



North High School

300 Galaxy Ave. • Bakersfield, CA 93308-1722 • (661) 399-3351 • Grades

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

North High School's Mission and Vision

Our Mission: We will ensure all students graduate from our school Prepared to Succeed.

Our Vision: We will provide innovative programs and services that ensure all students graduate from high school Prepared to Succeed in the workplace and at the post-secondary level.

School Description:

North High School wants every student to leave our campus "Prepared to Succeed" in the workplace or at the post-secondary level.

INSTRUCTIONAL PROGRAM

What makes North High School unique is how we prepare our students to succeed through aligned, articulated pathways. Students who enter North as freshmen are required to complete a career-inventory and personal interests course, Career Pathways, that leads to selection of one of the many pathways available in our instructional program. As seniors these same students will have the potential to leave us as graduates having earned up to 30 college credits in their chosen pathway. These credits are transferable to any post-secondary institution within California.

PATHWAYS

The following Industry Sector Pathways are available at North High School to ensure our students are "Prepared to Succeed"

Agriculture and Natural Resources

- Ag Business
- Ag Animal Science
- Ag Horticulture

Arts, Media, and Entertainment

- Drama Performance/Education
- Instrumental Performance/Education
- Vocal Performance/Education
- Studio Art
- Photography
- Graphic Design
- Graphic Production
- Video Production

Building and Construction

- Residential Construction

Business and Finance

- Business Marketing

Engineering and Architecture

- Engineering Design - Robotics (after school club)
- Engineering Design
- Architecture Design - BIM/CAD

Fashion and Interior Design

- Fashion Design

Health Science and Medical Technology

- Kinesiology

Marketing, Sales, and Service

- Video Game/App Design
- Media Design

Transportation

- Aviation Operations
- Unmanned Aircraft Systems (UAS) - Drones

North's AVID program provides significant support for first-generation college students. Likewise, we are proud of the continuous increase in the number of students who leave North having successfully completed the A-G courses required by the University of California system. North's AVID program was recently named a Program of Distinction, putting it in the top 10% of programs worldwide

SOFT SKILLS INSTRUCTION & CHARACTER DEVELOPMENT: STARS ON POINT

In addition to academics, students need to graduate with soft skills that make them marketable in the job market of the 21st century. North High School is developing a positive

approach to student life on campus that helps all students learn how to succeed. Students who demonstrate these skills are "On Point", and are recognized and celebrated.

North High School has focused our campus climate around five pillars (S.T.A.R.S):

- Success
- Trust
- Ambition
- Respect
- Spirit

Students learn how to apply these skills in their classes. They define what it means to be a North High Star.

OUTSTANDING INSTRUCTORS

North's teachers continue to be recognized at both the state and national levels for their tremendous professional accomplishments in educating our students.

- National Association of Agriculture Educators Young Member of the Year - Natalie Ryan (one of only 6 nationwide)
- Our Ag program was recognized as a Three Star Program - the only program in California to earn this ranking this year
- NHS Graduate Aalexias Woolf is serving as a State Ag Officer (Secretary), one of only 6 in the state to serve in this prestigious capacity

CO AND EXTRACURRICULAR ACTIVITIES

North High has an outstanding co-curricular program. The choir, marching band, color guard, percussion, jazz band and cheerleading squad have won numerous awards and perform regularly. There are over 30 student clubs on campus including a newly established competitive Robotics Team! A Drone (UAS) club is starting in Spring 2019, and a Fencing club will be up and running in January of 2019! North is committed to offering innovative ways for our students to engage with the school in clubs and activities that are fun and help them prepare for post-high-school success.

ATHLETICS

Each year more than 300 athletes participate in North's athletic program. Since 2010, North High School has won thirty-two league titles, and two Central Section CIF championships.

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	478
Grade 10	469
Grade 11	414
Grade 12	359
Total Enrollment	1,720

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	1.3
Asian	0.3
Filipino	0.3
Hispanic or Latino	31.0
Native Hawaiian or Pacific Islander	0.3
White	60.0
Socioeconomically Disadvantaged	81.1
English Learners	2.6
Students with Disabilities	14.4
Foster Youth	1.7

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			
North High School	16-17	17-18	18-19
With Full Credential	75	87	77
Without Full Credential	0	5	8
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			
North 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)

All textbooks are standards aligned, and are locally adopted by the Kern High School Board of Trustees. New adoptions are completed as needed. All students are assigned their own textbook for all core courses. Textbook selection follows the district policy and procedure.

