



# Ridgeview High School

8501 Stine Rd • Bakersfield, CA 93313 • (661) 398-3100 • Grades 9-12

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



**Kern High School District**  
5801 Sundale Ave.  
Bakersfield, CA 93309-2924  
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www.kernhigh.org

### District Governing Board

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

### District Administration

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

### **Ridgeview High School Mission**

The Mission of Ridgeview High School, and the Kern High School District, is to provide programs and services to allow ALL students to graduate from high school prepared to succeed in the workplace or at the post-secondary level.

### **Ridgeview High School Vision**

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

### **School Description**

The staff and community partners of Ridgeview High School are committed to providing a wide variety of educational experiences for all students to prepare them for the greatest number of opportunities following graduation including attending a college or university program, technical training programs, service in any of the armed forces or entering the world of work. The school's Student Learning Goals, revised in February of 2005, provide an over-arching view of what all students should know and be able to do. Students will be prepared to meet the expectations set forth in the adopted subject area content standards to demonstrate their academic proficiency on various state and local assessments, while meeting the graduation requirements set by the Kern High School District.

The Kern High School District is comprised of eighteen comprehensive high schools, six continuation high schools, one Adult School and a Regional Occupation Center/Program. Ridgeview, the thirteenth high school in the district opened in August of 1994 with a total enrollment of 780 students. The current enrollment is just over 2500. This is a reduction of 400 students since the schools highest enrollment of 2900 in 2007. Ridgeview's major feeder schools are Stone Creek Junior High School, Warren Junior High School, Thompson Junior High School, and General Shafter School. The Panama-Buena Vista School District is the largest feeder district. Ridgeview students are representative of the community of Bakersfield. The student body is 53.6% Hispanic 26% White 12.4% African American and 5% Asian. Longitudinally in Bakersfield the Hispanic population in Bakersfield over the last two decades has grown while the white population was decreased. The African American population has remained stable over time. Students and Staff have always appreciated and celebrated the diversity of cultures represented on the Ridgeview campus.

The diversity of students on campus is also represented in the students served through Special Education programs and services. Students are served by teachers and instructional aides in the program for the Severely Developmentally Delayed (SDD), resource classes, special day classes, and the county program for visually impaired students.

RHS students are further supported by comprehensive counseling and guidance services provided by six academic counselors. In addition, Ridgeview students are supported by three full-time Community Specialists as well as one part-time Community Specialist on campus. Counseling and guidance services are extensive and organized around the National Standards for Counseling. Link Crew is a mentoring program where juniors and seniors help freshman transition successfully into high school. The upper-classmen received ten hours of formal training before they met freshmen students for a four-hour orientation session. Link Crew students also provide support in the classroom serving as student tutors. They continue to be in touch with assigned freshmen throughout the year to provide support as needed.

Ridgeview High School has a clearly stated mission, a purpose based on its beliefs, student’s needs, and current educational research. Supported by the Kern High School District’s Priority Goals for 2008 - 2011, the Board of Trustees and the District Administration Ridgeview’s mission is defined by Student Learning Goals. Emphasis is on four key areas of knowledge skills and abilities it is our goal to have all graduates leave Ridgeview with the greatest number of options for postsecondary education and work. All Ridgeview staff is committed to provide students with the opportunity to gain knowledge by meeting the academic content standards, becoming effective communicators, developing information literacy and becoming responsible citizens.

During the 2015-2016 school year, Ridgeview High School developed the P.A.C.K. acronym which represents campus-wide behavior expectations for students.

- P- Practice Respect
- A- Act Responsibly
- C- Consider Others
- K- Keep of School Safe

In addition, during the 2016-2017 school year, Ridgeview develop a school-wide behavior matrix to promote expected behaviors for students throughout various locations on campus.

### 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	673
Grade 10	663
Grade 11	604
Grade 12	609
<b>Total Enrollment</b>	<b>2,549</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
<b>Black or African American</b>	10
<b>American Indian or Alaska Native</b>	0.2
<b>Asian</b>	7
<b>Filipino</b>	1.1
<b>Hispanic or Latino</b>	67.5
<b>Native Hawaiian or Pacific Islander</b>	0.2
<b>White</b>	13
<b>Two or More Races</b>	0.5
<b>Socioeconomically Disadvantaged</b>	72.5
<b>English Learners</b>	6.6
<b>Students with Disabilities</b>	8.6
<b>Foster Youth</b>	0.7

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Ridgeview High School	15-16	16-17	17-18
With Full Credential	94		118
Without Full Credential	3		14
Teaching Outside Subject Area of Competence	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			
Ridgeview 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)**

Board approved and adopted textbooks are issued to all students for the courses in which they are enrolled. There is an appropriate stock of all textbooks.

