

# Kelseyville Unified School District

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**SARC**  
2021-22

School Accountability  
Report Card  
Published in 2022-23

## Kelseyville High School

Grades 9-12  
CDS Code 17-64014-1734359

Mike Jones, Principal  
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5480 Main Street  
Kelseyville, CA 95451  
(707) 279-4923

[www.kUSD.lake.k12.ca.us/KHS/](http://www.kUSD.lake.k12.ca.us/KHS/)



### 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.

### School Vision Statement

Our Vision is for each student to develop his or her intellectual, ethical, physical, creative, social and technological capabilities.



### 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.

### School Safety

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 the Emergency Response Information Portal (ERIP) style and has been developed through the guidance of Kyle Reams 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 2022.



*"e 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 Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

### District Mission Statement

Our administrators, teachers and staff are committed to making sure every student feels safe and welcome in our schools. At Kelseyville Unified School District (KVUSD), students come first.

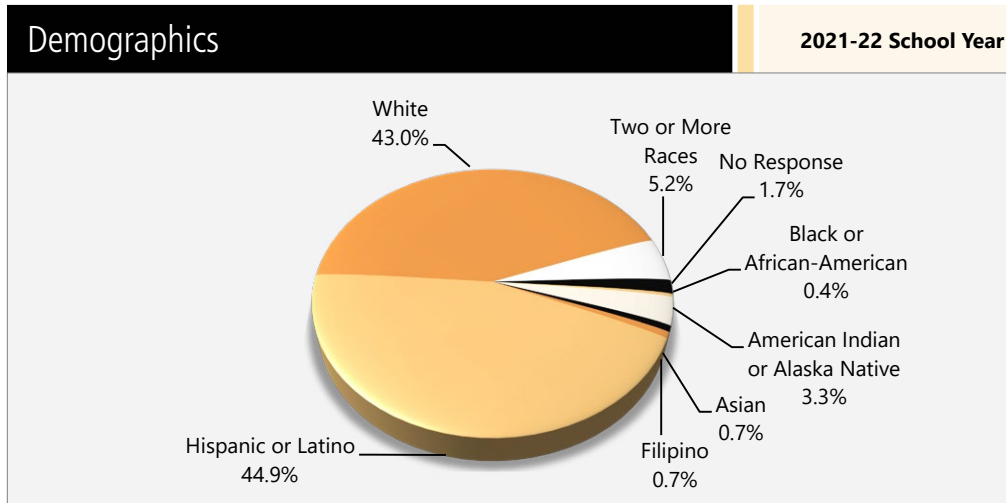


### Governing Board

- Rick Winer
- Allison Panella
- MaryBeth Mosko
- Natalie Higley
- Gilbert Rangel

### Enrollment by Student Group

The total enrollment at the school was 539 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

