



Golden Valley High School

801 Hosking Avenue • Bakersfield, CA 93307 • (661) 827-0800 • Grades 9-12

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<http://goldenvalley.kernhigh.org>

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Kern High School District

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District Governing Board

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

District Administration

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

School Description

Golden Valley High School was founded in 2003 and is located at 810 Hosking Avenue, Bakersfield, California - as the 15th high school to open in the Kern High School District. At that time it was the fifth high school to open in the district during a rapid decade of growth in the late 1990's. Golden Valley is one of the largest high schools in the district with a physical plant encompassing 58 acres. The 58 acres include the Jack L. Schuetz Career Center, a vocational training site for Kern High School District students with special education need/support. Golden Valley has approximately 15-20 students participate in this program. Excluding the Schuetz Center, the Golden Valley campus has nineteen buildings, which includes approximately 100 classrooms, the administration building, a 815-seat auditorium, 2436-seat capacity gymnasium, Library Media Center, Parent Center, administration and counseling conference rooms, food service area, cafeteria that seats 556/900 standing, locker rooms and the field house. Twenty portable classrooms, located between the gymnasium and the tennis courts have been set up to accommodate the additional enrollment. Golden Valley also has two career technical education shops – one is for Ag. and one is for wood shop. In May, 2016 a 12-month, \$2.8 million modernization project was completed in the Agriculture facility, that included new classrooms/labs and equipment. Golden Valley High School grounds include facilities for a wide variety of extracurricular activities. We have 4 baseball diamonds on campus: 2 are used for boys' baseball, and 2 are used for girls' softball. The football stadium seats 4,058 spectators – 2,545 may be seated on the home side and 1,487 on the visitor's side. Stadium lights were installed in 2007. The school was built to accommodate 2,150 students, but the current enrollment is 2,415. The majority of Golden Valley students come to us from Ollivier and McKee middle schools. Both schools are part of the K-8 Greenfield district. Golden Valley is located in the Southeastern portion in the city of Bakersfield.

Golden Valley takes pride in the advancement in the area of technology with wireless capabilities throughout the campus, LCD projectors and Hover Cams in each classroom and video and internet access to staff and students. By the end of the 15-16 schoolyear we had 3 stationary labs on site and 11-chromebook carts/portable labs available for students and staff. Additional chromebooks were purchased during the Summer and Fall of 2016 to bring our total to 26-bringing our total over 1000 chromebooks. Our goal for the 17-18 school year is to have 1500 chromebooks, (35 chromebook carts), which will enable the opportunity to have multiple chromecarts available in each buildings central locations (pod) to enable more availability each period. Having the ability to use technology within the classroom setting versus having to go to another location has been a great asset to our students and staff.

The average household and family incomes in the Golden Valley area are about half of the state's average, and the number living per household is about double the state's average. Approximately 84% of Golden Valley students currently qualify for the Free and Reduced Lunch Program. Currently, the student body demographics are 82% Hispanic, 7% White, 6% African American, 2% Asian, 1% American Indian, 1% Filipino and 1% other. The English Learner (EL) population represents 7.3% of our enrollment.

Golden Valley High School has been effective in developing programs to meet the needs of our diverse student population. The school meets a wide range of needs by offering programs such as Honors and Advanced Placement (AP), Gifted And Talented Education (GATE), Dual Enrollment with our community college (BC) and University (CSUB), Title-1 Support, English Learners, Migrant, 9th grade repeat Interventions, Agriculture, Independent Studies, APEX (on-line), Work Experience, Service Learning, OCI (On Campus Intervention), Home Hospital, Kern Learn-district's on-line learning school and Special Education.

In addition to academic programs, Golden Valley High School offers numerous clubs and co-curricular activities to provide opportunities for student involvement. Student's are encouraged to participate in the 40+ clubs and 32 athletic teams. Golden Valley students are very active in the community service area with school-wide blood drives (typically among the top in the highest percentage in Kern High School District donors), clean the community by our Interact Club, and RN Explorers.

Golden Valley High School has made a concentrated effort to infuse multi-tiered systems of support (MTSS) along with an approach based around the concept of positive behavioral interventions and supports (PBIS) in effort to improve school climate campus-wide. These efforts started in 2015 and have increasingly grown adding additional personnel and layers of support (i.e. student support services involving prevention and intervention found in all Tier 1-3). Our school-wide common expectations (#bulldogSTRONG/GPS [Growth-Pride-Service]) were implemented at the start of this current school year and are accompanied with teacher and student created lessons that are taught twice a month in every classroom on campus during 2nd period. In addition, posters explaining the common school-wide expectations are hung in classrooms and other areas throughout campus (library, cafeteria, gymnasium, etc) to reinforce the desired behavior for our students. Also, GVHS has put into effect a Student Support Team (SST) and a Tier II team to help support our students and their families when Tier 1 efforts have not been successful. Furthermore, we have adopted a model for "alternatives to suspensions" that takes students who have violated an education code that could have resulted in an out of school suspension and provided curriculum and counseling on site allowing the student to be restorative, reflective and provided with the necessary tools and skills to be successful socially, emotionally and academically.

