



South High School

1101 Planz Rd. • Bakersfield, CA 93304-6150 • (661) 831-3680 • Grades 9-12

Connie Grumling, Principal
connie_grumling@kernhigh.org
<http://south.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

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School Description

South High School is one of 18 comprehensive high schools in the Kern High School District (KHSD), the largest high school district by geographic area in California. The district encompasses most of the western part of Kern County located at the southern end of California's Central Valley.

South High School was established in 1957 surrounded by the farmland that was South Bakersfield. As the city and community have evolved around the campus, so too has the school. Today, "We", continue to offer the best of academic and extracurricular programs to enhance our students' school experience. South is a neighborhood school with three substantial feeder schools representing two different elementary districts. Many students transfer to South to participate in programs that include: the Criminal Justice Academy (CIA), Engineering and Industrial Technology Academy (MS3), or the Army Junior Reserve Officer Training Corp (JROTC).

Approximately 55 students ride the bus to school. The effects of the District's boundary changes over the past 19 years has resulted in the opening of several new high schools and a fluctuating population. As a result, South has a homogeneous population with respect to socioeconomic status (SES) levels; however, the student population is diverse in regard to religion, ethnicity, and country of origin. Essentially, South serves a neighborhood with low-income levels and all students, except 55, walk to school from the surrounding homes.

South's 2018-2019 student ethnicity distribution figures were 83.2% Hispanic, 8.3% African- American, 4.3% White, and 4.2% of students were Asian, American Indian or Alaska Native, Filipino, Pacific Islander, two or more races and declined to state or another ethnicity.

Located in south central Bakersfield, South serves this multicultural population whose economic conditions range from middle-class to homeless families who come from a variety of neighborhoods within a mile radius of the school. In addition to English, families at South speak Spanish and a variety of additional languages in the home. Accordingly, honoring diversity and promoting appreciation and understanding of different cultures is a high priority. The 2018-2019 English Learner (EL) population represents approximately 8.6% of South's enrollment. Also, during the 2018-2019 school year over 95.9% of South High students qualified for free or reduced lunch.

South High School has a rich history of generational attendees who remain loyal to the school. They continue to provide support for the school's programs. South's alumni and parents provide financial assistance to programs such as the band, athletics, and drama. In addition, the South High Athletic and Band Boosters also donate their time to chaperone activities at the school. South's parent groups include Athletic Boosters, Band Boosters, and MS3 Parent Club.

South High has a variety of business partnerships with organizations including the Bakersfield Lions Club, Aera Energy LLC, the Bakersfield Police Department, the Kern County Sheriff's Department, District Attorney's Office, American Bar Association, Kern County Fire Department, California Highway Patrol, Kern County Probation Department, California Correctional Officers, Pacific Gas and Electric, Kennedy-Jenks Consultants, Grimmway Farms, the Bakersfield South Rotary, and South Bakersfield Kiwanis. The local Food Bank, Gleaners, Clinica Sierra Vista and the South High community are regular supporters of the school in a myriad of ways. Each of these organizations support various school activities such as job shadowing, intern and extern-ships, providing glasses to needy students, service learning opportunities, and student scholarships. Many students also participate in the local Bakersfield Leadership program with business leaders throughout the community. Additionally, personnel from local law enforcement agencies, state corrections, the military, college and university admissions, and the medical industry, have participated in campus job fairs as classroom speakers and as career counseling consultants.

Currently the University of California Early Academic Outreach Program ((UC)(EAOP)) office provides a strong partnership on campus. The purpose of this partnership is to assist more students in going to college after graduation. Funded through a partnership with the UC system, a full-time, on-site representative assists students with applications for scholarships, financial aid, vocational colleges, community colleges, CSU schools, and private universities. Due to budget cuts this program is no longer paid solely from the University of California; South High now assists with paying for this person to be on campus five days a week. There has been an increased number of students apply and be accepted to the University of California system in the past four (4) years.

