



Kern Valley High School

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Kern High School District

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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

The Kern Valley High School Mission statement is:

The mission of the KVHS community is to provide all students with a comprehensive, academically rigorous education in a safe environment. KVHS is dedicated to the preparation of students for college, careers, and life-long learning.

School Awards and Distinctions

Kern Valley High School serves students in grades 9-12, and is accredited by the Western Association of Schools and Colleges. Kern Valley High School was named a California Distinguished School three times. We have numerous teachers who have been recognized by their professional groups and national organizations.

Community

Kern Valley High School is located in the rural, Southern Sierra mountain community of Lake Isabella, California, 45 miles east of Bakersfield. It is the smallest and most remote of the Kern High School District's 18 comprehensive high schools. Kern Valley High School serves an attendance area of over 660 square miles and approximately 481 students, of which over 64% are on the federal free or reduced lunch program. Kern Valley High School has an active booster club and enjoys tremendous support from the community.

School

Kern Valley's academic programs are designed to promote a safe and positive learning environment for all. While small in enrollment, KVHS students experience a full, comprehensive educational experience. Kern Valley High School offers 20 sports teams, 2 cheer squads and over 20 academic or interest-based clubs. The Kern High School District provides the school with facility repair and maintenance, bus transportation, food services, a full-time police officer and funding for summer school programs.

Curriculum

Kern Valley High School offers a comprehensive program in the core academic areas. Our electives include an award-winning Agriculture program, a Home Economics program, vocal and instrumental music, drama and yearbook classes. Kern Valley students have the option to participate in dual-enrollment programs through Cerro Coso Community College and Bakersfield College. Students participating are eligible to earn college credits in English, mathematics, and agriculture programs. Special Education students are served by credentialed teachers in four different settings based on the needs of the students. Support, intervention, and retention classes are funded through our Title I program.

Grading and Ranking

Kern Valley High School uses a 4 point scale for GPA computation. Advanced Placement and Honors courses receive an additional grade point. Our class rankings are computed by using the grade 10-12 courses, excluding Physical Education. Our Honors courses are English 11, English 12, Government, U.S. History, Advanced Algebra, Math Analysis and Spanish 3 and 4. Our Advanced Placement courses include Spanish, Statistics and Calculus. The AP Calculus class is offered via UC Scout. Students who have completed all requirements may pursue an on-line course in Honors Physics.

The Kern Valley High School Expected School wide Learning Results are:

Students who comprehend, apply, analyze, synthesize and evaluate issues in order to effectively solve problems using a variety of techniques and technologies.

Community contributors who value and practice respect, responsibility, integrity, patriotism, and appreciation for diversity, while serving the school and the larger community.

Academic Achievers who will meet or exceed local, state and national standards.

Students who will read, write, speak and listen effectively using appropriate technology and language.

What does it mean to be a KV BRONC?

Knowledgeable ~ A Bronc is intelligent and well-informed. Broncs are lifelong learners.

Valued ~ Every Bronc is important at Kern Valley High School.

Brave ~ Broncs stand up for one another. They will not “put down,” harass, intimidate, bully or otherwise belittle anyone.

Resourceful ~ Broncs are able to find solutions to problems or assist a fellow Bronc. Broncs will use a variety of sources to gather information and make intelligent decisions.

Organized ~ Broncs will be prepared daily. All students must be ready to actively participate in learning.

Noble ~ Broncs are expected to be honest and generous. All students are accountable for their actions.

Creative ~ Broncs will generate unique ideas for the classroom, school, and the global society.

Successful ~ Broncs will commit to graduate in four years with a post graduate plan.

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	120
Grade 10	112
Grade 11	109
Grade 12	93
Total Enrollment	434

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	2.1
Asian	1.2
Filipino	0.2
Hispanic or Latino	14.1
Native Hawaiian or Pacific Islander	0.2
White	79.3
Socioeconomically Disadvantaged	68.0
English Learners	0.0
Students with Disabilities	13.4
Foster Youth	0.7

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			
Kern Valley High School	16-17	17-18	18-19
With Full Credential	26	39	29
Without Full Credential	0	0	3
Teaching Outside Subject Area of Competence	0	0	0
Kern High School District	16-17	17-18	18-19
With Full Credential	♦	♦	1700
Without Full Credential	♦	♦	216
Teaching Outside Subject Area of Competence	♦	♦	12