Golden Valley is staffed with 102 teachers, 76 classified support staff, six full-time counselors, two community specialists and one Parent Center-community specialist. The administrative team is led by Principal Paul Helman, and includes two Assistant Principals, Geri Antoine-Assistant Principal of Instruction, Erika Pierce-Assistant Principal of Administration, Pablo Reyes-Dean of Discipline, Jodi Shuppert-Dean of Administration, Valerie Black-Activities Director, Robert Haskell -Athletics Director, Jane Gibbel-Title -1 Coordinator, Pat Janousek-Head Counselor, Jill Halling-Special Education Program Specialist, Julie Alcala-School Office Supervisor, Jose Prieto-Plant Supervisor and John Curtis-Information Technologies Technician.

Golden Valley's MISSION STATEMENT anchors the school's purpose and sets its academic course: It is continually reviewed against student achievement goals and standards of excellence per the State of California and the Kern High School District.

MISSION STATEMENT:

Teachers and staff at Golden Valley High School challenge their students to reach their highest potential. They strive to provide students with essential skills and knowledge to become independent, responsible successful adults by teaching students to think critically, communicate effectively, work collaboratively, and value diversity, teachers empower students to become conscientious, productive and caring citizens.

Golden Valley Student Learner Outcomes (D.A.W.G.S.):

- Determined students who are college and career ready
- Fulfill all a-g Requirements
- Achieve Proficiency on all Standardized Tests
- Fulfill all graduation requirements
- Active participants in school and community
- Participate in Clubs
- Participate in Blood Drive
- Volunteer or community service hours
- Participate in sports and extracurricular activities
- Participate in School Leadership
- Well-rounded users of Information and Technology
- Complete research projects
- Adherence to Academic Honesty Policy
- CTE (Career Technical Education) Coursework
- Goal setters who plan for success
- Complete and follow a Graduation Plan
- Completion of Senior Exit Survey
- Meet graduation requirements
- Sensitive to differences in others
- Follow all school and class rules
- Safe School Ambassadors participation
- Attendance at anti-bullying assembly

SCHOOL DESCRIPTION:

Students of diverse ethnic and socioeconomic backgrounds fill the classrooms each day. They are welcomed by dedicated teachers, who are fully credentialed and highly skilled in their subject areas. They are innovative, intelligent, and committed to the work of developing the best possible programs and creating the best possible learning environments to secure the success of their students.

Golden Valley deliberately examined its programs, practices, and policies to determine the specific action plan needed for continued academic improvement. The action plan and the goals for the Single School Plan for Student Achievement speak to the same primary issue: to ensure that all students, at all grades and levels, achieve optimal learning and maximum academic success. This is done by scrutinizing achievement data to develop the best instructional programs and practices to move students to the next performance level. Professional Learning Communities (PLC) in all core areas, as well as non-core areas, regularly meet to discuss student progress and refine instruction based on the data. Each PLC develops its own plan of action based on performance standards and school-wide goals and monitors its progress, making adjustments as needed.

The PLCs and their respective departments have adopted the SMART system for setting goals and evaluating progress. A SMART goal is Specific, Measurable, Attainable, Realistic, and Time Bound. The PLCs have used the Edusoft system for the past few years that is standards-based assessment instrument, which helped teachers obtain meaningful information to target instruction where it was needed most. This system, along with the state and federal testing, common formative assessments, and classroom generated measurements, provided teachers with the necessary indicators to set appropriate learning objectives. Last year the district has replaced Edusoft with a program that does as much and more called Illuminate. Illuminate allows teachers to get real-time data by using document cameras (hover cams), which gives teachers a variety of options for in class assessments. During the 2016 summer months hover cams were placed in each classroom.

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	694
Grade 10	581
Grade 11	563
Grade 12	564
Total Enrollment	2,402

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.8
American Indian or Alaska Native	0.4
Asian	2.7
Filipino	0.8
Hispanic or Latino	80.6
Native Hawaiian or Pacific Islander	0.2
White	7.8
Two or More Races	0.3
Socioeconomically Disadvantaged	84.5
English Learners	12.3
Students with Disabilities	8.5
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Golden Valley High School	14-15	15-16	16-17
With Full Credential	87		
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	1	2	2
Kern High School District	14-15	15-16	16-17
With Full Credential	♦	♦	1,872
Without Full Credential	♦	♦	18
Teaching Outside Subject Area of Competence	♦	♦	14

Teacher Misassignments and Vacant Teacher Positions at this School			
Golden Valley High School	14-15	15-16	16-17
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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.2	6.8
Districtwide		
All Schools	94.0	6.1
High-Poverty Schools	93.6	6.4
Low-Poverty Schools	95.2	4.8

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

At Golden Valley High School every student has access to his/her own textbook(s) to take home and have access to the same textbook in the classroom. Every student has access to the instructional materials to be successful in their classes. All textbooks purchased by Golden Valley are standards aligned and approved by the district and local governing board. They are consistent with the content and cycles of the curriculum frameworks adopted by the SBE.