The process of aligning performance standards to curriculum, instruction and materials began in 1999 and has evolved to current practices. To meet the requirements of English Language Arts and Mathematics standards, release time is provided for South High teachers to develop curriculum maps and to create common formative (CFA) and common summative assessments (CSA).

The school has implemented English Literacy classes for students who scored far below grade level on STAR Renaissance English test. Foundations 1 and Foundations 2 classes have been implemented for students who scored below grade level on STAR Renaissance Math tests. These classes provide remediation for students who lack the skills to succeed in English Language Arts and/or Algebra. All departments have revised their curriculum maps to align them to the new California Common Core State Standards or NGSS. As a result of these efforts, curriculum maps have been developed to provide an appropriate instructional timeline. The school-wide implementation of Professional Learning Communities (PLCs) allows teachers to make informed decisions using current student data. The school has banked minutes for PLC meetings averaging three times a month. During these meetings PLC groups collaborate to modify curriculum and share successful re-teaching strategies. Teachers have been and will continue to be provided ongoing staff development in the effective use of data to modify instruction and provide differentiated instruction to increase student learning.

PLCs also help facilitate the identification of achievement gaps within the curriculum and among students. From analysis of resulting data, curriculum adjustments are made, including changes to instructional delivery, which may result in the need for additional supplementary materials. Those materials are funded by the principal's budget, Title I, and Lottery monies. Throughout the year, the Assistant Principal of Instruction, department chairs and the librarian conduct an annual review of adopted instructional materials and order as needed.

South High offers students on average 8 Advanced Placement (AP), 10 Honors (HP) and 6 Gate (GP) courses. The majority of all core general education classes are designated as College Preparatory (CP) (UC/CSU "A-G" approved), as are the majority of the elective courses offered at our school. South High offers 6 different CTE sectors, with 20 individual CTE Career Pathways aligned with these offerings.

- AP Courses
- AP Calculus
- AP English Language
- AP English Literature
- AP Spanish Language
- AP Spanish Literature
- AP Statistics
- AP US History
- AP US Government
- Honors Courses
- Pre-calculus/Math Analysis
- Accelerated Math
- Geology
- Chemistry
- Physics
- Spanish 3
- Spanish Speaking 3
- English 11
- Economics
- US History
- GATE Courses
- Biology
- English 9
- English 10
- Intro to Physical Science
- World History
- Algebra
- CTE Sectors
- Video Production
- Performing Arts
- Business and Information Technology
- Architectural Design
- MS3 (Engineering)
- Criminal Justice Academy (CJA)

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	573
Grade 10	570
Grade 11	510
Grade 12	508
Total Enrollment	2,161

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	8.3
American Indian or Alaska Native	0.4
Asian	1.8
Filipino	0.7
Hispanic or Latino	83.2
Native Hawaiian or Pacific Islander	0.1
White	4.3
Two or More Races	0.8
Socioeconomically Disadvantaged	95.9
English Learners	8.7
Students with Disabilities	10.9
Foster Youth	1
Homeless	0.5

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 South High School	17-18	18-19	19-20
With Full Credential	102	84	82
Without Full Credential	5	6	11
Teaching Outside Subject Area of Competence	0	0	1

Teacher Credentials for Kern High School District	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 South High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	1

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Textbooks and Instructional Materials

