



# Arvin High School

900 Varsity Rd. • Arvin, CA 93203-2421 • (661) 854-5561 • Grades 9-12

Edward Watts, Principal

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<http://arvin.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

Arvin High School was established in 1949 and serves nearly 2,700 students in grades nine through twelve from the rural communities of Arvin, Lamont, and Weedpatch. Arvin High School is one of eighteen comprehensive, four-year high schools in the Kern High School District and was the 6th school to open in the district. Agriculture and agriculture-related industries comprise the majority of employment opportunities for the adults in the area. AHS receives both Title I, Academy, and Migrant Education Program funding. To adequately meet the needs of the student population, AHS offers diverse programs for English Learners (ELL), Special Education programs (SPE), Gifted and Talented (GATE), Honors, Career Technical Education (CTE), Academies, Advanced Placement (AP), Early College, and Dual Enrollment. Approximately, 91.35% of seniors graduated and 39.11% of graduates complete the required coursework for acceptance to the University of California and California State University systems.

While the poverty and mobility rates of the students in the area are high, Arvin High's focus remains on increasing student academic achievement and school wide improvement. Over the past two years graduation rate has remained above 90% and over the past seven years academic performance have continued to increase as have the number of students meeting college entrance requirements and taking college entrance exams.

### Mission:

The Mission of Arvin High School is for all students to graduate prepared for college and career.

### Vision:

The Vision of Arvin High School is to develop a culture that encourages:

1. Positive relationships between staff, students, parents, and the community.
2. Ownership of and responsibility for individual actions.
3. Academic rigor and challenge.

Arvin High School believes in tying it's mission, vision, academic growth, and 21st century skills to PRIDE.

- Participation -Taking part in something positive
- Responsibility -Taking ownership of your actions
- Integrity- Doing the right thing even when nobody is watching
- Determination -Not giving up even when it is difficult
- Empathy- Understanding what another person is feeling

## 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	725
Grade 10	665
Grade 11	636
Grade 12	616
<b>Total Enrollment</b>	<b>2,642</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
Asian	0.2
Filipino	0.1
Hispanic or Latino	97.4
Native Hawaiian or Pacific Islander	0
White	1.9
Socioeconomically Disadvantaged	94.4
English Learners	16.7
Students with Disabilities	8
Foster Youth	0.3
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 Arvin High School	17-18	18-19	19-20
With Full Credential	128	102	102
Without Full Credential	1	6	9
Teaching Outside Subject Area of Competence	0	1	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 Arvin 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.

### 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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Every student at Arvin High School has access to his or her own textbook(s) and instructional materials.

Textbook purchases are made yearly to comply with the Williams Act.

All textbooks purchased by Arvin High School are aligned to the state standards for each subject and approved by the district and local governing board. Textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Materials and technology are acquired for the purpose of meeting or exceeding the academic performance standards. Final decisions to purchase materials and technology are approved by the principal and/or assistant principals; recommendations to obtain materials are made by staff through the leadership teams. The recommendations are based on student need and the school's goals for student achievement.

If a textbook is requested that has not been approved by the district, the Assistant Principal of Instruction works with the requesting Department Chair to comply with the district-approved textbook adoption process. The title and accompanying documentation is submitted to the Office of Instruction for review and approval prior to purchase by the site.

Arvin High School purchases the prescribed district texts for the core subjects of English and mathematics, as well as English Language Learner (ELL) texts. ELL curriculum is being created and updated by the district, and most of the curriculum is now on-line based.

Supplemental materials are purchased based upon the instructional and/or the academic needs of the students. Materials are reviewed to ensure standards-based content and adherence to the state/district guidelines.

Title I, Migrant, and English Learner programs regularly purchase supplemental materials and/or supplies to meet instructional and/or program needs. Instructional needs are determined based on CELDT/ELPAC, CAASPP, and/or district and site assessments. Purchases of supplemental materials include those for intensive EL and/or math instruction – e.g., Edmentum, Newsela, etc. These budgets also fund professional development in these areas.

### Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Mathematics</b>	<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 &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>
<b>Science</b>	<p>Science (Blue Level) Glenco 2005 Biggs 2005 Earth Science-Concepts &amp; Challenges Revised 3rd Ed. 1998 Biology HP-Campbell Essential Biology with Physiology, 2016 Biology - Dragonfly Prentice Hall, 2007 Modern Biology, Glencoe, 1999 Chemistry 1st Edition, Prentice Hall, 2007 Physics - Principles and Problems Merrill 1995 Chemistry, Zumdahl 2007 Living in the Environment Brooks/Cole, 14th edition, 2005 Earth Science, Glencoe, 1st 1999</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>
<b>History-Social Science</b>	<p>Modern World History, McDougal Little 2003 Principals &amp; Practices, Glencoe McGraw Hill 2008 Creating America, McDougal Littell, 2005 1865 to Present American History Glenco 1997 We the People 1999 We the People-Level 3, 2009 A History of Western Society 2011</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
<b>Foreign Language</b>	El Espanol para Nosotros Level 1, Gencoe-Schmitt, 2006 2006 El Espanol para Nosotros Level 2, Glencoe-Schmitt, 2006 2006 Paso a Paso Tres/Prentice Hall 2000 2003 Dime! Pasaporte Al Mundo 21, Alercon, Rojas, 1995 1995 Abriendo Pasa Gramatica, 2000 2005 Civilizacion y Culture/Hola Richart/Wilson 2006 Abriendo Puertas: Tomo 1 & 2, 2003 2003 Discovering French, McDougel Littell, Bleu 1, Valettey, 2004 1997 Discovering French, McDougel Littell, Blanc 2, Valettey, 2004 1997 Discovering French, McDougel Littell, Rouge 3, Valettey, 2004 1997  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Health</b>	Health: Making Life Choices, Glencoe/McGraw hill 2nd Edition 2000 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Visual and Performing Arts</b>	Art Talk, Glencoe (4th edition, Rosalind Ragans) 2004 Essential Elements 2000 Comprehensive Band Method - Book 3+ (Hal Leonard) Essential Elements 2000 Comprehensive Band Method - Book 1-2 (Hal Leonard) Music: It's Role and Importance in Our Lives - 2006 Version, Glencoe/McGraw Hill 2006 Introduction to Digital Photography, Prentice Hall 2007 The Stage and the School, Glencoe McGraw Hill 2002  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science Laboratory Equipment</b>	Biology – 22 sections in rooms: Sinks (9) Outlets (44) Computers (5) T.V. (4) VCR (4) laser disc (1) Balances (25) scopes (101) LCD projector (3) skeleton (2) Globes (1) Gas outlets (17) torso (2) flex scan (1) biological models (8) Overhead Projector (5)  Chemistry – 11 sections in rooms: Sinks (29) Outlets (54) Computers (3) T.V. (1) VCR (0) Balances (34) Gas outlets (54) LCD Projector (0) Overhead Projector (1) fume hood (3)  Earth Science – 24 sections in room: Sinks (10) Outlets (16) Computers (1) T.V. (0) VCR (0) Overhead Projector (1) gas outlet (1) maps (2)  Environmental Science – 1 section in room: Sinks (9) Outlets (10) Gas Outlets (10) T.V. (1) VCR (1) Computers (1) flex scan (1) microscopes (50)  Integrated Science - 1 section in room: Sinks (3) Outlets (13) Computers (8) T.V. (0) VCR (0) Globes (0) Gas Outlets (0) Overhead Projector (1)  Physics – 2 sections in room: Sinks (9) Outlets (13) Gas Outlets (9) T.V. (1) VCR (0) Computers (1) Balances (9) Overhead Projector (1) Fume Hood (1)  <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. The Arvin overall rating was an "Exemplary" with a 99.57%.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 8-20-2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Sinks / Faucets 1. Room 34: Chemical wash station not draining properly, non-significant water pressure issue -Work order in progress
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Structural Damage Lack crack across tile flooring, 2nd door doesn't open -Work order in progress
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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	55	50	49	51	50	50
Math	14	13	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	17.4	24.4	28.2

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.

