



Kern Valley High School

3340 Erskine Creek Road • Lake Isabella, California 93240 • (760) 379-2611 • Grades 9-12

John Meyers, Principal

gbell@kernhigh.org

<http://kernvalley.kernhigh.org/>

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



Kern High School District

5801 Sundale Avenue
Bakersfield, California 93309-2924
(661) 827-3100
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

The Kern Valley High School Mission statement is:

The mission of the KVHS community is to provide all students with a comprehensive, academically rigorous education in a safe environment. KVHS is dedicated to the preparation of students for college, careers, and life-long learning.

School Awards and Distinctions

Kern Valley High School serves students in grades 9-12, and is accredited by the Western Association of Schools and Colleges. Kern Valley High School was named a California Distinguished School three times. We have numerous teachers who have been recognized by their professional groups and national organizations.

Community

Kern Valley High School is located in the rural, Southern Sierra mountain community of Lake Isabella, California, 45 miles east of Bakersfield. It is the smallest and most remote of the Kern High School District's 18 comprehensive high schools. Kern Valley High School serves an attendance area of over 660 square miles and approximately 430 students, of which over 64% are on the federal free or reduced lunch program. Kern Valley High School has an active booster club and enjoys tremendous support from the community.

School

Kern Valley's academic programs are designed to promote a safe and positive learning environment for all. While small in enrollment, KVHS students experience a full, comprehensive educational experience. Kern Valley High School offers 20 sports teams, 2 cheer squads and over 20 academic or interest-based clubs. The Kern High School District provides the school with facility repair and maintenance, bus transportation, food services, a full-time police officer and funding for summer school programs.

Curriculum

Kern Valley High School offers a comprehensive program in the core academic areas. Our electives include an award-winning Agriculture program, a Home Economics program, vocal and instrumental music, computer applications, drama and yearbook classes. Kern Valley students have the option to participate in dual-enrollment programs through Cerro Coso Community College, Bakersfield College, and California State University, Bakersfield. Students participating are eligible to earn college credits in English, mathematics, and agriculture programs. Special Education students are served by credentialed teachers in four different settings based on the needs of the students. Support, intervention, and retention classes are funded through our Title I program.

Grading and Ranking

Kern Valley High School uses a 4 point scale for GPA computation. Advanced Placement and Honors courses receive an additional grade point. Our class rankings are computed by using the grade 10-12 courses, excluding Physical Education. Our Honors courses are English 11, English 12, Government, U.S. History, Advanced Algebra, Math Analysis and Spanish 3 and 4. Our Advanced Placement courses include Spanish, Statistics and Calculus. The AP Statistics and AP Calculus courses are offered in alternating years. Students who have completed all requirements may pursue an on-line course in Honors Physics.

The Kern Valley High School Expected School wide Learning Results are:

Students who comprehend, apply, analyze, synthesize and evaluate issues in order to effectively solve problems using a variety of techniques and technologies.

Community contributors who value and practice respect, responsibility, integrity, patriotism, and appreciation for diversity, while serving the school and the larger community.

Academic Achievers who will meet or exceed local, state and national standards.

Students who will read, write, speak and listen effectively using appropriate technology and language.

What does it mean to be a KV BRONC?

Knowledgeable ~ A Bronc is intelligent and well-informed. Broncs are lifelong learners.

Valued ~ Every Bronc is important at Kern Valley High School.

Brave ~ Broncs stand up for one another. They will not "put down," harass, intimidate, bully or otherwise belittle anyone.

Resourceful ~ Broncs are able to find solutions to problems or assist a fellow Bronc. Broncs will use a variety of sources to gather information and make intelligent decisions.

Organized ~ Broncs will be prepared daily. All students must be ready to actively participate in learning.

Noble ~ Broncs are expected to be honest and generous. All students are accountable for their actions.

Creative ~ Broncs will generate unique ideas for the classroom, school, and the global society.

Successful ~ Broncs will commit to graduate in four years with a post graduate plan.