Golden Valley's textbook policy is posted in all classrooms and in the Library-Media Center and is in compliance with the Williams Act. Textbook purchases are made yearly to comply with the Williams Act.

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 needs and the school's goals for student achievement.

If a new textbook is requested that has not been approved by the district, the Assistant Principal of Instruction works with the Department Chair to follow the district-approved textbook adoption process and submits the title to the Office of Instruction for review and approval before it is purchased by the site. New supplemental materials are purchased based on instructional and/or academic needs. Materials are reviewed to make sure they are standards-based and follow the state/district guidelines, as well as respond to the needs of the students and goals of the school and district.

Title I, Migrant, and EL regularly purchase supplemental material and/or supplies that meet instructional and/or program needs. Needs are determined based on CST, CELDT, CAHSEE, and/or district benchmark scores. Most of these purchases are geared for intensive EL and/or math instruction – e.g., Lexia, Language!, EDGE, Accelerated Reader, Revolution Prep, etc. These budgets also fund training and/or supplies for the programs.

GVHS is no longer inspected per the Williams Settlement. However, we still apply the basic principal of the law to ensure that every student has the textbooks and/or instructional materials to use in the classroom and to take home.

No insufficiencies exist. Every student has a book to take home for each core subject. The students also have access to the same books in every core classroom.

In addition, the following documents are posted in all classrooms, offices, and student areas:

- Textbook policy
- Student eligibility notice for CAHSEE (per Valenzuela)
- Williams complaint notice

Textbooks and Instructional Materials	
Year and month in which data were collected: August, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Literature & Language Arts Third Course (Grade 9) Holt Literature & Language Arts Fourth Course (Grade 10), 2003 Holt Literature & Language Arts Fifth Course (Grade 11), 2003 Holt Literature & Language Arts Sixth Course (Grade 12), 2003 Literature Structure Sounds and Sense, 9th edition, 2006 Edge Level A Student Edition, National Geographic, 2007 Edge Level B Student Edition, National Geographic, 2007 Edge Level C Student Edition, National Geographic, 2007 Edge Fundamentals Student Edition, National Geographic, 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Discovering Mathematics - Advanced Algebra/Kendall Hunt Adopted 2015 The Practice of Statistics/Freeman Adopted 1999 Pacemaker Algebra 1/Globe Fearon Adopted 2001 Advanced Mathematical Concepts, Precalculus with Applications/Glencoe Adopted 2001 Integrated Mathematics/McDougal-Littell Adopted 2002

