices for the independent study model, closely analyzing student progress data, and sharing effective strategies for meeting student needs within an online environment. The focused training for staff will center on critical areas such as English Language Development (ELD) instruction and socio-emotional learning. Site administration also maintains professional growth by participating in external associations like the California Charter Schools Association and the California Consortium for Independent Study, and by engaging in ongoing collaborative meetings with other KCUSD principals monthly.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42