



South High School

1101 Planz Rd. • Bakersfield, CA 93304-6150 • (661) 831-3680 • Grades 9-12

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



Kern High School District

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District Governing Board

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School Description

South High School is one of 18 comprehensive high schools in the Kern High School District (KHSD), the largest high school district by geographic area in California. The district encompasses most of the western part of Kern County located at the southern end of California's Central Valley.

South High School was established in 1957 surrounded by the farmland that was South Bakersfield. As the city and community have evolved around the campus, so too has the school. Today, "We", continue to offer the best of academic and extracurricular programs to enhance our students' school experience. South is a neighborhood school with three substantial feeder schools representing two different elementary districts. Many students transfer to South to participate in programs that include: the Criminal Justice Academy (CJA), Engineering and Industrial Technology Academy (MS3), or the Army Junior Reserve Officer Training Corp (JROTC).

Approximately 48 students ride the bus to school. The effects of the District's boundary changes over the past 18 years has resulted in the opening of several new high schools and a fluctuating population. As a result, South has a homogeneous population with respect to socioeconomic status (SES) levels; however, the student population is diverse in regard to religion, ethnicity, and country of origin. Essentially, South serves a neighborhood with low-income levels and all students, except 48, walk to school from the surrounding homes.

South's 2016-2017 student ethnicity distribution figures were 81% Hispanic, 9% African- American, 5% White, and 3% of students were Asian, American Indian, Filipino, declined to state or were another ethnicity.

Located in south central Bakersfield, South serves this multicultural population whose economic conditions range from middle-class to homeless families who come from a variety of neighborhoods within a mile radius of the school. In addition to English, families at South speak Spanish and a variety of additional languages in the home. Accordingly, honoring diversity and promoting appreciation and understanding of different cultures is a high priority. The English Learner (EL) population represents approximately 10% of South's enrollment. During the 2017-2018 school year over 94% of South High students qualified for free or reduced lunch.

South High School has a rich history of generational attendees who remain loyal to the school. They continue to provide support for the school's programs. South's alumni and parents provide financial assistance to programs such as the band, athletics, and drama. In addition, the South High Athletic and Band Boosters also donate their time to chaperone activities at the school. South's parent groups include Athletic Boosters, Band Boosters, and MS3 Parent Club.

South High has a variety of business partnerships with organizations including the Bakersfield Lions Club, Aera Energy LLC, the Bakersfield Police Department, the Kern County Sheriff's Department, Kern County Probation Department, California Correctional Officers, Pacific Gas and Electric, Kennedy-Jenks Consultants,

Grimmway Farms, the Bakersfield South Rotary, and South Bakersfield Kiwanis. The local Food Bank, Gleaners, Clinica Sierra Vista and the South High community are regular supporters of the school in a myriad of ways. Each of these organizations support various school activities such as job shadowing, intern and extern-ships, providing glasses to needy students, service learning opportunities, and student scholarships. Many students also participate in the local Bakersfield Leadership program with business leaders throughout the community. Additionally, personnel from local law enforcement agencies, state corrections, the military, college and university admissions, and the medical industry, have participated in campus job fairs as classroom speakers and as career counseling consultants.

Currently the University of California Early Academic Outreach Program ((UC)(EAOP)) office provides a strong partnership on campus. The purpose of this partnership is to assist more students in going to college after graduation. Funded through a partnership with the UC system, a full-time, on-site representative assists students with applications for scholarships, financial aid, vocational colleges, community colleges, CSU schools, and private universities. Due to budget cuts this program is no longer paid solely from the University of California; South High now assists with paying for this person to be on campus five days a week. There has been an increased number of students apply and be accepted to the University of California system in the past two years. Thirty percent of the 2011 graduates accepted into college were accepted to a UC system school.

The process of aligning performance standards to curriculum, instruction and materials began in 1999 and has evolved to current practices. To meet the requirements of English Language Arts and Mathematics standards, release time is provided for South High teachers to develop curriculum maps and to create common formative (CFA) and common summative assessments (CSA).

