



Arvin High School

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

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Kern High School District

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www.kernhigh.org

District Governing Board

Phillip Peters, President
J. Bryan Batey, Vice President
Joey O'Connell, Clerk
Jeff Flores, Clerk Pro Tem
Mike Williams, Member

District Administration

Bryon Schaefer, Ed.D.
Superintendent
Scott Cole, Ed.D.
Deputy Superintendent, Business
Michael Zulfa, Ed.D.
Associate Superintendent, Human Resources
Brenda Lewis, Ed.D.
Associate Superintendent, Instruction
Dean McGee, Ed.D.
Associate Superintendent, Educational Services and Innovative Programs

School Description

Arvin High School was established in 1949 and serves over 2,600 students in grades nine through twelve from the rural communities of Arvin, Lamont, and Weedpatch. Arvin High School is one of eighteen comprehensive, four-year high schools in the Kern High School District and was the 6th school to open in the district. Agriculture and agriculture-related industries comprise the majority of employment opportunities for the adults in the area. AHS receives both Title I and Migrant Education Program funding. To adequately meet the needs of the student population, AHS offers diverse programs for English Learners (ELL), Special Education programs (SPE), Gifted and Talented (GATE), Honors, Career Technical Education (CTE), Academies, Advanced Placement (AP) and Dual Enrollment. Approximately, 27% of graduates complete the required coursework for acceptance to the University of California and California State University systems. Of students who enroll in postsecondary institutions, 22% attend 4-year colleges/universities and 36% attend 2-year colleges.

While the poverty and mobility rates of the students in the area are high, Arvin High's focus remains on increasing student academic achievement and school wide improvement. Over the past six years standardized test scores and academic performance have continued to increase as have the number of students meeting college entrance requirements and taking college entrance exams.

Mission:

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

To this end, the Schoolwide Learner Outcomes (SLOs) supplement the overall mission of AHS in that staff are committed to helping students graduate prepared for college and career by providing instructionally rich activities to support each of the four SLOs. SLOs are represented by the acronym LAPS or Learn, Achieve, Plan, and Succeed.

The subset of each of these areas is measured by Arvin High School's action plan and students' individual goals/needs as they relate to the school mission. SLOs are dynamic and must be revisited by the stakeholders based on the changing needs of students as they move toward graduation.

LEARN - Core academic, fine-arts, and vocational skills

ACHIEVE - Proficiency level needed to earn the diploma

PLAN - Continually plan for the future with the goal of obtaining a high school diploma

SUCCEED - Succeed in the present and in future college or career paths

Vision:

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

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

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	732
Grade 10	709
Grade 11	644
Grade 12	539
Total Enrollment	2,624

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0
Asian	0.2
Filipino	0.1
Hispanic or Latino	95.4
Native Hawaiian or Pacific Islander	0
White	1.9
Two or More Races	0
Socioeconomically Disadvantaged	94.6
English Learners	18.6
Students with Disabilities	7.5
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Arvin High School	15-16	16-17	17-18
With Full Credential	102	108	128
Without Full Credential	1	2	1
Teaching Outside Subject Area of Competence	2	2	0
Kern High School District	15-16	16-17	17-18
With Full Credential	♦	♦	1,790
Without Full Credential	♦	♦	64
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Arvin High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

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

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

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

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

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

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

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

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

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

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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 (Blue Level) Glenco 2005 Biggs 2005</p> <p>Earth Science-Concepts & Challenges Revised 3rd Ed. 1998</p> <p>Biology - Dragonfly Prentice Hall, 2007</p> <p>Modern Biology, Glencoe, 1999</p> <p>Chemistry 1st Edition, Prentice Hall, 2007</p> <p>Physics - Principles and Problems Merrill 1995</p> <p>Chemistry, Zumdahl 2007</p> <p>Living in the Environment Brooks/Cole, 14th edition, 2005</p> <p>Earth Science, Glencoe, 1st 1999</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Modern World History, McDougal Little 2003</p> <p>Principals & Practices, Glencoe McGraw Hill 2008</p> <p>Creating America, McDougal Littell, 2005</p> <p>1865 to Present American History Glenco 1997</p> <p>We the People 1999</p> <p>We the People-Level 3, 2009</p> <p>A History of Western Society 2011</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: September 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	El Espanol para Nosotros Level 1, Gencoe-Schmitt, 2006 2006 El Espanol para Nosotros Level 2, Glencoe-Schmitt, 2006 2006 Paso a Paso Tres/Prentice Hall 2000 2003 Dime! Pasaporte Al Mundo 21, Alercon, Rojas, 1995 1995 Abriendo Pasa Gramatica, 2000 2005 Civilizacion y Culture/Hola Richart/Wilson 2006 Abriendo Puertas: Tomo 1 & 2, 2003 2003 Discovering French, McDougel Littell, Bleu 1, Valetty, 2004 1997 Discovering French, McDougel Littell, Blanc 2, Valetty, 2004 1997 Discovering French, McDougel Littell, Rouge 3, Valetty, 2004 1997 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Health: Making Life Choices, Glencoe/McGraw hill 2nd Edition 2000 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Art Talk, Glencoe (4th edition, Rosalind Ragans) 2004 Essential Elements 2000 Comprehensive Band Method - Book 3+ (Hal Leonard) Essential Elements 2000 Comprehensive Band Method - Book 1-2 (Hal Leonard) Music: It's Role and Importance in Our Lives - 2006 Version, Glencoe/McGraw Hill 2006 Introduction to Digital Photography, Prentice Hall 2007 The Stage and the School, Glencoe McGraw Hill 2002 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. On 8/25/17, Arvin High received an Exemplary rating with an overall rating of 99.24%.

