



Vista West Continuation High School

7115 Rosedale Hwy. • Bakersfield, CA 93308-5845 • (661) 589-4242 • Grades

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



Kern High School District

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School Description

Vista West is a continuation high school campus within the Kern High School District and is located three miles from central Bakersfield on State Highway 58 in a suburban area called Rosedale. The school was built in 1935 as a W.P.A. project and was originally intended to provide a school for the children of families migrating to the San Joaquin Valley from Texas and Oklahoma. The school is considered a historical site. Vista West opened in 1986 and a state-financed remodel was completed in 1993. Classrooms were carpeted and airconditioned; new chalkboards, tack boards, Smart Boards, and white boards were added. Ceilings were dropped and new wiring and lighting added. The result was a small school with a new feel. Yet, where possible, the 1935 architecture has been preserved to keep the traditional "flavor" of the school.

The school has a total of thirty indoor instructional areas, an auditorium which can seat up to 300, a library, an administration building with the principal's office, a dean's office, two counselor offices, student support and intervention facilities, and clerical support areas. These areas were remodeled to put all personal counseling, intervention, and 9th-, 10th- and 11th- grade counseling in one area. There is another program called AIM (Alternative Instructional Method) which shares a campus with VWHS. This program is designed for special education students. Although it is on the same campus, AIM is a completely separate program and is not associated with Vista West High School.

School Mission and Vision

The Mission of Vista West High School is to provide students the education, skills and behaviors needed to graduate from high school prepared to succeed in the workplace or at the post-secondary level, and to become productive, responsible citizens.

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

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 10	6
Grade 11	110
Grade 12	181
Total Enrollment	297

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.7
American Indian or Alaska Native	0.3
Asian	1.3
Filipino	0.7
Hispanic or Latino	42.1
Native Hawaiian or Pacific Islander	0.0
White	41.8
Socioeconomically Disadvantaged	70.7
English Learners	2.4
Students with Disabilities	5.7
Foster Youth	2.7

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			
Vista West Continuation High School	16-17	17-18	18-19
With Full Credential	19	20	18
Without Full Credential	0	0	2
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			
Vista West Continuation High	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)

Every student in the Kern High School District Continuation Schools (Central Valley, Nueva, Summit, Vista and Vista West High Schools) has access to a core subject textbook and instructional materials. Students can always checkout and take textbooks home in order to complete class work, homework, or simply to study the information. Due to a fluctuation in enrollment, textbooks purchases are made yearly to make sure every student has textbook access.

All textbooks purchased are standards aligned and approved by the district and Board of Trustees.

Other instructional materials and technology are purchased for the purpose of meeting or exceeding the academic performance standards. Recommendations to obtain materials are made by staff through the schools leadership team or subject area department chairs. The recommendations are based on students’ need and the school’s goals for student success for all students. Final decisions to purchase materials and technology are approved by the Principal and/or site administrator.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Discovering Mathematics - Advanced Algebra/Kendall Hunt Adopted 2015 The Practice of Statistics/Freeman Adopted 1999 Pacemaker Algebra 1/Globe Fearon Adopted 2001 Advanced Mathematical Concepts, Precalculus with Applications/Glencoe Adopted 2001 Integrated Mathematics/McDougal-Littell Adopted 2002 Discovering Algebra /Kendall Hunt Adopted 2015 Discovering Geometry/Kendall Hunt Adopted 2015 Mathematics with Business Applications/Glencoe Adopted 2007 Single Variable Calculus/Brook & Cole Adopted 1999 Mathematics Concepts and Skills/McDougal-Littell Adopted 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Textbooks and Instructional Materials
Year and month in which data were collected: September 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	Biology- The Dynamics of Life, Glencoe Adopted 2005 Earth Science, Glencoe Adopted 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	U.S. Government - Democracy in Action Adopted 2002 Modern World History, McDougal Littell Adopted 2005 The Americans, McDougal Littell Adopted 2005 Economics, Today & Tomorrow, Glencoe/McGraw-Hill Adopted 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	N/A The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Lifetime Health 2004 Holt Rinehart & Winston The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Art Talk; Glenco 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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/8/18		
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	Fair	83.33% rating on most recent FIT for interior surfaces RM D5 trip hazard / phone line is running along floor at entry Room B1 water stain ceiling tiles P Rm T2 hole in wall / carpet square is loose P Rm T8 ceiling tiles are missing RM D5 trip hazard, phone line is running along floor @ entry
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Room B 1- Exposed wires/ speaker is missing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	100% Rating on FIT for restrooms/sinks/fountains; no items noted on most recent FIT.
Safety: Fire Safety, Hazardous Materials	Good	P RM 5 fire extinguisher is not mounted
Structural: Structural Damage, Roofs	Good	100% rating on most recent FIT for structural damage and roofs, with no deficiencies noted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	99.02% rating for External on most recent fit. Only issue noted was minor at cafeteria and not specified in FIT
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	6.0	7.0	51.0	49.0	48.0	50.0
Math	0.0	0.0	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