The school has implemented English Literacy classes for students who scored far below grade level on STAR Renaissance English test. Foundations 1 and Foundations 2 classes have been implemented for students who scored below grade level on STAR Renaissance Math tests. These classes provide remediation for students who lack the skills to succeed in English Language Arts and/or Algebra.

All departments have revised their curriculum maps to align them to the new California Common Core State Standards or NGSS. As a result of these efforts, curriculum maps have been developed to provide an appropriate instructional timeline.

The school-wide implementation of Professional Learning Communities (PLCs) allows teachers to make informed decisions using current student data. The school has banked minutes for PLC meetings three times a month. During these meetings PLC groups collaborate to modify curriculum and share successful re-teaching strategies. Teachers have been and will continue to be provided ongoing staff development in the effective use of data to modify instruction and provide differentiated instruction to increase student learning.

PLCs also help facilitate the identification of achievement gaps within the curriculum and among students. From analysis of resulting data, curriculum adjustments are made, including changes to instructional delivery, which may result in the need for additional supplementary materials. Those materials are funded by the principal's budget, Title I, and Lottery monies. Throughout the year, the Assistant Principal of

Instruction, department chairs and the librarian conduct an annual review of adopted instructional materials and order as needed.

South High offers students on average 9 Advanced Placement (AP) courses and 7 honors courses. The majority of all core general education classes are designated as college preparatory (CP) (UC/CSU "A-G" approved), as are the majority of the elective courses offered at our school. South High offers 6 different CTE sectors, with 20 individual CTE Career Pathways aligned with these offerings. In addition to these programs, South High is also an AVID school, with approximately 88 students enrolled.

AP Courses

- Statistics
- Calculus
- English Language and Composition
- English Literature
- European History
- US History
- Government
- Spanish Language
- Spanish Literature

Honors Courses

- Pre-calculus
- Accelerated Math
- Advanced Algebra
- Geology
- Chemistry
- Physics
- Spanish 3

CTE Sectors

- Video Production
- Performing Arts
- Business and Information Technology
- Architectural Design
- MS3 (Engineering)
- Criminal Justice Academy (CJA)

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	537
Grade 10	545
Grade 11	483
Grade 12	463
Total Enrollment	2,028

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.1
American Indian or Alaska Native	0.6
Asian	1.7
Filipino	0.6
Hispanic or Latino	81.5
Native Hawaiian or Pacific Islander	0.1
White	4.7
Two or More Races	0.8
Socioeconomically Disadvantaged	94.4
English Learners	10.6
Students with Disabilities	10.1
Foster Youth	1.1