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: 8/25/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			100% rating on most recent FIT with no deficiencies noted for gas leaks, mech/hvac, sewer
Interior: Interior Surfaces	X			100% rating on most recent FIT with no deficiencies noted for interior surfaces.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Wood Shop: Mice droppings behind computers - Issue was resolved on 8/25/17: Cleaned and sanitized, pest control set-up on a monthly basis and as needed
Electrical: Electrical	X			Room 103: Plug taped into socket by teachers desk - Issue was resolved on 8/25/17: Tape removed, new receptacle box installed on 8/30/17 Rooms 12 and 29: Light cover to be replaced - Issue was resolved by 9/6/17: Re-anchoring of covers
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Girls' Locker Room: Middle sink on west wall not working - Work order submitted on 8/25/17 and issue was resolved on 8/29/17. Boys' Restroom, Stadium: Missing handle on sink - Work order submitted on 8/22/17 and issue was resolved on 8/31/17. Girls' Restroom, Wing 10-15: Middle sink broken - Work order submitted on 8/25/17 and issue was resolved on 8/29/17.
Safety: Fire Safety, Hazardous Materials	X			Room 105: Duct tape holding fire extinguisher - Issue was resolved on 9/1/17
Structural: Structural Damage, Roofs	X			100% rating on most recent FIT with no deficiencies noted for structural damage or roofs.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			100% rating on most recent FIT with no deficiencies noted regarding playground/school grounds or windows/doors/gates/fences.
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	37	44	51	51	48	48
Math	13	9	23	21	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	624	577	92.5	32.4
Male	310	282	91.0	38.3
Female	314	295	94.0	26.8
Hispanic or Latino	561	524	93.4	32.8
White	13	10	76.9	40.0
Socioeconomically Disadvantaged	579	541	93.4	30.9
English Learners	164	148	90.2	10.1
Students with Disabilities	48	40	83.3	17.5
Students Receiving Migrant Education Services	69	63	91.3	20.6

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	33	32	51	48	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	16.1	25.9	21.5

* 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 2016-17 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	593	570	96.12	44.04
Male	297	281	94.61	40.93
Female	296	289	97.64	47.06
Black or African American	--	--	--	--
Hispanic or Latino	540	520	96.3	43.65
White	--	--	--	--
Socioeconomically Disadvantaged	563	541	96.09	42.7
English Learners	199	187	93.97	14.44
Students with Disabilities	50	38	76	2.63
Students Receiving Migrant Education Services	76	73	96.05	31.51
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 2016-17 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	594	572	96.3	9.44
Male	297	282	94.95	8.87
Female	297	290	97.64	10
Black or African American	--	--	--	--
Hispanic or Latino	541	522	96.49	9.58
White	--	--	--	--
Socioeconomically Disadvantaged	564	543	96.28	9.39
English Learners	199	188	94.47	1.06
Students Receiving Migrant Education Services	76	74	97.37	4.05
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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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

To be involved as a parent, please contact:

Arvin High School

(661) 854-5561

Ed Watts, Principal:	ewatts@kernhigh.org
Brandi Ball, Assistant Principal of Instruction:	brandi_ball@kernhigh@kernhigh.org
Robert Moore, Assistant Principal of Administration	robert_moore@kernhigh.org
Lori Ambrose, Director of Activities	lori_ambrose@kernhigh.org
Ralph Gonzales, Director of Athletics	rgonzales@kernhigh.org
Michael West, Title 1/Migrant/ELD Coordinator	michael_west@kernhigh.org
Gilberto Palacios, Parent Center Coordinator	gilberto_palacios@kernhigh.org