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	117
Grade 10	113
Grade 11	98
Grade 12	105
Total Enrollment	433

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	2.5
Asian	0.7
Filipino	0.2
Hispanic or Latino	14.1
Native Hawaiian or Pacific Islander	0
White	78.1
Two or More Races	3.5
Socioeconomically Disadvantaged	64.9
English Learners	0.7
Students with Disabilities	8.5
Foster Youth	0

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			
Kern Valley High School	15-16	16-17	17-18
With Full Credential	26	26	39
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			
Kern Valley 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: August 2017	
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 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: August 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>EARTH SCIENCE, Pearson/Prentice Hall Adopted 2006</p> <p>BIOLOGY, McDougall, Littell Adopted 2008</p> <p>AGRISCIENCE FUNDAMENTALS AND APPLICATIONS, Delmar Adopted 2001</p> <p>CHEMISTRY CONNECTIONS TO OUR CHANGING WORLD, Prentice Hall Adopted 2003</p> <p>PHYSICS, Prentice Hall Adopted 2004</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 PATTERNS OF INTERACTION Adopted 2001</p> <p>AMERICAN'S RECONSTRUCTION TO THE 21ST CENTURY Adopted 2003</p> <p>AMERICAN PAGEANT A HISTORY OF THE REPUBLIC, Houghton Mifflin Adopted 2001</p> <p>GOVERNMENT BY THE PEOPLE NATIONAL STATE AND LOCAL, Prentice Hall Adopted 1991</p> <p>ECONOMICS PRINCIPLES IN ACTION, Prentice Hall Adopted 2003</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>Realidades student edition plus online course 6 year license level 1 2011-01 Pearson Prentice Hall, Realidades student edition plus online course 6 year license level 2 2011-01 Pearson Prentice Hall, En Espanol! 2000. McDougal Littell, Abriendo Puertas: Antologia De Literatura En Espanol Tomo II 2005-02 Houghton Mifflin</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Health 2007 Pearson/Prentice Hall</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>The Stage and the School 1999 McGraw-Hill, The Art of Floral Design 2000 Thompson Learning</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science Laboratory Equipment	<p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0</p>

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 24, 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 FIT for interior surfaces; no items noted on most recent FIT.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			100% Rating on FIT for Cleanliness; no items noted on most recent FIT.
Electrical: Electrical	X			100% Rating on FIT for Electrical; no items noted on most recent FIT.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			100% Rating on FIT for restrooms/sinks/fountains; no items noted on most recent FIT.
Safety: Fire Safety, Hazardous Materials	X			100% rating on most recent FIT for fire safety / hazardous materials, with no deficiencies noted.
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			No external issues noted in most recent FIT.
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	38	37	51	51	48	48
Math	20	23	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	112	105	93.8	43.8
Male	49	43	87.8	39.5
Female	63	62	98.4	46.8
Hispanic or Latino	15	14	93.3	42.9
White	89	84	94.4	42.9
Socioeconomically Disadvantaged	75	71	94.7	36.6
Students with Disabilities	12	12	100.0	

* 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	44	44	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	8.8	33.3	39.5

* 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	94	90	95.74	36.67
Male	39	36	92.31	22.22
Female	55	54	98.18	46.3
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	12	11	91.67	27.27
White	75	72	96	36.11
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	63	59	93.65	30.51
English Learners	--	--	--	--
Students with Disabilities	13	12	92.31	8.33

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	94	90	95.74	23.33
Male	39	36	92.31	13.89
Female	55	54	98.18	29.63
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	12	11	91.67	18.18
White	75	72	96	23.61
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	63	59	93.65	15.25
English Learners	--	--	--	--
Students with Disabilities	13	12	92.31	0

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)

KVHS has three active parent support groups; Site Council, Bronc Boosters, and Future Farmers of America Boosters. These are active parent groups who help with fundraisers and volunteer on various school committees. Parents are encouraged to contact teachers, counselors and administration with any concerns. Parents are also involved in our district parent group and serve on decision-making committees such as the School Site Council, Single School Plan, California Distinguished School, and WASC.