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			
South High School	15-16	16-17	17-18
With Full Credential	83	84	102
Without Full Credential	2	1	5
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			
South High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Textbooks and Instructional Materials Year and month in which data were collected: 8/2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Holt Literature & Language Arts Third Course (Grade 9) Holt Literature & Language Arts Fourth Course (Grade 10), 2003 Holt Literature & Language Arts Fifth Course (Grade 11), 2003 Holt Literature & Language Arts Sixth Course (Grade 12), 2003 Literature Structure Sounds and Sense, 9th edition, 2006 Edge Level A Student Edition, National Geographic, 2007 Edge Level B Student Edition, National Geographic, 2007 Edge Level C Student Edition, National Geographic, 2007 Edge Fundamentals Student Edition, National Geographic, 2007 Language: the comprehensive Language curriculum - Level A, Level B, Level C Expository Reading and Writing, Center for Advancement of Reading, 2013</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Discovering Mathematics - Advanced Algebra/Kendall Hunt Adopted 2015</p> <p>The Practice of Statistics/Freeman Adopted 1999</p> <p>Pacemaker Algebra 1/Globe Fearon Adopted 2001</p> <p>Advanced Mathematical Concepts, Precalculus with Applications/Glencoe Adopted 2001</p> <p>Integrated Mathematics/McDougal-Littell Adopted 2002</p> <p>Discovering Algebra /Kendall Hunt Adopted 2015</p> <p>Discovering Geometry/Kendall Hunt Adopted 2015</p> <p>Mathematics with Business Applications/Glencoe Adopted 2007</p> <p>Single Variable Calculus/Brook & Cole Adopted 1999</p> <p>Mathematics Concepts and Skills/McDougal-Littell Adopted 2001</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: 8/2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Physical Geology, Wm. C. Brown, 1996 Edition, 2001 Edition. 2007, 2008 Adopted 2008</p> <p>Physics, HWR, 2007</p> <p>Earth Science, Prentice hall, 2006 Edition Adopted 2007</p> <p>Chemistry, Connections to Our Changing World, Prentice hall, Second Edition, 2000 Adopted 2000</p> <p>Chemistry, Raymond Chang, Ninth Edition, McGraw Hill Adopted 2008</p> <p>Biology: McDougal – Littell, 2008 Adopted 2009</p> <p>Essentials of Human Anatomy and Physiology, Pearson, 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Modern World History, McDougal/Littell, 1999, 2003 Edition Adopted 2004</p> <p>Creating America: A History of The United States, McDougal/Littell Adopted 2005</p> <p>The Americans, McDougal - Littell, 2006 Adopted 2009</p> <p>American Pageant, Houghton-Mifflin, 2006 Adopted 2009</p> <p>Out of Many: the history of the American people, Pearson/ Prentice Hall, 2007</p> <p>US Government: Democracy in Action, Glencoe, 2003 Edition Adopted 2005</p> <p>We The People, Center For Civic Education, 2007 Edition Adopted 2009</p> <p>Economics: Principles and Practices, Glencoe, 1995, 2005 Adopted 2005</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: 8/2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	Realidades 1, Prentice Hall, 2008 Edition 2 Realidades 2, Prentice Hall, 2008 Edition 2 Realidades 3, Prentice Hall, 2008 Edition 2 Spanish 2 Years, Segundo, Libro, Glencoe Spanish in Three Years, Amscoe, 1987 Edition Album, D. C. Heath, 1984 Edition Leyendas de Espana, 1983 El Espanol Para Nosotros 1, Glencoe, 2006 Edition El Espanol Para Nosotros 2, Glencoe, 2006 Edition Abriendo Puertas Tomo I, Nexttext, 2003 Edition Abriendo Puertas Tomo II Nexttext 2003 Edition Reflecciones Galería de Arte y Vida, Glencoe/McGraw Hill, 1997 Galería de Arte y vida WkBk (txb supplement) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Health 2005 McGraw-Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Exploring Theatre 2009 Glencoe/McGraw-Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/11/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer				: 2: Air conditioning not working Administration Building: Drinking fountain, lower stainless cover needs repair
Interior: Interior Surfaces	X			: 4: Floor tile coming up 6: Spider nest by door
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation				: 4: Floor tile coming up 6: Spider nest by door
Electrical: Electrical		X		: 7: VGA and Data Cables. 13. Water damage one tile : 7: VGA Cables : Power strips. Water damage on ceiling tile by the door. : VGA Cables : VGA Cables : VGA cables 15: Blinds need rehangng D 22: 7D: VGC Cable coming out of ceiling D 23: 7D: VGA Cable coming out of ceiling. D 24: 7D: VGA Cable coming out of the ceiling 15 D:Blinds D 25: 7D: VGA Cable coming out of the ceiling D 26: 7D: VGA Cable coming out of the ceiling D 27: 7D; VGA cable coming out of the Ceiling 13: Water damage ceiling tile D 28: 7D: Vga Cable Coming out of the Ceiling. 10D; Evacuation Poster D 29: 7D; VGA cable coming out of the Ceiling D 30: 7D; VGA cable coming out of the Ceiling D 31: 7D; VGA cable coming out of the Ceiling D 32: 7D; VGA cable coming out of the Ceiling D 33: 7D; VGA cable coming out of the Ceiling 13: Water damage ceiling tile D 34: 7D; VGA cable coming out of the Ceiling D 35 Computer Lab: 7D; VGA cable coming out of the Ceiling E 43: 7D; VGA cable coming out of the Ceiling E 46: 7D: VGA cable coming out the ceiling.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/11/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
					E 47: 13: Ceiling tiles show water damage. 7D: VGA cable coming out the ceiling. F 54: 7: Cables hanging F 55: VGA cables hanging. F 57: VGA cables hanging F 58: VGA cables F 60: 7: TV cables F 62: TV cables Port 104: Missing Cover by door
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			F 56: 9: Broken water facet F 59: Loose teacher faucet.
Safety: Fire Safety, Hazardous Materials					: 10: Missing Evacuation Poster D 28: 7D: Vga Cable Coming out of the Ceiling. 10D; Evacuation Poster
Structural: Structural Damage, Roofs					: 13: Missing Ciling tile 15. Blinds need rehangng : 7: VGA and Data Cables. 13. Water damage one tile : Power strips. Water damage on ceiling tile by the door. D 27: 7D; VGA cable coming out of the Ceiling 13: Water damage ceiling tile D 33: 7D; VGA cable coming out of the Ceiling 13: Water damage ceiling tile E 47: 13: Ceiling tiles show water damage. 7D: VGA cable coming out the ceiling. F-hall Boys Restroom : One tile missing
External: Playground/School Grounds, Windows/ Doors/Gates/Fences					: 13: Missing Ciling tile 15. Blinds need rehangng : VGA cables 15: Blinds need rehangng D 24: 7D: VGA Cable coming out of the ceiling 15 D:Blinds
Overall Rating	Exemplary	Good	Fair	Poor	

