

Kelseyville High School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Kelseyville High School
Street	5480 Main St.
City, State, Zip	Kelseyville, CA 95451
Phone Number	(707) 279-4923
Principal	Mike Jones
Email Address	mikej@kvusd.org
School Website	https://kvusd.org/KHS/
County-District-School (CDS) Code	17 640141734359

2023-24 District Contact Information

District Name	Kelseyville Unified School District
Phone Number	(707)279-1511
Superintendent	Nicki Thomas
Email Address	nthomas@kvusd.org
District Website	www.kvusd.org

2023-24 School Description and Mission Statement

Principal's Message

Kelseyville High School is, without a doubt, the jewel of the Lake County public school system. The High School is entwined with the Kelseyville community and vice versa, making this a friendly, supportive environment for students to enjoy their high school careers. We proudly boast of our solid academic program, athletic teams and award-winning music programs, dedicated staff and above all respectful, happy students learning in a safe environment.

School Mission Statement

Kelseyville High School's mission is to foster students who are accountable, respectful, self-sufficient, motivated and independent thinkers. The installation of these values will produce graduates who advance to college, trade, military or business to become productive members of society.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	148
Grade 10	142
Grade 11	125
Grade 12	125
Total Enrollment	540

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2%
Male	51.9%
American Indian or Alaska Native	2.4%
Asian	0.7%
Black or African American	0.6%
Filipino	0.4%
Hispanic or Latino	46.1%
Two or More Races	5.2%
White	42.8%
English Learners	13.7%
Foster Youth	0.6%
Homeless	6.5%
Migrant	4.3%
Socioeconomically Disadvantaged	65.6%
Students with Disabilities	12%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.90	65.20	63.30	73.09	228366.10	83.12
Intern Credential Holders Properly Assigned	0.90	3.80	2.90	3.45	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.90	15.31	9.40	10.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	4.07	2.00	2.33	12115.80	4.41
Unknown	2.90	11.47	8.70	10.14	18854.30	6.86
Total Teaching Positions	26.00	100.00	86.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.80	63.13	65.00	68.35	234405.20	84.00
Intern Credential Holders Properly Assigned	1.30	4.71	6.00	6.39	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.60	12.76	12.60	13.23	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.20	7.87	2.70	2.93	11953.10	4.28
Unknown	3.20	11.45	8.60	9.08	15831.90	5.67
Total Teaching Positions	28.20	100.00	95.20	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.90	0.00
Misassignments	2.00	3.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.90	3.60

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.90	0.00
Local Assignment Options	0.00	2.20
Total Out-of-Field Teachers	1.00	2.20

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.6	15.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.8	0

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

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

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

According to School Board Policy 6141: Curriculum Review Committee, the superintendent or designee may establish a curriculum review committee to evaluate and recommend curriculum for the Board of Trustees approval. This committee shall consist of a majority of teachers and may also include administrators, other staff who have subject-matter expertise, parents/guardians, representatives of local businesses and postsecondary institutions, other community members, and students as appropriate. This committee may be the same committee charged with the evaluation and recommendation of instructional materials pursuant to Board policy and administrative regulation.

Curriculum Development/Selection Process

The Superintendent or designee shall research and identify available curriculum in the subject area(s) and grade level(s) scheduled for review. They may select a limited number of programs to present to the curriculum review committee for evaluation.

The committee shall recommend the curriculum that best meets the district's needs based on the following criteria and any additional factors deemed relevant by the committee:

1. Analysis of the effectiveness of the existing district curriculum for all students, including student achievement data disaggregated by grade level and student population
2. Alignment of the proposed curriculum with expectations established by the Board and the State Board of Education as to what students need to know and be able to do in the subject(s) and grade level(s) under consideration
3. Evidence of proven effectiveness of the proposed curriculum in raising student achievement, including the research and learning theory upon which the curriculum is based
4. Applicability and accessibility of the curriculum to all students, including, but not limited to, underperforming students, students with disabilities, English learners, and gifted and talented students
5. The estimated cost to purchase, adapt, and/or develop the curriculum
6. Resources required to implement the curriculum, such as time, facilities, instructional materials and technology, staffing, staff development, and funding
7. If the curriculum includes instructional materials, the extent to which the materials meet criteria established by law and the district
8. Any potential impact on other parts of the educational program

If it is determined that available prepackaged curriculum is not cost effective or is inadequate to meet the needs of the district's students, the superintendent or designee may adapt curriculum or develop new curriculum. Curriculum modification or development shall be performed by teachers, school administrators, and district administrators, with support and assistance, when available, from curriculum experts from the county office of education, postsecondary institutions, and/or curriculum or professional associations. In accordance with the above criteria, the curriculum committee shall review any modified or new curriculum prior to being recommended to the Board.

Upon approval by the Board, new curriculum may be implemented in a limited number of schools or classrooms on a pilot basis so that modifications may be made as necessary before implementing the curriculum districtwide.

The most recently adopted textbooks were chosen using the state-approved list.