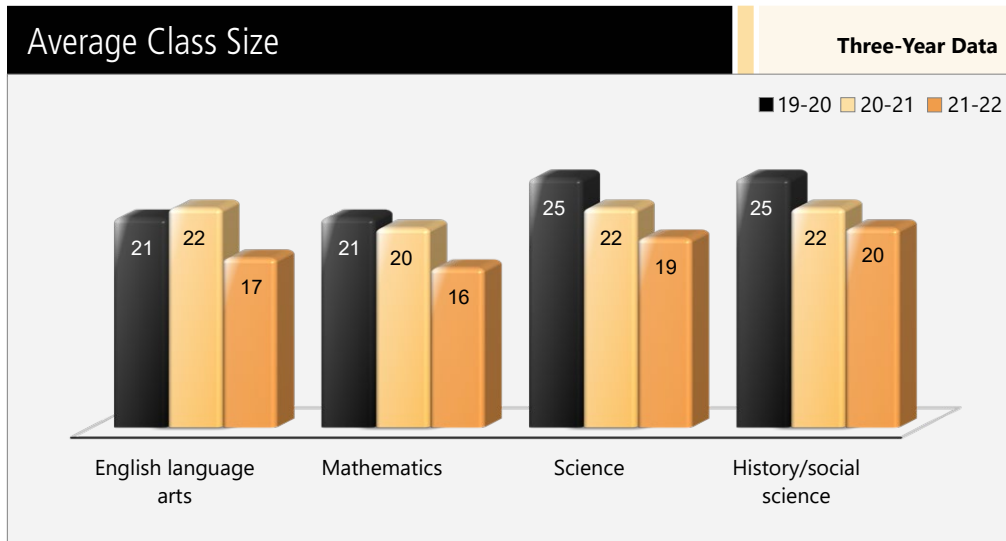


### Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	46.60%
Male	53.40%
Non-Binary	0.00%
English learners	13.40%
Foster youth	0.00%
Homeless	4.30%
Migrant	8.90%
Socioeconomically Disadvantaged	66.00%
Students with Disabilities	11.50%

### Class Size Distribution

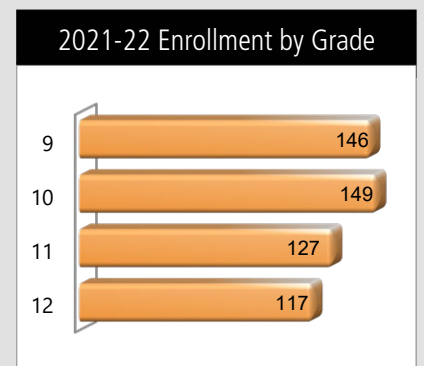
The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Subject	Number of Classrooms by Size								
	2019-20			2020-21			2021-22		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	11	9		11	10	1	19	6	
Mathematics	11	9		12	10		18	3	
Science	5	12		10	6		15	4	
History/social science	6	11		9	12		11	6	

### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.





### Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	Kelseyville HS		Kelseyville USD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
<b>Suspension rates</b>	0.7%	9.2%	0.3%	6.3%	0.2%	3.4%
<b>Expulsion rates</b>	0.0%	1.4%	0.0%	1.2%	3.2%	0.1%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions				2019-20 School Year
	Kelseyville HS		Kelseyville USD	California
	19-20		19-20	19-20
<b>Suspension rates</b>	5.7%		2.3%	2.5%
<b>Expulsion rates</b>	0.7%		0.2%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

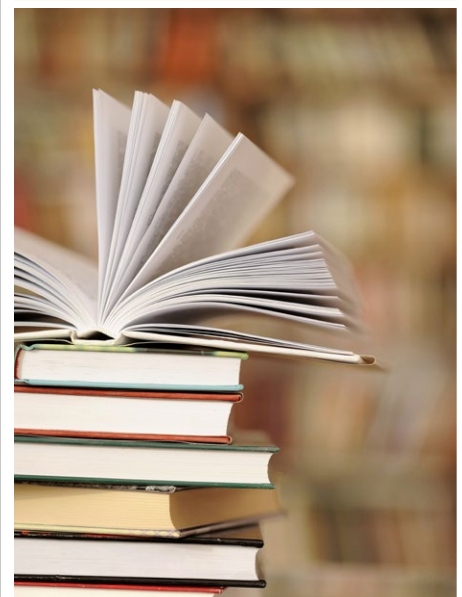
### Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2021-22 School Year
Student Group	Suspensions Rate	Expulsions Rate	
All Students	9.2%	1.4%	
Female	6.7%	0.4%	
Male	11.4%	2.3%	
Non-Binary	0.0%	0.0%	
American Indian or Alaska Native	13.6%	4.6%	
Asian	0.0%	0.0%	
Black or African American	0.0%	0.0%	
Filipino	0.0%	0.0%	
Hispanic or Latino	7.5%	0.8%	
Native Hawaiian or Pacific Islander	0.0%	0.0%	
Two or More Races	16.7%	3.3%	
White	9.3%	1.2%	
English Learners	6.9%	0.0%	
Foster Youth	0.0%	0.0%	
Homeless	18.5%	3.7%	
Socioeconomically Disadvantaged	11.2%	1.8%	
Students Receiving Migrant Education Services	6.3%	0.0%	
Students with Disabilities	10.3%	0.0%	

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

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2020-21	32
2021-22	33
2022-23	34





