

Stockdale High School

2800 Buena Vista Rd. • Bakersfield, CA 93311-9791 • (661) 665-2800 • 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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District Governing Board

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J. Bryan Batey, Vice President
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Superintendent
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Associate Superintendent, Human Resources
Brenda Lewis, Ed.D.
Associate Superintendent, Instruction
Dean McGee, Ed.D.
Associate Superintendent, Educational Services and Innovative Programs

School Description

Stockdale High School (StHS) is one of 18 comprehensive high schools in the Kern High School District. The district encompasses 2,813 square miles, serving over 38,000 students, and is the largest 9-12 high school district in California. StHS serves a middle class suburban community in southwest Bakersfield. The student population of 2255 is diverse, both academically and culturally. The ethnic make-up of StHS includes: 37% Hispanic, 35% Caucasian, 20% Asian, 7% African-American, and 2% other races.

Providing a comprehensive educational program where students are able to learn and thrive is a driving force at Stockdale. In 2017-2018 the certificated staff includes 86 teachers, four administrators, five counselors, librarian, and part-time activities and athletic directors. Classified staff includes the plant supervisor, cafeteria supervisor, office supervisor, police officer, and 63 other classified support staff members. Together StHS staff offers a variety of programs to address student needs and interests in preparation for post-secondary endeavors. These programs include: English Language (EL), Special Education (Mild-Moderate and Moderate-Severe), Gifted and Talented Education (GATE), Honors, Advanced Placement (AP), Advancement Via Individual Determination (AVID), Medical Academy (MASH), Project Lead The Way (PLTW), a Financial Services Program, as well as, Graphic Arts, and Computer Science pathways. StHS offers 20 different Advanced Placement (AP) courses including: World History, U.S. History, U.S. Government, Macroeconomics, Microeconomics, Environmental Science, Chemistry, Biology, Physics, English Language, English Literature, French Language, Spanish Language, Spanish Literature, Calculus AB, Calculus BC, Statistics, Principles of Computer Science, Studio Art, and Music Theory. The Financial Services Program offers courses which, in conjunction with Kern Schools Federal Credit Union, operate an on-campus, full-service credit union run by students. MASH is a four-year California Partnership Academy that prepares students for a wide variety of post-secondary medical-related careers ranging from employment as a veterinary assistant to participation in a university pre-med program. This year StHS added the PLTW Engineering pathway to support students interested in pursuing Engineering in college. PLTW courses engage students in real-world challenges to make them better problem solvers, collaborators, and thinkers. To augment the programs available on site, the district's Regional Occupation Center offers StHS students additional opportunities for school to work programs and certifications. Each program both on and off site, has been developed with the goal of providing all students with the skills and opportunities they need to meet their educational and career needs.

StHS offers specialized support services to all students. StHS have access to college and career counseling, tutorial services, various intervention supports including conflict mediation, group counseling, community counseling and tutoring. Students and faculty are also involved in numerous community service activities and annual drives, which provide for needy groups in our community (including hygiene projects, food, toys for kids at Christmas, backpacks, blankets, and clothing). In addition there are numerous co-curricular and extra-curricular opportunities available to students. Athletics, Drama, Vocal and Instrumental Music, Dance, Student Leadership, Color Guard, Forensics, Yearbook, Science Bowl, Mock Trial, and Academic Decathlon involve more than 800 students. Since its opening in 1991, Stockdale High School is recognized as a leader in Kern County because of its commitment to providing a comprehensive and challenging educational environment with strong academic programs, athletic teams, and service to community with continual parent and student involvement.

With the implementation of PBIS (Positive Behavior Interventions and Supports), Stockdale embraced the PRIDE acronym, credited to the collaborative efforts of stakeholders. The school vision is the manifestation of our collective goal, it's a statement that exemplifies our shared commitment to supporting student development in all areas, academically, socially, and emotionally. It reads: Stockdale High School is dedicated to providing comprehensive and challenging educational programs, empowering students to demonstrate perseverance, responsibility, integrity, determination, and excellence in a rapidly changing world.

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	559
Grade 10	526
Grade 11	539
Grade 12	534
Total Enrollment	2,158

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	0.6
Asian	13.2
Filipino	4.4
Hispanic or Latino	41.4
Native Hawaiian or Pacific Islander	0.1
White	29.9
Two or More Races	3.4
Socioeconomically Disadvantaged	33.8
English Learners	2
Students with Disabilities	4.2
Foster Youth	0.6

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			
Stockdale High School	15-16	16-17	17-18
With Full Credential	79	79	99
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	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			
Stockdale 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)

