

~~2009-2010~~

SCHOOL ACCOUNTABILITY REPORT CARD

# South High

KERN UNION HIGH



## Part I

## Data and Access

## 2009–10 School Accountability Report Card

**Published During 2010-11**

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at [www.cde.ca.gov/ta/ac/sa](http://www.cde.ca.gov/ta/ac/sa). For additional information about the school, parents and community members should contact the school principal or the district office.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at [dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

## SOUTH HIGH

## Part II

## About This School

2010 -2011  
Contact  
Information

## School

**South High**  
1101 Planz Road  
Bakersfield, CA 93304  
661-831-3680  
kernhigh.org/south

**Mike Zulfa**  
*Principal*  
mike\_zulfa@khsd.k12.ca.us

## District

**Kern Union High**  
661-827-3100  
www.khsd.k12.ca.us  
CDS Code: 15-63529-1535392

**Vickie Spanos**  
*Director of Instruction*  
vspanos@khsd.k12.ca.us

## School Description and Mission Statement

South High School, Bakersfield, is one of 18 comprehensive high schools in the Kern High School District (KHSD/District), the largest high school district in California. The District encompasses most of the western part of Kern County located at the southern end of the Central Valley. South High was established in 1957.

South is a neighborhood school has a rich history of generational attendees who remain loyal to the school. South High School's purpose is to provide a comprehensive education to meet the needs of all students. South High School has consistently met the challenges set by the Western Association of Schools and Colleges (WASC) Accreditation process and most recently received a six year accreditation term with a three-year review.

The school prides itself on providing programs and classes that will prepare students for post-secondary careers. It believes that every student can learn and be successful academically and socially.

The mission of South High is graduates will be responsible citizens, life-long learners, with the skills to make decisions and choices, and the confidence to achieve.

## Opportunities for Parental Involvement

South High parent groups include Athletic Boosters, Band Boosters, GATE/Honors Parent Advisory, Engineering and Industrial Technology Academy (MS3), Criminal Justice Academy, Site Council, Title I Advisory, EL Advisory, Migrant Parent Advisory, South High Alumni Association, and the Rebel Parent Club.

**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 Jon Rose 831-3680

**Gate/Honors Parent Advisory:** An advisory group for the Gate/Honors classes on campus. The group helps with volunteering for field trips, monetary donations to help with costs of different exams (SAT, ACT, AP). Contact Staci Wright at 8331-3680

**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 831-3680

## SOUTH HIGH

## Part II

## About This School

**The School Site Council:** The group oversees the allocation of all categorical funds including Title I, Migrant, and Carl Perkins. It approves the staff development plan and provides input regarding the school's ESLRs, vision, and goals. All parents are invited and encouraged to attend these meetings. Contact Jason George 831-3680

The **Rebel Parent Club (RPC)** is composed of parents, teachers and students who provide volunteer help and financial assistance to the school. The RPC also assists with first day and semester change activities, school mailings, and provides refreshments for special school activities. Contact Randy DeJong 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 Vicky Thompson 831-3680

**Criminal Justice (CJA)** and **Engineering and Industrial Technology (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. CJA—Contact Alert Kumpel at 831-3680/ MS3—Contact David Braun 831-3680

**Title I Advisory:** An advisory group that meets with the Title I Coordinator regarding our Socioeconomic Disadvantaged student population. Contact Clifton Johnson at 831-3680

**English Learner Advisory:** 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 Clifton Johnson at 831-3680

**Migrant Parent Advisory (held 6 times a year):** Migrant parents and the Migrant Coordinator discuss the Migrant program on campus. Contact Clifton Johnson at 831-3680

## Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 9          | 552                |
| Grade 10         | 468                |
| Grade 11         | 490                |
| Grade 12         | 460                |
| Total Enrollment | 1970               |

## SOUTH HIGH

## Part II

## About This School

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

## Percent of Total Enrollment

| Group                            | Percent |
|----------------------------------|---------|
| African American                 | 12.30   |
| American Indian or Alaska Native | 1.01    |
| Asian                            | 3.54    |
| Filipino                         | .2      |
| Hispanic or Latino               | 71.8    |
| Pacific Islander                 | .4      |
| White                            | 10.07   |
| Multiple or No Response          | 8.00    |
|                                  |         |
| Socioeconomically Disadvantaged  | 85.00   |
| English Learner                  | 8.00    |
| Disabilities                     | 8.00    |

