

# Stockdale High School

2800 Buena Vista Rd. • Bakersfield, CA 93311-9791 • (661) 665-2800 • Grades 9-12

Scott Odlin, Principal  
scott\_odlin@kernhigh.org  
<http://stockdale.kernhigh.org>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### **Kern High School District**

5801 Sundale Ave.  
Bakersfield, CA 93309-2924  
(661) 827-3100  
[www.kernhigh.org](http://www.kernhigh.org)

### **District Governing Board**

J. Bryan Batey, President

Joey O' Connell, Vice President

Jeff Flores, Clerk

Cynthia Brakeman, Clerk Pro Tem

Janice Graves, Member

### **District Administration**

Bryon Schaefer, Ed.D.

**Superintendent**

Scott Cole, Ed.D.

**Deputy Superintendent, Business**

Michael Zulfa, Ed.D.

**Associate Superintendent, Human Resources**

Brenda Lewis, Ed.D.

**Associate Superintendent, Instruction**

Dean McGee, Ed.D.

**Associate Superintendent, Educational Services and Innovative Programs**

### **School Description**

Stockdale High School (StHS) is one of 18 comprehensive high schools in the Kern High School District. The district encompasses 2,813 square miles, serving over 39,500 students, and is the largest 9-12 high school district in California. StHS serves a suburban community in southwest Bakersfield. While many see Stockdale as a middle to upper-middle-class community, last year for the first time it was designated a Title I school because of the number of students participating in the free and reduced lunch program. The student population of 2387 is diverse, both academically, socio-economically, and culturally. The ethnic make-up of StHS includes: 43.6% Hispanic, 23.3% Caucasian, 13% Asian, 6% African-American, 4.9% two or more races and 3% declined to state.

Providing a comprehensive educational program where students are able to learn and thrive is a driving force at Stockdale. The certificated staff includes 87 teachers, four administrators, five counselors, librarian, school psychologist, and part-time activities and athletic directors. Classified staff includes the plant supervisor, cafeteria supervisor, office supervisor, school social worker, interventionist, police officer, and 65 other classified support staff members. Together StHS staff offers a variety of programs to address student needs and interests in preparation for post-secondary endeavors. These programs include: English Language (EL), Special Education (Mild-Moderate and Moderate-Severe), Gifted and Talented Education (GATE), Honors, Advanced Placement (AP), Dual Enrollment, Advancement Via Individual Determination (AVID), Medical Academy (MASH), Project Lead The Way (PLTW), a Financial Services Program, as well as, Media Arts, and Computer Science pathways. StHS offers 21 different Advanced Placement (AP) courses including: World History, U.S. History, U.S. Government, Macroeconomics, Microeconomics, Psychology, Environmental Science, Chemistry, Biology, Physics, English Language, English Literature, French Language, Spanish Language, Spanish Literature, Calculus AB, Calculus BC, Statistics, Computer Science A, 2-D Studio Art, and Music Theory. By working with CSUB and Bakersfield College, Stockdale increased the number of Dual Enrollment and Concurrent Enrollment offerings for students on campus. This year students have the opportunity to enroll in nine different college courses taught on campus, both during and after school and we hope to identify additional opportunities next year. The scope of these courses is quite broad encompassing everything from English to Art to Music to Psychology. StHS faculty recognize that by appealing to the interests of students, they are more likely to engage and succeed.

In addition to the academic pathways, there has been an expansion in the Career Technical Education Options available to Stockdale students. The Financial Services Program continues to offer courses that, in conjunction with Kern Schools Federal Credit Union, operate an on-campus, full-service credit union run by students. The MASH academy prepares students for a wide variety of post-secondary medical-related careers ranging from employment as a veterinary assistant to participation in a university pre-med program. This partnership academy is transitioning to the PLTW Biomedical Science Pathway and will end when the Class of 2021 graduates. Now in its third year, the PLTW Engineering pathway supports students interested in pursuing engineering in college. Regardless of the PLTW pathway, these courses engage students in real-world challenges to make them better problem solvers, collaborators, and thinkers. Last year, for our students interested in Business, the Virtual Enterprise (VE) program returned to Stockdale. Through VE, the class develops forms a business and develops products, marketing plans, a budget and competes against other VE programs. To complement the programs available on site, the district's Regional Occupation Center offers StHS students additional opportunities for the school to work programs and certifications. Each program both on and off site, has been developed with the goal of providing all students with the skills and opportunities necessary to attain their educational and career goals.