### 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.



**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	590	546	92.54	50.18
Male	275	247	89.82	44.08
Female	315	299	94.92	55.22
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	573	531	92.67	50.85
White	11	9	81.82	33.33
Socioeconomically Disadvantaged	558	515	92.29	50.88
English Learners	170	136	80.00	15.56
Students with Disabilities	43	27	62.79	3.70
Students Receiving Migrant Education Services	67	53	79.10	43.14
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	589	548	93.04	12.77
Male	275	245	89.09	13.47
Female	314	303	96.50	12.21
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	572	532	93.01	12.97
White	11	10	90.91	10.00
Socioeconomically Disadvantaged	557	518	93.00	12.55
English Learners	169	144	85.21	0.69
Students with Disabilities	43	26	60.47	0.00
Students Receiving Migrant Education Services	67	59	88.06	8.47
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)

Arvin High School encourages parental involvement. It is believed that when the school and parents work together, the school is best able to provide excellent learning opportunities for students. Parents who would like to take part in one or more of the many organized activities for parental involvement should refer to the contact information below:

To be involved as a parent, please contact:

Arvin High School

(661) 854-5561

Ed Watts, Principal: [ewatts@kernhigh.org](mailto:ewatts@kernhigh.org)

Stephen Granucci, Assistant Principal of Instruction: [stephen\\_granucci@kernhigh.org](mailto:stephen_granucci@kernhigh.org)

Robert Moore, Assistant Principal of Administration [robert\\_moore@kernhigh.org](mailto:robert_moore@kernhigh.org)

Laura Liera, Director of Activities [laura\\_liera@kernhigh.org](mailto:laura_liera@kernhigh.org)

Ralph Gonzales, Director of Athletics [rgonzales@kernhigh.org](mailto:rgonzales@kernhigh.org)

Michael West, Title 1/Migrant/ELD Coordinator [michael\\_west@kernhigh.org](mailto:michael_west@kernhigh.org)

Gilberto Palacios, Parent Center Coordinator [gilberto\\_palacios@kernhigh.org](mailto:gilberto_palacios@kernhigh.org)

Arvin High School is the hub of the community and we are proud of our efforts to include our parents through a myriad of programs. AHS parents are active participants in their students' education and in the overall success of the school. Parent communication and partnerships are continuous goals at Arvin High School. Parents are informed of student progress toward course and graduation requirements in a variety of ways. This process begins before the student enters Arvin High School in the form of feeder-school outreach, 8th-grade orientation, registration, and course selection. Parents are also informed of student progress through the parent portal of the student information system (Synergy), progress reports, and quarterly report cards. Counselors communicate regularly with parents in regard to concerns about student performance raised by these progress reports. Arvin High School's Parent Center is a source of additional information and resources including access to computers. Parents may choose to serve on a variety committees as partners with the school in the development and maintenance of its co-curricular and extracurricular programs.

- School Site Council (SSC): Site Council representatives serve a two-year term and meet monthly. The council is comprised of twelve members: 3 parents/community members, 3 students, 4 teachers, 1 other site personnel, and the principal. The SSC oversees categorical expenditures and plays an integral role in the approval of the School Plan for Student Achievement (SPSA).
- Academies: The Health Careers Academy, Construction-Design Academy and Environmental Horticulture Academies encourage parents to participate in their students' academic success, volunteer opportunities such as field trips, fundraising events, banquets, award nights, and working with community partners.
- Back to School Night: This annual event allows parents to meet teachers and to receive an introduction to each course, including the course syllabus, curriculum assessments, materials, and expectations.
- GATE/AP Night: Parents interested in GATE or AP course for their student are encouraged to meet with the principal and counseling team for an evening to learn the offerings and requirements of the course work.
- Title 1, English Language Development (ELD), and Migrant Parent Advisory Committees: Parents of students participating in Title 1, ELD, and Migrant programs are invited to attend regular meetings of these advisory groups covering such topics as CAASPP assessments, parent access to Synergy, financial aid, school discipline, and school resources. Parents are also able to participate at a district level.
- Athletic Booster Club: Parents are invited to participate in activities and events that support and enhance the school's athletic programs through fundraising and a variety of events to support and honor student athletes.
- Principal/Parent Nights: Approximately eight evenings each school year have been scheduled by our principal to meet with parents in an effort to broaden the lines of communication. The purpose of these meetings is to provide information to parents about such topics as access to the parent portal (Synergy), understanding student transcripts, financial aid applications, college applications, student supports, and credit recovery options.
- Parent Book Club: In the Spring Arvin High will host a parent book club which invites parents to meet and collectively read books relevant and that students are also reading in the classes.

