

## 2009–10

# School Accountability Report Card

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 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 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.

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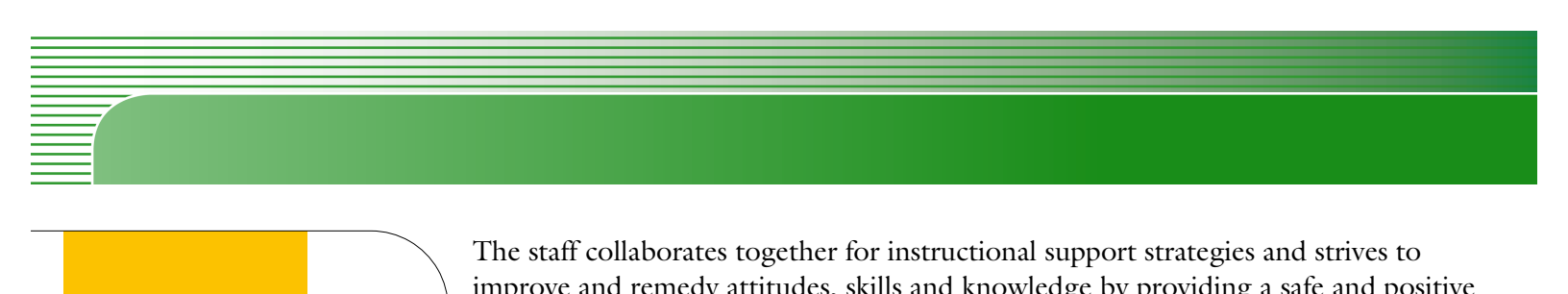
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Central Valley High School (CVHS) is one of five (5) continuation schools in the Kern High School District. CVHS services the students from the communities of Shafter, Buttonwillow, Belridge and the surrounding rural areas. The school was established 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 identified by poor attendance, poor behavior and low academic achievement. The goal of our program is to provide 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.

The economy of the community is based mainly upon agriculture and small industries. The 2010 census yielded a population of 16,052 people living in the greater Shafter area with projections of 20,000 by the year 2020. The median home cost in Shafter is \$119,590. Home appreciation the last year has been -18.70 percent. Compared to the rest of the country, Shafter's cost of living is 7.00% Lower than the U.S. average. Additionally, Shafter has been very aggressive in its efforts to bring business and managed growth to the city, and with the annexation of a large area just to the north-east these numbers could increase significantly.

Since 2000, Shafter has had a population growth of 26.01 percent. The unemployment rate in Shafter is 14.50 percent (U.S. avg. is 10.20%). Recent job growth is negative and jobs have decreased by 4.26 percent this past year. Shafter public schools spend \$4,145 per student. The average school expenditure in the U.S. is \$5,678. There are about 23 students per teacher in Shafter, and that number is consistent with the average number of students in a typical class at CVHS.

CVHS educates students who have been unsuccessful in a traditional high school setting. More than 90% of our students come from Shafter High School. A significant number of students have been unsuccessful because of poor attendance, personal/social barriers, disruptive behaviors and deficient academic abilities. The objective of our program is to prevent students from dropping out of school, to inspire them to endure and learn from adversity within their life, to earn their high school diploma and to help them make and obtain post secondary career goals. The CVHS approach to student achievement begins with character education and extends through a rich and rigorous academic program with systemic interventions to help "catch" learners when the struggle and need extra time and support. Individualized instruction and a small learning community provide the perfect net for catching a student profile that is defined as being "at risk". Our team of teachers and support staff prefer to think of our students as being "at promise"; and, our highly qualified staff aspires to meet the diverse yet similar needs of our learners.



The staff collaborates together for instructional support strategies and strives to improve and remedy attitudes, skills and knowledge by providing a safe and positive learning environment. The instruction at CVHS is based on curriculum that employs the California Content Standards; it allows for flexibility of scheduling, smaller class size and meets the needs of students with diverse learning styles. Students at CVHS have access to fine arts, consumer, family education courses and vocational pathways at the KHSD Regional Occupation Center. Each classroom has six (6) student computers and students have access to learning opportunities through the internet. Students not passing one or more parts of the CAHSEE are enrolled in remediation classes to identify and strengthen areas of weakness.

### **School staffing**

The staff at CVHS is composed of four teachers, one administrator, one part-time counselor, one part time migrant counselor, one part time office secretary, one part time bilingual technician and one part time campus security supervisor. The part-time counselor serves the academic, career, and personal needs of our student body as well as coordinates efforts and program needs for our migrant and ELD students. One of the CVHS teachers also serves as the Title I and ELD Program Coordinator. We also have access to Shafter High School resources to provide for our students who have been designated as having RSP needs. The site administrator manages and supports the needs of the students, instructional staff and support staff. The school secretary conducts all administrative support functions related to the daily operations of the school. The campus security supervisor assists in establishing a clean and safe educational environment for both staff and students.

### **School facilities**

The school year is composed of 180 days of instruction. The minimum instructional time required for continuation schools is 180 minutes per day or 15 hours a week. Regular scheduled days consist of 325 minutes of instructional time. Our shortest scheduled days include 225 instructional minutes. Although CVHS is adjacent to Shafter High School, students do not have access to the main library. Nevertheless, CVHS has created and maintains its own library learning resource center in the administrative building, and each teacher has a variety of reading books in their classroom. A personal computer for professional use and six computers for student research and learning activities are also available to each student.

## **SCHOOL GOALS**

### **SCHOOL GOAL #1**

Students in our district will meet grade-level proficiency in core academic subjects as measured by the CST.