Textbooks and Instructional Materials Year and month in which data were collected: 12/22/15	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>Holt Literature &amp; Language Arts Third Course (Grade 9)                      Holt Literature &amp; Language Arts Fourth Course (Grade 10), 2003                      Holt Literature &amp; Language Arts Fifth Course (Grade 11), 2003                      Holt Literature &amp; 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><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<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>Calculus AP Edition 2nd edition by Briggs, Cochran, Gillet. Pearson Publishing 2008                      Adopted 2017</p> <p>Mathematics Concepts and Skills/McDougal-Littell                      Adopted 2001</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 12/22/15**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Science</b>	<p>Holes Essentials Of Human Anatomy And Physiol, McGraw-Hill Adopted 2003</p> <p>Biology The Unity And Diversity Of Life, Brooks/Cole/Thomson Adopted 2001</p> <p>Biology Principles Explorations, HRW Adopted 2001</p> <p>Chemistry, Pearson/ Prentice Hall Adopted 2005</p> <p>Earth Science, McDougal Littell Adopted 2003</p> <p>Physical Geology, McGraw-Hill/McGraw-Hill Adopted 2005</p> <p>Physical Science, Glencoe/McGraw-Hill Adopted 2003</p> <p>Physics Principles And Problems, Glencoe/McGraw-Hill Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>Economics Principals in Action Adopted 2003</p> <p>United States Government Democracy In Action, Glencoe/McGraw Hill Adopted 2003</p> <p>American Government Institutions And Policies, Houghton Mifflin Adopted 2001</p> <p>United States Government Democracy In Action, Glencoe/McGraw Hill Adopted 2003</p> <p>Understanding Psychology, Glencoe/McGraw-Hill Adopted 2003</p> <p>Sociology The Study Of Human Relationships, HRW Adopted 2005</p> <p>American Pageant A History Of The Republic, Houghton Mifflin Adopted 2006</p> <p>American Odyssey The 20th Century And Beyond, Glencoe/McGraw-Hill Adopted 2004</p> <p>Modern World History Patterns Of Interaction, McDougal Littell Adopted 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Foreign Language</b>	<p>Realidades level 1 2008 Pearson Prentice Hall, Realidades level 2 2008 Pearson Prentice Hall, El Espanol Para Nosotros: Curso Para Hispanohablantes 2006 Glencoe/McGraw-Hill</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Textbooks and Instructional Materials	
Year and month in which data were collected: 12/22/15	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Health: Making Life Choices 2001 Glencoe/McGraw-Hill <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Visual and Performing Arts	Visual and Performing Arts (Photo 1 and 2): Photographic Eye Learning to see with a Camera 2001 Davis <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science Laboratory Equipment	N/A <b>The textbooks listed are from most recent adoption:</b> N/A <b>Percent of students lacking their own assigned textbook:</b> 0

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: August 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			99.56% rating on most recent FIT with 2 "D"s noted in Mech/HVAC
<b>Interior:</b> Interior Surfaces			X	82.80% rating on most recent FIT for interior surfaces with 27 "D"s noted
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			100% Rating on FIT for restrooms/sinks/fountains; no items noted on most recent FIT.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			100% rating on most recent FIT for fire safety / hazardous materials, with no deficiencies noted.
<b>Structural:</b> Structural Damage, Roofs	X			100% rating on most recent FIT for structural damage and roofs, with no deficiencies noted.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			99.06% for External on most recent FIT
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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	53	56	51	51	48	48
Math	21	21	23	21	36	37

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	40	34	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	13.9	30.9	39.6

\* 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	579	529	91.4	34.0
Male	269	244	90.7	40.6
Female	310	285	91.9	28.4
Black or African American	39	36	92.3	8.3
Asian	38	36	94.7	58.3
Hispanic or Latino	411	380	92.5	33.4
White	78	67	85.9	38.8
Socioeconomically Disadvantaged	421	390	92.6	31.0
English Learners	46	42	91.3	9.5
Students with Disabilities	39	34	87.2	20.6

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**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	589	573	97.28	56.25
Male	277	267	96.39	50.38
Female	312	306	98.08	61.41
Black or African American	41	41	100	29.27
Asian	41	41	100	65.85
Filipino	--	--	--	--
Hispanic or Latino	416	407	97.84	58.33
White	75	69	92	58.21
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	425	414	97.41	54.19
English Learners	63	60	95.24	14.04
Students with Disabilities	45	42	93.33	9.09
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 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	590	573	97.12	20.94
Male	277	267	96.39	18.68
Female	313	306	97.76	22.9
Black or African American	41	41	100	7.5
Asian	41	41	100	36.59
Filipino	--	--	--	--
Hispanic or Latino	417	408	97.84	19.85
White	75	68	90.67	26.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	426	414	97.18	19.65
English Learners	63	60	95.24	5.17
Students with Disabilities	45	41	91.11	3.23
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

#### Opportunities for Parental Involvement

The staff at RHS utilizes many successful strategies to encourage parental and community involvement in the teaching and learning processes. RHS hosts a staff supervised website that has a wide variety of information, tools and links to assist parents and students in a variety of ways to support student education. Including: School

programs and services, counseling and Guidance services, graduation requirements, college information and pertinent dates, SAT and ACT registration information, and scholarship information. Faculty web pages provide students and parents with an opportunity for regular instructional and achievement updates.