The textbook content fits within the curriculum framework adopted by the State Board of Education.

Year and month in which the data were collected

10/18/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	My Perspectives: English Language Arts, Pearson Education (9-10) 2019 My Perspectives: American Literature, Pearson Education (11) 2019 My Perspectives: British & World Literature, Pearson Education (12) 2019	Yes	0

Mathematics	Pre-Algebra, Holt McDougal 2018 Algebra 1, Big Ideas/Larson 2018 Algebra 2, Big Ideas/Larson 2018 Geometry, Big Ideas/Larson 2018 Pre-Calculus, Cengage Learning 2017 Calculus, Cengage Learning 2018	Yes	0
Science	Biology: Exploring Life, Prentice Hall 2006 Earth Science, Prentice Hall 2006 Physical Science, Prentice Hall 2006 Modern Biology, Holt, Rinehart, Winston 2007 Holt Chemistry, Holt, Rinehart, Winston 2007 Holt Physics, Holt, Rinehart, Winston 2007 Hole's Essentials of Human Anatomy & Physiology, McGraw-Hill 2006 *** All new science textbooks have arrived late fall of 2023 and will begin being used in Spring semester of 2024.***	Yes	0
History-Social Science	U.S. History: Modern America, Prentice Hall 2008 U.S. History for the AP Course, Bedford/St. Martin's 2014 World History: The Modern World, McGraw Hill 2019 World Geography, Prentice Hall 2007 Magruder's American Government, Prentice Hall 2006 Economics: Principal in Action, Prentice Hall 2007 Traditions & Encounters: A Global Perspective on the Past, McGraw Hill 2017	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

The current Kelseyville High School facility houses 549 students in 24 classrooms, 17 which are portable buildings. The high school facility also includes a gymnasium, 4 greenhouses, football and track facilities, metal shop, wood shop and a student center which serves as a multi-functional facility including a stage, kitchen, music room, and student dining.

Year and month of the most recent FIT report

8/14/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC. Replacement through modernization funds. Summer 2024.
Interior: Interior Surfaces		X		Interior Doors/windows: main building and sports building. Replacement through modernization funds. Winter Break 2023.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restroom sports building. Replacement through modernization funds. Summer 2024.
Safety:	X			

School Facility Conditions and Planned Improvements				
Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Roofs, paint, doors, and windows need repair or to be upgraded. Bond or modernization funds are already being used to begin the work. September 2022-Summer 2024.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	32	37	25	26	47	46
Mathematics (grades 3-8 and 11)	9	12	11	13	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	121	116	95.87	4.13	37.07
Female	56	55	98.21	1.79	43.64
Male	64	60	93.75	6.25	31.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	52	51	98.08	1.92	21.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	53	51	96.23	3.77	47.06
English Learners	20	20	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	72	96.00	4.00	26.39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	15	93.75	6.25	6.67

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	121	117	96.69	3.31	11.97
Female	56	55	98.21	1.79	9.09
Male	64	61	95.31	4.69	14.75
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	52	52	100.00	0.00	3.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	53	51	96.23	3.77	15.69
English Learners	20	20	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	72	96.00	4.00	4.17
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	16	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	12.74	17.94	12.33	17.14	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	234	225	96.15	3.85	17.78
Female	107	103	96.26	3.74	12.62
Male	126	121	96.03	3.97	22.31
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	101	97	96.04	3.96	10.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	14	93.33	6.67	28.57
White	106	102	96.23	3.77	24.51
English Learners	36	35	97.22	2.78	0.00
Foster Youth	0	0	0	0	0
Homeless	18	17	94.44	5.56	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	151	146	96.69	3.31	11.64
Students Receiving Migrant Education Services	12	12	100.00	0.00	0.00
Students with Disabilities	29	25	86.21	13.79	4.00

2022-23 Career Technical Education Programs

Kelseyville High School offers a wide variety of Career Technical Education (CTE) courses focusing on career preparation and/or preparation for work. The CTE pathways are new and need to be refined so that students and staff know the steps to accomplish them. Another issue that needs improvement and clarification is which high school courses could be dual-enrolled, thus giving our students college credit while attending high school. Kelseyville High School students have the opportunity to visit other schools that have career technical opportunities along with professionals that teach those courses.

Currently we have two dual enrollment courses offered as a collaboration between Mendocino College and the high school. Our Vocational Education Director is Donelle McCallister who oversees the CTE advisory committee.

Agriscience Pathway: Integrated Ag. Science, Ag. Biology and Ag. Chemistry.

Ag. Mechanics Pathway: Intro to Ag. Mechanics, Intermediate Ag. Mechanics and Advanced Ag. Mechanics.

Cabinetry, Millwork, and Woodworking Pathway: Woods I, Woods II, and Woods III.

Design, Visual, and Media Arts Pathway: Digital media I, Digital Media II.

