



Ridgeview High School

8501 Stine Rd • Bakersfield, CA 93313 • (661) 398-3100 • Grades 9-12

Steve Holmes, Principal
drew_parker@kernhigh.org
www.ridgeview.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

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

Ridgeview High School Mission

The Mission of Ridgeview High School, and the Kern High School District, is to provide programs and services to allow ALL students to graduate from high school prepared to succeed in the workplace or at the post-secondary level.

Ridgeview High School Vision

Ridgeview High School graduates will be prepared to become lifelong learners who will contribute to the community. Students will become responsible learners through challenging "standards-based" course work who can communicate effectively, think critically, and solve problems. The collaboration of school, home, and community will prepare every graduate for the challenges of the future.

School Description

The staff and community partners of Ridgeview High School are committed to providing a wide variety of educational experiences for all students to prepare them for the greatest number of opportunities following graduation including attending a college or university program, technical training programs, service in any of the armed forces or entering the world of work. The school's Student Learning Goals, revised in February of 2005, provide an over-arching view of what all students should know and be able to do. Students will be prepared to meet the expectations set forth in the adopted subject area content standards to demonstrate their academic proficiency on various state and local assessments, while meeting the graduation requirements set by the Kern High School District.

The Kern High School District is comprised of eighteen comprehensive high schools, six continuation high schools, one Adult School and a Regional Occupation Center/Program. Ridgeview, the thirteenth high school in the district opened in August of 1994 with a total enrollment of 780 students. The current enrollment is just over 2670. This is a reduction of 230 students since the school's highest enrollment of 2900 in 2007. Ridgeview's major feeder schools are Stone Creek Junior High School, Warren Junior High School, Thompson Junior High School, and General Shafter School. The Panama-Buena Vista School District is the largest feeder district. Ridgeview students are representative of the community of Bakersfield. The student body is 67% Hispanic 13% White 10% African American and 7% Asian. Longitudinally in Bakersfield the Hispanic population in Bakersfield over the last two decades has grown while the white population was decreased. The African American population has remained stable over time. Students and Staff have always appreciated and celebrated the diversity of cultures represented on the Ridgeview campus.

The diversity of students on campus is also represented in the students served through Special Education programs and services. Students are served by teachers and instructional aides in the program for the Severely Developmentally Delayed (SDD), resource classes, special day classes, and the county program for visually impaired students.

RHS students are further supported by comprehensive counseling and guidance services provided by seven academic counselors. In addition, Ridgeview students are supported by three full-time Community Specialists as well as one part-time Community Specialist on campus. Ridgeview also now has a full time intervention specialist on campus. Counseling and guidance services are extensive and organized around the National Standards for Counseling. Link Crew is a mentoring program where juniors and seniors help freshman transition successfully into high school. The upper-class men received ten hours of formal training before they met freshmen students for a four-hour orientation session. Link Crew students also provide support in the classroom serving as student tutors. They continue to be in touch with assigned freshmen throughout the year to provide support as needed.

Ridgeview High School has a clearly stated mission, a purpose based on its beliefs, student's needs, and current educational research. Supported by the Kern High School District's Priority Goals for 2008 - 2011, the Board of Trustees and the District Administration Ridgeview's mission is defined by Student Learning Goals. Emphasis is on four key areas of knowledge skills and abilities, it is our goal to have all graduates leave Ridgeview with the greatest number of options for post secondary education and work. All Ridgeview staff is committed to provide students with the opportunity to gain knowledge by meeting the academic content standards, becoming effective communicators, developing information literacy and becoming responsible citizens.

During the 2015-2016 school year, Ridgeview High School developed the P.A.C.K. acronym which represents campus-wide behavior expectations for students.

- P- Practice Respect
- Act Responsibly
- Consider Others
- K- Keep of School Safe

In addition, during the 2016-2017 school year, Ridgeview develop a school-wide behavior matrix to promote expected behaviors for students throughout various locations on campus. The staff and student body at Ridgeview voted on a school motto and adopted, "One Pack, One Howl."

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	651
Grade 10	655
Grade 11	658
Grade 12	666
Total Enrollment	2,630

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	9.2
American Indian or Alaska Native	0.1
Asian	8.4
Filipino	1.3
Hispanic or Latino	68.5
Native Hawaiian or Pacific Islander	0.2
White	11.7
Two or More Races	0.2
Socioeconomically Disadvantaged	72
English Learners	7.8
Students with Disabilities	9.8
Foster Youth	0.6
Homeless	0.2

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 Ridgeview High School	17-18	18-19	19-20
With Full Credential	118	97	96
Without Full Credential	14	14	16
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 Ridgeview 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)

Board approved and adopted textbooks are issued to all students for the courses in which they are enrolled. There is an appropriate stock of all textbooks.