* 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	156	130	83.33	6.98
Male	100	82	82.00	4.88
Female	56	48	85.71	10.64
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	72	58	80.56	5.17
White	71	62	87.32	9.84
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	122	105	86.07	5.77
English Learners	12	11	91.67	0.00
Students with Disabilities	12	9	75.00	0.00
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	154	119	77.27	0
Male	99	80	80.81	0
Female	55	39	70.91	0
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	71	55	77.46	0
White	70	53	75.71	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	120	94	78.33	0
English Learners	12	11	91.67	0
Students with Disabilities	12	10	83.33	0
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)

Incoming students and their parents/ guardians meet with site administration and a counselor in an initial intake conference. Students also attend an Orientation with administration and the school's Community Outreach Specialist. Throughout the school year, parent conferences at parent, teacher or staff request are arranged and mediated by the counseling department. Written and verbal correspondence is ongoing between the staff and parents of Vista West High School regarding concerns of academic performance, behavioral performance and/or attendance issues. Parents/ guardians are encouraged and assisted with monitoring their respective student's progress with "Parent VUE," and students have access to their individual performance in each class using "Student VUE." "Back to School Night" invites parents to visit the classrooms and talk with teachers about the classes offered. Newsletters and guides for parent educational support are sent home in both English and Spanish. Deficiency notices are sent home mid term for those students who are in danger of not earning a passing grade in any class and grade cards are mailed home at the end of each grading period.

The School Site Council functions with the EL parent Advisory and the Title 1 parent advisory, with the proper composition for each advisory group.

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

Vista West provides a safe, secure and comfortable climate. Kern High School District discipline policies are followed. Students must maintain regular daily attendance in all classes. Parents and students receive a detailed explanation of the Vista West Student Expectations upon enrollment and students participate in a one day Orientation Program. The Orientation Program assists new students in developing good habits, understanding the ways to be successful at school, and ways to avoid problems in class and on campus. After completing the program, Vista West students understand what is expected of them and how to be successful.

Vista West updated and presented its School Safety Plan and NIMS on Oct. 2 with staff, students, parents and community members.

The site administrator, assistant dean of students, and the counselors supervise disciplinary and attendance programs on campus. Three campus supervisors patrol the grounds and work with students, the counselors, and the Dean to resolve conflicts that arise. An officer of the Kern High School District Police department is on campus as needed for citations or investigations. After school work is used as an alternative to suspension for minor discipline problems. Parents are contacted when students have discipline problems. Vista West has a zero tolerance policy for drugs, weapons and fighting; violations result in removal from the Vista West program. The Comprehensive School Safety Plan is available at the school for parent reference.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	27.6	23.1	23.2
Expulsions Rate	0.0	0.0	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	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1
Other	3
Average Number of Students per Staff Member	
Academic Counselor	150

* 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	11.0	7.0	9.0	24	36	30	6	7	6	1		
Mathematics	10.0	8.0	10.0	29	34	32	1	2	3			
Science	10.0	8.0	10.0	8	11	12	2	1	1			
Social Science	13.0	8.0	7.0	14	27	38	7	2	3			

* 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 Days

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.

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

- 2015-16: 4
- 2016-17: 4
- 2017-18: 4
- 2018-19: 4

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

Vista West High School is funded for a variety of special programs and services. Resource classes are provided for qualified students.

An EL program is provided for English Learners. A Title I program benefits all qualified students. A KHSD Police Officer on campus provides security. Three full time campus supervisors assists in campus supervision. Two counselors are available at all times for personal/social as well as academic counseling. Qualified Vista West students receive free or reduced breakfast and lunch. A library is available to all students during the school day and before and after school. A weight-training area is periodically open at noon for student use. Computer labs and computers in the library are available for students to access the internet and other learning resources. Students can enroll concurrently for the Regional Occupation Program and the local community college. Bus transportation is available for all students. WIA, a federally funded program, provides after school academic enrichment and employment opportunities for qualified students.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Vista West Continuation High School	2014-15	2015-16	2016-17
Dropout Rate	39.3	34.8	29.8
Graduation Rate	41.3	39.3	53.4
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	212
% of pupils completing a CTE program and earning a high school diploma	100%
% 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	\$14,310	\$1,921	\$12,389	\$80,540
District	◆	◆	\$8,611	\$74,546
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			36.0	4.6
Percent Difference: School Site/ State			1.1	4.0

* 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	19.6
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

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

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	65.8	90.5	88.7
Black or African American	75.0	83.9	82.2
American Indian or Alaska Native	50.0	77.8	82.8
Asian	100.0	96.1	94.9
Filipino	0.0	98.3	93.5
Hispanic or Latino	62.0	90.7	86.5
Native Hawaiian/Pacific Islander	0.0	93.3	88.6
White	65.1	90.8	92.1
Two or More Races	100.0	93.3	91.2
Socioeconomically Disadvantaged	68.6	92.8	88.6
English Learners	0.0	63.5	56.7
Students with Disabilities	66.7	73.3	67.1
Foster Youth	83.3	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.