StHS offers specialized support services to all students. StHS have access to college and career counseling, various intervention supports including conflict mediation, group counseling, community counseling and tutoring. Students and faculty are also involved in numerous community service activities and annual drives, which provide for needy groups in our community (including hygiene projects, food, toys for kids at Christmas, backpacks, blankets, and clothing). In addition, there are numerous co-curricular and extra-curricular opportunities available to students. Athletics, Drama, Vocal and Instrumental Music, Dance, Student Leadership, Color Guard, Forensics, Yearbook, Science Bowl, Mock Trial, and Academic Decathlon involve more than 800 students. Since its opening in 1991, Stockdale High School is recognized as a leader in Kern County because of its commitment to providing a comprehensive and challenging educational environment with strong academic programs, athletic teams, and service to the community with continual parent and student involvement.

With the implementation of PBIS (Positive Behavior Interventions and Supports), Stockdale embraced the PRIDE acronym, credited to the collaborative efforts of stakeholders. The school vision is the manifestation of our collective goal, it's a statement that exemplifies our shared commitment to supporting student development in all areas, academically, socially, and emotionally. It reads: Stockdale High School is dedicated to providing comprehensive and challenging educational programs, empowering students to demonstrate perseverance, responsibility, integrity, determination, and excellence in a rapidly changing world.

## About the SARC

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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	572
Grade 10	628
Grade 11	573
Grade 12	550
<b>Total Enrollment</b>	<b>2,323</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.1
American Indian or Alaska Native	0.6
Asian	14.2
Filipino	4.3
Hispanic or Latino	43.5
Native Hawaiian or Pacific Islander	0.1
White	26.4
Two or More Races	3.1
Socioeconomically Disadvantaged	37.4
English Learners	1.7
Students with Disabilities	5.3
Foster Youth	0.4
Homeless	0.1

## 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 for Stockdale High School	17-18	18-19	19-20
With Full Credential	87	87	87
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Kern High School	17-18	18-19	19-20
With Full Credential	♦	♦	1554
Without Full Credential	♦	♦	132
Teaching Outside Subject Area of Competence	♦	♦	6

### Teacher Misassignments and Vacant Teacher Positions at Stockdale High School

Indicator	17-18	18-19	19-20
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)

Textbooks and Instructional Materials

Year and month in which data were collected: September 10, 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p>	<p>Holt Literature &amp; Language Arts Third Course (Grade 9)                      Holt Literature &amp; Language Arts Fourth Course (Grade 10), 2003                      Holt Literature &amp; Language Arts Fifth Course (Grade 11), 2003                      Holt Literature &amp; Language Arts Sixth Course (Grade 12), 2003                      Literature Structure Sounds and Sense, 9th edition, 2006                      Edge Level A Student Edition, National Geographic, 2007                      Edge Level B Student Edition, National Geographic, 2007                      Edge Level C Student Edition, National Geographic, 2007                      Edge Fundamentals Student Edition, National Geographic, 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<p><b>Mathematics</b></p>	<p>Discovering Mathematics - Advanced Algebra/Kendall Hunt                      Adopted 2015</p> <p>The Practice of Statistics/Freeman                      Adopted 1999</p> <p>Pacemaker Algebra 1/Globe Fearon                      Adopted 2001</p> <p>Advanced Mathematical Concepts, Precalculus with Applications/Glencoe                      Adopted 2001</p> <p>Integrated Mathematics/McDougal-Littell                      Adopted 2002</p> <p>Discovering Algebra /Kendall Hunt                      Adopted 2015</p> <p>Discovering Advanced Algebra/Kendall Hunt                      Adopted 2015</p> <p>Discovering Geometry/Kendall Hunt                      Adopted 2015</p> <p>Mathematics with Business Applications/Glencoe                      Adopted 2007</p> <p>Single Variable Calculus/Brook &amp; Cole                      Adopted 1999</p> <p>Mathematics Concepts and Skills/McDougal-Littell                      Adopted 2001</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Integrated Science 1: Science Level Blue</p> <p>Integrated Science 2: Science Level Green</p> <p>Biology: Biology: The Dynamics of Life</p> <p>Biology AP: Biology: The Dynamics of Life</p> <p>Chemistry: Chemistry: Concepts and Applications</p> <p>Chemistry H: Chemistry</p> <p>Chemistry AP: Introductory Chemistry</p> <p>Physics: Physics: Principles and Problems</p> <p>Physics H: Physics: Principles and Problems</p> <p>Environmental Science AP: Living in the Environment</p> <p>General Biology: Life Science</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>
History-Social Science	<p>World Hist.: World History Human Legacy Adopted 2008</p> <p>U.S. Hist.: The American Vision Modern Times Adopted 2006</p> <p>U.S. Hist. AP: A People And A Nation Adopted 1998</p> <p>European Hist. AP: Western Civilization 4th Ed. Adopted 2000</p> <p>Government: United States Government Democracy In Action 2003 Adopted 2003</p> <p>Government AP: Government in America Adopted 2006</p> <p>Economics H: Economics Principles &amp; Practices Adopted 2001</p> <p>Economics: Economics Principles In Action Adopted 2001</p> <p>Psychology: Understanding Psychology Adopted 2003</p> <p>Sociology: Sociology And You Adopted 2003</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>
Foreign Language	<p>Allez, viens! 2006 Holt Rinehart &amp; Winston, Realidades: level 1 2003-05 Pearson Prentice Hall, Realidades: level 2 2003-08 Pearson Prentice Hall, Abriendo Paso: Lectura 2006 Pearson Prentice Hall</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Holt Health Holt Rinenhart Winston Adopted 1999 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Visual and Performing Arts	Exploring Theatre 2005 Glenco/McGraw Hill <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science Laboratory Equipment	various lab equipment appropriate to the course <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