Textbooks and Instructional Materials
Year and month in which data were collected: August, 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<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>Pre-Calculus Syllvian/Pearson 10th Edition 2016</p> <p>AP Calculus Larson/Edward, Brook/Cole 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Earth Science; McDougal Littell, 2003 & 2005 2003</p> <p>High School Earth Science Pearson, 2011 Adopted 2016</p> <p>Biology; Prentice Hall, California Edition, 2007 2007</p> <p>A.P. Biology: Biology in Focus, A.P. (Campbell), 2014</p> <p>Chemistry; HRW, 2004 2005</p> <p>Chemistry; McGraw Hill, 8th Ed., 2005 2004</p> <p>Physics; HRW, 2006 2006</p> <p>College Physics; Thomas/Brooks/Cole, 7th Ed., 2006 2006</p> <p>Medical Terminology: Mastering Healthcare=Terminology; (Elsevier Mosby) 2016 5th Edition</p> <p>Floral 1 & 2: The Art of Floral Design Delmare Cengage Learning Adopted 2016</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, 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>History-Social Science</p>	<p>Modern World History: Patterns of Interaction; McDougal Littell, 2003 Adopted 2003</p> <p>Modern World History: Patterns of Interaction; McDougal Littell, 2006 Adopted 2006</p> <p>AP Euro History: A History of Western Society Bedford/St. Martins 2014</p> <p>The Americans: Reconstruction to the 21st Century; McDougal Littell, California Editions, 2003 & 2006 Adopted 2004</p> <p>APUSH (U.S. History): American History, (Bedford/St. Martin's) 8th Edition 2014</p> <p>United States Government; AGS, 2005 Adopted 2005</p> <p>Magruder's American Government; Pearson/Prentice Hall Adopted 2005</p> <p>We, The People: The Citizen and the Constitution; Center for Civic Ed., 1998 Adopted 1998</p> <p>Economics; AGS, 2005 Adopted 2005</p> <p>Economics: Principles & Practices; Glencoe (McGraw Hill), 2005 Adopted 2005</p> <p>Economics, A.P.: Econ Alive: Power to Choose, (TCI) 2014</p> <p>Psychology: Understanding Psychology; (McGraw-Hill), 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Foreign Language</p>	<p>Spanish 1: Buen Viaje! Spanish 1 2005-03 Glencoe/McGraw-Hill, Spanish 2: Buen Viaje! Spanish 2 2003 Glencoe/McGraw-Hill, Spanish 3: Buen Viaje!3 2008 McGraw-Hill, Spanish Tesoro Literario 2004 Glencoe.</p> <p>Spanish 1: Realidades 1 Pearson Education, 2014 Spanish 2: Realidades 2 Pearson Education, 2014 Spanish 3: Realidades 3 Pearson Education, 2014</p> <p>Spanish Speakers 1: El espanol para nosotros, Nivel 1 McGraw-Hill Educ., 2014 Spanish Speakers 2: El espanol para nosotros, Nivel 2 McGraw-Hill Educ., 2014</p> <p>Spanish Speakers 1: Spanish Speaking Sendas Literarias 1 2005 Pearson Education, Spanish Speakers 2: Spanish Speaking 2 Sendas Literarias 2005 Pearson Education,</p> <p>AP, Spanish Language: Momento Cumbres De Las Literaturas Hispanicas 2004 Pearson Prentice Hall</p> <p>French 1: Allez, Viens level 1 (Holt French) 2003 Holt French 2: Allez, Viens level 2 (Holt French) 2006 French 3: Discovering French 3 McDougal 2004Littell,</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook:</p>
<p>Health</p>	<p>Glencoe Health 2007 Glencoe/McGraw-Hill</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, 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Visual and Performing Arts	<p>Music Glencoe Music!! It's Role and Importance in Our Lives 2000 Glencoe/McGraw-Hill, The Stage and the School 1999 Glencoe/McGraw-Hill</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science Laboratory Equipment	<p>Included in Science Classrooms:</p> <ul style="list-style-type: none"> stop watches meter sticks TI 83+ calculators CBL units motion detectors eye goggles face shields CBL sensors ramps ball bearings plumb bobs dynamics carts electronic balance pulleys mass hangers spring scale springs ripple tank lab set power supplies light bulbs convex lenses Van de Graaf generator electrostatics kits film cannister capacitors resistors capacitors voltmeters ammeters <p>Chemistry lab Equipment:</p> <ul style="list-style-type: none"> Ring Stands Bunsen Burners Hot Plates Beakers Test Tubes Thermometers Drying Ovens Barometers Safety Goggles Lab Aprons Evaporating Dishes Test Tube Holders Titration Apparatus Crucibles Crucible Tongs Wire Mesh U Tubes Electronic Balances Hand Lenses Tweezers Funnels Filter Paper PH Paper Graduated Cylinders

Textbooks and Instructional Materials
Year and month in which data were collected: August, 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Erlenmeyer Flasks Spot Plates Gas Collection Tubes Calculators Biology Lab Equipment Hot Plates Beakers Test Tubes Thermometers Safety Goggles Test Tube Holders Microscopes Graduated Cylinders Water Bath Dissection Kits Digital Scales Calculators Earth Science Hot Plates Safety Goggles Electronic Balances meter sticks stop watches The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Kern High School District (KHSD) facilities are maintained in a manner that assures safety, cleanliness, and functionality. KHSD Safety Inspectors and the Maintenance and Operations Department conduct annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good", "fair", or "poor." The instrument does not require capital enhancements beyond the standards to which the facility was designed and constructed. Improvements come from the District Maintenance and Operations budget and the school's Principal's budget. The District participates in the State School Deferred Maintenance Program for major repair and replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and/or exterior painting and floor systems.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 8/10/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			98,71% Most recent FIT with 2 "D's" noted Room 704 AC Unit is rattling Room 1501 - AC Unit is rattling
Interior: Interior Surfaces		X		87.10% on most recent FIT with 20 "D"'s noted: Admins Office - Water stain ceiling tile Health Office - Water stain ceiling tile in hallway Textbook Room - Water stain ceiling tiles Cafeteria (serving area) - Water stain ceiling tile in staff lounge Room 301 - Water stain ceiling tiles/ceiling tile is missing 300 Workroom - Water stain ceiling tiles Room 607 - Linoleum floor is bubbling up/trip hazard 600 Workroom - Ceiling tile is missing Room 705 - Floor tiles are cracked 900 Workroom - Ceiling tiles have holes Room 1003 - Water stained ceiling tiles Room 1207 - Rubber molding is missing on the wall Room 1306 - Ceiling tile has a hole 1300 Workroom - Ceiling tile is cracked Room 1406 Water stain at ceiling tiles Room 1502 - Floor tiles are bubbling Room 1504 - Water stain ceiling tile Room 1603 - Water stained ceiling tile Activity Room (weightroom) - Water stained ceiling tile Custodian - Light diffuser missing
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			100% Most recent FIT