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	58	57	51	51	48	48
Math	24	25	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	42	42	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	16.6	28.8	27

* 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	482	458	95.0	41.9
Male	216	205	94.9	48.8
Female	266	253	95.1	36.4
Black or African American	49	46	93.9	21.7
Hispanic or Latino	385	369	95.8	43.1
White	15	12	80.0	33.3
Socioeconomically Disadvantaged	455	433	95.2	41.8
English Learners	80	75	93.8	8.0
Students with Disabilities	48	38	79.2	5.3
Students Receiving Migrant Education Services	13	13	100.0	15.4

* 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	465	453	97.42	56.73
Male	221	215	97.29	48.84
Female	244	238	97.54	63.87
Black or African American	47	46	97.87	43.48
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	371	365	98.38	59.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	12	75	41.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	438	428	97.72	57.01
English Learners	91	87	95.6	25.29
Students with Disabilities	54	50	92.59	4
Students Receiving Migrant Education Services	11	11	100	54.55
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	466	451	96.78	24.61
Male	222	214	96.4	20.56
Female	244	237	97.13	28.27
Black or African American	47	46	97.87	8.7
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	372	363	97.58	26.45
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	12	75	25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	439	426	97.04	25.12
English Learners	91	85	93.41	7.06
Students with Disabilities	54	50	92.59	2
Students Receiving Migrant Education Services	11	11	100	36.36
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)

Parents at South High are fully dedicated in supporting students and the SHS community as a whole as demonstrated by the numbers of parents who participate in various booster clubs, councils, and committees. These opportunities provide shareholders a way to participate in decision making and problem solving as it relates to student growth and success.

Additionally, numerous parents attend our athletic events, band and choir concerts as well as our theatre productions. Parents also attend various Parent University workshops focused on college preparation and readiness. We have an open door policy, so parents do not hesitate to engage in conversation if they have a concern or to give praise.

South High also has a Rebel Family Center. It is a place where parents can come and feel welcomed. Parents at South High will have a sense of belonging and be reassured that their ideas, concerns, and opinions are valued and will be addressed in a timely manner. Staffed with a Community and Parent Liaison, the center provides a safe and caring environment for growing, learning and connecting. Throughout the school year the center will offer a variety of workshops and trainings designed to increase capacity as parents as well as maximize the learning experience of parents and students.