## Average Class Size and Class Size Distribution

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

## Number of Classrooms per Subject

| Subject                       | Year      | 1-22 | 23-32 | 33+ | Average |
|-------------------------------|-----------|------|-------|-----|---------|
| <b>English-Language Arts</b>  | 2007-2008 | 46   | 35    | 12  | 24.0    |
|                               | 2008-2009 | 49   | 23    | 18  | 24.0    |
|                               | 2009-2010 | 40   | 40    | 20  | 26.8    |
| <b>Mathematics</b>            | 2007-2008 | 43   | 11    | 18  | 23.0    |
|                               | 2008-2009 | 36   | 13    | 17  | 24.0    |
|                               | 2009-2010 | 34   | 14    | 18  | 27.0    |
| <b>Science</b>                | 2007-2008 | 6    | 32    | 11  | 29.0    |
|                               | 2008-2009 | 7    | 14    | 31  | 31.0    |
|                               | 2009-2010 | 5    | 20    | 31  | 32.1    |
| <b>History-Social Science</b> | 2007-2008 | 14   | 14    | 26  | 28.0    |
|                               | 2008-2009 | 16   | 17    | 24  | 28.0    |
|                               | 2009-2010 | 11   | 15    | 27  | 29.8    |

## SOUTH HIGH

## Part III

## School Climate

## 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 receive a condensed version not the full plan. All school offices have been provided a first-aid kit to respond to minor injuries. Classrooms have also been provided “shelter-in-place” supplies.

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.

Available upon request from the school site. Please contact Vicky Thompson at 831-3680.

Date School Safety Plan last reviewed: 09/01/2010

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate        | School  |         |         | District |         |         |
|-------------|---------|---------|---------|----------|---------|---------|
|             | 2007-08 | 2008-09 | 2009-10 | 2007-08  | 2008-09 | 2009-10 |
| Suspensions | 65.00   | 39.00   | 52.00   | 51.00    | 42.00   | 37.00   |
| Expulsions  | 5.00    | 6.00    | 7.00    | 6.00     | 5.00    | 6.00    |

**SOUTH HIGH****Part IV****School Facilities****School Facility Conditions and Planned Improvement**

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.

The District budgeted \$1,750,000 for the 2010-11 fiscal year for deferred maintenance, representing approximately .5% of the General Fund budget.

South High School opened in the fall of 1957 with a student capacity of 1,960. The school is currently in the process of finalizing plans for the modernization of campus offices, some classroom spaces, all hallways and selected other areas. This project is tentatively scheduled to begin in August, 2009. The campus is maintained by a staff of six custodians supported by the District Maintenance and Operations Department. Custodians work in shifts from 6:00 a.m. to 11:30 p.m. Repairs are made regularly to maintain a clean and safe environment.

Inspections by KHSD Safety Inspectors and Maintenance and Operations Department are conducted yearly. All buildings are air conditioned and heated. The plant is attractively painted and landscaped. Improvement funds come from the District Maintenance and Operations budget and the school's principal budget. The District participates in the State School Deferred Maintenance Program for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and/or exterior painting and floor systems. The District budgeted \$1,700,000 for deferred maintenance for the 2009-2010 school year. This represents .5% of the District's General Fund Budget.

**SOUTH HIGH**

**Part IV**

**School Facilities**

**School Facility Good Repair Status**

This table displays the results of the most recently completed school site inspection to determine the school facility’s good repair status.

| Item Inspected  | Status*   | Repair Needed / Action Taken or Planned |
|---|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer                      | Good      |   |
| Interior: Interior Surfaces                                     | Good      |   |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation       | Good      |   |
| Electrical: Electrical  | Good      |   |
| Restrooms/Fountains: Restrooms, Sinks/Fountains                 | Good      |   |
| Safety: Fire Safety, Hazardous Materials                        | Good      |   |
| Structural: Structural Damage, Roofs                            | Good      |   |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good      |   |
| Overall Rating**  | Exemplary |   |

*\*Based on a scale from: Poor—Fair—Good*

*\*\*Based on a scale from: Poor—Fair—Good—Exemplary*

Date of inspection: 9/2010

Completion date of inspection form: 8/2010

## SOUTH HIGH

## Part V

## Teachers

## Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at [dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest).

| Teachers                                    | School  |         |         | District |
|---|---------|---------|---------|----------|
|   | 2007-08 | 2008-09 | 2009-10 | 2009-10  |
| With Full Credential                        | 85      | 85      | 86      | 1505     |
| Without Full Credential                     | 5       | 3       | 0       | 38       |
| Teaching Outside Subject Area of Competence |         |         | 0       | n/a      |

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

| Indicator                                      | 2006-07 | 2007-08 | 2008-09 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments                   | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

## SOUTH HIGH

## Part V

## Teachers

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

#### Percent of Classes In Core Academic Subjects

| Location of Classes              | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
|----------------------------------|-------------------------------------|---|
| South High                       | 100.0                               | 0                                       |
| All Schools in District          | 96.00                               | 4.00                                    |
| High-Poverty Schools in District | 91                                  | 9                                       |
| Low-Poverty Schools in District  | 92                                  | 8                                       |

