

# Kinney High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Kinney High School
<b>Street</b>	2710 Kilgore Road
<b>City, State, Zip</b>	Rancho Cordova, CA 95670
<b>Phone Number</b>	916-294-9060
<b>Principal</b>	Michelle Flowers
<b>E-mail Address</b>	mflowerswilson@fcusd.org
<b>Web Site</b>	<a href="http://www.fcusd.org/khs">http://www.fcusd.org/khs</a>
<b>CDS Code</b>	34673303434792

<b>District Contact Information</b>	
<b>District Name</b>	Folsom Cordova Unified School District
<b>Phone Number</b>	916-294-9000
<b>Superintendent</b>	Sarah Koligian, Ed.D.
<b>E-mail Address</b>	skoligian@fcusd.org
<b>Web Site</b>	www.fcusd.org

### **School Description and Mission Statement (School Year 2018-19)**

Kinney High School was established in 1966 as a continuation high school. KHS is located on the same land where a one-room school house once stood dating back to the late 1800s when it was called Kinney School. That same family friendly atmosphere still exists as teachers help students reach their goals of graduation and career preparation.

Kinney’s mascot is Wiley Coyote because he never quits. We too believe “Never Give Up!”

Kinney High school offers a strong academic program. Students follow the same common core state standards and are tested with the same district-wide tests. Kinney students are expected to perform the same quality of work in a smaller school setting. Students must complete 200 credits including Integrated Math 1 and Integrated Math 2 Foundations. Kinney has a class size of approximately 19 students per teacher and an average of 145 students are enrolled per day. Students are enrolled in up to six classes. Classes are set up in three week sessions, each session is worth 1.0 credit. Students must attend each day and complete all the classwork. Homework projects for extra credit are then available. In addition to academic courses, students have access to electives including Metals, Culinary, Student Leadership, Sociology and Film as Visual Literature. Kinney High is proud to announce the expansion of our Metals Fabrication program, which now includes an Intro to Metals course. In this course students explore the basics of welding and machining. They then choose a Career Technical Education (CTE) pathway to enter, either Welding or Machining.

Kinney High School also offers a number of after school clubs: Gardening Club, Art Club, Robotics Club and the Homework Club.

Kinney offers more than just academic and vocational training. The Student Needs Assistance Program (SNAP) matches students in need with caring trained adults on campus to counsel, motivate and discuss with students their needs. Our staff works with the students so they find their own answers to student issues and improve their choices and opportunities.

The District Workability Program assists students with placement in jobs and supports them while on the job. We also have partnerships with local military recruiters and Folsom Lake College, part of the Los Rios Community College District. These are very valuable resources for the students.

The educational staff performs the additional tasks of Math Representative, CAC Representative, Positive Behavior Intervention Supports (PBIS) coach, Professional Learning Communities (PLC) coach, English coach and technology manager. Our students have access to a computer lab/multimedia center. All students have access to Chrome books to further support their technological classroom needs.

This year, we have increased organized physical activities to promote growth and learning by offering physical education. In addition to our physical education course, We receive funding for field trips, and incentive rewards for students with excellent attendance and good behavior. All staff, with the assistance of our student leadership class, focuses on maintaining a positive school climate through our behavior interventions and support (PBIS) programs.

Our staff has hosted a back-to-school night so that parents and staff can discuss program expectations. We feel that a strong partnership between parents and our staff can help our students progress toward graduation and/or get back to a comprehensive school.

Vision Statement: 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.

At Kinney High School, we believe that all students can HOWL: Honest, Open and Willing to Learn

Mission Statement: Kinney High School is dedicated to student learning. We believe that all students can learn and be successful in an environment that strives to meet various learning styles, academic abilities and personal needs. We provide this by offering smaller class sizes, by emphasizing personal responsibility and by establishing a safe and nurturing climate that enhances self-esteem.

Kinney High School Expected School Wide Learning Results (ELSRs):

Academically Proficient Learners who:

- Demonstrate proficiency in math and English as demonstrated by the CAASPP
- Meet or exceed the California State Standards in English, Math, Social Studies and Science

Critical Thinkers who:

- Use a variety of strategies to produce and complete academic projects
- Read, comprehend and analyze academic text, informational materials and other media
- Have the ability to research solutions
- Apply creative solutions to personal and professional problems

Effective Communicators who:

- Write cohesive paragraphs and essays that cite evidence
- Use technology to research, organize and communicate in an effective manner

Responsible Citizens who:

- Exhibit good attendance
- Set attainable goals and follow through
- Demonstrate the ability to work collaboratively
- Respect diversity

Our student enrollment, reported on the California Basic Educational Data System (CBEDS) in October 2017 was 122.