Teacher Misassignments and Vacant Teacher Positions at this School			
Kern Valley High School	16-17	17-18	18-19
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 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<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>
Mathematics	<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>Single Variable Calculus/Brook & Cole Adopted 1999</p> <p>Mathematics Concepts and Skills/McDougal-Littell Adopted 2001</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: August 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>EARTH SCIENCE, Pearson/Prentice Hall Adopted 2006</p> <p>BIOLOGY, McDougall, Littell Adopted 2008</p> <p>AGRISCIENCE FUNDAMENTALS AND APPLICATIONS, Delmar Adopted 2001</p> <p>CHEMISTRY CONNECTIONS TO OUR CHANGING WORLD, Prentice Hall Adopted 2003</p> <p>PHYSICS, Prentice Hall Adopted 2004</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>MODERN WORLD HISTORY PATTERNS OF INTERACTION Adopted 2001</p> <p>AMERICAN'S RECONSTRUCTION TO THE 21ST CENTURY Adopted 2003</p> <p>AMERICAN PAGEANT A HISTORY OF THE REPUBLIC, Houghton Mifflin Adopted 2001</p> <p>GOVERNMENT BY THE PEOPLE NATIONAL STATE AND LOCAL, Prentice Hall Adopted 2018</p> <p>ECONOMICS PRINCIPLES IN ACTION, Prentice Hall Adopted 2018</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 student edition plus online course 6 year license level 1 2011-01 Pearson Prentice Hall, Realidades student edition plus online course 6 year license level 2 2011-01 Pearson Prentice Hall, En Espanol! 2000. McDougal Littell, Abriendo Puertas: Antologia De Literatura En Espanol Tomo II 2005-02 Houghton Mifflin</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Health 2007 Pearson/Prentice Hall</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>The Stage and the School 1999 McGraw-Hill, The Art of Floral Design 2000 Thompson Learning</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science Laboratory Equipment	<p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0</p>

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 23, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100% rating on most recent FIT with no deficiencies noted for gas leaks, mech/hvac, sewer
Interior: Interior Surfaces	Good	100% Rating on FIT for interior surfaces; no items noted on most recent FIT.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	100% Rating on FIT for Cleanliness; no items noted on most recent FIT.
Electrical: Electrical	Good	100% Rating on FIT for Electrical; no items noted on most recent FIT.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	100% Rating on FIT for restrooms/sinks/fountains; no items noted on most recent FIT.
Safety: Fire Safety, Hazardous Materials	Good	97.37% rating on most recent FIT for fire safety / hazardous materials, with no deficiencies noted.
Structural: Structural Damage, Roofs	Poor	50% rating on most recent FIT for structural damage and roofs, with no deficiencies noted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No external issues noted in most recent FIT.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	37.0	35.0	51.0	49.0	48.0	50.0
Math	23.0	12.0	21.0	22.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	4.4	39.5	50.0

* 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.

School Year 2017-18 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	106	96	90.57	35.42
Male	55	48	87.27	27.08
Female	51	48	94.12	43.75
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	16	14	87.50	57.14
White	80	74	92.50	29.73
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	70	64	91.43	35.94
English Learners	--	--	--	--
Students with Disabilities	20	18	90.00	11.11
Foster Youth	--	--	--	--

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 2017-18 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	106	99	93.4	12.12
Male	55	50	90.91	14
Female	51	49	96.08	10.2
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	16	15	93.75	20
White	80	76	95	9.21
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	70	65	92.86	10.77
English Learners	--	--	--	--
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 2018-19)

KVHS has two active parent support groups: Bronc Boosters and Future Farmers of America Boosters. These are active parent groups who help with fundraisers and volunteer on various school committees. Parents are encouraged to contact teachers, counselors and administration with any concerns. Parents are also involved in our district parent group and serve on decision-making committees such as the School Site Council. We also have the Parent Center which is staffed to answer any questions parents have ranging from college to using ParentVUE.