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/10/16

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Electrical: Electrical	X				91.14% Most recent FIT with 14 D's noted: 300 Workroom - Light panel loose (clip broken) Room 804 - Light panel is out Room 907 - Light diffuser is loose Room 1003 - Light diffuser is loose Room 1206 - Light panel loose (clip broken) Room 1402 - Light panel loose (clip broken) Room 1403 - Light panel loose (clip broken) Room 1406 - Light panel loose (clip broken) Room 1503 - Light diffuser is loose 1500 Workroom - Light diffuser missing 1600 Workroom - Light diffusers missing Room 1701 - Light diffuser is loose Room 1702 - Light diffuser is loose Cafeteria - Light diffuser is loose
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				99.69% Most recent FIT with 1" D noted. Room 1002 - Paint chipping on ceiling in restroom
Structural: Structural Damage, Roofs	X				100% Most recent FIT for structural damage and roofs, with no deficiencies noted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				100% 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	48	57	48	51	44	48
Math	18	17	23	23	34	36

* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	48	50	46	55	51	48	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	24.2	25.3	21.6

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	581	562	96.7	45.7
Male	297	288	97.0	51.7
Female	284	274	96.5	39.4
Black or African American	35	34	97.1	35.3
Asian	11	11	100.0	36.4
Hispanic or Latino	474	462	97.5	45.7
White	43	41	95.4	51.2
Socioeconomically Disadvantaged	481	467	97.1	45.2
English Learners	70	69	98.6	15.9
Students with Disabilities	49	48	98.0	22.9
Students Receiving Migrant Education Services	23	22	95.7	45.5

* 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	556	537	96.6	57.0
Male	11	284	275	96.8	48.2
Female	11	272	262	96.3	66.2
Black or African American	11	34	33	97.1	48.5
American Indian or Alaska Native	11	--	--	--	--
Asian	11	18	18	100.0	50.0
Filipino	11	--	--	--	--
Hispanic or Latino	11	449	439	97.8	57.2
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	39	34	87.2	64.7
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	459	448	97.6	58.1
English Learners	11	71	69	97.2	7.3
Students with Disabilities	11	58	54	93.1	11.1
Students Receiving Migrant Education Services	11	20	20	100.0	35.0
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	556	533	95.9	17.2
Male	11	284	272	95.8	17.3
Female	11	272	261	96.0	17.1
Black or African American	11	34	33	97.1	25.0
American Indian or Alaska Native	11	--	--	--	--
Asian	11	18	18	100.0	16.7
Filipino	11	--	--	--	--
Hispanic or Latino	11	449	435	96.9	16.6

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	39	34	87.2	17.6
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	459	444	96.7	16.1
English Learners	11	71	69	97.2	
Students with Disabilities	11	58	53	91.4	1.9
Students Receiving Migrant Education Services	11	20	19	95.0	15.8
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (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 2016-17)

One of Golden Valley's primary goals is to build and reinforce parent partnerships. Since it's opening, the school has made significant strides in strengthening parental involvement by providing groups and venues for parents to meet, network, learn, and support each other.

The following are examples of effective and sought after parent groups that promote school involvement:

- School Site Council
- Title I, English Learner, and Migrant Parent Advisory
- Bulldog Parents
- GATE Parents
- ESL class for adults
- Parent Project
- Athletic Boosters
- Fine Arts Boosters
- DPAC (District Parent Advisory Committee)
- FAFSA Night(s)--Cash for College
- LCAP Public Forum
- CABE (California Association of Bilingual Education)

The following is a list of services that Golden Valley High School Parent and Family Center has planned to begin offering but is not limited to: computer/chrome books, copier, fax and Internet access, instruction and basic computer skills, guidance on creating an email, accessing *Synergy, Parent-VUE, the parent application, in order to assist parents in being informed of their student's grades, parenting classes, connecting families to community resources, training and information on typing, job skills and job searches, daytime and evening English language workshops, Parent Project with Teen Component, college and financial aid workshops, and guest speaker presentations. During the 15-16 school year our career center was transformed into our new Parent and Family Center. This creation supports the Kern High School District's core values in the commitment to focus on engaging parents and families as an integral part of the success of KHSD students.

Golden Valley High School is fortunate to have been selected as a host site for a Parent and Family Center. Research shows that collaborative leadership strengthens our schools and improves services for students. We value and encourage parent and community input as we begin the process of incorporating and providing services to our parents and families. We anticipate to grow in scope and services as our Parent and Family Center begins a transitional process in becoming a part of Golden Valley High School and community culture and environment. It is a goal to address and meet the needs of the parents and families in order to fully assist in preparing our students for lifelong learning and success. After the pilot year the center has enhanced the available services for students, parents and community members. The center has several computers and chromebooks for parent use, as well as information related courses/programs, such as: Typing Tutor, 'Rosetta Stone', basic computer instruction, assessment tests for the HEP/GED classes, assistance with citizenship information and support with college/FAFSA applications related to their child's education. At the conclusion of this years (16-17) first semester almost 500 parents have visited the Center and taken advantage of these services.