Textbooks and Instructional Materials Year and month in which data were collected: September 11, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Holt Literature & Language Arts Third Course (Grade 9) Holt Literature & Language Arts Fourth Course (Grade 10), 2003 Holt Literature & Language Arts Fifth Course (Grade 11), 2003 Holt Literature & Language Arts Sixth Course (Grade 12), 2003 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</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Discovering Mathematics - Advanced Algebra/Kendall Hunt Adopted 2015</p> <p>The Practice of Statistics/Freeman Adopted 1999</p> <p>Pacemaker Algebra 1/Globe Fearon Adopted 2001</p> <p>Advanced Mathematical Concepts, Precalculus with Applications/Glencoe Adopted 2001</p> <p>Integrated Mathematics/McDougal-Littell Adopted 2002</p> <p>Discovering Algebra /Kendall Hunt Adopted 2015</p> <p>Discovering Advanced 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>

Textbooks and Instructional Materials
Year and month in which data were collected: September 11, 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	Integrated Science 1: Science Level Blue Integrated Science 2: Science Level Green Biology: Biology: The Dynamics of Life Biology AP: Biology: The Dynamics of Life Chemistry: Chemistry: Concepts and Applications Chemistry H: Chemistry Chemistry AP: Introductory Chemistry Physics: Physics: Principles and Problems Physics H: Physics: Principles and Problems Environmental Science AP: Living in the Environment General Biology: Life Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	World Hist.: World History Human Legacy Adopted 2008 U.S. Hist.: The American Vision Modern Times Adopted 2006 U.S. Hist. AP: A People And A Nation Adopted 1998 European Hist. AP: Western Civilization 4th Ed. Adopted 2000 Government: United States Government Democracy In Action 2003 Adopted 2003 Government AP: Government in America Adopted 2006 Economics H: Economics Principles & Practices Adopted 2001 Economics: Economics Principles In Action Adopted 2001 Psychology: Understanding Psychology Adopted 2003 Sociology: Sociology And You Adopted 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Allez, viens! 2006 Holt Rinehart & Winston, Realidades: level 1 2003-05 Pearson Prentice Hall, Realidades: level 2 2003-08 Pearson Prentice Hall, Abriendo Paso: Lectura 2006 Pearson Prentice Hall 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 11, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Holt Health Holt Rinenhart Winston Adopted 1999 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Exploring Theatre 2005 Glenco/McGraw Hil 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: August 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			99.33% rating on most recent fit with 3 "Ds" noted in Mech/HVAC
Interior: Interior Surfaces			X	88.00% rating on most recent FIT for interior surfaces with 18 "D"s noted
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			97.83% rating from most recent FIT for restrooms, sinks/fountains with only 1 "D" noted for restrooms
Safety: Fire Safety, Hazardous Materials	X			99.35% rating on most recent FIT with 2 "D"s noted in hazardous materials.
Structural: Structural Damage, Roofs	X			100% rating on most recent FIT for structural damage and roofs, with no deficiencies noted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			99.02% for External on most recent FIT. Paint sometimes adheres poorly to doors
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	76	77	51	51	48	48
Math	45	42	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.

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	63	66	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	18.9	21.8	48.9

* 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	530	519	97.9	65.7
Male	258	250	96.9	62.8
Female	272	269	98.9	68.4
Black or African American	37	35	94.6	60.0
Asian	76	75	98.7	88.0
Filipino	26	26	100.0	80.8
Hispanic or Latino	203	200	98.5	52.5
White	157	153	97.5	69.9
Two or More Races	25	24	96.0	75.0
Socioeconomically Disadvantaged	184	179	97.3	53.6
English Learners	14	14	100.0	7.1
Students with Disabilities	30	27	90.0	33.3

* 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.

**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	523	515	98.47	77.09
Male	247	242	97.98	72.31
Female	276	273	98.91	81.32
Black or African American	33	32	96.97	62.5
American Indian or Alaska Native	--	--	--	--
Asian	77	77	100	92.21
Filipino	27	27	100	96.3
Hispanic or Latino	194	192	98.97	69.27
Native Hawaiian or Pacific Islander	--	--	--	--
White	162	157	96.91	77.71
Two or More Races	24	24	100	87.5
Socioeconomically Disadvantaged	156	154	98.72	63.64
English Learners	13	12	92.31	33.33
Students with Disabilities	27	25	92.59	8
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	522	508	97.32	42.13
Male	247	240	97.17	40.83
Female	275	268	97.45	43.28
Black or African American	33	30	90.91	36.67
American Indian or Alaska Native	--	--	--	--
Asian	77	77	100	71.43
Filipino	27	27	100	55.56
Hispanic or Latino	193	190	98.45	31.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	162	154	95.06	41.56
Two or More Races	24	24	100	33.33
Socioeconomically Disadvantaged	155	151	97.42	25.17
English Learners	13	11	84.62	18.18
Students with Disabilities	27	24	88.89	4.17
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)

There are multiple opportunities for parents to be involved in the StHS community each year. They are actively involved, visible, supporting, and participating, at extra- and co-curricular activities, as well as, athletic competitions. The counselors and administrative team host meetings that are well attended to ensure that parents are informed, feel supported, and have insight into what to expect as students matriculate through high school. The parent center opened this year, it is fully staffed to offer additional support to parents ranging from tech support (to monitor student attendance and grades) to informational seminars to connecting families with community resources.