### California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).



### California Physical Fitness Test

2021-22 School Year

#### Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	85%	85%	85%	85%	85%

### Chronic Absenteeism by Student Group

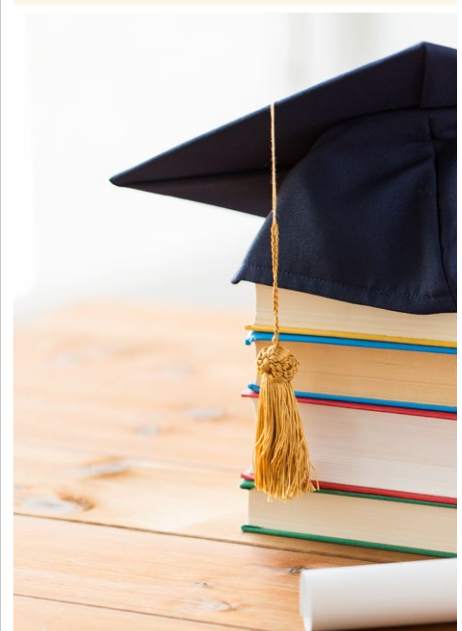
### Chronic Absenteeism by Student Group

2021-22 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	575	549	207	37.70%
Female	267	252	107	42.50%
Male	308	297	100	33.70%
American Indian or Alaska Native	22	18	9	50.00%
Asian	5	5	1	20.00%
Black or African American	4	4	1	25.00%
Filipino	3	3	0	0.00%
Hispanic or Latino	254	246	99	40.20%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	30	29	11	37.90%
White	248	235	83	35.30%
English Learners	72	71	33	46.50%
Foster Youth	1	1	0	0.00%
Homeless	27	26	14	53.80%
Socioeconomically Disadvantaged	385	366	156	42.60%
Students Receiving Migrant Education Services	48	47	15	31.90%
Students with Disabilities	68	66	31	47.00%

### 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.





### SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

### Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

### CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Kelseyville HS		Kelseyville USD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Science	20.83%	12.74%	21.21%	12.33%	28.50%	29.47%

### CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Kelseyville HS		Kelseyville USD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	32%	*	25%	*	47%
Mathematics	*	9%	*	11%	*	33%

\* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

### Statewide Assessments

**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).



### CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The “percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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.



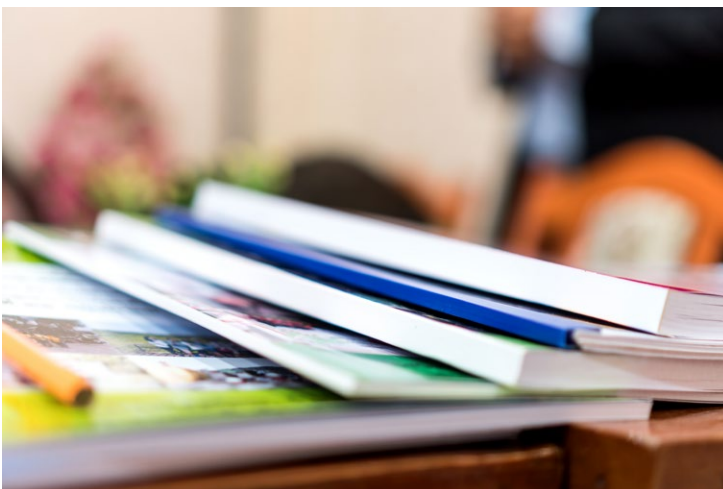
### CAASPP Test Results by Student Group: Science (high school)

#### Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	225	212	94.22%	5.78%	12.74%
Female	103	97	94.17%	5.83%	12.37%
Male	122	115	94.26%	5.74%	13.04%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	107	100	93.46%	6.54%	11.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	15	15	100.00%	0.00%	6.67%
White	94	89	94.68%	5.32%	16.85%
English Learners	26	23	88.46%	11.54%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	130	124	95.38%	4.62%	9.68%
Students receiving Migrant Education services	25	24	96.00%	4.00%	16.67%
Students with Disabilities	23	20	86.96%	13.04%	0.00%

❖ Scores are not shown 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.

