



Central Valley High School

526 Mannel Ave. • Shafter, CA 93263-1810 • (661) 746-4281 • 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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J. Bryan Batey, Vice President
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Brenda Lewis, Ed.D.
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Assistant Superintendent, Educational Services and Innovative Programs

School Description

Central Valley High School (CVHS) is one of five (5) continuation schools in the Kern High School District (KHSD). CVHS is located in the city of Shafter which has only one high school. Shafter High School is practically the only feeder school for CVHS. CVHS services the students from the communities of Shafter, Buttonwillow, Belridge and the surrounding rural areas. The school was established in September 1971 and, although it hasn't always been at the same physical location, it retains a rich history and has celebrated many successful graduates that are prominent and contributing members of the community.

CVHS provides an alternative educational setting for students who have been unsuccessful in a traditional high school. CVHS students are identified by poor attendance, poor behavior and/or low academic achievement. The goal of our program is to provide these students a caring and structured learning community that will address and remedy the issues preventing their academic achievement; and, to help them explore post secondary career options. CVHS is viewed as a positive opportunity for students and has established respectable partnerships with local businesses, organizations and service clubs

Central Valley High School is dedicated to providing an educational environment that empowers students to demonstrate respect, integrity, and motivation in order to be prepared for a rapidly changing world.

Learning Above the RIM Values:

Respect: Behave in a respectful way towards others and their property.

Integrity: Do the right thing, even when no one is looking.

Motivation: Challenge yourself to achieve your goals.

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 11	34
Grade 12	47
Total Enrollment	81

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	88.9
Native Hawaiian or Pacific Islander	0
White	8.6
Two or More Races	1.2
Socioeconomically Disadvantaged	93.8
English Learners	21
Students with Disabilities	0
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Central Valley High School	15-16	16-17	17-18
With Full Credential	5	5	13
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Kern High School District	15-16	16-17	17-18
With Full Credential	♦	♦	1,790
Without Full Credential	♦	♦	64
Teaching Outside Subject Area of Competence	♦	♦	0

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

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

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

Textbooks and Instructional Materials Year and month in which data were collected: 1/22/2016	
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</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: Holt McDougal 2010 Earth Science: geology, the environment, and the universe; Glenco 2005</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Modern World History: patterns of interaction; McDougall Littell 2003 The American Reconstruction to the 21st century: McDougal Littell 2006 Civics Today: citizenship, economics & you Adopted 2013 Economics: today and tomorrow: Glenco 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: 1/22/2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	N/A The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Health: making life choices Glenco McGraw Hill Adopted 2000 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: Glencoe 1994 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: 1/22/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
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	10	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

* 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	--	--	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
Male	32	32	100	0
Female	18	17	94.44	0
Hispanic or Latino	43	42	97.67	0
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	47	46	97.87	0
English Learners	18	18	100	0
Students Receiving Migrant Education Services	--	--	--	--

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
Male	32	32	100	0
Female	18	17	94.44	0
Hispanic or Latino	43	42	97.67	0
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	47	46	97.87	0
English Learners	18	18	100	0
Students Receiving Migrant Education Services	--	--	--	--

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)

Incoming students and their parents meet with the counselor in an initial intake conference . The students then meet with the site administrator for an orientation to the campus. Throughout the school year, parent conferences at parent, teacher or staff request are arranged and mediated by the counselor and site administrator. Written and verbal correspondence is ongoing between the staff of Central Valley High School and parents regarding academic, attendance and discipline concerns. "Back to School Night" invites parents to visit the classrooms and talk with teachers about the classes offered. Newsletters and guides for parent educational support are sent home in both English and Spanish. Deficiency notices are sent home mid term for those students who are in danger of not earning a passing grade in any class and grade cards are mailed home at the end of each nine week grading period.

The School Site Council functions with the EL parent Advisory committee and the Title 1 parent advisory committee, with the proper composition for each advisory group.

Parents are always welcome to visit each class, assist in events, field trips and attend graduation.

CVHS has a quarterly academic achievement awards ceremony that celebrates attendance, credits and grades. All parents of students who receive awards are called and invited to attend the ceremony.