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

Kern High School District (KHSD) facilities are maintained in a manner that assures safety, cleanliness, and functionality. KHSD Safety Inspectors and the Maintenance and Operations Department conduct annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good", "fair", or "poor." The instrument does not require capital enhancements beyond the standards to which the facility was designed and constructed.

Improvements come from the District Maintenance and Operations budget and the school's Principal's budget. The District participates in the State School Deferred Maintenance Program for major repair and replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and/or exterior painting and floor systems.

Based on the averages of all of the categories below, Stockdale received a 97.17% rating on the FIT report, which equates to an overall repair status of GOOD.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	99.78% rating on most recent fit with 1 "D" noted in Mech/HVAC
<b>Interior:</b> Interior Surfaces	Fair	82.12% rating on most recent FIT with 27 "D"s noted for interior surfaces.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	100% rating on the most recent FIT report for cleanliness
<b>Electrical:</b> Electrical	Good	96.75% rating on the most recent FIT for Electrical
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	100% rating from most recent FIT for restrooms, sinks/fountains
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	100% rating on most recent FIT for safety.
<b>Structural:</b> Structural Damage, Roofs	Good	100% rating on most recent FIT for structural damage and roofs, with no deficiencies noted.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	98.40% for External on most recent FIT with 4 "D'd" in the area of Playground/school grounds.
<b>Overall Rating</b>	<b>Good</b>	97.17% for the overall rating with a school rating of 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	71	75	49	51	50	50
Math	41	42	22	21	38	39

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 Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	14.9	27.4	31.1

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	568	548	96.48	74.64
<b>Male</b>	265	256	96.60	70.70
<b>Female</b>	303	292	96.37	78.08
<b>Black or African American</b>	33	30	90.91	66.67
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	78	78	100.00	84.62
<b>Filipino</b>	17	17	100.00	76.47
<b>Hispanic or Latino</b>	247	240	97.17	69.17
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	152	145	95.39	77.24
<b>Two or More Races</b>	28	26	92.86	84.62
<b>Socioeconomically Disadvantaged</b>	212	199	93.87	67.34
<b>English Learners</b>	28	28	100.00	35.71
<b>Students with Disabilities</b>	35	32	91.43	21.88
<b>Foster Youth</b>	--	--	--	--

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	568	547	96.30	41.68
Male	265	256	96.60	39.06
Female	303	291	96.04	43.99
Black or African American	33	30	90.91	36.67
American Indian or Alaska Native	--	--	--	--
Asian	78	78	100.00	64.10
Filipino	17	17	100.00	70.59
Hispanic or Latino	247	241	97.57	30.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	152	142	93.42	45.77
Two or More Races	28	27	96.43	48.15
Socioeconomically Disadvantaged	212	201	94.81	27.36
English Learners	28	28	100.00	32.14
Students with Disabilities	35	33	94.29	15.15
Foster Youth	--	--	--	--

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.

### 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)

There are multiple opportunities for parents to be involved in the StHS community each year. They are actively involved, visible, supporting, and participating, at extra- and co-curricular activities, meetings, and athletic competitions. The counselors and administrative team host meetings that are well attended to ensure that parents are informed, feel supported, and have insight into what to expect as students matriculate through high school. The Parent Center is staffed by a full-time community specialist to offer additional support to parents. These supports range from tech support (to help parents monitor student attendance and grades) to sponsoring informational seminars to connecting families with community resources.