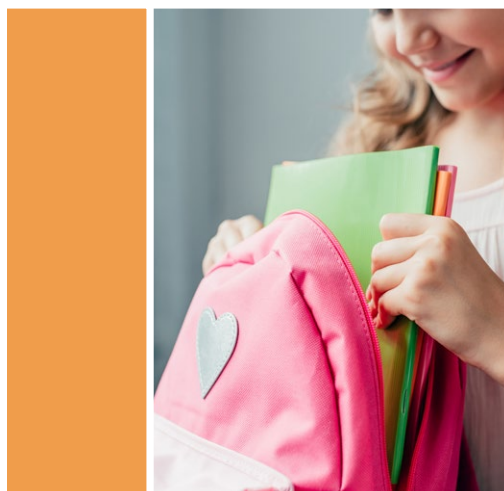
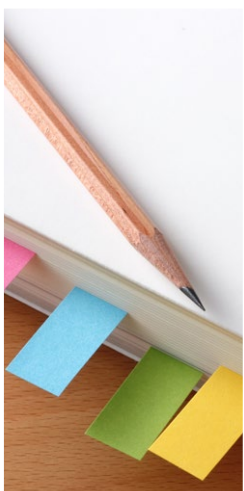




### CAASPP Test Results by Student Group: English Language Arts (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	124	114	91.94%	8.06%	31.58%
Female	58	53	91.38%	8.62%	28.30%
Male	66	61	92.42%	7.58%	34.43%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	54	49	90.74%	9.26%	26.53%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	55	50	90.91%	9.09%	40.00%
English Learners	16	13	81.25%	18.75%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	68	63	92.65%	7.35%	23.81%
Students receiving Migrant Education services	13	12	92.31%	7.69%	41.67%
Students with Disabilities	21	16	76.19%	23.81%	0.00%

❖ Scores are not shown 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.

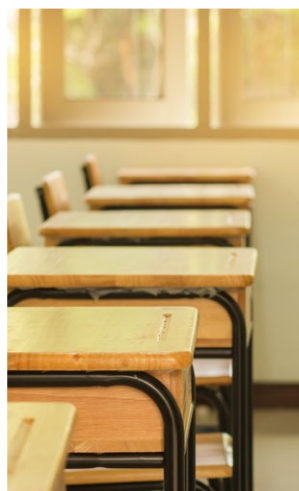




### CAASPP Test Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	124	114	91.94%	8.06%	8.77%
Female	58	53	91.38%	8.62%	7.55%
Male	66	61	92.42%	7.58%	9.84%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	54	49	90.74%	9.26%	8.16%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	55	50	90.91%	9.09%	10.00%
English Learners	16	13	81.25%	18.75%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	68	63	92.65%	7.35%	4.76%
Students receiving Migrant Education services	13	12	92.31%	7.69%	16.67%
Students with Disabilities	21	16	76.19%	23.81%	0.00%

❖ Scores are not shown 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.





## Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	19-20	20-21	21-22	19-20	20-21	21-22
<b>Kelseyville HS</b>	91.70%	91.40%	93.90%	5.80%	7.20%	6.10%
<b>Kelseyville USD</b>	84.60%	83.40%	89.80%	8.10%	8.00%	8.20%
<b>California</b>	84.20%	83.60%	87.00%	8.90%	9.40%	7.80%

## Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group	2021-22 School Year		
	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	115	108	93.90%
<b>Female</b>	52	50	96.20%
<b>Male</b>	63	58	92.10%
<b>Non-Binary</b>	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖
<b>Asian</b>	❖	❖	❖
<b>Black or African American</b>	❖	❖	❖
<b>Filipino</b>	❖	❖	❖
<b>Hispanic or Latino</b>	61	58	95.10%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖
<b>Two or More Races</b>	❖	❖	❖
<b>White</b>	45	42	93.30%
<b>English Learners</b>	13	13	100.00%
<b>Foster Youth</b>	❖	❖	❖
<b>Homeless</b>	❖	❖	❖
<b>Socioeconomically Disadvantaged</b>	100	94	94.00%
<b>Students Receiving Migrant Education Services</b>	17	17	100.00%
<b>Students with Disabilities</b>	13	11	84.60%

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

❖ Scores are not shown 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.

## Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2021-22 School Year	
<b>Number of AP courses offered at the school</b>	1
Number of AP Courses by Subject	
<b>Computer science</b>	0
<b>English</b>	0
<b>Fine and performing arts</b>	0
<b>Foreign language</b>	0
<b>Mathematics</b>	1
<b>Science</b>	0
<b>Social science</b>	0

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

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml).

UC/CSU Admission	
Kelseyville HS	
2020-21 and 2021-22 School Years	
<b>Percentage of students enrolled in courses required for UC/CSU admission in 2021-22</b>	91.87%
<b>Percentage of graduates who completed all courses required for UC/CSU admission in 2020-21</b>	25.00%



### Textbooks and 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.

Textbooks and Instructional Materials List		2022-23 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>My Perspectives: English Language Arts</i> , Pearson Education (9-10)	2019
Reading/language arts	<i>My Perspectives: American Literature</i> , Pearson Education (11)	2019
Reading/language arts	<i>My Perspectives: British &amp; World Literature</i> , Pearson Education (12)	2019
Mathematics	<i>Pre-Algebra</i> , Holt McDougal	2018
Mathematics	<i>Algebra 1</i> , Big Ideas/Larson	2018
Mathematics	<i>Algebra 2</i> , Big Ideas/Larson	2018
Mathematics	<i>Geometry</i> , Big Ideas/Larson	2018
Mathematics	<i>Pre-Calculus</i> , Cengage Learning	2017

Continued on page 12

### Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2022-23 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

### Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2022-23 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

### Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2022-23 School Year	
Data collection date	10/18/2022

Textbooks and Instructional Materials, *Continued from page 11*

Textbooks and Instructional Materials List		2022-23 School Year
Subject	Textbook	Adopted
Mathematics	<i>Calculus</i> , Cengage Learning	2018
Science	<i>Biology: Exploring Life</i> , Prentice Hall	2006
Science	<i>Earth Science</i> , Prentice Hall	2006
Science	<i>Physical Science</i> , Prentice Hall	2006
Science	<i>Modern Biology</i> , Holt, Rinehart, Winston	2007
Science	<i>Holt Chemistry</i> , Holt, Rinehart, Winston	2007
Science	<i>Holt Physics</i> , Holt, Rinehart, Winston	2007
Science	<i>Hole's Essentials of Human Anatomy &amp; Physiology</i> , McGraw-Hill	2006
History/social science	<i>U.S. History: Modern America</i> , Prentice Hall	2008
History/social science	<i>U.S. History for the AP Course</i> , Bedford/St. Martin's	2014
History/social science	<i>World History: The Modern World</i> , McGraw Hill	2019
History/social science	<i>World Geography</i> , Prentice Hall	2007
History/social science	<i>Magruder's American Government</i> , Prentice Hall	2006
History/social science	<i>Economics: Principal in Action</i> , Prentice Hall	2007
History/social science	<i>Traditions &amp; Encounters: A Global Perspective on the Past</i> , McGraw Hill	2017

## Public 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.

## 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.



## Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

## Career Technical Education Data

Kelseyville HS	
2021-22 Participation	
Number of pupils participating in a CTE program	354
Percentage of pupils who completed a CTE program and earned a high school diploma	56%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	100%



### School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2022-23 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Fair	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Fair	
<b>Overall summary of facility conditions</b>	Good	
<b>Date of the most recent school site inspection</b>	8/31/2022	