## SOUTH HIGH

## Part VI

## Support Staff

**Academic Counselors and Other Support Staff**

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Students per Academic Counselor**

| Title                                     | Average Total |
|---|---------------|
| Number of Students per Academic Counselor | 500.00        |

**Number of FTEs Assigned to School**

| Title   | Total |
|---|-------|
| Academic Counselor                              | 4.00  |
| Library Media Teacher (Librarian)               | 1.00  |
| Library Media Services Staff (paraprofessional) |       |
| Psychologist                                    |       |
| Social Worker                                   |       |
| Nurse   |       |
| Speech/Language/Hearing Specialist              | .8    |
| Resource Specialist (non-teaching)              | 1.00  |
| Other   |       |

## SOUTH HIGH

## Part VII

Curriculum and  
Instructional  
Materials**Quality, Currency, and Availability of Textbooks and Instructional Materials**

This section displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or nonadopted textbooks or instructional materials.

**Textbook Information**

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

(\* Program added by 2005 Follow-up Adoption)

**Textbook Availability**

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science.

**English-Language Arts**

| Textbook Title and/or Publisher   | Adoption Year |
|---|---------------|
| Literature and Language, Third Course, CA Edition, 2003 Edition   | 2006          |
| Literature and Language, Fourth Course, CA Edition, 2003 Edition  | 2005          |
| Literature and Language, Fifth Course, Holt, Rinehart, Winston, 2003 Edition  | 2006          |
| Patterns of Thought, Pearson, 2005  | 2009          |
| Write for College – A Student Handbook, Houghton, Mifflin, Company, 1997 Edition  | 1997          |
| Edge Intro – Hampton – Brown, 2009  | 2008          |
| Edge A – Hampton – Brown, 2007  | 2007          |
| Edge B – Hampton – Brown, 2007  | 2007          |
| Edge C – Hampton – Brown, 2007  | 2007          |
| Preparing for the California High School Exit Exam and English language Art Study Guide, CA Department of Education, 2003 | 2007          |
| Edition Early Prep-Measuring Up, Peoples Publishing, 2005   | 2006          |
| Glencoe/McGraw-Hill (Sopris West), Language! A , 2005   | 2005          |
| Sopris West, Language! B, 2005  | 2005          |
| Sopris West, Language! C 2005, Gr. 4-8**  | 2005          |

Collection Date: 8/2010

## SOUTH HIGH

## Part VII

Curriculum and  
Instructional  
Materials**History-Social Science**

| Textbook Title and/or Publisher   | Adoption Year |
|---|---------------|
| Modern World History, McDougal/Littell, 1999, 2003 Edition                  | 2004          |
| Creating America: A History of The United States, McDougal/Littell          | 2005          |
| American Odyssey, Glencoe, Editions available: 1997, 1994, 1999, 2002, 2004 | 2002          |
| The Americans, McDougal – Littell, 2006                                     | 2009          |
| American Pageant, Houghton-Mifflin, 2006                                    | 2009          |
| US Government: Democracy in Action, Glencoe, 2003 Edition                   | 2005          |
| We The People, Center For Civic Education, 2007 Edition                     | 2009          |
| Economics: Principles and Practices, Glencoe, 1995, 2005                    | 2005          |

Collection Date: 8/2010

**Mathematics**

| Textbook Title and/or Publisher   | Adoption Year |
|---|---------------|
| Mathematics, Concepts and Skills, Course 1, McDougal/Littell, 2001 Edition                  | 2007          |
| Mathematics, Concepts and Skills, Course 2, McDougal/Littell, 2001 Edition                  | 2006          |
| Algebra 1, Prentice Hall, 2001 Edition  | 2006          |
| Algebra 1 Concepts and Skills, CA Edition, 2001 Edition, McDougal/Littell                   | 2005          |
| Algebra 2, CA Edition, Glencoe, 2005 Edition  | 2005          |
| Algebra 1, Prentice Hall, 2001 Edition  | 2006          |
| Geometry, Prentice Hall, 2004 California Edition  | 2006          |
| Integrated Mathematics, McDougal/Littell, 2002 Edition                                      | 2006          |
| Pre-Calculus, Pearson-Prentice-Hall, 2007, Third Edition                                    | 2006          |
| Meeting the California Challenge – Mathematics, Feron, Pearson Learning Group, 2002 Edition | 2004          |
| The Practice of Statistics, W. H. Freeman & Company, 2003 Edition                           | 1999          |
| Calculus: Concepts and Contexts, Brooks/Cole, 2001 Edition                                  | 2002          |