The formal avenues for parent involvement include School Site Council (SSC), Title I and English Learner Advisory Council (ELAC) Parent Meetings, the Stockdale Parent Booster Organization (POSSE - Parent/guardian Organization Supporting Student Education). The SSC is a committee composed of representatives from the entire school community including, parents, students, teachers, staff, and administration. Parents are nominated and then elected at StHS "Back-to-School Night" hosted at the beginning of each school year; students are elected by their peers each spring; and certificated and classified representatives volunteer to serve. The committee meets regularly and acts as an advisory group to review the disbursement of school funds, programs, and initiatives. POSSE meets monthly to identify ways to remain connected to the school. They provide supplemental funds and volunteers to support academic, co-curricular and extra-curricular programs through several a variety of fundraising activities. They also support a scholarship program for graduating seniors by matching faculty contributions.

The Kern High School District has additional avenues that allow parents to stay involved with the schools.

- Parent representatives from each school site are invited to take part in the monthly District Parent Advisory Committee meetings. Meetings provide opportunities for parents to formulate and render suggestions for program modification or improvement as well as provide an arena for timely responses to these suggestions from Title I program leadership and school/district administration.
- District parent meetings are conducted monthly with emphasis on helping parents understand school programs, educational offerings, how to advocate for their children, and how they can become more involved in their children's education.

- provide basic physical and emotional needs of students which affect success in school
- support and participate in learning activities at home with students
- participate in parent/teacher conferences, home visits, and telephone conversations
- The District supports parent involvement through Parent & Family Centers established at various school sites throughout the district. The centers are designed to provide KHSB Parents/Guardians with opportunities for parent education, school leadership, and volunteerism. Parent & Family Centers serve as the hub for parent training and create collaborative opportunities among teachers, administrators, school personnel and community members to support students and their families.

**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.

**School Safety Plan**

Stockdale has a comprehensive safety plan outlining procedures for staff members and students in emergency situations. Local agencies (Fire, Police, and Sheriff) have access to keys, campus maps, emergency exits, and other information to ensure a complete and appropriate response in emergency situations. Stockdale enjoys a school climate that is safe, friendly, and student supportive. In the classroom, teachers provide an environment that is conducive to learning. The Dean of Students and Assistant Dean, along with classified staff members, handle all discipline and attendance problems and are guided by the State Department of Education and Kern High School District codes and policies. Appropriate measures (counseling, intervention suspension, etc.) are undertaken, when necessary, to assure the safety and security of all students. Five campus supervisors assist a campus police officer in this effort. The Social Worker and Intervention Specialist coordinate with the administration and counseling teams to provide additional one on one/group counseling and mentoring to identified students.

The School Safety Plan was reviewed and approved by the Site Council on October 7, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.6	3.7	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	9.6	8.8	9.3
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**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.

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

Title	Ratio
Academic Counselor*	464.6

\* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

\* 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.

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

Subject	2016-17			2017-18			2018-19			
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	26	41	12	23	54	15	24	43	23	43
Mathematics	28	32	6	27	33	10	25	28	31	34
Science	26	34	12	28	26	3	24	28	17	35
Social Science	29	23	1	28	29	6	27	22	8	41

\* 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.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

KHSD provides ongoing, subject-specific Professional Development to strengthen the instructional capacity of teachers and build strong professional learning communities (PLC) within the organization. Professional Development needs are regularly assessed by examining district and site data and by consistently checking with teachers and administrators to determine the critical needs for teacher support and student growth. Stockdale teachers meet weekly for an hour to collaborate in their PLC/department to share best practices, review student performance data, and develop/plan the curriculum.

To support full implementation of PBIS (Positive Behavior Intervention Supports), certificated and classified staff are attending the following district-sponsored training: Restorative Practices, Implicit/Unconscious Bias, Get Curious Not Furious, Social Emotional Learning 1.0, and Social-Emotional Learning 2.0. Additional Professional Development is offered in Brief Intervention, Aggressive Replacement training, and Trauma-Informed Care for counselors and other support staff.

Both the literacy and numeracy training are high priorities for the district because of the number of students who read below grade level (about forty percent of the total student population) and/or are not algebra ready upon entering high school (approximately one-third of incoming ninth-grade students). The district collaborates with its feeder districts to leverage practices to increase the skill levels in both reading and math. It also strives to increase the college-readiness of all students by working with its post-secondary partners to reduce college-attainment barriers. One such effort focuses on ways to share data inter-segmentally in order to align curriculum better, administer college-entrance assessments efficiently, and determine the skill gaps preventing students from achieving in their first year of college.