South High School 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 would like to take part in one or more of the many organized activities for parental involvement, please see the contact information regarding South High listed below:

(661) 831-3680

Connie Grumling, Principal: Connie_Grumling@kernhigh.org

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Dante Borradori, Director of Athletics: Dante_borradori@kernhigh.org

Stacey Fuentes, Title 1 Coordinator: Stacey_Fuentes@kernhigh.org

South High parent groups include Athletic Boosters, Band Boosters, Math Science and Engineering Academy (MS3), Site Council, Title I Advisory, EL Advisory, Migrant Parent Advisory, Parent University, and the South High Alumni Association. Athletic Boosters: The South High Athletic Boosters is a group of parents and alumni who support South High Athletics. They help by raising money through the Reverse Draw, manning the fireworks booth, selling food items at games (football, soccer, basketball, etc), as well as selling South High fan gear. This group also regularly supplies meals to athletic teams, and financially supports teams by buying needed equipment. Contact Dante Borradori at 831-3680. Band Boosters: The Band Booster Club (Rebel Elite Booster Squad – REBS) assists in organizing trips and offers help with financial assistance for the purchase of band equipment, musical instruments and stipends to music coaches. Contact Jeanne Johnson at 831-3680. The School Site Council: The group oversees the allocation of Title 1 funds. The large percentage of students at South who are considered Title 1 students (over 92% of all South High students), which means this is important for critical funding decisions. All parents are invited and encouraged to attend these meetings. Contact Connie Grumling at 831-3680. South High School Alumni Association was formed in 2002. Since its formation, the association has funded scholarships, provided financial aid to students for AP Exams, PSAT tests, and the purchase of musical instruments. Contact Dante Borradori at 831-3680. Math, Science, and Engineering Academy (MS3): Both Academies have active Steering Committee members and regularly scheduled meetings. The committees include local business partners, teachers, and parents who participate in decision-making regarding curriculum, field trips, and resource allocations. Contact Irene Ramey or Stacey Fuentes at 831-3680. Title I Advisory: An advisory group that meets with the Title I Coordinator regarding our Socioeconomic Disadvantaged student population. Contact Stacey Fuentes at 831-3680. English Learner Advisory Committee: An advisory group that meets with the Title I Coordinator regarding our students who are working toward and within the program to acquire the English Language. Contact Stacey Fuentes at 831-3680. Migrant Parent Advisory (held 6 times a year): Migrant parents and the Migrant Coordinator discuss the Migrant program on campus. Contact Stacey Fuentes at 831-3680. MS3 Parent Club (for the math and science academy): The MS3 parent club helps raise funds and plan for academy students to have additional educational opportunities for summer and weekend enrichment. Contact Irene Ramey or Stacey Fuentes at 831-3680. Parent University: Parent University is a series of informational programs regarding school culture, college readiness, AP courses, financial aid, and other information deemed relevant and important for parents of high school students. The sessions are held 6 times a semester. For more information contact Mirka Lopez at 831-3680.

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

South High 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 to address civil defense, disaster, school safety, and crisis intervention (Safety plans may be reviewed at the school site). The plan is updated annually and site administrators attend annual training sessions to receive policy and procedure updates. They received a condensed version, not the full plan. All school offices have been provided a first aid kit to respond to minor injuries.