Textbooks and Instructional Materials Year and month in which data were collected:	
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 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>
Science	<p>Science: Level Blue 2005 Glencoe. Earth Science (Tarbuck) 2006 Prentice Hall, Biology 2008 McDougal Littell, Chemistry 2007 Prentice Hall, Honors Chemistry 2014 Zumdahl 9th Ed., Houghton Mifflin, Physics: principles and problems 1999 McGraw-Hill, Understanding Psychology 2003 McGraw-Hill</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:

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	Modern World History 2006 McDougal Littell, Western Civilizations since 1300, Cengage Learning, 2016 American Pageant 2002 Houghton Mifflin. Econ Alive!: The Power To Choose, Teacher Curriculum Institute Magruder's American Government 2005 Prentice Hall, Krugman's Economics for AP, Worth Publishers, 2010 Government in America: People 2006 Prentice Hall The Americans, McDougal Littell, 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Realidades 1 2014 Pearson, Realidades 2 2014 Pearson, Realidades 3 2014 Pearson, Abriendo Puertas Tomo I, Tomo II 2003 McDougal Littell The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Health 2005 Glencoe The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	The Art of Floral Design 2000 Delmar The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A 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.

North High School is proud of our outstanding facilities, which include a new office building (opened March, 2017) and a new gymnasium (opened November, 2017). Our campus beautiful and is kept in excellent condition through the hard work of our custodial staff, led by Plant Supervisor Juana Bobadilla, who also works with KHSD Maintenance and Operations to maintain a clean, safe and engaging campus environment.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 10/1/17		
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	RM 68 / OFC: cracks in floor tiles RM 11, learning center, RM 32, RM 47, water stain ceiling tiles WRK Rm ceiling tiles are missing @ hallway Wrestling Room ceiling tiles are loose
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Band- light diffuse has hole Room 68/OFC - exposed wires /clock missing Room C A 1- inadequate lighting/1 bulb is out Boys Locker room- Exposed wires/outlet cover is loose above exit sign
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Work room by rooms 47 & 48, faucet is very loose
Safety: Fire Safety, Hazardous Materials	Good	P RM 56 fire extinguisher is missing
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	Band: trip hazard @ walkway. Metal weather stripping on door is loose - injury hazard. Room 33: door handle is very loose. Room IA 5: Trip hazard / hole on cement walkway
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	48.0	41.0	51.0	49.0	48.0	50.0
Math	15.0	19.0	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	18.1	23.0	20.8

* 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	376	358	95.21	41.38
Male	199	188	94.47	34.59
Female	177	170	96.05	49.08
Black or African American	11	11	100.00	9.09
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	108	105	97.22	41.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	246	232	94.31	43.11
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	305	290	95.08	39.93
English Learners	25	24	96.00	9.09
Students with Disabilities	56	52	92.86	10.20
Students Receiving Migrant Education Services	--	--	--	--
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	375	357	95.2	18.97
Male	198	187	94.44	15.85
Female	177	170	96.05	22.42
Black or African American	11	11	100	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	108	105	97.22	17.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	245	231	94.29	20.63
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	305	290	95.08	17.61
English Learners	25	24	96	8.7
Students with Disabilities	55	50	90.91	6.25
Students Receiving Migrant Education Services	--	--	--	--
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)

To support active, involved, and educated parenting, North High offers multiple opportunities to involve and support parents.

The immediate contact for parents is Kindra Holloway, North High School Parent Liaison and Parent Center Coordinator. She can be reached at (661) 399-3351, or by email at kindra_holloway@kernhigh.org. Please reach out to her if you are a parent who would like to be involved in our school, or want to get better-connected to the programs and services we offer. She coordinates a number of exciting events monthly for our parents. Recent examples include a crock-pot recipe challenge, parent and family paint night, transcript review nights, coffee and tea with the counselors, and Cash For College events. She is a great resource. Please connect with her.

North High is also supported by the Parent Teacher Club (PTC), whose primary purpose is to provide resources to enhance the educational experience of our students. The PTC meets on the first Monday of each month, 5:30 PM. Please join us for PTC meetings. If you'd like to join the PTC or attend an upcoming meeting, please contact Patrick Blake, Assistant Principal of Administration.

In addition to the PTC, North High also maintains booster clubs that support athletics, agriculture, band, and choir. These booster clubs actively engage in activities that ensure our students are well-equipped for competition in their respective areas.

North High also offers programs to support our parent's learning. One program, The Parent Project, supports parents in raising adolescents making poor decisions. There are resources presented for various challenges that they may be facing and also a discussion forum where parents, counselors and community members can ask questions, offer comfort and seek advice. Likewise, many of our English Learner parents meet weekly in B Hall to receive instruction in the English Language.

Through these booster and parent-support clubs North High School maintains strong relationships with our students' parents and families.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Each year the North High School Safety Plan is updated and reviewed with all staff. The North High School safety plan was revised for the 2018-2019 school year on August 29, 2018. Students and school personnel routinely participate in school-wide emergency drills following this plan. Patrick Blake, North High School Assistant Principal of Administration, is responsible for the Safety Plan and its communication to all staff members. A copy of this plan is available upon request from Mr. Blake, or can be obtained by visiting the main office of North High School.