The Parent Center at Arvin High School provides many services and materials to assist the community. For instance, the Parent Center has books that are given to parents for instruction in the development and growth of children. Books like “How to Raise Emotionally Healthy Children” and “Parent Project” are provided free to parents and focus on how to guide their children towards being emotionally healthy. In addition to free books, the Parent Center provides transportation for parents to attend meetings such as “How to Make Every Dollar Count” and “Parents on a Mission.” Arvin’s Parent Center is equipped with MAC computers with headsets for parent use. Parents can utilize computers to learn English with the Rosetta Stone program or browse the Internet for a job opportunities. Parents are greeted in the morning with a fresh cup of coffee and the local news. Assistance with translation from English to Spanish is in high demand and our Parent Center helps with oral conversations and written documents. Courses in English as a Second Language are offered in the afternoon free of charge. Copies as well as printing is free. Snacks are provided during meetings and water at any time. The Parent Center is linked and works side by side with the Title I, Workforce, and Migrant Program so if a student needs something, then either Migrant or Title I can contact the Parent Center Coordinator and see how assistance can be provided. Another scenario that has happened is that we as a team help the parents explain what’s happening in the school and events from which the student might benefit. Migrant, Title 1, Workforce and the main office, refer parents to the Parent Center to create accounts on Synergy (ParentVUE) so the parents can see the grades, track attendance, and track class assignments of their students online. During FAFSA, parents come to the Parent Center to create an FSA ID to allow them to complete and submit the FAFSA form for their students. Many parents need help filling out lunch applications and the Parent Center is where they come to assisting them with completing it. One of our most important classes that we offer in the Parent Center is the Kern Medical class that covers many topics from household budgeting to Safe Serve Food Handler Instruction and Certification. The Parent Center is here to help the community in the city of Arvin.

In addition to the aforementioned site level opportunities for parent involvement, the Kern High School District (KHSD) offers the following opportunities-

- The KHSD has developed a written parental involvement policy with input from Title I parents. Many of these parents are parents of student participants of the Migrant and/or EL program. The policy is incorporated into district and school site plans and is distributed to all parents.
- Parent representatives from each school site are invited to take part in 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.
- The Kern High School District Parent Advisory Committee (DPAC) is composed of parents whose children participate from the Migrant program. At DPAC meetings, parents are able to take part in an advisory role to positively affect Title I and Migrant program issues and concerns. In the same capacity, committee members are able to promote parental involvement activities which advocate that parents: 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 Kern high school District supports parent involvement through Parent & Family Centers established at 15 school sites. The centers are designed to provide KHSD 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 between teachers, administrators, school personnel and community members to support students and their families.
- Kern High School District representatives present the following information annually to Migrant and EL program parents reps.a description and explanation of the curriculum and materials used in classes information on the assessments used to measure student progress information on the proficiency levels and/or program goals students are expected to meet.
- A yearly parent involvement needs assessment and subsequent evaluation is conducted at the District Committee meetings to provide guidance in the identification of needs of Title I parents and the effectiveness of Title I parent involvement activities. As a result of the Kern High School District’s Title I parent involvement evaluation process, workshops, meetings, parent institutes, and other forums are planned and made available to parents to fill the expressed needs.
- To facilitate the participation of non-English speaking parents, District meetings are conducted with the assistance of a Spanish/English interpreter. All written materials provided to parents are delivered in both English and Spanish.