Year and month in which data were collected: 9/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Holt Literature & Language Arts Third Course (Grade 9)/2003 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 Language: the comprehensive Language curriculum - Level A, Level B, Level C Expository Reading and Writing, Center for Advancement of Reading/2013 From Inquiry to Academic Writing, Bedford/St. Martin's/2019</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/2015 The Practice of Statistics/Freeman/1999 Pacemaker Algebra 1/Globe Fearon/2001 Advanced Mathematical Concepts, Precalculus with Applications/Glencoe/2001 Integrated Mathematics/McDougal-Littell/2002 Discovering Algebra /Kendall Hunt/2015 Discovering Geometry/Kendall Hunt/2015 Mathematics with Business Applications/Glencoe/2007 Single Variable Calculus/Brook & Cole/1999 Mathematics Concepts and Skills/McDougal-Littell/2001</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	Physical Geology, Wm. C. Brown, 1996 Edition, 2001 Edition. 2007, 2008/2008 Physics, HWR/2007 Earth Science, Prentice hall, 2006 Edition/2007 Chemistry, Connections to Our Changing World, Prentice hall, Second Edition, 2000/2000 Chemistry, Raymond Chang, Ninth Edition, McGraw Hill/2008 Biology: McDougal – Littell, 2008/2009 Essentials of Human Anatomy and Physiology, Pearson/2008 Physical Geology, McGraw Hill/2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Modern World History, McDougal/Littell, 1999, 2003 Edition/2004 Creating America: A History of The United States, McDougal/Littell/2005 The Americans, McDougal - Littell, 2006/2009 American Pageant, Houghton-Mifflin, 2006/2009 Out of Many: the history of the American people, Pearson/ Prentice Hall/2007 US Government: Democracy in Action, Glencoe, 2003 Edition/2005 We The People, Center For Civic Education, 2007 Edition/2009 Economics: Principles and Practices, Glencoe, 1995, 2005/2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Realidades 1, Prentice Hall, 2008 Edition 2 Realidades 2, Prentice Hall, 2008 Edition 2 Realidades 3, Prentice Hall, 2008 Edition 2 Spanish 2 Years, Segundo, Libro, Glencoe Spanish in Three Years, Amscoe, 1987 Edition Album, D. C. Heath, 1984 Edition Leyendas de Espana, 1983 El Espanol Para Nosotros 1, Glencoe, 2006 Edition El Espanol Para Nosotros 2, Glencoe, 2006 Edition Abriendo Puertas Tomo I, Nextext, 2003 Edition Abriendo Puertas Tomo II Nextext 2003 Edition Reflexiones Galería de Arte y Vida, Glencoe/McGraw Hill, 1997 Galería de Arte y vida WkBk (txb supplement) Vista 6th Edition, Vista Higher Learning/2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Health 2005 McGraw-Hill/2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Exploring Theatre 2009 Glencoe/McGraw-Hill/2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Biology: various lab equipment items are used as is appropriate to the course, Physics: various lab equipment items are used as is appropriate to the course, Chemistry CP: various lab equipment items are used as is appropriate to the course, Chemistry Honors: various lab equipment items are used as is appropriate to the course The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

The South overall rating was "Good" with a 95.16%.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/7/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	BOOK RM: 4. WATER STAIN CEILING TILES BOYS RR: 4. CEILING TILE IS LOOSE/ CEILING TILE IS MISSING BOYS RR: 4. CEILING TILES ARE LOOSE BOYS RR: 4. PAPER TOWEL DISPENSER IS BENT/ CEILING TILE IS MISSING/ CEILING TILE HAS HOLES 15. METAL WEATHER STRIPPING IS BENT AT BASE OF DOOR BOYS RR: 4. WATER STAIN CEILING TILES KITCHEN: 4. CEILING TILE IS LOOSE/ CEILING TILE IS MISSING P RM 108: 4. WATER STAIN CEILING TILES P RM 112: 4. WALLPAPER IS TORN 11. PAINT IS CHIPPING ON DOOR FRAME RM C12: 4. CEILING TILE HAS HOLES RM C13: 4. HOLE IN CEILING TILE RM C1C: 4. WATER STAIN CEILING TILE IN C1E RM C4: 4. FORMICA IS DAMAGED AND PEELING ON TEACHERS DESK RM D24: 4. CEILING TILE HAS HOLE 11. PAINT IS CHIPPING ON WALL AT ENTRY RM D28A: 4. CEILING TILE IS LOOSE AND MISSING RM D29: 4. WATER STAIN CEILING TILES 12. EXTERIOR WALL IS DAMAGED RM D30: 4. SMALL WATER STAIN CEILING TILES/ CEILING TILES ARE CRACKED RM D33: 4. CEILING TILE IS CRACKED WITH HOLES RM D34: 4. SMALL WATER STAIN CEILING TILES 14. EXTERIOR WALL HAS HOLES RM D35B: 4. WATER STAIN CEILING TILES/ CEILING TILE IS MISSING RM D39: 4. FLOOR TILES ARE RAISED WITH CRACKS/ TRIP HAZARD RM E42: 4. RUBBER MOLDING IS MISSING ON WALL RM E42A: 4. WATER STAIN CEILING TILES/ WATER DAMAGE TO CEILING RM E43: 4. CEILING TILE IS LOOSE IN WORKROOM 12. INTERIOR WALL IS DAMAGED AT BASE RM E45: 4. CEILING TILES HAVE CRACKS AND HOLES/ FLOOR TILES ARE CRACKED WITH HOLES RM E46: 4. CEILING TILE IS MISSING RM E46A: 4. WATER STAIN CEILING TILES 15. METAL WEATHER STRIP IS BENT AT BASE OF DOOR RM E49: 4. FLOOR TILES ARE CRACKED AND BUBBLING THROUGHOUT