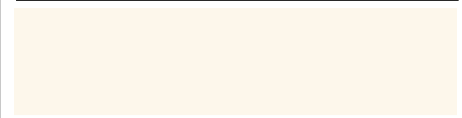
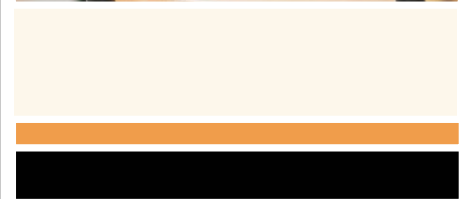
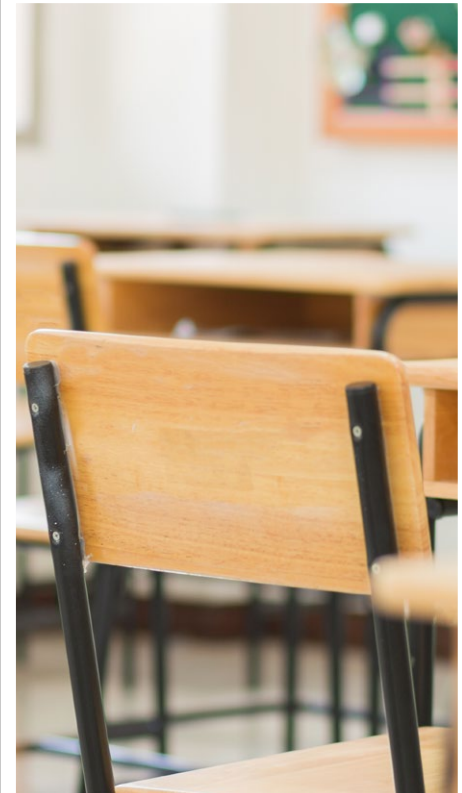
### Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs			2022-23 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action	
<b>Systems</b>	HVAC. Replacement through modernization funds.	Summer 2023	
<b>Interior</b>	Doors/windows: main building and sports building. Replacement through modernization funds.	Summer 2023	
<b>Restrooms/fountains</b>	Restroom sports building. Replacement through modernization funds.	Summer 2023	
<b>External</b>	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 2023	

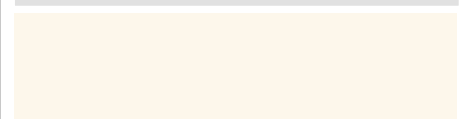
### School Facilities

Kelseyville High School, established in 1921, is considered a safe, clean and adequate school facility. Through continual supervision by school maintenance personnel and administration, the campus remains in good condition. The Kelseyville community recently passed a school bond that replaced all but four portable classrooms and provided much needed restroom facilities. The new metal and wood shops were completed in the fall of 2020. Upgrades to the Culinary Arts facility were completed in spring 2021. Currently there are 24 permanent classrooms and four portable classrooms. During the summer of 2022, the front restrooms were completely redone with all new fixtures, partitions, sinks and toilets. New outdoor basketball courts were also installed during the summer of 2022. All major maintenance is taken care of through a district work order system. The campus monitor works with the administration to ensure the safety of students.



### 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.



*“Kelseyville High School’s mission is to foster students who are accountable, respectful, self-sufficient, motivated and independent thinkers.”*



### Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
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)	16.9	65.2%	63.3	73.1%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.9	3.8%	2.9	3.5%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.9	15.3%	9.4	11.0%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.0	4.1%	2.0	2.3%	12,115.8	4.4%
Unknown	2.9	11.5%	8.7	10.1%	18,854.3	6.9%
<b>Total Teaching Positions</b>	<b>26.0</b>	<b>100.0%</b>	<b>86.6</b>	<b>100.0%</b>	<b>274,759.1</b>	<b>100.0%</b>

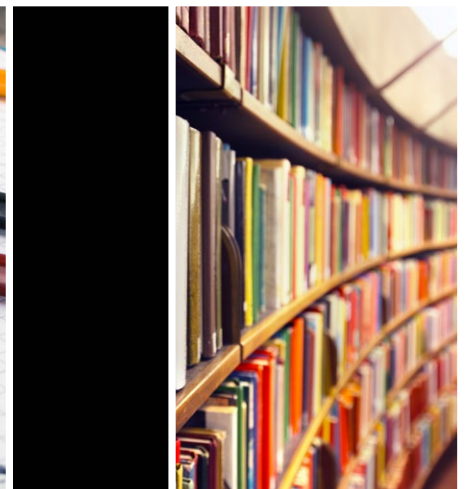
Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	**	**	**	**	**	**
Intern Credential Holders Properly Assigned	**	**	**	**	**	**
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	**	**	**	**	**	**
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	**	**	**	**	**	**
Unknown	**	**	**	**	**	**
<b>Total Teaching Positions</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>**</b>	<b>**</b>

\*\* Data not available from the state at this time.