We continue to investigate additional programs that will advance our goal of improving communication with parents and encouraging participation at Golden Valley. Golden Valley High School and the Kern High School District have implemented a new Student Information System "Synergy" in 2013-2014 that allows students and parents to have easy access to grading, attendance and other instructional information as well as electronic connection to their teachers. The Kern High School District has also implemented a new communication system, School Messenger (2014-2015). This system provides notification services for parental outreach, emergency broadcasts, and student attendance communications. Now parents can receive phone calls, text alerts, and emails about a range of important issues affecting their students safety and academic performance.

Outside of actual parent groups, there are many prepared activities on campus for parents to become familiar with the academic and extra-curricular programs such as: Back-to-School Night-held during the first month of school so that parents have the opportunity to meet the teachers their student has throughout the school day and learn about the policies and procedures in each classroom so they can be of support to their student at home. Throughout the school year there are numerous informational and celebratory events that students, parents and other community members are invited to be a part of. For the incoming freshman we offer a sequence of events for students and parents to become more familiar with Golden Valley and everything we have to offer. Starting in January, the GATE (Gifted and Talented Education) Orientation is held for students who have been recommended for the GATE program by their middle school. In the month of April the Bulldog Bash (an event that familiarizes parents/students with clubs, activities, athletics and academics) is rally type event that jump-starts the excitement as a high school student. A 4-Year Planning Meeting is held to help explain the requirements/expectations for each academic year. The finale to these events is the registration night where parents are a part of the class selection/programs process with their student. This is a great night to become familiar with the campus and meet the administration, counselors and some staff members. Bi-Lingual staff members are available to assist Spanish speaking parents.

Golden Valley counselors orchestrate a FASFA/Cash for College night(s) for parents. Parents who attend are guided through the college application process, given information on completing the FASFA, and shown how to decipher their student's high school transcript. This event is held in the library so that parents may access the internet with a Chrome Book or desktop computer.

In addition to the school-wide parent groups, individual clubs through ASB encourage parent participation. Indeed, many of the clubs depend on parent support to operate smoothly and successfully. Also, parents have many opportunities to attend athletic and fine arts events, as well as other activities that offer information and/or entertainment.

Most important, the Principal, his administrative team, and the entire faculty and staff actively practice an "open door" policy, believing that the school's parents and community partners are integral to the ultimate success of the school. This practice, alone, continues to richly cultivate trust and goodwill among the varied stakeholders of Golden Valley High School.

Golden Valley encourages parental involvement. We believe that when the school and parents work together, we are best able to provide excellent learning opportunities for our students. If you are interested in becoming involved in one or more of the many organized activities for parental involvement, please see the contact information regarding Golden Valley (661) 827-0800.

Paul Helman, Principal:	phelman@kernhigh.org
Geri Antoine, Assistant Principal of Instruction:	Geri_Antoine@kernhigh.org
Erika Peirce, Assistant Principal of Administration:	Erika_Pierce@kernhigh.org
Jodi Shuppert, Dean of Administration:	Jodi_Shuppert@kernhigh.org
Valerie Black, Activities Director:	Valerie_Black@kernhigh.org
Robert Haskell, Athletic Director:	Robert_Haskell@kernhigh.org
Jane Gibbel, Title 1 Coordinator:	Jane_Gibbel@kernhigh.org
Pablo Reyes, Dean of Students:	Pablo_Reyes@kernhigh.org
Pat Janousak, Head Counselor	Pat_Janousek@kernhigh.org

State Priority: School Climate

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

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

School Safety Plan

Golden Valley High School and the Kern High School District adopted the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS) as a guide for its comprehensive emergency and safety plans that address civil defense, disaster, school safety and crisis intervention. The district meets regularly with the administrators to coordinate school and district procedures and policies so that efforts are consistent. The school safety plan is updated yearly and site administrators attend training sessions when needed. All district and site security staff members are required to attend trainings that specifically address student safety.

At the beginning of each school year (2016), all staff members are reminded about the lockdown, evacuation and earthquake procedures. Each classroom is provided an Emergency Procedures folder and evacuation maps posted. A Crisis Response Team has been organized to address various needs during an emergency situation. If a school-wide evacuation is necessary, a nationally recognized National Incident Management System (NIMS) plan is in place to assist a safe and rapid total evacuation. Practice drills are held each year and have helped to prepare Golden Valley's staff and students to handle such an emergency. Close coordination with police, fire and sheriff agencies, a local ambulance service, district transportation, local schools and church have been arranged to assist the school should have an emergency arise. Staff and students participate in evacuation and other safety drills throughout the year. The dates of the yearly drills were given at the pre-school meetings.