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 civil defense emergency organization disaster plan for Kern Valley High School has been submitted to the Kern High School District and is board approved. The School Safety Committee, led by the Assistant Principal, meets quarterly to discuss and address site level safety issues. Safety and staff procedure training is held in the Fall. A lockdown and evacuation drill is held to ascertain readiness for emergency situations.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	16.1	14.1	14.1
Expulsions Rate	0.4	0.0	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	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 3	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	2.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.4
Social Worker	0.2
Nurse	0.2
Speech/Language/Hearing Specialist	0.2
Resource Specialist	0.4
Other	
Average Number of Students per Staff Member	
Academic Counselor	218

* 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	19	19	18	19	17	16	6	5	9	6	8	4
Mathematics	20	18	17	15	16	24	6	7	1	6	6	6
Science	22	21	14	9	9	10	3	2	2	5	6	2
Social Science	19	19	15	12	11	15	1	3	6	7	5	3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

The transition to the Common Core State Standards (CCSS) began in January 2012 for the Kern High School District. Our first step came through a series of "Awareness" workshops, developed and led by resource teachers from the KHSD Instructional Services department. The initial target audience was teachers of math, English, science and social studies but soon grew to teachers of all subjects. As the transition to the CCSS continued, it became necessary for our core subject teachers to become familiar with the increased instructional rigor needed to align with the CCSS. Our second round of workshops, entitled "Ramp Up the Rigor", began in the fall of 2012. These subject-specific workshops were also attended by teachers of English math, science and social studies courses. Together, they examined topics such as "student engagement," "depth of knowledge," "relevance in instruction," and "higher-order thinking." Professional development was provided in 2010 by the Marzano Research Laboratory, focused on high-yield instructional strategies and were referenced regularly. School site teams of teachers collaboratively determined how they could increase the rigor of their instruction through adjustment of instructional strategies.

While the "Ramp Up the Rigor" workshops were successful, they primarily focused on what instructional transitions needed to occur to increase both rigor and relevance in daily instruction. By design, they excluded how to transition instruction to align with the CCSS. Such training began in January 2013, with round three of KHSD's CCSS workshops, entitled "Instructional Practice." Here we split strategies and workshops by academic department. Because the CCSS provides a clear divide between mathematics and language arts and because the standards for literacy incorporate science and social studies, mathematics training became distinct from literacy training. Teachers of English, science, and social studies began a three-step series of workshops to develop literacy-rich units, while teachers of mathematics began a series of workshops to develop mathematical tasks based upon the standards for mathematical practice.

Collaboration with local and regional universities and feeder schools has remained strong throughout the process of transitioning to the CCSS but has become particularly important during this period of transition as we examine "Instructional Practice" and align classroom practices with those that will ensure successful transition to the CCSS. Based upon the successful California State University (CSU) Expository Reading and Writing Curriculum (ERWC) mode and with support from local literacy expert Dr. Hamilton-Bunch, KHSD ELA, science and social studies teachers have developed literacy units for their core subjects.

Quarterly units now incorporate literacy-rich activities built around a template developed and provided by Instructional Services. Currently, all teachers of grades 9 and 10 in English, world history, United States history, earth and integrated science, biology, and chemistry have been through the three-series workshops and have developed literacy-rich units for their core subjects. Fall 2013 workshops are currently being provided for all ELA teachers grades 11 and 12, government and advanced science teachers.

Significant progress was made in developing mathematical instructional strategies during the summer 2013. Twelve teachers were hired to collaboratively develop mathematical "anchor tasks" that are now in use in algebra and geometry classes district-wide. Instruction under the California Standards Testing (CST) system has primarily focused on procedural skills and fluency, in order to successfully prepare students for the logic-rigor multiple-choice assessments. Recognizing that the Smarter Balanced Assessment Consortium (SBAC) has developed more rigorous assessments that require students to utilize all eight mathematical practices, common lessons for use district-wide were developed by these teacher-leaders over 20 days in June 2013. Lessons developed fall in two categories: Anchor Tasks, one per quarter required for use district wide, and Supporting Tasks, multiple per quarter for support of the "Big Ideas" of each quarter. All teachers of algebra and geometry in the KHSD have had the opportunity to be trained in the teaching of these Anchor and Supporting tasks. Likewise, three workshops were held for feeder-school leaders to ensure our partnering schools are clear on the direction KHSD is heading in mathematics. All tasks can be found on the website www.AnchorTasks.net.