**Student Enrollment by Grade Level (School Year 2017-18)**

Grade Level	Number of Students
Grade 10	12
Grade 11	32
Grade 12	78
<b>Total Enrollment</b>	<b>122</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	18.9
American Indian or Alaska Native	1.6
Asian	1.6
Filipino	0.0
Hispanic or Latino	39.3
Native Hawaiian or Pacific Islander	3.3
White	29.5
Socioeconomically Disadvantaged	85.2
English Learners	10.7
Students with Disabilities	10.7
Foster Youth	0.0

## 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.

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
<b>With Full Credential</b>	12	11	9	962
<b>Without Full Credential</b>	0	0	0	11
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

**Year and month in which data were collected:** 2018 November

Folsom Cordova Unified held a Public Hearing on September 20, 2018, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill, StudySync, 2015 Pearson, iLit, 2016	Yes	0.0%
<b>Mathematics</b>	Cengage Learning, 2006, 2013, 2014, 2017, 2018 Houghton Mifflin, 2002, 2008 Pearson, 2012 McGraw Hill Company 2003 College Preparatory Mathematics, 2015 Pearson-Addison Wesley, 2009	Yes	0.0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	Oxford Press University, 2014 Benjamin Cummings, 2016 Person, 2017 McGraw-Hill Ed, 2015 Pearson Bacculaureate, 2014 Globe Fearon, 2000	Yes	0.0%
<b>History-Social Science</b>	Wadsworth Publishing, 2010 Hold McDougal. 2010 McGraw Hill, 2015	Yes	0.0%
<b>Health</b>	Holt, Rinehaert, Winston McGraw Hill 2011 Pyramid Educational Consultants 2015	Yes	0.0%

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Kinney High School was constructed in 1966 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 ten classrooms, a metalshop, 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 which houses the computer lab and library.

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 a 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 at winter break, spring break and summer break.

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 highest priority are given to emergency repairs. The District participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis to assist our district with expenditures for major repair or replacement of existing school building components.

Date of inspection: October 11, 2018

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: 2018 November		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	2 sinks are loose girl's bathroom, 1 sink loose boy's bathroom
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Ramp in room #16 is peeling. Non-slip is peeling in Room #17

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 2018 November</b>	
Overall Rating	Good

## 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, which 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); and
- 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.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	28.0	14.0	61.0	64.0	48.0	50.0
Mathematics (grades 3-8 and 11)	6.0	0.0	51.0	53.0	37.0	38.0

Note: 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.

Note: 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.

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	45	30	66.67	13.79
Male	24	17	70.83	12.50
Female	21	13	61.90	15.38
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	19	12	63.16	9.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	8	66.67	25.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	25	67.57	16.67
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	45	29	64.44	0
Male	24	17	70.83	0
Female	21	12	57.14	0
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	19	10	52.63	0
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	8	66.67	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	23	62.16	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.



## Career Technical Education Programs (School Year 2017-18)

### Kinney High School

The Career Technical Education (CTE) Programs at Kinney High School prepare students for success in college and careers. The CTE programs are offered in two industry sectors and two pathways. The industry sectors include: Hospitality, Tourism & Recreation and Manufacturing and Product Development. The programs concentrate on the following pathways: Food Service & Hospitality and Welding and Materials Joining.

The pathways are supported by two to five course sequences that offer rigorous, hands-on, project based learning. The courses include: Foods & Nutrition, Culinary 2, Metals 1, 2, 3, 4, and Metals Manufacturing Technology.

The development of student leadership, service and work based learning, is supported by the Career Technical Student Organization, SkillsUSA.

The CTE Advisory boards for each industry sector meet at least once a year, and are comprised of stakeholders, business partners, and college representatives.

### Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	153
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	13.3
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: 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.

## 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 for the school district and each school site.

#### Opportunities for Parental Involvement (School Year 2018-19)

Parents are very important in a child's success in school. Students who enroll at Kinney High School must attend with a parent or guardian an orientation with the principal, vice principal or school counselor. During the orientation, all school rules and policies are covered and a graduation plan is formulated.

On a daily basis, parents are notified by telephone if his/her child is absent. Parents are encouraged to contact the school for any additional information, or to set up a conference with either their child's teacher or administration. Each parent is provided a Schoolwires account in order to access grades, attendance and other important school information via the school website.