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

The civil defense emergency organization disaster plan for Kern Valley High School has been submitted to the Kern High School District and is board approved. The School Safety Committee, led by the Assistant Principal, meets quarterly to discuss and address site level safety issues. Safety and staff procedure training is held in the Fall. Earthquake, lock down and evacuation drills are held to ascertain readiness for emergency situations. Finally, KVHS has completed its annual Vulnerability Assessment conducted by the KHSD Police Department on 11/13/2018.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	14.1	14.1	9.8
Expulsions Rate	0.0	0.0	0.6
District	2015-16	2016-17	2017-18
Suspensions Rate	10.0	9.6	8.8
Expulsions Rate	0.2	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	2.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.4
Social Worker	0.6
Nurse	0.2
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	0.4
Other	
Average Number of Students per Staff Member	
Academic Counselor	240

* 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	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	19.0	18.0	17.0	17	16	20	5	9	5	8	4	7
Mathematics	18.0	17.0	16.0	16	24	24	7	1	6	6	6	5
Science	21.0	14.0	13.0	9	10	10	2	2	2	6	2	1
Social Science	19.0	15.0	12.0	11	15	22	3	6	4	5	3	4

* 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

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.

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

Annual number of school days dedicated to staff development With At Least 180 Instructional Minutes:

- 2011-12: 4
- 2012-13: 4
- 2013-14: 4
- 2014-15: 4
- 2015-16: 4
- 2016-17: 4
- 2017-18: 5
- 2018-19: 6

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,347	\$50,747
Mid-Range Teacher Salary	\$69,384	\$86,127
Highest Teacher Salary	\$103,654	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$136,636
Average Principal Salary (HS)	\$132,393	\$150,286
Superintendent Salary	\$243,483	\$238,058
Percent of District Budget		
Teacher Salaries	30.0	34.0
Administrative Salaries	4.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$15,678	\$3,390	\$12,288	\$75,552
District	◆	◆	\$8,611	\$74,546
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			35.2	-1.8
Percent Difference: School Site/ State			0.3	-2.4

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Kern Valley’s programs are designed to promote a safe and positive learning environment. For our size we have an extensive GATE and Honors program with rigorous coursework for each grade level. Providing career technical courses and programs is another area KVHS continues to enhance. Future Farmers of America (FFA) and Family, Careers and Community Leaders of America (FCCLA) students dominate region, section, and state competitions, with many going on to nationals. In addition to these groups there are several other funded programs that have an important impact on students at KVHS. These include, On Campus Intervention (OCI) which focuses on restorative practices and social emotional learning (SEL) to help students transition to the classroom after suspensions or as an alternative to suspension. KVHS has tutoring everyday of the week where students can stay after school for extended learning time to make-up work, take tests and lesson clarification. Our Student Study Teams (SST) puts teachers, students and support staff together to talk about the progress of a student and to provide a safety umbrella for student academics.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Kern Valley High School	2014-15	2015-16	2016-17
Dropout Rate	6.7	5.1	7.8
Graduation Rate	91.3	92.9	89.3
Kern High School District	2014-15	2015-16	2016-17
Dropout Rate	9.0	8.4	5.7
Graduation Rate	86.9	87.3	88.9
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	296
% of pupils completing a CTE program and earning a high school diploma	92%
% 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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	66.1
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	24.7

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	2	◆
Science	0	◆
Social Science	2	◆
All courses	4	7.8

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	88.6	90.5	88.7
Black or African American	0.0	83.9	82.2
American Indian or Alaska Native	66.7	77.8	82.8
Asian	0.0	96.1	94.9
Filipino	100.0	98.3	93.5
Hispanic or Latino	81.0	90.7	86.5
Native Hawaiian/Pacific Islander	0.0	93.3	88.6
White	90.7	90.8	92.1
Two or More Races	100.0	93.3	91.2
Socioeconomically Disadvantaged	91.2	92.8	88.6
English Learners	0.0	63.5	56.7
Students with Disabilities	93.8	73.3	67.1
Foster Youth	0.0	90.1	74.1

Career Technical Education Programs

The Kern High School District's (KHSD) 18 comprehensive high schools, 6 continuation schools, two special education career centers, Bakersfield Adult School, and Regional Occupational Center (ROC) offer a wide variety of career pathways as outlined by the California Career Technical Education Model Curriculum Standards across the 15 industry sectors.

The collaboration between KHSD's Career Technical Education (CTE) programs and the local postsecondary schools provide a coherent sequence of courses directly related to the academic and career 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 27 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 eight 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 a wide range of 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 eight of the comprehensive schools and hosts the state-wide Business Plan Competition & Tradeshow. The district receives a variety of state and federal CTE grant funding which helps 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.