The district often hires outside agencies to set a training benchmark. Such training may include building and using assessments effectively and developing teacher leaders – e.g., PLC and department leaders. The district also encourages teachers to attend conferences in their subject matter. This year, teachers attended several conferences through Solutions Tree, focusing on leadership, mathematics, and assessment, as well as local, state, and national conferences in their subject areas. Typically, once teachers return from training or conferences, they meet in their departments to build resources or PD based on the training.

The district's view on PD strikes a balance between offering local and outside training, as well as providing opportunities for district-wide and site-based collaboration. The ultimate goal with all the Professional Development is to maximize instruction for optimal student learning to take place each day.

The site supports additional Professional Development opportunities for staff to attend conferences aligned with the district goals of increasing academic achievement and building instructional capacity.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,314	\$52,466
Mid-Range Teacher Salary	\$70,772	\$87,373
Highest Teacher Salary	\$105,728	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$0	\$142,025
Average Principal Salary (HS)	\$135,691	\$153,904
Superintendent Salary	\$255,809	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	33%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

The school's primary source of funding is an allocation by the district based on student enrollment. This budget provides funding for departmental and administrative costs. Department chairs submit requests for basic and supplementary textbooks, as well as, instructional supplies. The administrative team, with advisement from stakeholders, prioritizes requests and resources are allocated based on student needs. Other allotments are designated for specific program entitlements including Lottery, LCAP, Carl Perkins, English Language Development, and Counseling. During 2018 -2019 Stockdale also received Title I funds designated for targeted assistance. These funds along with the rest were directed towards efforts to achieve school goals of increasing student success.

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

Rate for Stockdale High School	2015-16	2016-17	2017-18
Dropout Rate	4.8	1.1	2
Graduation Rate	94	96	96.5

Rate for Kern High School District	2015-16	2016-17	2017-18
Dropout Rate	8.4	5.7	6.1
Graduation Rate	87.3	88.9	88

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	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/>.

#### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	586
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,668	\$1,451	\$6,217	\$85,833
District	N/A	N/A	\$8,434	\$76,436.00
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-30.3	6.8
School Site/ State	-15.2	-7.3

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.

#### 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	84.93
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	57.87

#### 2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	8	N/A
Science	5	N/A
Social Science	13	N/A
All courses	34	21.4

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

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

## **Career Technical Education Programs**

The Kern High School District's (KHSD) 18 comprehensive high schools, 6 continuation schools, career centers, Bakersfield Adult School, and Regional Occupation Center (ROC) offer 32 different career pathways as outlined by the California career technical education (CTE) model curriculum standards in 15 industry sectors, groupings of interrelated occupations and broad industries. The average number of career pathways offered per school site is 5.75

The collaboration between KHSD's Career Technical Education (CTE) programs and the local community college provide a coherent sequence of courses directly related to the academic and career technical preparation of all students for employment in current and emerging occupations. KHSD has long been a leader in CTE programs which have been recognized locally and nationally.

The ROC offers 33 capstone classes to the local high school students and supports introduction, concentration, and capstone program offerings at the comprehensive sites. The Health Careers Academy offers a sample of the CTE programs that demonstrate the collaboration between the various educational institutions. Students may take introductory and concentrator classes at their regular high school campus, attend the Nursing Assistant ROC program during their senior year and obtain state certification, sequence to the Bakersfield Adult School's Licensed Vocational Nursing program, and finish at a local college as a Registered Nurse.

A strong relationship with the Kern Community College District Collaborative has strengthened the CTE programs at the secondary and post-secondary levels. Thirteen Partnership Academies through the California Department of Education (CDE) flourish at seven comprehensive sites, providing graduates with real world CTE pathway experiences, state and/or career certification, and work opportunities immediately upon graduation.

Follow up studies track the Carl Perkins CTE program completers with over 90% graduation rate for student participants. The KHSD CTE Advisory Committee, representing a reflection of local business and industry partners, meets annually to make recommendations for program improvement, as well as to discuss industry trends, training needs, and local industry demands for future employment.

CTE courses at KHSD comprehensive sites are increasing rapidly with 26 different pathways being offered at the various schools. In addition, the District continues to add resources to further improve and expand CTE offerings.

Project-Lead-The-Way, a CTE program supported by Chevron and in partnership with the KHSD, specifically supports advanced Science and Engineering programs. The KHSD also supports Virtual Enterprise programs at six of the comprehensive schools. The district receives Carl D. Perkins funds which help many of the CTE programs at the school sites.

## **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.