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		RM E50: 4. CEILING TILE HAS HOLE/ SMALL WATER STAIN CEILING TILES 7. TIMER COVER IS LOOSE AT ENTRY/ LIGHT DIFFUSERS MISSING IN WORK ROOM RM F57: 4. WATER STAIN CEILING TILES/ CEILING TILE HAS HOLES 11. PAINT IS CHIPPING ON WALL AND DOOR RM F61: 4. WATER STAIN CEILING TILES/ CEILING TILES HAVE HOLES RM IT 94: 4. CEILING TILE IS CRACKED/ FLOOR TILES ARE CRACKED AT ENTRY RM IT 95: 4. CEILING TILES HAVE HOLES 15. METAL WEATHER STRIP IS BENT AT BASE OF DOOR RM IT 96: 4. SMALL WATER STAIN CEILING TILE/ CEILING TILES HAVE HOLES 11. PAINT IS CHIPPING ON WALLS RM M82: 4. CEILING TILES ARE CRACKED WITH HOLES ROTC: 4. CEILING HAS HOLE SERVING AREA: 4. FLOOR IS CRACKED AND RAISED AT STAFF LOUNGE ENTRY/ TRIP HAZARD WRK RM: 4. WATER STAIN CEILING TILES IN HALLWAY
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	CHOIR RM: 7. OUTLET COVERS ARE MISSING ON CEILING 12. EXTERIOR WALLS ARE DAMAGED WITH HOLES AT BASE/ CONCRETE HAS HOLES AT ENTRY/ TRIP HAZARD P RM 101: 7. OUTLET COVER IS MISSING ON CEILING 14. ASPHALT IS CRACKED WITH HOLES ON WALKWAY/ TRIP HAZARD P RM 102: 7. OUTLET COVER IS MISSING RM C17: 7. ELECTRICAL COVER IS MISSING ABOVE DOOR RM D28: 7. LIGHT DIFFUSER IS LOOSE RM E50: 4. CEILING TILE HAS HOLE/ SMALL WATER STAIN CEILING TILES 7. TIMER COVER IS LOOSE AT ENTRY/ LIGHT DIFFUSERS MISSING IN WORK ROOM STUDENT ACTIVITIES: 7. LIGHT DIFFUSERS ARE MISSING
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	BOYS LOCKER RM: 11. PAINT IS CHIPPING ON WALLS AND MAIN DOUBLE DOORS GIRLS RR: 11. PAINT IS CHIPPING ON DOOR P RM 105: 11. PAINT IS CHIPPING ON DOOR P RM 112: 4. WALLPAPER IS TORN 11. PAINT IS CHIPPING ON DOOR FRAME RM C10: 11. PAINT IS CHIPPING AT BASE OF WALLS