The formal avenues for parent involvement include School Site Council (SSC) and the Stockdale Parent Booster Organization (POSSE - Parent/guardian Organization Supporting Student Education). The SSC is a committee composed of representatives from the entire school community including, parents, students, teachers, staff, and administration. Parents are nominated and then elected at StHS "Back-to-School Night" hosted at the beginning of each school year; students are elected by their peers each spring; and certificated and classified representatives volunteer to serve. The committee meets regularly and acts as an advisory group to review the disbursement of school funds, programs, and initiatives. POSSE meets monthly to identify ways to remain connected to the school. They provide supplemental funds and volunteers to support academic, co-curricular and extra-curricular programs through several a variety of fundraising activities. They also support a scholarship program for graduating seniors by matching faculty contributions.

The Kern High School District has additional avenues that allow parents to stay involved with the schools.

- 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.
 - 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 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 among teachers, administrators, school personnel and community members to support students and their families.

State Priority: School Climate

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

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

School Safety Plan

Stockdale has a comprehensive safety plan outlining procedures for staff members and students in emergency situations. Local agencies (Fire, Police, and Sheriff) have access to campus maps, emergency exits, and other information to ensure a complete and appropriate response in emergency situations. Stockdale enjoys a school climate that is safe, friendly, and student supportive. In the classroom, teachers provide an environment that is conducive to learning. The Dean of Students, along with classified staff members, handle all discipline and attendance problems and are guided by the State Department of Education and Kern High School District codes and policies. Appropriate measures (counseling, intervention suspension, etc.) are undertaken, when necessary, to assure the safety and security of all students. Five campus supervisors assist a campus police officer in this effort.

The School Safety Plan was reviewed and approved by Site Council on October 9, 2017.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	4.5	4.6	5.6
Expulsions Rate	0.3	0.4	0.0
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
First Year of Program Improvement		2004-2005
Year in Program Improvement		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	5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	451

* 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	30	29	26	25	32	41	9	7	12	54	57	57
Mathematics	31	33	28	19	18	32	10	10	6	51	51	58
Science	34	31	26	10	15	34	4	4	12	48	47	41
Social Science	33	32	29	14	19	23	5	4	1	39	41	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

The goal of professional development at the site and district level is to improve the overall efficacy of teachers. To this end, professional development opportunities are available to improve the learning environment, infuse technology, and increase academic achievement. 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 (both academic and social-emotional).

To support full implementation of PBIS (Positive Behavior Intervention Supports), certificated and classified staff are attending the following district sponsored trainings: Restorative Practices, Implicit Bias, Get Curious Not Furious, Social Emotional Learning 1.0, Social Emotional Learning 2.0. Additional PD is offered in Brief Intervention and Aggressive Replacement training for counselors and other support staff.

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 employs 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

The school's primary source of funding is an allocation by the district based on student enrollment. This budget provides funding for departmental and administrative costs. Department chairs submit requests for basic and supplementary textbooks, as well as, instructional supplies. The administrative team, with advisement from stakeholders, prioritizes requests and resources are allocated based on student needs. Other allotments are designated for specific program entitlements including Title II, Carl Perkins, English Language Development, Counseling, College Readiness Block Grant, and GATE. The administration authorizes additional expenditures consistent with school goals.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Stockdale High School	2013-14	2014-15	2015-16
Dropout Rate	2.2	1.8	4.8
Graduation Rate	95.27	97.36	94.02
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	738
% of pupils completing a CTE program and earning a high school diploma	2.73%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,725	\$913	\$5,813	\$77,973
District	♦	♦	\$8,393	\$73,350
State	♦	♦	\$6,574	\$82,770
Percent Difference: School Site/District			-36.3	6.1
Percent Difference: School Site/ State			-12.3	-6.0

* Cells with ♦ do not require data.

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	12.49
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	58.77

* 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	1	♦
Fine and Performing Arts	1	♦
Foreign Language	1	♦
Mathematics	3	♦
Science	2	♦
Social Science	1	♦
All courses	9	18.7

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	94.04	88.26	87.11
Black or African American	92.86	84.98	79.19
American Indian or Alaska Native	60	79.66	80.17
Asian	98.41	94.76	94.42
Filipino	100	100	93.76
Hispanic or Latino	90.26	87.73	84.58
Native Hawaiian/Pacific Islander	100	85.71	86.57
White	95.42	89.38	90.99
Two or More Races	100	88.89	90.59
Socioeconomically Disadvantaged	89.87	86.05	85.45
English Learners	75	73.45	55.44
Students with Disabilities	0	18.59	63.9
Foster Youth	100	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 (CTE) model curriculum standards in 15 industry sectors, groupings of interrelated occupations and broad industries.

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.

The ROC offers a wide range of CTE pathways, which 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 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.

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 several 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.