The civil defense emergency organization disaster plan (NIMS & SEMS) for Golden Valley has been submitted to the Kern High School District and has been Board approved. The School Safety Committee, led by the Assistant Principal of Administration, Erika Pierce, meets quarterly to discuss and address site level safety issues. This committee keeps staff informed of any changes to the safety plan. Golden Valley has an Emergency Response Team made up of trained staff members to respond to emergency situations. Members include administrators, teachers and classified employees. The Golden Valley School Safety Plan was last reviewed on October 20, 2016. The Dean of Students, Pablo Reyes, works with a full-time Kern High School District Police Officer, John Money, 5.5 campus supervisors and a Dean's Secretary, is in charge with monitoring student behavior and enforcing student conduct policies.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	9.3	10.1
Expulsions Rate	0.0	0.1	0.1
District	2013-14	2014-15	2015-16
Suspensions Rate	0.3	12.0	10.0
Expulsions Rate	0.0	0.2	0.2
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	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	6.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	1.00
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist	
Other	1.20
Average Number of Students per Staff Member	
Academic Counselor	403

* 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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	28	23	23	47	68	68	11	21	21	76	61	61
Mathematics	28	23	23	39	51	51	6	21	21	61	51	51
Science	31	28	28	17	20	20	4	6	6	45	44	44
Social Science	24	23	23	44	42	42	2	4	4	45	46	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 Kern High School District continues to provide professional development activities designed to assist staff members to refine and upgrade their competencies and increase instructional effectiveness. Professional development is a key aspect for the growth of our school and district. The goal is to improve and increase teachers' knowledge of their academic subjects and enable them to become highly qualified instructors through using the information and skills made available through district workshops, in-service opportunities, core-content level meetings and workshops through Kern County Superintendent of Schools. All Golden Valley High School faculty – administrators and teachers – have participated in the district-wide professional developments that focus on a realm of opportunities to gain knowledge on improving student academic achievement, increasing the knowledge and teaching skills of instructors, classroom management, use of technology and to enhance student learning in a multicultural environment. All new teachers must take part in the two-year KHIP (Kern High Induction Program), which partners new teachers with experienced teachers trained specifically for this purpose. This is one-to-one mentoring, in addition to peer observations opportunities and workshops on practical topics like classroom management, provide excellent guidance for inexperienced teachers. With such a high attrition rate during the first two years of teaching this is a great program.

Golden Valley High School continues to build Professional Learning Communities on campus. Golden Valley High School teachers participated in a rigorous professional development calendar put together by the KHSD office of Instructional Services. Workshops covered topics from curriculum to class management. Trainings such as, "an intense focus on learning" (Dufour, Dufour, Eaker), The Leadership and Learning Center, the Marzano Research Laboratory and Building Professional Learning Communities allowed our school to ask the four essential questions which have driven instruction, instructional planning, assessment, and intervention are these:

1. What do we expect our students to learn?
2. How will we know if they have learned it?
3. How will we respond if they have not learned it?
4. How will we respond if they have learned it?

To anchor the work of building our Professional Learning Community (PLC), professional development has focused, district-wide, on creating and using common formative assessments (CFA) to measure and monitor learning, in order to target interventions and extensions. These training's have provided the core learning and understanding for why data and appropriate assessment are the critical components to determine student learning needs. The CFA training forced a review, rethinking, and refining of the "essential learning" (previously called "power standards") to determine the learning targets and to align assessments to the learning targets. Grouped in their disciplines or by school sites, all faculty were trained from May of 2010 through October 2011 and continue to train new teachers in the PLC's. The District continues to provide ongoing support for school-site PLC efforts through district department meetings, targeted support through the Department of Instructional Services (Instruction Division), and continues to offer PLC coaching and Response to Intervention training at individual sites.

Golden Valley's Professional Development Plan centers on developing the best instruction and delivering it in the best way possible. It focuses on securing standards-based instruction, determining appropriate and effective interventions, and meeting the school-wide goals.

The school-wide goals for this year are as follows:

- 1) Use available resources to foster teacher collaboration using the PLC model in order to ensure learning for all students.
- 2) Create and foster community-wide culture of student success by promoting the achievement of high standards and regularly celebrating noteworthy improvements in all students.
- 3) Develop and implement school-wide intervention programs, which will encompass all under-performing students, with a special focus on improving the achievement of EL and Special Education students.
- 4) Provide ongoing training of effective instructional strategies and educational pedagogy, and implementing them in all classrooms.

To address these goals, Golden Valley and the Kern High School District provide time and funding so that teachers may regularly collaborate to strengthen instruction and improve learning. Professional development at Golden Valley includes regularly-set meeting times for departments and Professional Learning Communities (PLCs) to collaborate, time and funding for curriculum development, and district-sponsored workshops and in-services.

All professional development is based on student need, which is determined by the existing data – e.g., state scores, district benchmarks, and classroom assessments. The primary goal is to ensure that all students are learning, and if they are not learning, to implement the necessary and immediate interventions needed for students to learn. Much of the professional development at GVHS over the last five years has been a result of a district partnership with Solution Tree training group. Most of the GVHS staff has received training in implementing the PLC model at one of the workshops provided by this group.