To maintain the safety and security of our students on a daily basis, Dean of Student Melisa Rizo leads a team of six campus supervisors and one Kern High School District Police Officer (Officer Wells). For matters of concern related to student safety, Mrs. Rizo is the best first point of contact. She can be reached by calling the school at (661) 399-3351 x 90 or by e-mail at Melisa_Rizo@kernhigh.org.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	14.7	13.8	11.3
Expulsions Rate	0.3	0.2	0.0
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	4
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	.5
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	350

* 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	23.0	21.0	23.0	40	54	49	14	15	10	36	41	43
Mathematics	25.0	23.0	26.0	30	37	36	7	11	4	38	37	40
Science	21.0	22.0	22.0	29	25	28	5	8	9	24	24	25
Social Science	21.0	20.0	20.0	31	38	41	10	5	4	24	27	29

* 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

Professional development opportunities provide current, research based instructional strategies for teachers at North High School and throughout the Kern High School District. These activities are provided through a variety of funding resources including Title I, KHIP (formerly BTSA), LCFF, Career Technical Education Incentive Grant (CTEIG), district, and state programs. In the 2018-2019 academic year, NHS continued providing a scheduled hour late-start each Wednesday for course-alike Professional Learning Community team meetings embedding professional learning into each week. This time is used for collaboration to:

- A. Identify essential learning by grade level and subject,
- B. Create Common Formative Assessments (CFAs),
- C. Examine student performance data, including test scores, grade distributions and student performance on CFAs, and
- D. Share best instructional practices.

In addition to the professional development during banked minute time for teacher collaboration and meetings, teachers also attend district provided professional development sessions and other workshops and conferences presented by universities and various professional teacher organizations. A significant focus has recently been placed on implementation of the Positive Behavior Intervention and Supports system. Our work with Collaborative Learning Solutions and their consultants has provided a focus to staff, certificated and classified, on student interventions for behaviors. A robust professional development schedule is in place for these workshops, and all teachers are scheduled to attend multiple training sessions throughout the school year.

During the summer, NHS allocates professional development money for extending professional learning. For science and agriculture teachers, the opportunity to attend CASE two-week science workshops is provided. NHS is one of only a few schools on the west coast with teachers certified in CASE. Our AVID teacher team attends the AVID summit yearly, either in San Diego or Sacramento. Our Stars on Point Team works collaboratively to revise student lessons and identify needs for student interventions. They also make new videos to go along with the lessons. Our teachers, by department and team, are provided opportunities for collaboration to revise CFAs and pacing to maximize student learning opportunities.

To ensure our students are continuously engaging in planning for life after high school, professional development is also being provided in the Get Focused Stay Focused program. Each year our students will work on ten "keystone" lessons that help them plan and develop skills for post- high school success. Lessons include the following instruction:

- A. Grade 9: Career Choices career exploration, personality and interest inventories, begin developing a 10-year plan.
- B. Grade 10: Developing Attitudes & Aptitudes that Promote College & Career Readiness: Research high-demand careers, Determine post-secondary option/pathway, Learn about college access & affordability, Continue to envision a productive future through autobiographical writing, Update 10-year plan
- C. Grade 11: Determining Your Informed Major & Post-Secondary Education Path: Research STEM-related careers, Reaffirm or change chosen career path, Choose a major to match chosen career, Find Colleges that offer that major, Prepare for college applications, Update 10-year plan
- D. Grade 12: Preparing to Act on Your 10-Year Education and Career Plan: Apply to college/post-secondary planning, Apply for Scholarships & Financial Aid, Update resume, cover letter & portfolio, Mock Interview & Job Applications, Write a student education plan, Update 10-year plan

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/.

Types of Services Funded

North High School Title 1
 ELL
 Migrant
 School Safety
 Truancy/Retention
 Agriculture Incentive Grant
 Carl Perkins Vocational Education Funding
 Career Technical Education Incentive Grant
 California Career Pathways Trust
 9-12 Instructional Materials Funding
 State Lottery Funds (Instructional Materials)

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
North High School	2014-15	2015-16	2016-17
Dropout Rate	8.5	18.6	4.9
Graduation Rate	89.4	77.6	89.6
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	880
% 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%

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,052	\$2,637	\$6,416	\$72,274
District	◆	◆	\$8,611	\$74,546
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			-29.2	-6.2
Percent Difference: School Site/ State			-62.6	-6.8

* 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.

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	61.1
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	24.1

* 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	2	◆
Fine and Performing Arts	0	◆
Foreign Language	1	◆
Mathematics	2	◆
Science	0	◆
Social Science	5	◆
All courses	10	10.1

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	86.6	90.5	88.7
Black or African American	69.2	83.9	82.2
American Indian or Alaska Native	83.3	77.8	82.8
Asian	100.0	96.1	94.9
Filipino	100.0	98.3	93.5
Hispanic or Latino	92.6	90.7	86.5
Native Hawaiian/Pacific Islander	100.0	93.3	88.6
White	84.7	90.8	92.1
Two or More Races	100.0	93.3	91.2
Socioeconomically Disadvantaged	89.6	92.8	88.6
English Learners	36.4	63.5	56.7
Students with Disabilities	68.9	73.3	67.1
Foster Youth	66.7	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.