Textbooks and Instructional Materials

Year and month in which data were collected: 12/22/15

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>Holt Literature & Language Arts Third Course (Grade 9) Holt Literature & Language Arts Fourth Course (Grade 10), 2003 Holt Literature & Language Arts Fifth Course (Grade 11), 2003 Holt Literature & 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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Mathematics</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 Geometry/Kendall Hunt Adopted 2015</p> <p>Mathematics with Business Applications/Glencoe Adopted 2007</p> <p>Calculus AP Edition 2nd edition by Briggs, Cochran, Gillet. Pearson Publishing 2008 Adopted 2017</p> <p>Mathematics Concepts and Skills/McDougal-Littell Adopted 2001</p> <p>The Practice of Statistics for the AP Exam, 6th Edition. Darren S. Starnes and Josh Tabor Adopted 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Holes Essentials Of Human Anatomy And Physiol, McGraw-Hill Adopted 2003</p> <p>Biology The Unity And Diversity Of Life, Brooks/Cole/Thomson Adopted 2001</p> <p>Biology Principles Explorations, HRW Adopted 2001</p> <p>Chemistry, Pearson/ Prentice Hall Adopted 2005</p> <p>Earth Science, McDougal Littell Adopted 2003</p> <p>Physical Geology, McGraw-Hill/McGraw-Hill Adopted 2005</p> <p>Physical Science, Glencoe/McGraw-Hill Adopted 2003</p> <p>Physics Principles And Problems, Glencoe/McGraw-Hill Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Economics Alive! The Power To Choose TCI Adopted 2018</p> <p>United States Government Democracy In Action, Glencoe/McGraw Hill Adopted 2003</p> <p>American Government Institutions And Policies, Houghton Mifflin Adopted 2001</p> <p>United States Government Democracy In Action, Glencoe/McGraw Hill Adopted 2003</p> <p>Understanding Psychology, Glencoe/McGraw-Hill Adopted 2003</p> <p>Sociology The Study Of Human Relationships, HRW Adopted 2005</p> <p>American Pageant A History Of The Republic, Houghton Mifflin Adopted 2006</p> <p>American Odyssey The 20th Century And Beyond, Glencoe/McGraw-Hill Adopted 2004</p> <p>Modern World History Patterns Of Interaction, McDougal Littell Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>Realidades level 1 2008 Pearson Prentice Hall, Realidades level 2 2008 Pearson Prentice Hall, El Espanol Para Nosotros: Curso Para Hispanohablantes 2006 Glencoe/McGraw-Hill</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Health: Making Life Choices 2001 Glencoe/McGraw-Hill</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Visual and Performing Arts	Visual and Performing Arts (Photo 1 and 2): Photographic Eye Learning to see with a Camera 2001 Davis Focus on Photography, 2nd Edition. Hermon Joyner and Kathleen Monaghan, 2016 Davis Studio Series. Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Various lab equipment appropriate to the course The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100%
Interior: Interior Surfaces	Fair	75.14% (43) D's listed.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	100% rating on most recent FIT report.
Electrical: Electrical	Good	95.45% (8) D's listed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	100% Rating on FIT for restrooms. 97.67% for sinks/fountains.
Safety: Fire Safety, Hazardous Materials	Good	99.15 % (1) D listed for fire safety and (2) D's listed for hazardous materials.
Structural: Structural Damage, Roofs	Good	100% rating on most recent FIT for structural damage and roofs, with no deficiencies noted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	99.15% (2) D's listed for playground/school grounds and 1 (D) listed for windows, doors, gates, fences.
Overall Rating	Good	95.97%

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	52	61	49	51	50	50
Math	17	22	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	20.5	27.6	27.2

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**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	639	615	96.24	60.96
Male	319	304	95.30	54.03
Female	320	311	97.19	67.64
Black or African American	54	52	96.30	30.77
Asian	52	52	100.00	64.71
Filipino	--	--	--	--
Hispanic or Latino	428	412	96.26	64.13
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	82	95.35	59.26
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	457	436	95.40	58.97
English Learners	86	81	94.19	32.91
Students with Disabilities	56	46	82.14	4.44
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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	639	610	95.46	22.41
Male	319	300	94.04	23.81
Female	320	310	96.88	21.05
Black or African American	54	52	96.30	12.00
Asian	52	52	100.00	43.14
Filipino	--	--	--	--
Hispanic or Latino	428	407	95.09	19.80
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	82	95.35	25.93
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	457	432	94.53	19.58
English Learners	86	79	91.86	7.79
Students with Disabilities	56	43	76.79	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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)

Opportunities for Parental Involvement

The staff at RHS utilizes many successful strategies to encourage parental and community involvement in the teaching and learning processes. RHS hosts a staff supervised website that has a wide variety of information, tools and links to assist parents and students in a variety of ways to support student education. Including: School

programs and services, counseling and Guidance services, graduation requirements, college information and pertinent dates, SAT and ACT registration information, and scholarship information. Faculty web pages provide students and parents with an opportunity for regular instructional and achievement updates.