Collection Date: 8/2010

## SOUTH HIGH

## Part VII

Curriculum and  
Instructional  
Materials

## Science

| Textbook Title and/or Publisher   | Adoption Year |
|---|---------------|
| Physical Geology, Wm. C. Brown, 1996 Edition, 2001 Edition. 2007, 2008            | 2008          |
| Physics, Holt, First Edition, 1999 Edition  | 2009          |
| Earth Science, Glencoe, 2005 Edition  | 2006          |
| Earth Science, Prentice hall, 2006 Edition  | 2007          |
| Chemistry, Connections to Our Changing World, Prentice hall, Second Edition, 2000 | 2000          |
| Chemistry, Raymond Chang, Ninth Edition, McGraw Hill                              | 2008          |
| Biology: McDougal – Littell, 2008   | 2009          |
| Dynamics of Life, Glencoe, 1998, 2000 Edition                                     | 2000          |

Collection Date: 8/2010

## Science Equipment

## Chemistry – 5 sections

F-56 Analytical Balance (2) • F-59 Beaker 1000mL (20) • E-43 Beaker 150mL (150) • Beaker 250mL (130) • Beaker 400mL (50) • Beaker 50mL (100) • Beaker 600mL (30) • Beaker Tongs (20) • Benchtop Desiccator (1) • Benchtop Spectrometer (3) • Burette 50mL (12) • Burette Clamps (10) • Buuchner Funnel (15) • Calculators (100) • Centrifuge (1) • Chemical Scoop (70) • Clay Triangle (50) • Crucible 10mL (100) • Crucible Tongs (14) • Distillation Flask (20) • Dropper Pipet Plastic Disposable (500) • Drying Oven (1) • Electronic Balance (15) • Erlenmeyer Flask 125mL (110) • Erlenmeyer Flask 250mL (100) • Evaporating Dish 100mL (150) • Flint Striker (40) • Forceps (120) • Funnel (60) • Funnel Clamp (20) • Gas Burner (50) • Graduated Cylinder 100mL (100) • Graduated Cylinder 10mL (110) • Grease Pencil (100) • Hot Plate (12) • Hot Plate-Stirrer (12) • Lab Aprons (80) • Medium Test Tube (300) • Metal Ring (50) • Molecular Models Set (30) • Mortar and Pestle (8) • pH Meter, Handheld (20) • Pipets Glass Assorted (35) • Pneumatic Through (15) • Ring Stand (14) • Round Bottom Flask (15) • Safety Goggles and Glasses (75) • Sample Bottles 250mL (20) • Sample Bottles 500mL (20) • Sample Bottles Dropper (60) • Sample Vials Glass 25mL (50) • Sample Vials Glass 5mL (100) • Separatory Funnel (22) • Small Test Tube (750) • Spot Plate (50) • Stirring Rod (150) • Test Tube Brush (30) • Test Tube Holder (30) • Test Tube Rack (20) • Test Tubes Extra Large (15) • Thermometer (14) • U Tube (25) • Utility Clamp (50) • Vacuum Flask (25) • Vacuum Tubes (20) • Volumetric Flask 1000mL (2) • Volumetric Flask 100mL (6) • Volumetric Flask 250mL (2) • Volumetric Flask 500mL (2) • Watch Glass (45) • Well Strip (40) • Wire Gauze (30)

## Biology – 18 Sections

F-54 Microscopes (80) • F-55 Trays (60) • F-57 Scalpels (60) • F-61 Probes (60) • Scissors (85) • Tweezers (60) • Ward's: Blood Lab Simulation (3) • SlideTray: Allium root tip (16) • Aluminum Root Tip Slides (16) • Rulers (30) • 250 ml beakers (10) • Goggles (140) • Microscopes, Dissection (15) • Test Tubes (15) • Aprons (30) • Balance, Electronic (4) • Newton Ball Demonstration (1) • pH

## SOUTH HIGH

## Part VII

Curriculum and  
Instructional  
Materials

meters (15) • VanDeGraff Generator (1) • Video Microscope (1) • Video Dissection Scope (1)

**Earth Science – 12 Sections**

F-58 1 kg Masses (12) • F-60 Aprons (30) • F-61 Barometer (1) • F-62 Beakers (100) • Bunsen burners (12) • Calculators (35) • Compass (60) • Erlenmeyer flasks (15) • Flint Strikers (15) • Glass Plates (12) • Globe (2) • Goggles (125) • Graduated cylinders plastics (15) • Hot plates (8) • Meter Sticks (45) • Overflow Cans (15) • Plastic Globe (1) • Protractors (30) • Psychrometers (10) • Rulers (55) • Scissors (12) • Spot Plates (30) • Stop Watches (5) • Streak Plates (30) • Test tubes (100) • Thermometers (12) • Triple beam balances (14) • Weather Station (1)