All parents are invited to Back to School Night in the fall where the staff members are available to meet with parents in order to explain classroom expectations and grading policies. The principal also discusses testing and assessment, funding for interventions and programs and new updates for the current school year. A parent survey is also given to solicit input.

For additional information about organized opportunities for parent involvement at Kinney High School, please contact Michelle Flowers Wilson, Principal, at (916) 294-9060.

Contact Information:

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.

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	22.7	14.7	36.9	3.2	3.3	2.8	10.7	9.7	9.1
Graduation Rate	60.6	57.3	32.3	92.7	92.6	91.4	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	44.6	91.3	88.7
Black or African American	66.7	84.5	82.2
American Indian or Alaska Native	0.0	66.7	82.8
Asian	50.0	96.2	94.9
Filipino	0.0	93.0	93.5
Hispanic or Latino	18.2	81.6	86.5
Native Hawaiian/Pacific Islander	0.0	76.9	88.6
White	60.9	93.8	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	46.3	83.4	88.6
English Learners	16.7	52.7	56.7
Students with Disabilities	33.3	70.6	67.1
Foster Youth	0.0	50.0	74.1

### 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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	21.1	10.7	17.2	5.0	4.3	5.0	3.7	3.7	3.5
Expulsions	2.2	0.9	0.6	0.2	0.2	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

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, duck and cover, and active shooter/lockdown. There were nine (9) student accidents reported at our site in 2017-2018.

Each year, Kinney High School complies with SB 187 that 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. Lock down 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 American's with Disabilities Act notice are posted. Each classroom contains a folder with laminated Hour Zero Emergency Response Card 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.

Date of Last Review/Update: September 26, 2018

Date Last Reviewed with Staff: September 26, 2018

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	16.0	10	2		12.0	11	1		13.0	15		
Mathematics	11.0	15			11.0	14			16.0	10	1	
Science	11.0	8			13.0	6	1		10.0	4		
Social Science	13.0	11			17.0	9	2		13.0	13		

Note: Number of classes indicates how many classrooms 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.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.40	126
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

\*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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$17,689.70	\$1,341.39	\$16,348.30	\$77,096.70
District	N/A	N/A	\$7,534.43	\$74,778
Percent Difference: School Site and District	N/A	N/A	73.8	3.1
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	78.6	-3.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2017-18)

### District Revenue Sources

In addition to general state funding, Kinney High School receives state and federal funding from the following categorical funds and other support programs: Title 1, Title 2, Title 3-LEP, English Learners/Low Income (EL/LI), Carl D. Perkins Career and Technical Education Funds.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2017-2018 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,108	\$49,512
Mid-Range Teacher Salary	\$66,972	\$77,880
Highest Teacher Salary	\$91,606	\$96,387
Average Principal Salary (Elementary)	\$116,484	\$123,139
Average Principal Salary (Middle)	\$131,447	\$129,919
Average Principal Salary (High)	\$132,840	\$140,111
Superintendent Salary	\$249,366	\$238,324
Percent of Budget for Teacher Salaries	37.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

## Professional Development (Most Recent Three Years)

Folsom Cordova provides up to three professional development days for certificated staff for the current year and the last two years.

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through our Professional Development Academy (PDA), a model of lead teachers and site level reading, math, science and technology coaches. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with BTSA (Beginning Teacher Support and Assessment) to provide an induction program for qualified new teachers. We support our teachers in pursuing National Board Certification and currently have over 44 National Board Certified teachers within the district. The district is involved with both ATP (Administrator Training Program) and Teacher Training, which increase the capacity of all staff to deliver a standards-based curriculum.

Along with district professional development opportunities, Kinney High School, in collaboration with Folsom Lake High School, hosts a series of workshops throughout the year for staff. Topics for 2017-2018 include:

- 09/22/17 - Google Classroom
- 10/27/17 - AppleTV/Ipad training

All Kinney staff participated in a book study on "The Behavior Code," to better understand challenging student behaviors and how to empower them with skills and adaptive ways to cope. Topics in 2016-2017 included:

- 09/16/16 - I-Ready Training
- 10/14/16 - CTE presentation
- 02/10/17 - Drop Out prevention & Motivating Unmotivated students
- 03/24/17 - ELL Instructional Strategies

### 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 full time position for 132 students. This year Kinney High has been assigned one part time Mental Health Specialist to provide mental health support for our general education students and one Mental Health Specialist who serves our special education population. We also have one part time school psychologist who serves our special education population.

Professional Development Days	2015-16	2016-17	2017-18
Kinney High School	2	2	3