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

- **School Site Council (SSC):** Site Council representatives serve a two-year term and meet monthly. The council is comprised of twelve members: 3 parents/community members, 3 students, 4 teachers, 1 other site personnel, and the principal. The SSC oversees categorical expenditures and plays an integral role in the approval of the Single Plan for Student Achievement (SPSA).
- **Academies:** The Health Careers Academy, Construction-Design Academy and Environmental Horticulture Academies encourage parents to participate in their students' academic success, volunteer opportunities such as field trips, fundraising events, banquets, award nights, and working with community partners.
- **Back to School Night:** This annual event allows parents to meet teachers and to receive an introduction to each course, including the course syllabus, curriculum assessments, materials, and expectations.
- **Parent Institute for Quality Education (PIQE):** PIQE is a California-based program designed to create an authentic community in which parents and teachers collaborate to transform each child's educational environment at home and in the classroom.
- **Title 1, English Language Development (ELD), and Migrant Parent Advisory Committees:** Parents of students participating in Title 1, ELD, and Migrant programs are invited to attend regular meetings of these advisory groups covering such topics as CAASPP assessments, parent access to Synergy, financial aid, school discipline, and school resources. Parents are also able to participate at a district level.
- **Athletic Booster Club:** Parents are invited to participate in activities and events that support and enhance the school's athletic programs through fundraising and a variety of events to support and honor student athletes.
- **Principal/Parent Nights:** Approximately six evenings each school year have been scheduled by our principal to meet with parents in an effort to broaden the lines of communication. The purpose of these meetings is to provide information to parents about such topics as access to the parent portal (Synergy), understanding student transcripts, financial aid applications, college applications, and credit recovery options.

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

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

- The KHSD has developed a written parental involvement policy with input from Title I parents. Many of these parents are parents of student participants of the Migrant and/or EL program. The policy is incorporated into district and school site plans and is distributed to all parents.
- Parent representatives from each school site are invited to take part in monthly District Parent Advisory Committee meetings. Meetings provide opportunities for parents to formulate and render suggestions for program modification or improvement as well as provide an arena for timely responses to these suggestions from Title I program leadership and school/district administration.
- District parent meetings are conducted monthly with emphasis on helping parents understand school programs, educational offerings, how to advocate for their children, and how they can become more involved in their children's education.
- The Kern High School District Parent Advisory Committee (DPAC) is composed of parents whose children participate from the Migrant program. At DPAC meetings, parents are able to take part in an advisory role to positively affect Title I and Migrant program issues and concerns. In the same capacity, committee members are able to promote parental involvement activities which advocate that parents: provide basic physical and emotional needs of students which affect success in school, support and participate in learning activities at home with students, participate in parent/teacher conferences, home visits, and telephone conversations
- The Kern high school District supports parent involvement through Parent & Family Centers established at 15 school sites. The centers are designed to provide KHSD Parents/Guardians with opportunities for parent education, school leadership, and volunteerism. Parent & Family Centers serve as the hub for parent training and create collaborative opportunities between teachers, administrators, school personnel and community members to support students and their families.
- Kern High School District representatives present the following information annually to Migrant and EL program parents reps. a description and explanation of the curriculum and materials used in classes information on the assessments used to measure student progress information on the proficiency levels and/or program goals students are expected to meet.
- A yearly parent involvement needs assessment and subsequent evaluation is conducted at the District Committee meetings to provide guidance in the identification of needs of Title I parents and the effectiveness of Title I parent involvement activities. As a result of the Kern High School District's Title I parent involvement evaluation process, workshops, meetings, parent institutes, and other forums are planned and made available to parents to fill the expressed needs.
- To facilitate the participation of non-English speaking parents, District meetings are conducted with the assistance of a Spanish/English interpreter. All written materials provided to parents are delivered in both English and Spanish.

State Priority: School Climate

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

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

School Safety Plan

The Arvin High School Administration reviews and modifies the School Safety Plan on an annual basis. The safety plan provides for the safety of all personnel associated with Arvin High School. This plan details personnel procedures in the event of a natural disaster and other emergency situations; notification of parents and transportation procedures are also included. Further information within the safety plan features the following: suspension/expulsion procedures, school discipline code, suspected child abuse procedure, and sexual harassment policy. Interested persons may view our safety plan at any time during school hours in the administration building. Administrative team members have received training from the Bakersfield City Police Department in the N.I.M.S. (National Incident Management System) program.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	7.4	7.8	7.4
Expulsions Rate	0.2	0.1	0.1
District	2014-15	2015-16	2016-17
Suspensions Rate	12.1	10.0	9.6
Expulsions Rate	0.2	0.2	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	84.2	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	6
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	6
Average Number of Students per Staff Member	
Academic Counselor	436

* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	27	26	22	37	50	65	25	18	42	54	58	47
Mathematics	30	28	26	25	29	40	8	16	14	57	53	62
Science	31	30	28	13	14	23	16	16	13	40	43	49
Social Science	23	24	23	35	31	43	12	11	4	35	38	46

* 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

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

Arvin High School allocates one hour of staff collaboration time each week. Approximately 54% of collaboration hours are set aside for Professional Learning Community (PLC) meetings. Each PLC is comprised of teachers of the same subject and grade level. PLCs examine student assessment data in order to set goals that drive curricular and instructional practices and to monitor progress toward mastery of the Common Core state standards. The remaining collaboration hours are allocated to department meetings (25%) and full-staff or WASC meetings (21%).