**Geology – 3 Sections**

F-60 Assorted Fossils (1 each) • Bags of Rocks and Minerals (45) • Fossil Sets (10) • Hand Lenses (20) • Igneous Rock Sets (18) • Magnifying Glasses (11) • Metamorphic Rock Sets (18) • Mineral Sets (15) • Rocks (various) • Sedimentary Rock Sets (18) • Topographic Lab – Make a Model Map (1) • Topographic Maps (75)

**Other**

| Textbook Title and/or Publisher                   | Adoption Year |
|---|---------------|
| Realidades 1, Prentice Hall, 2008 Edition 2       | 2007          |
| Realidades 2, Prentice Hall, 2008 Edition 2       | 2008          |
| Realidades 3, Prentice Hall, 2008 Edition 2       | 2009          |
| Spanish in Three Years, Amscoe, 1987 Edition      | 1992          |
| Album, D. C. Heath, 1984 Edition                  | 1992          |
| Bon Voyage, Glencoe, 2008                         | 2008          |
| Abord, Glencoe, 1994 Edition                      | 1995          |
| EnVoyage, Glencoe, 1998 Edition                   | 1994          |
| El Espanol Para Nosotros 2, Glencoe, 2006 Edition | 2007          |
| El Espanol Para Nosotros 2, Glencoe, 2006 Edition | 2007          |
| Abriendo Puertas Tomo I, Nextext, 2003 Edition    | 2002          |
| Health, McGraw-Hill, 2005                         | 2006          |

Collection Date: 8/2010

## SOUTH HIGH

## Part VII

Curriculum and  
Instructional  
Materials**Quality, Currency, and Availability of Textbooks and Instructional Materials**

| Core Curriculum Area                       | Percent |
|--|---------|
| Reading/Language Arts                      | 100     |
| Mathematics                                | 100     |
| Science                                    | 100     |
| History-Social Science                     | 100     |
| Foreign Language                           | 100     |
| Health                                     | 100     |
| Visual and Performing Arts                 | 100     |
| Science Laboratory Equipment (grades 9-12) | 100     |

Textbook Information Collection Date: 8/2010

**Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials**

| Core Curriculum Area                       | Percent |
|--|---------|
| Reading/Language Arts                      | 0       |
| Mathematics                                | 0       |
| Science                                    | 0       |
| History-Social Science                     | 0       |
| Foreign Language                           | 0       |
| Health                                     | 0       |
| Visual and Performing Arts                 | 0       |
| Science Laboratory Equipment (grades 9-12) | 0       |

Textbook Information Collection Date: 8/2010

## SOUTH HIGH

## Part VIII

## School Finances

## Expenditures Per Pupil and School Site Teacher Salaries

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec) and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs).

## South High Expenditures Per Pupil

| Type                                   | Total   |
|--|---------|
| Supplemental (From Restricted Sources) | \$3,067 |
| Basic (From Unrestricted Sources)      | \$6,208 |
| Total                                  | \$9,275 |

## Basic Expenditures vs. Teacher Salary Comparisons

| Type                   | School   | District |        | State    |        |
|------------------------|----------|----------|--------|----------|--------|
| Basic Expenditures     | \$6,208  | NA       | NA     | \$5,866  | 5.83%  |
| Average Teacher Salary | \$70,310 | \$73,728 | -4.04% | \$70,728 | -0.59% |

Note: % difference versus school indicated in parentheses ( ).

## Types of Services Funded

South High received funding for categorical and other special programs. The categorical funding included: Title 1, English Learners, Migrant Education, Agriculture Incentives, two California Partnership Academies, and Carl Perkins. 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.

The Athletic and Band boosters provided financial support and chaperones for many activities.

Gifted and Talented Education (GATE) and Honors students attended off-campus

## SOUTH HIGH

## Part VIII

## School Finances

activities including field trips to colleges. In an effort to involve the “middle” student in the total school-community, the school provided field trips, in-class speakers, academic mentors and other extra-curricular activities. Counselors held group and/or individual meetings for crisis intervention and grief counseling as needed.

### Teacher and Administrative Salaries

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district’s budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs).