The work that has been accomplished in literacy and mathematics to date has enabled KHSD teachers to understand the transition to the CCSS. To meet the design of the CCSS, a shift must occur in classroom instruction. Though California's standards during the last decade were composed with high levels of rigor, CST assessments were not. It has been said, "What gets tested is what gets taught." Such has been the case under CSTs. Low level, multiple choice assessments have encouraged instruction that primarily opens lower levels of rigor. As Webb's Depth of Knowledge (DOK) model clarifies, instruction that asks students to identify, list, memorize, label and recall is one of the lowest levels of rigor that has been valued under CSTs. Often instruction has been dominated by a focus on procedural skill and fluency - and would most often be characterized by explicit, direct instruction. A visitor to such a classroom would expect to see students in rows, with the teacher at the front, working on formulas, lists and charts to produce success on the CST multiple-choice exams. Teachers in KHSD classrooms have spent years refining instruction to ensure students were competent in procedures and were fluent in their recall of facts. Under the CCSS, this type of instruction needs to shift.

During the 2015-2016 school year, Kern Valley High School began the AVID (Advancement via Individual Determination) Program to help provide student supports at school and advance the college going culture of the school. AVID requires attendance of site teams at Summer Institute each year. AVID offer many strategies and courses that help implement AVID and the Common Core through-out the schools academic programs. Since its implementation at Kern Valley, staff members have attended professional development each summer.

We propose that the instructional shift necessary for KHSD classrooms to align with the CCSS is best described as the intersection between instruction that provide for procedural skill and fluency, problem solving and modeling, and builds conceptual understanding on the part of the students. Teachers must work to include additional problem solving and modeling in their instruction, while helping students to understand concepts richly. Such a transition is significant for our teachers. Not only must they collaboratively work to review and understand the CCSS, but they must also retool their daily practice to include new forms of instruction. Such is the work that continues in the KHSD as we progress in our refinement of practices to ensure a smooth transition to the Common Core Standards.

Annual number of school days dedicated to staff development With At Least 180 Instructional Minutes:

- 2011-12: 4
- 2012-13: 4
- 2013-14: 4
- 2014-15: 4
- 2015-16: 4
- 2016-17: 4
- 2017-18: 5

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/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$18,555	\$2,082	\$16,473	\$74,417
District	◆	◆	\$8,393	\$73,350
State	◆	◆	\$6,574	\$82,770
Percent Difference: School Site/District			65.0	1.4
Percent Difference: School Site/ State			85.9	-10.6

* Cells with ◆ do not require data.

Types of Services Funded

Kern Valley's programs are designed to promote a safe and positive learning environment. Advanced Placement and GATE programs are now established, and KVHS has had three AP Scholars and two AP Scholars with Honors.

Providing career technical courses and programs is another area KVHS continues to enhance. Future Farmers of America and Future Homemakers of America students dominate region, section, and state competitions, with many going on to nationals. The ag mechanics shop has been renovated, adding state-of-the-art technology, including the use of a CNC plasma cutter and a computerized router. KVHS also has a 34 station business computer lab that was updated in the Spring, 2017, 10 mobile Google Chrome carts with 40 computers stationed for daily use all classrooms, two small labs, and student computers in every classroom. A 32 station computer lab was updated during the Summer of 2016. All KVHS teachers are CTAP I proficient, 84% of teachers and administrators/counselors are CTAP II proficient, with one staff member CTAP III proficient.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Kern Valley High School	2013-14	2014-15	2015-16
Dropout Rate	12.3	6.7	5.1
Graduation Rate	85.96	91.35	92.93
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	252
% of pupils completing a CTE program and earning a high school diploma	7.81%
% 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	16.86
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	20.21

* 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		♦
Mathematics	2	♦
Science		♦
Social Science	2	♦
All courses	4	4.9

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	93.07	88.26	87.11
Black or African American	100	84.98	79.19
American Indian or Alaska Native	100	79.66	80.17
Asian	0	94.76	94.42
Filipino	0	100	93.76
Hispanic or Latino	66.67	87.73	84.58
Native Hawaiian/Pacific Islander	0	85.71	86.57
White	96.3	89.38	90.99
Two or More Races	80	88.89	90.59
Socioeconomically Disadvantaged	92.19	86.05	85.45
English Learners	0	73.45	55.44
Students with Disabilities	0	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.