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		RM D24: 4. CEILING TILE HAS HOLE 11. PAINT IS CHIPPING ON WALL AT ENTRY RM F55: 11. PAINT IS CHIPPING ON DOOR FRAME RM F57: 4. WATER STAIN CEILING TILES/ CEILING TILE HAS HOLES 11. PAINT IS CHIPPING ON WALL AND DOOR RM IT 96: 4. SMALL WATER STAIN CEILING TILE/ CEILING TILES HAVE HOLES 11. PAINT IS CHIPPING ON WALLS
Structural: Structural Damage, Roofs	Good	CHOIR RM: 7. OUTLET COVERS ARE MISSING ON CEILING 12. EXTERIOR WALLS ARE DAMAGED WITH HOLES AT BASE/ CONCRETE HAS HOLES AT ENTRY/ TRIP HAZARD P RM 106: 12. DRY ROT ON RAMP AT ENTRY RM C15: 12. INTERIOR WALL IS DAMAGED AT BASE AT ENTRY RM D29: 4. WATER STAIN CEILING TILES 12. EXTERIOR WALL IS DAMAGED RM E43: 4. CEILING TILE IS LOOSE IN WORKROOM 12. INTERIOR WALL IS DAMAGED AT BASE RM IT 93: 12. EXTERIOR WALL IS DAMAGED AT BASE WEIGHT RM: 12. RUBBER MOLDING IS MISSING AT ENTRY/ BASE OF INTERIOR WALL IS DAMAGED WITH HOLES AT ENTRY
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	BOYS RR: 4. PAPER TOWEL DISPENSER IS BENT/ CEILING TILE IS MISSING/ CEILING TILE HAS HOLES 15. METAL WEATHER STRIPPING IS BENT AT BASE OF DOOR GYM: 14. HOLE IN CONCRETE AT ENTRY/ TRIP HAZARD P RM 101: 7. OUTLET COVER IS MISSING ON CEILING 14. ASPHALT IS CRACKED WITH HOLES ON WALKWAY/ TRIP HAZARD RM D34: 4. SMALL WATER STAIN CEILING TILES 14. EXTERIOR WALL HAS HOLES RM E46A: 4. WATER STAIN CEILING TILES 15. METAL WEATHER STRIP IS BENT AT BASE OF DOOR RM F63: 14. WATER POOLS AT ENTRY 15. DOOR IS DAMAGED RM IT 95: 4. CEILING TILES HAVE HOLES 15. METAL WEATHER STRIP IS BENT AT BASE OF DOOR
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

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	48	41	49	51	50	50
Math	21	19	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	12.4	26.6	28.9

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.

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.

**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	493	473	95.94	40.80
Male	247	235	95.14	32.34
Female	246	238	96.75	49.16
Black or African American	42	39	92.86	38.46
American Indian or Alaska Native	--	--	--	--
Asian	14	13	92.86	53.85
Filipino	--	--	--	--
Hispanic or Latino	402	389	96.77	41.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	19	90.48	36.84
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	475	463	97.47	40.82
English Learners	107	96	89.72	10.42
Students with Disabilities	47	43	91.49	4.65
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	494	478	96.76	18.91
Male	247	235	95.14	19.23
Female	247	243	98.38	18.60
Black or African American	42	39	92.86	7.69
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100.00	7.14
Filipino	--	--	--	--
Hispanic or Latino	403	394	97.77	20.36
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	18	85.71	16.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	475	463	97.47	19.31
English Learners	108	103	95.37	2.94
Students with Disabilities	47	42	89.36	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parents at South High are fully dedicated in supporting students and the SHS community as a whole as demonstrated by the numbers of parents who participate in various booster clubs, councils, and committees. These opportunities provide shareholders a way to participate in decision making and problem solving as it relates to student growth and success.