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$43,597        | \$43,096                                     |
| Mid-Range Teacher Salary                      | \$62,567        | \$70,018                                     |
| Highest Teacher Salary                        | \$93,470        | \$89,675                                     |
| Average Principal Salary (Elementary)         | \$0             | \$0  |
| Average Principal Salary (Middle)             | \$0             | \$122,408                                    |
| Average Principal Salary (High)               | \$113,589       | \$128,615                                    |
| Superintendent Salary                         | \$237,158       | \$204,469                                    |
| Percent of Budget for Teacher Salaries        | 38%             | NA   |
| Percent of Budget for Administrative Salaries | 5               | NA   |

## SOUTH HIGH

## Part IX

Student  
Performance

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at [star.cde.ca.gov](http://star.cde.ca.gov). Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf). 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

**Standardized Testing and Reporting Results for All Students: Three-Year Comparison**

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject                | School |       |       | District |       |       | State |       |       |
|------------------------|--------|-------|-------|----------|-------|-------|-------|-------|-------|
|                        | 07-08  | 08-09 | 09-10 | 07-08    | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 |
| English-Language Arts  | 25%    | 27%   | 34%   | 32%      | 37%   | 40%   | 46%   | 50%   | 52%   |
| Mathematics            | 6%     | 7%    | 13%   | 14%      | 18%   | 19%   | 43%   | 46%   | 48%   |
| Science                | 30%    | 27%   | 37%   | 35%      | 43%   | 47%   | 46%   | 50%   | 54%   |
| History-Social Science | 21%    | 29%   | 35%   | 26%      | 32%   | 39%   | 36%   | 41%   | 44%   |

## SOUTH HIGH

## Part IX

Student  
Performance**Standardized Testing and Reporting Results by Student Group:  
Most Recent Year**

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

**Percent of Students Scoring at Proficient or Advanced**

| Group   | ELA    | Math   | SCI    | HSS    |
|---|--------|--------|--------|--------|
| African American                              | 25.00% | 7.00%  | 23.00% | 28.00% |
| American Indian                               | 42.00% |        |        |        |
| Asian   | 37.00% | 25.00% | 42.00% | 43.00% |
| Filipino                                      |        |        |        |        |
| Hispanic or Latino                            | 33.00% | 13.00% | 38.00% | 34.00% |
| Pacific Islander                              |        |        |        |        |
| White   | 47.00% | 23.00% | 49.00% | 49.00% |
| Male  | 30.00% | 14.00% | 45.00% | 38.00% |
| Female  | 37.00% | 12.00% | 29.00% | 32.00% |
| Socioeconomically Disadvantaged               | 32.00% | 12.00% | 36.00% | 34.00% |
| English Learner                               | 1.00%  | 1.00%  | 8.00%  | 5.00%  |
| Disabilities                                  | 5.00%  | 3.00%  | 15.00% | 8.00%  |
| Students Receiving Migrant Education Services | 32.00% | 10.00% |        | 50.00% |

**California High School Exit Examination**

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at [cahsee.cde.ca.gov](http://cahsee.cde.ca.gov). 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## SOUTH HIGH

## Part IX

Student  
Performance**California High School Exit Examination Results for All Students:  
Three-Year Comparison**

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

| Subject               | School  |         |         | District |         |         | State   |         |         |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                       | 2007-08 | 2008-09 | 2009-10 | 2007-08  | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| English-Language Arts | 41.00%  | 41.00%  | 41.00%  | 50.00%   | 50.00%  | 51.00%  | 53.00%  | 53.00%  | 54.00%  |
| Mathematics           | 41.00%  | 41.00%  | 44.00%  | 48.00%   | 48.00%  | 53.00%  | 51.00%  | 51.00%  | 53.00%  |

**California High School Exit Examination Results by Student Group: Most  
Recent Year**

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

| Group   | English-Language Arts |            |          | Mathematics    |            |          |
|---|-----------------------|------------|----------|----------------|------------|----------|
|   | Not Proficient        | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students                                  | 59.00%                | 25.00%     | 17.00%   | 56.00%         | 30.00%     | 14.00%   |
| African American                              | 68.80%                | 14.60%     | 16.70%   | 70.20%         | 23.40%     | 6.40%    |
| American Indian or Alaska Native              |                       |            |          |                |            |          |
| Asian   | 59.00%                | 18.00%     | 24.00%   | 41.00%         | 24.00%     | 35.00%   |
| Filipino                                      |                       |            |          |                |            |          |
| Hispanic or Latino                            | 59.00%                | 26.00%     | 16.00%   | 56.00%         | 31.00%     | 13.00%   |
| Pacific Islander                              |                       |            |          |                |            |          |
| White (not Hispanic)                          | 48.00%                | 28.00%     | 25.00%   | 50.00%         | 33.00%     | 18.00%   |
| Male  | 60.00%                | 27.00%     | 12.00%   | 54.00%         | 29.00%     | 17.00%   |
| Female  | 57.00%                | 21.00%     | 22.00%   | 59.00%         | 31.00%     | 10.00%   |
| Economically Disadvantaged                    | 61.00%                | 23.00%     | 16.00%   | 57.00%         | 30.00%     | 13.00%   |
| English Learners                              | 61.00%                | 25.00%     | 14.00%   | 51.00%         | 38.00%     | 12.00%   |
| Students with Disabilities                    | 93.30%                | 3.30%      | 3.30%    | 90.00%         | 6.70%      | 3.30%    |
| Students Receiving Migrant Education Services | 63.60%                | 27.30%     | 9.10%    | 54.50%         | 36.40%     | 9.10%    |