South's Safety Committee meets quarterly to discuss safety issues and keeps the staff informed of any changes to the safety plan. South High has an Emergency Response team made up of trained staff members to respond to emergency situations. Fire, earthquake and lock-down drills are conducted each school year in the fall. Information is available upon request from the school site. The South High School Safety Plan was last reviewed on 10/20/16. Please contact Henry Wise at 831-3680 for additional information.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	24.5	13.5	7.7
Expulsions Rate	0.1	0.6	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	12.1	10.0	9.6
Expulsions Rate	0.2	0.2	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2000-2001	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	5
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.2
Psychologist	1
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	430

* 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	28	29	24	34	33	48	8	10	28	57	53	41
Mathematics	26	28	24	33	24	40	11	23	18	47	36	42
Science	31	32	29	12	10	14	5	7	12	35	41	40
Social Science	26	29	29	23	21	18	8	3	7	34	35	37

* 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

Professional development activities for teachers were coordinated by the KHSD Director of Instructional Services and the KHSD BTSA coordinator. The Kern County Superintendent of Schools provided additional workshops with a focus in the areas of standards, technology, classroom management, and subject area content.

South 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. Additionally, all certificated personnel participated in Building Professional Learning Communities, a process that allowed our school to ask the four essential questions which drive instruction:

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

During the 2014-2015 and 2015-2016 school years, a few South High teachers attended the Google Apps for Education (GAPE) conference which has enabled our teachers to integrate instructional technology into their every day teaching. The GAPE professional development opportunities have allowed teachers and students to use Chromebooks, Google forms, Google Doc, Google slides and Google classroom as part of everyday instruction.

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

- 2015-16: 31
- 2016-17: 31
- 2017-18: 31

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

South High received funding for categorical and other special programs. The categorical funding included: Title 1, English Learners, Migrant Education, two California Partnership Academies, and Carl Perkins funding. Special Education funds supported all Special Education programs such as Adaptive Physical Education, Resource Specialist Program, Special Day, district-centered services to moderate to severely disabled student population, Speech Therapy, school psychologists and social workers. Community Counselors met with students to address emotional and academic matters, made necessary referrals to agency services, made home visits and interacted with the school Dean of Students, Counselors, teachers and administration to keep them abreast of student needs.

South High received LCFF funds which were utilized to decrease class sizes and keep the library open for extended hours three days per week. Additionally, Title 1 funds were used to provide specific tutoring for math four days per week. Literacy sections were provided to assist students who were struggling with test scores in reading. A year long section of Career Choices was continued for at-risk incoming freshman students and Career Choices curriculum went school-wide to all incoming freshmen, who were not at risk, as a semester long course. EL students were provided a level appropriate EL course.

- 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, TI-Nspire systems, and other current technology.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,434	\$1,355	\$6,079	\$73,178
District	♦	♦	\$8,393	\$73,350
State	♦	♦	\$6,574	\$82,770
Percent Difference: School Site/District			-32.0	-0.2
Percent Difference: School Site/ State			-7.8	-12.3

* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
South High School	2013-14	2014-15	2015-16
Dropout Rate	10.7	5.9	6.1
Graduation Rate	87.2	90.89	92.37
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	482
% of pupils completing a CTE program and earning a high school diploma	5.82%
% 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	14.77
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	33.95

* 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	2	♦
Science		♦
Social Science	3	♦
All courses	6	16.3

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	94.34	88.26	87.11
Black or African American	95.45	84.98	79.19
American Indian or Alaska Native	100	79.66	80.17
Asian	100	94.76	94.42
Filipino	100	100	93.76
Hispanic or Latino	93.78	87.73	84.58
Native Hawaiian/Pacific Islander	100	85.71	86.57
White	100	89.38	90.99
Two or More Races	0	88.89	90.59
Socioeconomically Disadvantaged	96.27	86.05	85.45
English Learners	88.52	73.45	55.44
Students with Disabilities	24.39	18.59	63.9
Foster Youth	100	79.1	68.19

Career Technical Education Programs

The Kern High School District's (KHSD) 18 comprehensive high schools, 6 continuation schools, career centers, Bakersfield Adult School, and Regional Occupation Center (ROC) offer 33 different career pathways as outlined by the California career technical education (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.

South High offers 6 different CTE sectors, with 20 individual CTE Career Pathways aligned with these offerings.

CTE Sectors

- Video Production
- Performing Arts
- Business and Information Technology
- Architectural Design
- MS3 (Engineering)
- Criminal Justice Academy (CJA)

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.