



Vista Continuation High School School

200 P Street • Bakersfield, CA 93304 • (661) 327-8561 • Grades 9-12
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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Kern High School District
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School Description

The mission of Vista Continuation High School is to provide a safe, supportive, and challenging environment where students strive to achieve their educational, vocational, and personal goals in a positive manner to prepare for life after high school.

Vista High School's Vision is:

- All students will achieve at high levels; academically, socially, and emotionally.
- All students will attend school on a daily basis to better meet their educational and social-emotional needs.
- All students who graduate from Vista High School will have the skills necessary to be productive members of society.
- All parents/guardians are welcomed and encouraged to participate in their students' educational experience through input and open communication to support academic achievement.

WASC Accreditation History

Vista High School's (VHS) previous focus on learning self-study and WASC visit were in the school year 2014-2015. At that time, Vista received a 6 year accreditation with a mid-cycle 2 day visit. The visiting committee commended the school for providing excellent instructional services, bi-monthly collaboration meetings, our Orientation program, administration and counselor contact with our students, low staff to student ratio, highly caring and dedicated staff, innovative course offerings, and student enrichment opportunities that meet the needs of the majority of students at VHS. The action plan from VHS's WASC self-study continues to address many important areas for school improvement. The principal and site-based decision making committee revisit these areas each summer and fall in order to make annual plans for the allocation of school resources and efforts. VHS's WASC Action Plan centered on the following areas of critical need:

1. Student attendance
2. CAHSEE ELA passage
3. CAHSEE Math passage
4. Encourage parent participation in student achievement
5. Develop a system for students and teachers to monitor, record, and achieve the SLOs.

Vista High School's mid-cycle WASC visit will be in the 2019-2020 school year.

Now that the California High School Exit Exam is no longer exists, the goals of Vista High School are as follows:

1. Students will demonstrate increased reading and comprehension level on the Renaissance Reading assessment.
2. Students will demonstrate increased math fluency and comprehension on the Renaissance Math assessment.
3. Students will work to improve daily attendance.
4. Vista Staff will continue to encourage parent participation to aid student achievement.
5. Develop a system for student and teachers to monitor, record, and achieve school-wide ESLRs.

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 10	1
Grade 11	71
Grade 12	167
Total Enrollment	239

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	15.1
American Indian or Alaska Native	0.8
Asian	0.4
Filipino	0
Hispanic or Latino	72.8
Native Hawaiian or Pacific Islander	0
White	9.2
Two or More Races	1.3
Socioeconomically Disadvantaged	89.5
English Learners	10.5
Students with Disabilities	2.1
Foster Youth	2.5

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			
Vista Continuation High School School	15-16	16-17	17-18
With Full Credential	15	15	28
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0
Kern High School District	15-16	16-17	17-18
With Full Credential	♦	♦	1,790
Without Full Credential	♦	♦	64
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Vista Continuation High School	15-16	16-17	17-18
Teachers of English Learners	1	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected:	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Holt Literature & Language Arts Third Course (Grade 9) Holt Literature & Language Arts Fourth Course (Grade 10), 2003 Holt Literature & Language Arts Fifth Course (Grade 11), 2003 Holt Literature & Language Arts Sixth Course (Grade 12), 2003 Literature Structure Sounds and Sense, 9th edition, 2006 Edge Level A Student Edition, National Geographic, 2007 Edge Level B Student Edition, National Geographic, 2007 Edge Level C Student Edition, National Geographic, 2007 Edge Fundamentals Student Edition, National Geographic, 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Discovering Mathematics - Advanced Algebra/Kendall Hunt Adopted 2015</p> <p>The Practice of Statistics/Freeman Adopted 1999</p> <p>Pacemaker Algebra 1/Globe Fearon Adopted 2001</p> <p>Advanced Mathematical Concepts, Precalculus with Applications/Glencoe Adopted 2001</p> <p>Integrated Mathematics/McDougal-Littell Adopted 2002</p> <p>Discovering Algebra /Kendall Hunt Adopted 2015</p> <p>Discovering Geometry/Kendall Hunt Adopted 2015</p> <p>Mathematics with Business Applications/Glencoe Adopted 2007</p> <p>Single Variable Calculus/Brook & Cole Adopted 1999</p> <p>Mathematics Concepts and Skills/McDougal-Littell Adopted 2001</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Biology: The Dynamics of Life, Glencoe 2001</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>The Americans California: Reconstruction to the 21st Century 2006 McDougal Littell, Economics in Our Times 1999 Revised edition - Thompson South-Western, West's American Government 2nd ed. 1999 Glencoe/McGraw-Hill, Modern World History: Patterns of Interaction 2002 Houghton Mifflin, We the People-the Citizen and the Constitution 6th edition 1998 Center for Civic Education</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>N/A</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:	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Holt Health 1999 Holt Rinehart & Winston The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Art in Focus Glenco, 2011 Art Talk Glenco 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			100% rating on most recent FIT with no deficiencies noted for gas leaks, mech/hvac, sewer
Interior: Interior Surfaces	X			100% Rating on FIT for interior surfaces; no items noted on most recent FIT.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Room P 5- Light diffuser is missing Room P 8- Water stains in 2 light diffusers
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			87.50% rating from most recent FIT for restrooms, sinks/fountains OFC: "D" noted but not specified in FIT
Safety: Fire Safety, Hazardous Materials	X			100% rating on most recent FIT for fire safety / hazardous materials, with no deficiencies noted.
Structural: Structural Damage, Roofs	X			100% rating on most recent FIT for structural damage and roofs, with no deficiencies noted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No external issues noted in most recent FIT.
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	5	0	51	51	48	48
Math		0	23	21	36	37

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	11	8	72.7	12.5

* 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.