Hospitality Pathway: Foods & Nutrition, ROP Baking & Pastry, and ROP Culinary Arts.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	415
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	25.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	93.91
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	14.81

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	91%	93%	93%	91%	93%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Kelseyville High School has many opportunities for parent involvement. Parents are encouraged to visit and help with classroom activities, coach athletic teams, work special events and assist with the operation of athletic events. Those parents that regularly volunteer with campus activities are asked to complete the necessary paperwork and screenings through the department of justice.

For more information on how to become involved at the school, please contact Mike Jones, principal, at (707) 279-4923 or mikej@kvusd.org.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	7.2	6.1	5.8	8	8.2	7.4	9.4	7.8	8.2
Graduation Rate	91.4	93.9	90.9	83.4	89.8	86.6	83.6	87	86.2

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

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	121	110	90.9
Female	57	51	89.5
Male	64	59	92.2
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	55	51	92.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	54	49	90.7
English Learners	20	19	95.0
Foster Youth	0.0	0.0	0.0
Homeless	19	16	84.2
Socioeconomically Disadvantaged	94	86	91.5
Students Receiving Migrant Education Services	16	14	87.5
Students with Disabilities	14	12	85.7

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	580	554	167	30.1
Female	275	261	85	32.6
Male	300	289	78	27.0
Non-Binary	5	4	4	100.0
American Indian or Alaska Native	15	13	5	38.5
Asian	5	5	0	0.0
Black or African American	3	2	0	0.0
Filipino	3	2	0	0.0
Hispanic or Latino	269	259	91	35.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	31	28	9	32.1
White	243	234	59	25.2
English Learners	78	76	30	39.5
Foster Youth	3	3	1	33.3
Homeless	39	36	20	55.6
Socioeconomically Disadvantaged	392	370	130	35.1
Students Receiving Migrant Education Services	24	23	7	30.4
Students with Disabilities	72	67	28	41.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.68	9.22	8.10	0.27	6.32	6.68	0.20	3.17	3.60
Expulsions	0.00	1.39	1.38	0.00	1.16	1.12	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.1	1.38
Female	4.73	0.36
Male	11	2.33
Non-Binary		
American Indian or Alaska Native	20	6.67
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	8.55	1.12
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.23	3.23
White	7.41	0.82
English Learners	8.97	0
Foster Youth	0	0
Homeless	17.95	7.69
Socioeconomically Disadvantaged	9.95	1.79
Students Receiving Migrant Education Services	12.5	0
Students with Disabilities	8.33	0

2023-24 School Safety Plan

Kelseyville High School's comprehensive safety plan is reviewed yearly in a process that begins at the school, is reviewed by the School Site Council and is approved by the Board of Education. The current plan is formatted in Document Tracking Services (DTS) and has been developed through the guidance of Kyle Reams , Director of Maintenance and their representatives. Key components include evacuation plans, who is in charge, phone numbers and maps for school officials and law enforcement.

The school safety plan was last reviewed, updated and discussed with the school faculty in August 2023.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	4	9	1
Mathematics	21	7	5	
Science	25	1	1	
Social Science	26	1	7	2

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	25	11	
Mathematics	21	8	11	
Science	18	5	4	
Social Science	24	4	13	1

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	20	13	0
Mathematics	22	9	11	0
Science	20	3	4	0
Social Science	25	4	14	1

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	192.86

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.4
Social Worker	0
Nurse	0.24
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	N/A
Other	N/A

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	3,671	835	2,836	53,531
District	N/A	N/A	2,526	\$65,253
Percent Difference - School Site and District	N/A	N/A	11.6	-16.6
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-79.7	-38.6

Fiscal Year 2022-23 Types of Services Funded

The district offers home-to-school transportation, special-education services, food services and a wide range of extracurricular activities. Along with general education programs, the district provides College Prep, Honors, Advanced Placement and Dual Enrollment programs; Career and Technical Education pathways in the agriculture and natural resources, building and construction trades, information and communications technology trades, and hospitality, tourism and recreation industry sectors; summer school and afterschool programs; alternative education programs and Title I.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,579	\$50,875
Mid-Range Teacher Salary	\$67,482	\$79,761
Highest Teacher Salary	\$86,645	\$103,045
Average Principal Salary (Elementary)	\$102,730	\$128,154
Average Principal Salary (Middle)	\$112,968	\$131,774
Average Principal Salary (High)	\$118,535	\$142,676
Superintendent Salary	\$201,013	\$211,462
Percent of Budget for Teacher Salaries	26.3%	30.11%
Percent of Budget for Administrative Salaries	5.71%	5.49%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	1.1
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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	1
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	1

Professional Development

The Kelseyville Unified School District supports professional development and continuous professional growth for its teaching staff in all areas. The administration at Kelseyville High School specifically supports the staff in their efforts to improve teaching and provide necessary material and style for today's students. The type of professional development can vary between staff member and subject area. The Kelseyville staff has attended events both in and out of the state covering materials such as Culinary Arts, Career Technical Education, Advancement Via Individual Determination (AVID) and Positive Behavior

Professional Development

Interventions and Supports (PBIS). The site administration is attending professional learning communities (PLC) training and will implement it with staff during the school year.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3