RHS staff also communicates with parents by phone and email to discuss student progress and to encourage parental input and participation. The district has implemented an effective system for notifying parents when it is impractical to expect the staff to make numerous phone calls. This automated system is used to assist in mass communication efforts and notification of daily student absences. Ridgeview also has a school marquee located outside the administration building and visible to students, staff and parents. The marquee is updated regularly with information regarding important school events, such as: athletic contests, music performances and academic testing days. During the 2016-2017 school year, Ridgeview opened a brand new Parent Center located inside of the library. The Parent Center hosts workshops for parents and is open in the evenings two nights per week. Starting in 2018-2019, Ridgeview began to offer a parent orientation that coincided with the incoming 9th grade orientation prior to the first day of school. Parents had the opportunity to learn information about the school, tour the campus, and ask questions related to their students education.

Ridgeview's parent groups provide program assistance through fund raising, student supervision, participation on advisory councils, assisting with student transportation, and volunteer labor. RHS parent support groups include Athletic Boosters, Music Boosters, Bilingual Parent Advisory, Migrant Parent Advisory, GATE Parent Advisory and School Site Council. Parents are encouraged to contact teachers, counselors, and the administration to express issues of concern as well as interest in becoming an active member of the Wolf Pack support team. Some additional events that support parent involvement at Ridgeview are:

- CABA Conference
- PIQE
- 9th grade parent orientation
- Parent appreciation events
- Parent Center activities

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

Ridgeview High School certificated personnel reviews and modifies the school safety plan on an annual basis. The safety plan details school procedures in the event of Natural Disasters and other emergency situations; notification of parents and transportation procedures are included. The RHS Administration has also been trained in National Incident Management System (NIMS) and a current NIMS plan was up-dated in September 2009. The NIMS and School Safety Plan are located in the Administration building. Also included in the safety plan: suspension/expulsion procedures, school discipline code, suspected child abuse procedure, and the KHSD sexual harassment policy. The safety plan may be reviewed by interested parties during school office hours in the administration building.

Date School Safety Plan last reviewed: 11/2019

In November, 2019, the School Site council reviewed and approved the updated School safety plan. This plan will be continually monitored and updating each year. The updated plan will be reviewed again by the School Site Council in the fall of 2020.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.0	6.1	7.2
Expulsions Rate	0.1	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*	328.8

* 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)	8.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.2

* 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 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	23	54	37	49	22	58	39	49	21	51	79	7
Mathematics	24	51	25	52	23	49	32	47	22	46	53	22
Science	26	31	16	50	24	33	17	41	22	29	35	23
Social Science	23	44	6	51	21	45	11	46	18	52	32	25

* 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 PD to strengthen the instructional capacity of teachers and build strong professional learning communities (PLC) within the organization. PD 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. Teachers meet regularly to collaborate in their PLC to share best practices and review student performance data.

Both the literacy and numeracy trainings are high priorities for the district because of the numbers 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 trainings 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 trainings or conferences, they meet in their departments to build resources or PD based on the trainings.

Teaching staff at Ridgeview High School participates in many professional development activities annually. In addition to staff training and level meetings scheduled every other week through the use of banked minutes, teachers attend a variety of district and school funded target professional development targeting research based instructional strategies. Additionally, our new teachers are supported through the new teacher induction program, and professional conferences.

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/.

Types of Services Funded

Ridgeview High School utilizes out Title One targeted Assistance allotment to support students learning in the following ways:

- 1) After-school tutoring
- 2) Support classes in math and ELA
- 3) Instructional Assistants for struggling students
- 4) Parent Institute for Quality Education
- 5) Intensive summer programs for students at-risk academically
- 6) Teacher professional development
- 7) Curricular planning
- 8) Supplemental curriculum
- 9) Supervised Study- Student Intervention Program
- 10) Zero Period intervention sections for students.
- 11) Academic Performance courses to support students in core subjects. such as: English and Math.

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

Rate for Ridgeview High School	2015-16	2016-17	2017-18
Dropout Rate	4.2	2.9	1.4
Graduation Rate	93.1	93	94.3

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/>.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,766	\$1,704	\$6,062	\$73,540
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	-32.7	6.8
School Site/ State	-22.6	-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.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	624
% of pupils completing a CTE program and earning a high school diploma	97%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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	78.02
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	53.64

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	4	N/A
Science		N/A
Social Science	12	N/A
All courses	20	11.6

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.