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	--	13	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

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

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	133	121	90.98	0
Male	75	67	89.33	0
Female	58	54	93.1	0
Black or African American	22	21	95.45	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	94	85	90.43	0
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	10	83.33	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	124	113	91.13	0
English Learners	31	26	83.87	0
Students with Disabilities	--	--	--	--
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	134	125	93.28	0
Male	75	68	90.67	0
Female	59	57	96.61	0
Black or African American	23	22	95.65	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	94	88	93.62	0
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	10	83.33	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	125	117	93.6	0
English Learners	31	26	83.87	0
Students with Disabilities	--	--	--	--
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)

Historically, Vista High School has a low parental involvement rate. Every new student must orientation with their parent. Parents and family members are invited to Back to School Night in the Fall. Invitations are made in person, in writing (quarterly newsletter), through the School Messenger system and by way of communication via students for participant with WASC, School Site Council, LCAP Meetings, CABA meetings and conferences; most of time with little or no success. Parents and students have access to teachers, counselors, and administration via telephone, e-mail, and Synergy. Grades and attendance can also be accessed through ParentVue and StudentVue vis Synergy, the District's Student Information System.

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

Vista High School's Safety Plan is revised and review with staff annually. The last revision was October 19, 2017. Our plan encompasses the status of the prior year's school data, Programs and Strategies to Provide School Safety, Child Abuse Reporting Procedures, Discrimination and Harassment Policies, Hate Crimes Procedures, and Disaster Procedures. Our staff is also trained on Alert, Run, Hide, Fight Procedures annually. It is the goal of the staff and faculty to ensure Vista High School is a safe and inviting place to learn and grow; educationally and soci-emotionally.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	18.3	17.8	14.1
Expulsions Rate	0.0	0.2	0.2
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	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	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	shared
Social Worker	shared
Nurse	District
Speech/Language/Hearing Specialist	0
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	114.5

* 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	13	8	10	15	29	26	6	4	4	1		
Mathematics	9	8	5	17	16	29	3	4				
Science	11	7	11	12	18	12			2			
Social Science	9	9	7	17	18	24	6	5	4			

* 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

Continuation schools in the KHSD do not bank time. Time has been afforded to continuation sites by the Joint Committee. This time is well used and greatly appreciated. Time is shared equally between the individual sites and as an entire alternative education department. The Alternative Education Department has been given approximately five hours a month for collaboration. Of the five hours, 2.5 are used for site collaboration and 2.5 are use alternative ed. collaboration. The site collaboration meetings are used to discuss site specific issues, student behavior, campus trends, and culture and climate. AlterEvery other collaboration date are held as an all Continuation Departmental meeting, where each department meets among subject matter to better benefit continuation students, as a whole. In these meetings, pacing guides, Benchmarks, and CFA are created, updated, and data is disaggregated. The third PLC date is given back to each continuation school site to use as they see fit. Vista uses their time to discuss, intervene, and assist students. Best practices, alternative ideas, and ways to effectively reach students, are some of the topics for Vista's on site Small Learning Community meetings.

During the school year 2015-2016 Vista entered into out first year of Positive Behavior Intervention and Supports (PBIS). Over the summer we had a core team trained in the tenants of PBIS to prepare for implementation and a Social Emotional Learning (SEL) rollout. Prior to that training, team members were trained in Restorative Practices. These trainings have served as the foundation for Vista's PBIS-MTSS (Multi Tiered System of Supports) foundation. Staff is supported by the district office and site administration.

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

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

Types of Services Funded

Vista High School is in our third year of PBIS. We teach monthly lessons on expectations and a variety of positive characteristics, throughout the year. We share an Intervention Specialists and School Social Worker who conduct groups and one-on-one counseling. Vista offers Migrant Services, Homeless assistance, Foster assistance, referrals Clinca Sierra Vista for mental health and medical services, as well as referrals to local food banks.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Vista Continuation High School School	2013-14	2014-15	2015-16
Dropout Rate	51.8	42.9	33.8
Graduation Rate	31.65	41.76	45.52
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	104
% of pupils completing a CTE program and earning a high school diploma	0.75%
% 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	
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11,817	\$1,241	\$10,576	\$80,819
District	♦	♦	\$8,393	\$73,350
State	♦	♦	\$6,574	\$82,770
Percent Difference: School Site/District			23.0	9.7
Percent Difference: School Site/ State			46.7	-2.4

* Cells with ♦ do not require data.

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

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	46.67	88.26	87.11
Black or African American	40.74	84.98	79.19
American Indian or Alaska Native	0	79.66	80.17
Asian	0	94.76	94.42
Filipino	100	100	93.76
Hispanic or Latino	48.78	87.73	84.58
Native Hawaiian/Pacific Islander	0	85.71	86.57
White	50	89.38	90.99
Two or More Races	20	88.89	90.59
Socioeconomically Disadvantaged	47.59	86.05	85.45
English Learners	34.62	73.45	55.44
Students with Disabilities	80	18.59	63.9
Foster Youth	50	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.