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

Central Valley High School provides a safe, secure and comfortable climate. All Kern High School District discipline policies are followed. Students must maintain regular daily attendance in all classes. Parents and students receive a detailed explanation of the Central Valley High School policies upon enrollment and students participate in an Orientation Program. The Orientation Program assists new students in developing good habits, understanding the ways to be successful at school, and ways to avoid problems in class and on campus. After completing the program, Central Valley students understand what is expected of them and how to be successful.

The site administrator, assistant dean of students, and the counselor supervise disciplinary and attendance programs on campus. Two campus supervisors patrol the grounds and work with students, the counselors, and the site administrator to resolve conflicts that arise. An officer of the Kern High School District Police department is on campus as needed for citations or investigations. We are located on the Shafter High School Campus so we have access to their full time police officer and campus supervisors at all times. An in school suspension program is used as an alternative to suspension for minor discipline problems. Parents are contacted when students have discipline problems.

The Comprehensive School Safety Plan is available at the school.

The staff has developed comprehensive procedures for dealing with a wide range safety concerns and includes:

1. School/Community Profile
2. Bullying
3. Suicide
4. Student Indicators
5. Staff Indicators
6. School-wide Student Indicators
7. Child Abuse Procedures
8. Disaster Plans
9. Suspension/Expulsion Procedures
10. Sexual Harassment Policy
11. Dress Code
12. School Discipline Code
13. NIMS Plan/Incident Command System Plan

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	29.0	16.8	11.1
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	12.1	10.0	9.6
Expulsions Rate	0.2	0.2	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		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	1.0
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	2.5
Average Number of Students per Staff Member	
Academic Counselor	90

* 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	15	20	17	4	3	4	2		2			1	
Mathematics	20	20	14	2	3	3	2	1	2				
Science	13	15	14	4	3	5	1	2					
Social Science	15	13	9	5	6	6	1		1				

* 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

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

- 2009-10: 4
- 2010-11: 3
- 2011-12: 4
- 2012-13: 4
- 2013-14: 4
- 2014-15: 4
- 2015-16: 4
- 2016-17: 4
- 2017-18: 4

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

Central Valley High School is funded for a variety of special programs and services.

An EL program is provided for English Learners. A Title I school-wide program benefits all qualified students. A KHSB Police Officer on campus provides security. One full time campus supervisors assists in campus supervision. In addition, Central Valley High School shares a campus security officer with Shafter High School. The campus security officer is assigned to Central Valley in the morning, and then reports to Shafter High School after lunch. A full time counselor is now available every day for personal/social as well as academic counseling. Qualified Central Valley students receive free or reduced breakfast and lunch at the Shafter High School cafeteria. Laptops, chromebooks, and 3 computers in the classroom are available for students to access the internet and other learning resources are available before and after school and by request during lunch. Students can enroll concurrently in the Regional Occupation Program and the local community college. Bus transportation is available for all students.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Central Valley High School	2013-14	2014-15	2015-16
Dropout Rate	47.2	11.8	45.5
Graduation Rate	33.96	62.75	45.45
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	11
% of pupils completing a CTE program and earning a high school diploma	2.20%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$12,119	\$299	\$11,820	\$70,223
District	♦	♦	\$8,393	\$73,350
State	♦	♦	\$6,574	\$82,770
Percent Difference: School Site/District			33.9	-4.4
Percent Difference: School Site/ State			57.0	-16.4

* Cells with ♦ do not require data.

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.

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	48.98	88.26	87.11
Black or African American	0	84.98	79.19
American Indian or Alaska Native	0	79.66	80.17
Asian	0	94.76	94.42
Filipino	0	100	93.76
Hispanic or Latino	48.94	87.73	84.58
Native Hawaiian/Pacific Islander	0	85.71	86.57
White	100	89.38	90.99
Two or More Races	0	88.89	90.59
Socioeconomically Disadvantaged	48.84	86.05	85.45
English Learners	43.75	73.45	55.44
Students with Disabilities	0	18.59	63.9
Foster Youth	0	79.1	68.19

Career Technical Education Programs

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