**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 Arvin High School Administration reviews and modifies the School Safety Plan on an annual basis. The safety plan provides for the safety of all personnel associated with Arvin High School. This plan details personnel procedures in the event of a natural disaster and other emergency situations; notification of parents and transportation procedures are also included. Further information within the safety plan features the following: suspension/expulsion procedures, school discipline code, suspected child abuse procedure, school lock in and lock down procedures, and sexual harassment policy. Interested persons may view our safety plan at any time during school hours in the administration building. The plans were updated in October 2019, and School Site Council was updated in November of 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	7.4	6.8	7.9
Expulsions Rate	0.1	0.1	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*	377.4

\* 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)	7.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.1

\* 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	22	65	42	47	23	54	54	43	22	49	62	30
Mathematics	26	40	14	62	27	34	14	61	23	38	38	39
Science	28	23	13	49	27	27	13	48	24	23	38	25
Social Science	23	43	4	46	23	40	7	45	21	35	36	21

\* 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

As a leadership team, the principal and both assistant principals have received the Principal's Assembly Bill AB 75/ AB 430 training offered through district and county support for SBE adopted instructional materials (EPC).

Arvin High School allocates one hour of staff collaboration time each week. The majority of collaboration hours are set aside for Professional Learning Community (PLC) meetings. Each PLC is comprised of teachers of the same subject and grade level. PLCs examine student assessment data in order to

set goals that drive curricular and instructional practices and to monitor progress toward mastery of the Common Core state standards. The remaining collaboration hours are allocated to department meetings.

Arvin High School offers a wide range of professional development opportunities in the form of conference participation, PLC meetings, job-embedded staff development, as well as various workshops based on the academic needs of students and the professional needs of staff.

Teachers have access to a variety of sources for professional development. The district offers staff development workshops that focus on general classroom issues, curriculum development and implementation, social-emotional learning, PBIS/MTSS, and discipline-specific activities. The goal is to improve and increase teachers' knowledge of their academic subjects and enable them to become highly qualified instructors using the information and skills made available through school partnerships, core content level meetings, and conferences. Teachers are offered staff development in instructional strategies for the block schedule, reading, writing and literacy skills strategies, AVID strategies, content-specific assessment development, and raising the rigor level of instruction across the curriculum. In addition to the aforementioned professional development opportunities, Arvin High employs 6 resource teachers/coaches who have 1-2 periods in which they provide resource services (lesson planning/design, integration of technology, instructional strategies, etc.) to their colleagues.

District supported professional development occurs during preschool meetings in August (two days) and in January (one day). Through the Peer Assistance and Review Program (PAR), and Title I, staff members are also given up to 66 hours of professional development time to use during the school year and summer – this can be used for released time from the classroom, Saturday or evening workshops, or stipend pay for approved curriculum development. In addition to the school-wide professional development, new teachers (first and second year) are supported through the Kern High Induction Program (KHIP). Each KHIP candidate is assigned a support provider who meets with the new teacher regularly.

#### Professional Development Days

The following displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

Annual number of school days dedicated to staff development with at least 180 instructional minutes

- 2017 - 2018: 3
- 2018 - 2019: 3
- 2019 - 2020: 3

In addition to the aforementioned site specific professional development opportunities, the Kern High School District provides ongoing, subject-specific professional development (PD) to strengthen the instructional capacity of its teachers and build strong learning communities within the organization. Through the offices of Instruction and Instructional Services, 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.