## SOUTH HIGH

## Part IX

Student  
Performance

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf). 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## Percent of Students Meeting Healthy Fitness Zones

| Grade Level | 4 of 6 Students | 5 of 6 Students | 6 of 6 Students |
|-------------|-----------------|-----------------|-----------------|
| 5           |                 |                 |                 |
| 7           |                 |                 |                 |
| 9           | 20.20           | 19.8            | 24              |

## SOUTH HIGH

## Part X

## Accountability

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at [www.cde.ca.gov/ta/ac/ap](http://www.cde.ca.gov/ta/ac/ap).

## Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank        | 2007 | 2008 | 2009 |
|-----------------|------|------|------|
| Statewide       | 3    | 2    | 2    |
| Similar Schools | 6    | 4    | 4    |

## Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. Note: "N/A" means that the student group is not numerically significant or data were not available.

## Actual API Change

| Group                            | 2007-08 | 2008-09 | 2009-10 |
|----------------------------------|---------|---------|---------|
| All Students in the School       | -4      | 3       | 39      |
| African American                 | -40     | 57      | -1      |
| American Indian or Alaska Native |         |         |         |
| Asian                            |         |         |         |
| Filipino                         |         |         |         |
| Hispanic or Latino               | -2      | -2      | 47      |
| Pacific Islander                 |         |         |         |
| White (not Hispanic)             | 45      | -38     | 62      |
| Socioeconomically Disadvantaged  | -10     | 7       | 44      |
| English Learners                 | 3       | 14      | 51      |
| Students with Disabilities       | -28     | -14     |         |

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## Part X

## Accountability

**Academic Performance Index Growth by Student Group – 2010 Growth API Comparison**

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

**2010 Growth API**

| Group                            | School | LEA | State |
|----------------------------------|--------|-----|-------|
| All Students in the School       | 676    | 708 | 767   |
| African American                 | 627    | 652 | 686   |
| American Indian or Alaska Native |        | 731 | 728   |
| Asian                            |        | 844 | 890   |
| Filipino                         |        | 842 | 851   |
| Hispanic or Latino               | 678    | 674 | 715   |
| Pacific Islander                 |        |     | 753   |
| White (not Hispanic)             | 722    | 770 | 838   |
| Two or More Races                |        | 703 | 808   |
| Socioeconomically Disadvantaged  | 670    | 663 | 712   |
| English Learners                 | 658    | 646 | 692   |
| Students with Disabilities       |        | 436 | 580   |

**Adequate Yearly Progress**

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

**Adequate Yearly Progress Overall and by Criteria**

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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## Part X

## Accountability

| AYP Criteria                               | School | District |
|--|--------|----------|
| Overall                                    | No     | No       |
| Participation Rate - English-Language Arts | Yes    | No       |
| Participation Rate - Mathematics           | Yes    | Yes      |
| Percent Proficient - English-Language Arts | No     | No       |
| Percent Proficient - Mathematics           | No     | No       |
| API  | Yes    | Yes      |
| Graduation Rate                            | No     |          |

**Federal Intervention Program**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

| 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  | n/a       | 16        |
| Percent of Schools Currently in Program Improvement | n/a       | 67        |

## SOUTH HIGH

## Part XI

School Completion  
and Postsecondary  
Preparation

## Admission Requirements for California's Public Universities

**University of California**

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at [www.universityofcalifornia.edu/admissions/general.html](http://www.universityofcalifornia.edu/admissions/general.html).

**California State University**

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at [www.calstate.edu/SAS/admreq.shtml](http://www.calstate.edu/SAS/admreq.shtml).