RHS staff also communicates with parents by phone and email to discuss student progress and to encourage parental input and participation. The district has implemented an effective system for notifying parents when it is impractical to expect the staff to make numerous phone calls. This automated system is used to assist in mass communication efforts and notification of daily student absences. Ridgeview also has a school marquee located outside the administration building and visible to students, staff and parents. The marquee is updated regularly with information regarding important school events, such as: athletic contests, music performances and academic testing days. During the 2016-2017 school year, Ridgeview opened a brand new Parent Center located inside of the library. The Parent Center hosts workshops for parents and is open in the evenings two night per week.

Ridgeview's parent groups provide program assistance through fund raising, student supervision, participation on advisory councils, assisting with student transportation, and volunteer labor. RHS parent support groups include Athletic Boosters, Music Boosters, Bilingual Parent Advisory, Migrant Parent Advisory, GATE Parent Advisory and School Site Council. Parents are encouraged to contact teachers, counselors, and the administration to express issues of concern as well as interest in becoming an active member of the Wolf Pack support team.

### 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

Ridgeview High School certificated personnel reviews and modifies the school safety plan on an annual basis. The safety plan details school procedures in the event of Natural Disasters and other emergency situations; notification of parents and transportation procedures are included. The RHS Administration has also been trained in National Incident Management System (NIMS) and a current NIMS plan was up-dated in September 2009. The NIMS and School Safety Plan are located in the Administration building. Also included in the safety plan: suspension/expulsion procedures, school discipline code, suspected child abuse procedure, and the KHSD sexual harassment policy. The safety plan may be reviewed by interested parties during school office hours in the administration building.

Date School Safety Plan last reviewed: 10/19/2017

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	11.0	8.2	8.0
Expulsions Rate	0.1	0.0	0.1
District	2014-15	2015-16	2016-17
Suspensions Rate	12.1	10.0	9.6
Expulsions Rate	0.2	0.2	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	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)	3.5
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist	0.3
Other	0.0
Average Number of Students per Staff Member	
Academic Counselor	675

\* 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	23	24	23	54	43	54	14	36	37	57	46	49
Mathematics	24	27	24	46	32	51	10	16	25	54	60	52
Science	29	31	26	16	12	31	9	10	16	44	47	50
Social Science	23	26	23	34	28	44	14	9	6	36	42	51

\* 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

Teaching staff at Ridgeview High School participates in many professional development activities annually. In addition to staff training and level meetings scheduled every other week through the use of banked minutes, teachers attend a variety of district and school funded target professional development targeting research based instructional strategies. Additionally, our new teachers are supported through the new teacher induction program, and professional conferences.

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/](http://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	\$6,540	\$919	\$5,621	\$69,857
District	♦	♦	\$8,393	\$73,350
State	♦	♦	\$6,574	\$82,770
Percent Difference: School Site/District			-39.6	-4.9
Percent Difference: School Site/ State			-15.6	-16.9

\* Cells with ♦ do not require data.

## Types of Services Funded

Ridgeview High School utilizes out Title One targeted Assistance allotment to support students learning in the following ways:

- 1) After-school tutoring
- 2) Support classes in math and ELA
- 3) Instructional Assistants for struggling students
- 4) Parent Institute for Quality Education
- 5) Intensive summer programs for students at-risk academically
- 6) Teacher professional development
- 7) Curricular planning
- 8) Supplemental curriculum
- 9) Supervised Study- Student Intervention Program
- 10) Zero Period intervention sections for students.
- 11) Academic Performance courses to support students in core subjects. such as: English and Math.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Ridgeview High School	2013-14	2014-15	2015-16
Dropout Rate	8.2	5.8	4.2
Graduation Rate	88.66	91.95	93.12
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	781
% of pupils completing a CTE program and earning a high school diploma	4.12%
% 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	19.79
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	39.26

\* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	1	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics	3	♦
Science	1	♦
Social Science	3	♦
All courses	8	20.6

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	96.6	88.26	87.11
Black or African American	100	84.98	79.19
American Indian or Alaska Native	100	79.66	80.17
Asian	86.21	94.76	94.42
Filipino	100	100	93.76
Hispanic or Latino	98.06	87.73	84.58
Native Hawaiian/Pacific Islander	100	85.71	86.57
White	94.94	89.38	90.99
Two or More Races	88.89	88.89	90.59
Socioeconomically Disadvantaged	94.19	86.05	85.45
English Learners	68.57	73.45	55.44
Students with Disabilities	35.9	18.59	63.9
Foster Youth	33.33	79.1	68.19

## **Career Technical Education Programs**

The Kern High School District's (KHSD) 18 comprehensive high schools, 6 continuation schools, career centers, Bakersfield Adult School, and Regional Occupation Center (ROC) offer 33 different career pathways as outlined by the California career technical education (CTE) model curriculum standards in 15 industry sectors, groupings of interrelated occupations and broad industries. The 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.