Based on student literacy and math data, the district continues to focus on PD in literacy and numeracy. Teachers who teach Access, the district's literacy program, meet regularly to assess their students' learning and to ensure that they are effectively implementing the instructional practices defined by the course. The Teacher on Special Assignment (TOSA) who oversees the Access program often meets with a cohort of Access developers to review student progress in order to provide the next appropriate session of PD, which typically addresses the intervention needs of the students and the instructional performance of the teachers. Because the groups meet systematically and generally attend in site-based teams, trust has been cultivated so that teachers comfortably share their frustrations, as well as their successes. Based on various forms of feedback, teachers report feeling supported in their efforts to teach Access (students who read between the fourth and sixth grade levels) and Pre-Access (students who read below the fourth grade level). They also report a significant increase in their students' reading ability, some seeing as much as one year's growth in less than a year.

PD for Foundations, the district's math intervention course, is similarly constructed. The TOSA who oversees the district's math program meets with the Foundations teachers routinely to assess program effectiveness in relation to student growth. Adjustments to instructional practices and assessments are made based on these PD sessions. As the redesigned Foundations course uses a blended learning model to differentiate instruction, teachers also meet with Edmentum™ coaches to help them integrate the online learning component into their instructional routine. A (pilot) lesson-study training was also offered this year to a small group of Foundations teachers who wished to delve into their teaching practices at a comprehensive level. The sessions include peer observations, a noteworthy advancement to the district's PD offerings. One veteran teacher in the group commented that she realized she needed to "up her game" after completing the observation process. The district believes this model may enrich the learning process of all its teachers and further strengthen the professional learning community (PLC) protocol. As to the specific benefit of the math teachers, this model may improve math instruction, overall, so that more students complete algebra successfully and continue taking higher-level math throughout high school.

Both the literacy and numeracy training 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 employees TOSAs in the areas of: Literacy, English Language Arts, English Language Development, Math, Science, AVID, PBIS-MTSS, and two in the Kern High Induction Program (KHIP, formerly known as BTSAs). Each TOSA works with his or her respective department, as well as each instruction director and the Associate Superintendent of Instruction, to provide testing and legislative updates and develop appropriate PD that addresses alignment of standards, effective assessment and intervention practices, and implementation of instructional routines that optimize student learning each day. In addition, TOSAs work with sites, as per teacher and/or administrator need. For example, TOSAs meet with individual teachers, PLCs, or provide whole-school trainings, such as trainings in the proper use of STAR Renaissance© for reading and math progress monitoring. TOSAs also meet with education

and/or industry partners to develop their programs further and to ensure that current trends and skills are included in the instruction. For example, the science TOSA meets with local industry to develop externships during the summer. Last year, 17 science teachers participated in externships, working with AERA Energy and in the FabLab at California State University, Bakersfield, Chevron's sponsored science lab. Finally, TOSAs organize summer work for their subject matter. This work involves creating resources and/or providing additional training. The KHIP TOSAs, for example, provide specific trainings for new teachers.

[Note: The district does not currently have a TOSA for History-Social Science. The English Language Arts TOSA works with the History-Social Science facilitator to provide PD. This year, PD in the new framework was provided by the California History-Social Science Project through UC Davis and through the Stanford History Education Group.]

In addition to the instructional experts housed at the central office, the district often hires outside agencies to set a training benchmark. Such training may include building and using assessments effectively, incorporating Socio-Emotional, Restorative, Equity Practices in the classroom, 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 PD is to maximize instruction for optimal student learning to take place each day.

**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**

Categorical Funding Allocated to this School

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

**Federal Funding Sources**

Title I, Part A: Targeted Assistance Program

Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency  
\$857,086.00

**Carl Perkins – Career Tech Ed**

\$75,659.00

**State Lottery: Instructional Materials**

\$77,473.00

**Partnership Academies**

\$278,811.00

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,658	\$1,750	\$6,907	\$78,072
District	N/A	N/A	\$8,434	\$79,952
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-19.9	4.6
School Site/ State	-3.1	-9.4

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.

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

Rate for Arvin High School	2015-16	2016-17	2017-18
Dropout Rate	5.3	4.6	2.8
Graduation Rate	90.2	90	90.5

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	988
% of pupils completing a CTE program and earning a high school diploma	99%
% 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	65.89
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	30.51

**2018-19 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	6	N/A
All courses	10	9.9

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

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