

Kinney High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Kinney High School
Street	2710 Kilgore Road
City, State, Zip	Rancho Cordova, CA 95670
Phone Number	916-294-9060
Principal	Michelle Flowers
Email Address	mflowerswilson@fcusd.org
Website	http://www.fcusd.org/khs
County-District-School (CDS) Code	34673303434792

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

School Description and Mission Statement (School Year 2019-20)

School Vision and Mission:

At Kinney High School, we know the value of being present, positive, and productive and that one can never give up. We aim to offer a solid credit recovery program that is built around relationships.

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. 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 student 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 which 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, continuation 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.

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 do 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. While we typically serve approximately 275 students throughout a school year, we usually do not have more than 150 students enrolled at one time. The school's gender distribution was almost equal in 2018-2019 school year. The school's largest ethnic group is Hispanic/Latino, with 39% of the school's population describing themselves as Hispanic/Latino. In terms of racial subgroups, significant numbers include White at 29.5% and African American at 18.9%. Smaller numbers include 1.6% Asian and 3.3% Pacific Islander, with 6.1% reporting two or more races or not reporting. 83% of students who attend Kinney High School are socioeconomically disadvantaged, while 18% are homeless and we have 16 English Learners. In addition we have 18 Special Education students.

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 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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	1
Grade 10	9
Grade 11	39
Grade 12	70
Total Enrollment	119

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	15.1
American Indian or Alaska Native	0.8
Asian	0.8
Hispanic or Latino	40.3
Native Hawaiian or Pacific Islander	1.7
White	26.1
Two or More Races	5
Socioeconomically Disadvantaged	81.5
English Learners	7.6
Students with Disabilities	9.2
Foster Youth	1.7
Homeless	16.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	11	9	11	1111
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	17

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	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 2019-20)

Year and month in which data were collected: 2019 August

Folsom Cordova Unified held a Public Hearing on December 19, 2019, 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 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	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	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	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Oxford University Press, 2012 Holder Education. 2012, 2013, 2015 McGraw Hill, 2015, 2018, 2019 Cengage Learning, 2016 Teacher's Curriculum Institute, 2011, 2019	Yes	0.0%
Health	McGraw Hill Education, 2015 McGraw Hill, 2011 Office of Adolescent Health, 2016 Holt, Rinehart, Winston, 2007 American Red Cross, 2016	Yes	0.0%
Visual and Performing Arts	Davis, 2006, 2007 Pearson, 2017 Adobe, 2017 Perfection Learning, 2004		

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: 10/11/2019

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

Year and month of the most recent FIT report: 2019 October

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Classroom 14 needs 4 panels replaced and has ripped paper.. Student Activity Center (SAC) has some light covers that are cracked and holes in the ceiling tile.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	14	23	64	61	50	48
Mathematics (grades 3-8 and 11)	0	3	53	51	38	37

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	35	59.32	40.68	22.86
Male	32	20	62.50	37.5	25.00
Female	27	15	55.56	44.44	20.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	24	14	58.33	41.67	28.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	16	8	50.00	50	50.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	51	30	58.82	41.18	20.00
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	12	7	58.33	41.67	28.57

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	38	61.29	38.71	2.63
Male	34	22	64.71	35.29	4.55
Female	28	16	57.14	42.86	0
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--			--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	25	17	68	32	5.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	16	8	50	50	0
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	53	31	58.49	41.51	3.23
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	13	7	53.85	46.15	14.29

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

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.

(School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	142
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	33.3

Measure	CTE Program Participation
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	85
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: 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.

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 2019-20)

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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	14.7	36.9	12.5	3.3	2.8	2.2	9.7	9.1	9.6
Graduation Rate	57.3	32.3	32.1	92.6	91.4	90.6	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	10.7	17.2	17.0	4.3	5.0	4.2	3.6	3.5	3.5
Expulsions	0.9	0.6	1.8	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 three (3) student accidents reported at our site in 2018-2019.

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: August 27, 2019
 Date Last Reviewed with Staff: September 3, 2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	12	11	1		13	15			12	12	1	
Mathematics	11	14			16	10	1		17	7	1	
Science	13	6	1		10	4			14	5	1	
Social Science	17	9	2		13	13			14	13		

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	297.5

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,689.70	\$1,341.39	\$16,348.30	\$77,096.70
District	N/A	N/A	\$7,534.43	\$76,858.00
Percent Difference - School Site and District	N/A	N/A	73.8	3.1
State	N/A	N/A	\$7,506.64	\$82,031.00
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 2018-19)

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 I, Title II, Title III English Learners, Title III Immigrant Student Program, LCAP Supplemental funds (English Learners/Low Income Student), Comprehensive School Improvement (CSI) funds, and state funds for after school interventions for at-risk students. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2018-19 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 community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,289	\$51,374
Mid-Range Teacher Salary	\$68,994	\$80,151
Highest Teacher Salary	\$94,372	\$100,143
Average Principal Salary (Elementary)	\$118,941	\$126,896
Average Principal Salary (Middle)	\$137,647	\$133,668
Average Principal Salary (High)	\$139,858	\$143,746

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$252,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2018-19)

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

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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 (PD), 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. Kinney also participates in selected professional development opportunities.

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. In the 2018-2019 school year, we had a full time MFT and a part time MFT. We also have one part time school psychologist who serves our special education population.