Additionally, numerous parents attend our athletic events, band and choir concerts as well as our theatre productions. Parents also attend various Parent University workshops focused on college preparation and readiness. We have an open door policy, so parents do not hesitate to engage in conversation if they have a concern or to give praise.

South High also has a Rebel Family Center. It is a place where parents can come and feel welcomed. Parents at South High will have a sense of belonging and be reassured that their ideas, concerns, and opinions are valued and will be addressed in a timely manner. Staffed with a Community and Parent Liaison, the center provides a safe and caring environment for growing, learning and connecting. Throughout the school year the center will offer a variety of workshops and trainings designed to increase capacity as parents as well as maximize the learning experience of parents and students.

South High School encourages parental involvement. We believe that when the school and parents work together, we are best able to provide excellent learning opportunities for our students. If you would like to take part in one or more of the many organized activities for parental involvement, please see the contact information regarding South High listed below:

- (661) 831-3680
- Connie Grumling, Principal: Connie_Grumling@kernhigh.org
- John Goetjen, Assistant Principal of Instruction: john_goetjen@kernhigh.org
- Brian Smith, Assistant Principal of Instruction: brian_smith@kernhigh.org
- Cecilia Pulido, Director of Activities: Cecilia_Pulido@kernhigh.org
- Dante Borradori, Director of Athletics: Dante_borradori@kernhigh.org
- Stacey Fuentes, Title 1 Coordinator: Stacey_Fuentes@kernhigh.org

South High parent groups include Athletic Boosters, Band Boosters, Math Science and Engineering Academy (MS3), Site Council, Title I Advisory, EL Advisory, Migrant Parent Advisory, Parent University, and the South High Alumni Association. Athletic Boosters: The South High Athletic Boosters is a group of parents and alumni who support South High Athletics. They help by raising money through the Reverse Draw, manning the fireworks booth, selling food items at games (football, soccer, basketball, etc), as well as selling South High fan gear. This group also regularly supplies meals to athletic teams, and financially supports teams by buying needed equipment. Contact Dante Borradori at 831-3680. Band Boosters: The Band Booster Club (Rebel Elite Booster Squad – REBS) assists in organizing trips and offers help with financial assistance for the purchase of band equipment, musical instruments and stipends to music coaches. Contact Jeanne Johnson at 831-3680. The School Site Council: The group oversees the allocation of Title 1 funds. The large percentage of students at South who are considered Title 1 students (over 92% of all South High students), which means this is important for critical funding decisions. All parents are invited and encouraged to attend these meetings. Contact Connie Grumling at 831-3680. South High School Alumni Association was formed in 2002. Since its formation, the association has funded scholarships, provided financial aid to students for AP Exams, PSAT tests, and the purchase of musical instruments. Contact Dante Borradori at 831-3680. Math, Science, and Engineering Academy (MS3): Both Academies have active Steering Committee members and regularly scheduled meetings. The committees include local business partners, teachers, and parents who participate in decision-making regarding curriculum, field trips, and resource allocations. Contact Irene Ramey or Stacey Fuentes at 831-3680. Title I Advisory: An advisory group that meets with the Title I Coordinator regarding our Socioeconomic Disadvantaged student population. Contact Stacey Fuentes at 831-3680. English Learner Advisory Committee: An advisory group that meets with the Title I Coordinator regarding our students who are working toward and within the program to acquire the English Language. Contact Stacey Fuentes at 831-3680. Migrant Parent Advisory (held 6 times a year): Migrant parents and the Migrant Coordinator discuss the Migrant program on campus. Contact Stacey Fuentes at 831-3680. MS3 Parent Club (for the math and science academy): The MS3 parent club helps raise funds and plan for academy students to have additional educational opportunities for summer and weekend enrichment. Contact Irene Ramey or Stacey Fuentes at 831-3680. Parent University: Parent University is a series of informational programs regarding school culture, college readiness, AP courses, financial aid, and other information deemed relevant and important for parents of high school students. The sessions are held 6 times a semester. For more information contact Mirka Lopez at 831-3680.