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdf201.asp>.

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





### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
	2020-21	2021-22
<b>Authorization/Assignment</b>		
<b>Permits and Waivers</b>	1.9	**
<b>Misassignments</b>	2.0	**
<b>Vacant Positions</b>	0.0	**
<b>Total Teachers Without Credentials and Misassignments</b>	3.9	**

\*\* Data not available from the state at this time.

### Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
	2020-21	2021-22
<b>Indicator</b>		
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.9	**
<b>Local Assignment Options</b>	0.0	**
<b>Total Out-of-Field Teachers</b>	1.0	**

\*\* Data not available from the state at this time.

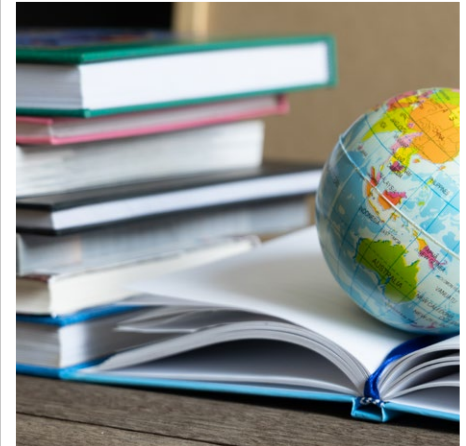
### Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
	2020-21	2021-22
<b>Indicator</b>		
<b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>	9.6%	**
<b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b>	0.0%	**

\*\* Data not available from the state at this time.



### Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2021-22 School Year	
	Ratio
<b>Pupils to Academic counselors</b>	277:1
<b>Support Staff</b>	FTE
<b>Counselor (academic, social/behavioral or career development)</b>	2.00
<b>Library media teacher (librarian)</b>	1.00
<b>Library media services staff (paraprofessional)</b>	0.00
<b>Psychologist</b>	0.50
<b>Social worker</b>	0.00
<b>Nurse</b>	0.80
<b>Speech/language/hearing specialist</b>	0.60
<b>Resource specialist (nonteaching)</b>	0.00



The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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



### Financial Data

The financial data displayed in this SARC is from the 2020-21 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

### District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2020-21 Fiscal Year	
	Kelseyville USD	Similar Sized District
Beginning teacher salary	\$42,659	\$48,503
Midrange teacher salary	\$64,576	\$74,912
Highest teacher salary	\$82,913	\$100,321
Average elementary school principal salary	\$98,590	\$122,160
Average middle school principal salary	\$114,591	\$127,632
Average high school principal salary	\$111,754	\$137,578
Superintendent salary	\$192,356	\$198,665
Teacher salaries: percentage of budget	27%	31%
Administrative salaries: percentage of budget	7%	6%

### Financial Data Comparison

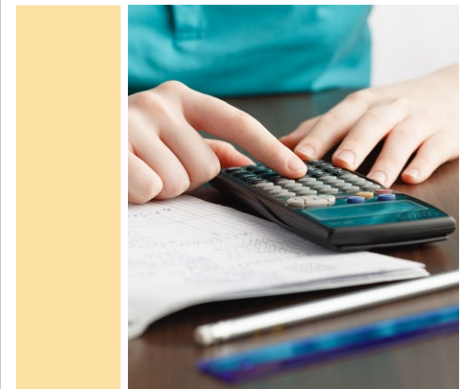
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2020-21 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Kelseyville HS	\$2,836	\$53,531
Kelseyville USD	\$2,526	\$55,130
California	\$6,594	\$79,175
School and district: percentage difference	+12.3%	-2.9%
School and California: percentage difference	-57.0%	-32.4%

### School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2020-21 Fiscal Year	
Total expenditures per pupil	\$3,671
Expenditures per pupil from restricted sources	\$835
Expenditures per pupil from unrestricted sources	\$2,836
Annual average teacher salary	\$53,531



### Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

### School Accountability Report Card

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1. All data accurate as of January 2023.