Currently, GVHS staff is focused on training's which will help us to implement the Common Core State Standards. These training's began in the fall of 2012 and continued during the 13-14, 14-15 and 15-16 school years. The goal is to have all core area teachers and most non-core teachers trained by the end of the school year. The culmination of the training's has been the creation of model lessons, which staff have been asked to pilot. Currently model lessons have been piloted in math, English, social studies and biology. The KHSD has recently added a SharePoint site allowing GVHS teachers to share and exchanged strategies and lessons to promote implementation of the Common Core State Standards.

In an effort to stay current with modern teaching practices, many members of our faculty take part in regional and state-wide conferences and workshops including but not limited to those offered by California Association of Teachers of English (CATE), Central California World Language Project, Professional Education Systems Institute, California Mathematics Council (CMC), California Association for Health, Physical Education, Recreation and Dance (CAHPERD).

Our Bilingual Instructional Assistants are eager participants when opportunities for professional development are available for them. Each year they attend the California Association for Bilingual Education (CABE) Conference held here in Bakersfield, as well as all workshops offered by our district (KHSD).

Professional Development Days:

Golden Valley High School uses banked time minutes, which are approved by staff annually, to allow for both department and PLC meetings. On average, at least 26 days per school year have at least one hour of built in professional development time, with two full-day meeting days prior to school and one full-day meeting held in late January. In addition, the KHSD has provided funds for teachers to collaborate over the summer. The intent is to ensure discussions and adoption of the best teaching practices, implementation of standards and ways to assess student for content mastery as well as plan intervention and enrichment strategies and material for the next year. When new textbooks were adopted for the following school year some hours were dedicated to planning for the use of the new textbook. During the 2014, 2015 and 2016 summer break, teachers could propose to use a maximum of 6 professional development hours for this type of collaboration. Teacher collaboration and input has been essential to the building of our master schedule.

During the 2014-2015 and 2015-2016 school years, approximately 50-55 Golden Valley teachers, counselors and classified employees attended the Google Apps for Education (GAPE) conference which has enabled our staff members to integrate instructional technology into their every day teaching and guidance. The GAPE professional development opportunities have allowed teachers and students to use chromebooks, Google forms, Google Docs, Google slides and Google classroom as part of their everyday instruction.

The Instructional Leaders meet regularly with their Professional Learning Communities, departments, the Assistant Principal of Instruction, and the Principal to assess and determine critical needs so that appropriate classes are offered and focused interventions are put in place.

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

- 2014-2015: 25
- 2015-2016: 25
- 2016-2017: 25

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,794	\$46,184
Mid-Range Teacher Salary	\$65,721	\$75,179
Highest Teacher Salary	\$98,181	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$124,243
Average Principal Salary (HS)	\$122,335	\$137,939
Superintendent Salary	\$225,000	\$217,637
Percent of District Budget		
Teacher Salaries	32%	35%
Administrative Salaries	5%	5%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,743	\$2,492	\$6,250	72199
District	♦	♦	\$6,840	\$72,199
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			-8.6	5.2
Percent Difference: School Site/ State			16.9	-3.6

* Cells with ♦ do not require data.

Types of Services Funded

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

Various other funding sources include:

LCFF Base/Supplemental, ROC Apportionment, CTE and Special Ed.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Golden Valley High School	2011-12	2013-14	2014-15
Dropout Rate	8.60	9.20	6.10
Graduation Rate	84.66	83.94	90.89
Kern High School District	2011-12	2013-14	2014-15
Dropout Rate	14.50	11.10	9.00
Graduation Rate	79.58	84.44	86.86
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	19,115
% of pupils completing a CTE program and earning a high school diploma	96%
% 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
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	14.48
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	35.0

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	2	♦
Science	2	♦
Social Science	3	♦
All courses	11	

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	94	88	86
Black or African American	88	88	78
American Indian or Alaska Native	100	87	78
Asian	100	94	93
Filipino	100	99	93
Hispanic or Latino	94	87	83
Native Hawaiian/Pacific Islander	100	93	85
White	87	90	91
Two or More Races	100	90	89
Socioeconomically Disadvantaged	91	85	66
English Learners	81	65	54
Students with Disabilities	53	55	78

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.

Golden Valley High School Agriculture Education program completed a 12 month \$2.8 million modernization project in May of 2016. The Ag. Science facility includes a new classroom and lab, which has a direct impact on students taking Ag Biology, Ag Earth Science and Floriculture classes along with lab equipment for students to experience learning through hand on projects. The Ag Mechanics facility includes classroom improvements and an expansion of the Ag Mechanics Shop and new equipment was included to give students hands on experience with equipment and tools they would use in an everyday job atmosphere. This facility modernization and equipment upgrade will greatly enhance the Ag Education philosophy of "Learning by Doing" as it give all students in the Ag Education program the opprtnnity to learn in a new facility with new industry quality equipment.

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.