**Dropout Rate and Graduation Rate**

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE Data- Quest Web page at [dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest).

| Level             | Year      | Dropout Rate (1-year) | Graduation Rate |
|-------------------|-----------|-----------------------|-----------------|
| <b>South High</b> | 2006-2007 | 6.0                   | 78.0            |
|                   | 2007-2008 | 6.0                   | 76.0            |
|                   | 2008-2009 | 6.0                   | 76.0            |
| <b>District</b>   | 2006-2007 | 5.0                   | 75.0            |
|                   | 2007-2008 | 5.0                   | 77.0            |
|                   | 2008-2009 | 5.0                   | 77.0            |
| <b>State</b>      | 2006-2007 | 4.0                   | 81.0            |
|                   | 2007-2008 | 4.0                   | 80.0            |
|                   | 2008-2009 | 4.0                   | 80.0            |

## SOUTH HIGH

## Part XI

School Completion  
and Postsecondary  
Preparation**Completion of High School Graduation Requirements**

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

**Graduating Class of 2009**

| Group                            | School | District | State |
|----------------------------------|--------|----------|-------|
| All Students                     | 79.3   | 78.6     |       |
| African American                 | 10.08  | 6.4      |       |
| American Indian or Alaska Native | .82    | .89      |       |
| Asian                            | 4.63   | 3.2      |       |
| Filipino                         |        | 1        |       |
| Hispanic or Latino               | 72.75  | 53       |       |
| Pacific Islander                 | .82    | .24      |       |
| White (not Hispanic)             | 10.90  | 35       |       |
| Socioeconomically Disadvantaged  |        |          |       |
| English Learners                 |        |          |       |
| Students with Disabilities       |        |          |       |

*Note: "N/A" means that the student group is not numerically significant.*

**Career Technical Education Programs**

The Kern High School District's (KHSD) 18 comprehensive high schools, 5 continuation schools, career centers, Bakersfield Adult School, and Regional Occupation Center (ROC) offer 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 collaboration between KHSD's California 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, nationally, and internationally.

The ROC offers 24 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

## SOUTH HIGH

## Part XI

School Completion  
and Postsecondary  
Preparation

Vocational Nursing program, and finish at a local college as a Registered Nurse.

A strong articulation with the Kern/South Tulare Consortium for Tech Prep has strengthened the CTE programs at the secondary and post-secondary levels. Twelve Academies through the California Department of Education (CDE) flourish at 9 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 a near 90% graduation rate for student participants. The KHSD CTE Advisory Committee, representing a reflection of local business and industry partners, meets at least twice annually to make recommendations for program improvement, industry trends, training needs, and local industry demands for future employment.

CTE courses at KHSD comprehensive sites are increasing rapidly with an average of 41 current offerings. In addition, the District continues to add resources to further improve and expand CTE offerings.

The Kern High School District 18 comprehensive high schools, 5 continuation schools, career centers, Bakersfield Adult School and Regional Occupational Center and Programs offer career pathways as outlined from the California Career Technical Education Model Curriculum Standards 15 industry sectors. The collaboration between the District's 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 been a leader in CTE Programs which have recognized students locally, nationally and internationally.

The ROC offers 24 capstone classes at its location to the local high school students and has expanded introduction, concentration, and capstone program offerings at the comprehensive sites. The Health Careers program 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, their senior year attend the Nursing Assistant ROC program obtaining 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 articulation with the Kern/South Tulare Consortium for Tech Prep has strengthened the CTE programs at the secondary and postsecondary level.

South High School provides on campus career training in Visual and Performing Arts, Business, Technology, Drafting, and ROTC.

### **Career Technical Education Participation**

This table displays information about participation in the school's CTE programs.

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## Part XI

School Completion  
and Postsecondary  
Preparation

| Measure  | Participation |
|--|---------------|
| Number of pupils participating in CTE  | 1596          |
| Percent of pupils completing a CTE program and earning a high school diploma                                   | 91            |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 50            |

**Courses for University of California and/or California State University Admission**

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE DataQuest Web page at [dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest).

| UC/CSU Course Measure   | Percent |
|---|---------|
| Students Enrolled in Courses Required for UC/CSU Admission        | 50.90   |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 21.00   |

**Advanced Placement Courses**

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page at [dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest).

| Subject                  | Number of AP Courses Offered | Percent of Students in AP Courses |
|--------------------------|------------------------------|-----------------------------------|
| Computer Science         |                              | n/a                               |
| English                  | 1                            | n/a                               |
| Fine and Performing Arts | 0                            | n/a                               |
| Foreign Language         | 1                            | n/a                               |
| Mathematics              | 2                            | n/a                               |
| Science                  | 0                            | n/a                               |
| Social Science           | 1                            | n/a                               |
| All courses              | 5                            |                                   |

**SOUTH HIGH****Part XII****Instructional  
Planning and  
Scheduling****Professional Development**

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

The District provides for four staff development days for the school year. South provided opportunities for teachers to participate in curriculum development activities and time to address specific departmental curricula issues. The Principal's Budget, Carl Perkins, and academy funding provided additional resources to staff for professional development.

**Professional Development Days**

The following displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

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

- 2007-08: 3
- 2008-09: 3
- 2009-10: 3