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

South High and the Kern High School District adopted the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS) as a guide for its comprehensive emergency and safety plans to address civil defense, disaster, school safety, and crisis intervention (Safety plans may be reviewed at the school site). The plan is updated annually and site administrators attend annual training sessions to receive policy and procedure updates. They received a condensed version, not the full plan. All school offices have been provided a first aid kit to respond to minor injuries.

South’s Safety Committee meets quarterly to discuss safety issues and keeps the staff informed of any changes to the safety plan. South High has an Emergency Response team made up of trained staff members to respond to emergency situations. Fire, earthquake and lock-down drills are conducted each school year in the fall. Information is available upon request from the school site. The South High School Safety Plan was last reviewed on 11/04/19. Please contact Brain Smith at 831-3680 for additional information.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	7.7	9.9	11.1
Expulsions Rate	0.0	0.2	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*	366.3

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 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	24	48	28	41	25	38	18	55	19	64	51	16
Mathematics	24	40	18	42	25	33	18	47	21	42	41	22
Science	29	14	12	40	28	15	7	36	26	10	29	20
Social Science	29	18	7	37	26	26	6	41	22	26	18	28

* 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			

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 Solution 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.

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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,479	\$2,133	\$6,346	\$74,805
District	N/A	N/A	\$8,434	\$76,436.00
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-28.3	6.8
School Site/ State	-14.0	-7.3

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

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

Types of Services Funded

South High received funding for categorical and other special programs. The categorical funding included: Title 1, English Learners, Migrant Education, two California Partnership Academies, and Carl Perkins funding. Special Education funds supported all Special Education programs such as Adaptive Physical Education, Resource Specialist Program, Special Day, district-centered services to moderate to severely disabled student population, Speech Therapy, school psychologists and social workers. Community Counselors met with students to address emotional and academic matters, made necessary referrals to agency services, made home visits and interacted with the school Dean of Students, Counselors, teachers and administration to keep them abreast of student needs.

South High received LCFF funds which were utilized to decrease class sizes and keep the library open for extended hours three days per week. Additionally, Title 1 funds were used to provide specific tutoring for math four days per week. Literacy sections were provided to assist students who were struggling with test scores in reading. A year long section of Career Choices was continued for at-risk incoming freshman students and Career Choices curriculum went school-wide to all incoming freshmen, who were not at risk, as a semester long course. EL students were provided a level appropriate EL course.

- Title I - Literacy program, teachers, professional development, parent involvement, supplemental instructional materials, support activities and remediation: Staff, Training, Support.
- Supplemental instructional materials for ELD and SDAIE classrooms: Support & Training
- Professional development to support instructional strategies that enhance and accelerate learning
- Parent Involvement: Support
- CELDT and testing and scoring: assessment
- Title III: Literacy program, teachers, IA’s, professional development, parent involvement, supplemental instructional materials, support activities: Training & Support
- EL Coordinator period and stipends: Administration
- Bilingual Technician positions: Training & Instruction
- Extra class period for English learner newcomers to reduce class size (SES funds)
- Bilingual Instructional Assistants: Training & Instruction
- ELD In-services for all EL Teachers: Training
- KHIP Presentation: Training
- Career Education Materials & Posters – Career Centers & Counselors – Perkins: Support
- Work Experience Materials & Posters: Training & Support
- Deferred Maintenance - Maintenance and Operation.
- After-School Tutoring in all core subject areas.
- Saturday School
- Chromebook carts, LCD projectors, TI-Nspire systems, classroom interactive smart devices and other current technology.

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

Rate for South High School	2015-16	2016-17	2017-18
Dropout Rate	6.1	4.3	4
Graduation Rate	92.4	91.6	91.7

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	471
% 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%

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 (CCTE) 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.

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	71.93
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	33.12

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	3	N/A
Science		N/A
Social Science	13	N/A
All courses	20	17.2

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

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