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

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

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

Professional Development Days

The following displays information on the annual number of school days dedicated to staff development for the most recent three-year period. Annual number of school days dedicated to staff development with at least 180 instructional minutes

- 2015 - 2016: 3
- 2016 - 2017: 3
- 2017 - 2018: 3

In addition to the aforementioned site specific professional development opportunities, the Kern High School District provides ongoing, subject-specific professional development (PD) to strengthen the instructional capacity of its teachers and build strong learning communities within the organization. Through the offices of Instruction and Instructional Services, PD needs are regularly assessed by examining district and site data and by consistently checking with teachers and administrators to determine the critical needs for teacher support and student growth.

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

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

Both the literacy and numeracy 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 employees nine TOSAs in the department of Instructional Services: Literacy, English Language Arts, English Language Development, Math, Science, AVID, and two in the Kern High Induction Program (KHIP, formerly known as BTSA). Each TOSA works with his or her respective department, as well as each instruction director and the Associate Superintendent of Instruction, to provide testing and legislative updates and develop appropriate PD that addresses alignment of standards, effective assessment and intervention practices, and implementation of instructional routines that optimize student learning each day. In addition, TOSAs work with sites, as per teacher and/or administrator need. For example, TOSAs meet with individual teachers, PLCs, or provide whole-school trainings, such as trainings in the proper use of STAR Renaissance© for reading and math progress monitoring. TOSAs also meet with education and/or industry partners to develop their programs further and to ensure that current trends and skills are included in the instruction. For example, the science TOSA meets with local industry to develop externships during the summer. Last year, 17 science teachers participated in externships, working with AERA Energy and in the FabLab at California State University, Bakersfield, Chevron's sponsored science lab. Finally, TOSAs organize summer work for their subject matter. This work involves creating resources and/or providing additional trainings. The KHIP TOSAs, for example, provide specific trainings for new teachers.

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

In addition to the instructional experts housed at the central office, the district often hires outside agencies to set a training benchmark. Such trainings may include building and using assessments effectively and developing teacher leaders – e.g., PLC and department leaders. The district also encourages teachers to attend conferences in their subject matter. This year, teachers attended several conferences through Solutions Tree, focusing on leadership, mathematics, and assessment, as well as local, state, and national conferences in their subject areas. Typically, once teachers return from trainings or conferences, they meet in their departments to build resources or PD based on the trainings.

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

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,168	\$50,221
Mid-Range Teacher Salary	\$67,692	\$83,072
Highest Teacher Salary	\$101,126	\$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$128,094
Average Principal Salary (HS)	\$129,982	\$146,114
Superintendent Salary	\$230,625	\$226,121
Percent of District Budget		
Teacher Salaries	29%	34%
Administrative Salaries	4%	5%

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

Types of Services Funded

Categorical Funding Allocated to this School

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

Federal Funding Sources

Title I, Part A: Targeted Assistance Program

Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency

\$879,182.32

Carl Perkins – Career Tech Ed

\$59,004.00

State Lottery: Instructional Materials

\$95,952.00

Partnership Academies

\$280,363.00

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,542	\$1,206	\$6,336	\$74,269
District	♦	♦	\$8,393	\$73,350
State	♦	♦	\$6,574	\$82,770
Percent Difference: School Site/District			-27.9	1.2
Percent Difference: School Site/ State			-3.7	-10.8

* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Arvin High School	2013-14	2014-15	2015-16
Dropout Rate	9.8	8.3	5.3
Graduation Rate	87.01	87.31	90.21
Kern High School District	2013-14	2014-15	2015-16
Dropout Rate	11.1	9	8.4
Graduation Rate	84.44	86.86	87.27
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	943
% of pupils completing a CTE program and earning a high school diploma	6.65%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	22.11
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	27.86

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	2	♦
Science	1	♦
Social Science	3	♦
All courses	7	9.4

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	97.46	88.26	87.11
Black or African American	0	84.98	79.19
American Indian or Alaska Native	100	79.66	80.17
Asian	100	94.76	94.42
Filipino	0	100	93.76
Hispanic or Latino	97.74	87.73	84.58
Native Hawaiian/Pacific Islander	0	85.71	86.57
White	95.24	89.38	90.99
Two or More Races	100	88.89	90.59
Socioeconomically Disadvantaged	98.29	86.05	85.45
English Learners	81.69	73.45	55.44
Students with Disabilities	34.88	18.59	63.9
Foster Youth	0	79.1	68.19

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 33 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 17 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 28 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.