- Students will increase a minimum of one performance level per year.
- In progressing toward "Proficient", students at "Far Below" will progress in 1 year to "Below", and those at "Below" in 1 year to "Basic"; those at "Basic" will

progress in 2 years to "Proficient".

- All grade-level proficient students will maintain the "Proficient" performance level.
- No student will drop in academic performance level in progressing toward or maintaining "proficient."

#### **SCHOOL GOAL #2**

The staff, parents, and student body will work together to improve the average daily student attendance to 90% by the end of the 2010-2011 school year.

#### **SCHOOL GOAL #3**

Central Valley is in the second year of developing an ELD Program to better meet the needs of EL students. The effectiveness of our program will be measured by the number of students who are re-designated as measured by CELDT; and 25% of EL students will be re-designated by the end of the 2010-2011 school year.

#### **SCHOOL GOAL #4**

Increase the percentage of CAHSEE Math and English scores by two percent by July 2011 school wide and in all significant subgroups.

#### **SCHOOL GOAL #5**

Increase the percentage of EL students scoring proficient or above on benchmark exams by 2 percent by July 2011.

#### **SCHOOL GOAL #6**

Increase the percentage of students' participation in School-to-Work programs (Quest 4 Success, ROC) by two percent by July 2011.

#### **SCHOOL GOAL #7**

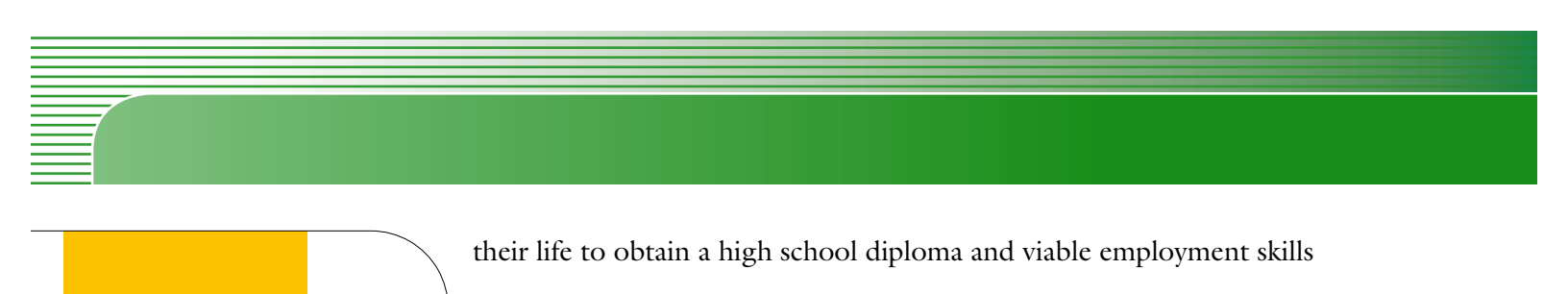
Increase percentage of parents attending school functions and meetings by two percent to enhance parent involvement to improve the school's image in the community.

#### **School Mission and Vision**

**Mission:** Central Valley High School's teachers and staff believe that all students are capable of succeeding. The school is committed to preparing and providing a safe and positive learning environment in which students may attain the self-discipline and responsibility to achieve the academic, social, physical, and psychological skills necessary to graduate and become productive members of our changing global community.

**Vision:** CVHS students are a class ACT

- Attendance – students demonstrate 90% attendance
- Character – students learn and apply our 6 pillars to ethical decisions in daily life
- Triumph – students recover credit lost to difficulty and overcome barriers in



their life to obtain a high school diploma and viable employment skills

### **WASC Accreditation History**

Central Valley High School is currently going through the process to attain initial WASC accreditation. Our initial visit is scheduled for Spring 2011.

### **Expected Student Learning Results (ESLRs)**

#### **Motto: "We CARE"**

To ensure student success we have established the following Expected Schoolwide Learning

Results; our school community will develop –

- C** - Creative Thinkers
- A** - Academic Achievers
- R** - Responsible Citizens
- E** - Effective Communicators

These ESLR's are attainable by all students and emphasize attitudes, skills and abilities that are reinforced in all classrooms, offices and campus wide student services.

At Central Valley High School, we provide opportunities for our parents/guardians to be active members in their students learning plan. An Open House is planned early in September to allow parents and teachers the opportunity to meet one another, share information about standards, curriculum, and school programs like Title I and ELL. Refreshments or dinner is served. Parents are encouraged to participate in the Parent Institute and Parent Project offered at CVHS or other neighborhood location. Workshops and conferences provide parents with the necessary skills that will motivate student learning. Additionally, the Kern High School District has implemented a district parent advisory (DPAC) which the Central Valley parents are encouraged to participate in to learn additional ways to help support and motivate their child. A parent from the Central Valley site council participates in the DPAC and has been voted into a council position.

Each month seven students are selected as Student of the Month. Parents come to Central Valley to celebrate their child's success. The Title I coordinator facilitates an active parent advisory group with ongoing communication among parents, teachers and administrators. A bilingual technician and our school secretary serve as translators when necessary to ensure good communications between parents and the school.

Parent communication is sent home in Spanish and English languages to assure communication.

Parents are an integral part of designing and implementing the duties of the School Site Council, including the Title I and the ELL programs. Parents are always welcome to participate as classroom visitors and/or assistants. Parents are also encouraged to participate in field trips and are invited to attend our Senior Luncheon and Graduation at the end of the school year.

Parental Involvement Objective:

Increase the percentage of parents attending school functions and meetings by two-percent to enhance parent involvement to improve the school's image in the community.

Groups participating in this Goal

- All Parents of Central Valley students

Performance gains expected for these Groups

- Increase the percentage of parents attending school functions and meetings by two-percent

Means of evaluating progress toward this Goal:

- Sign-in sheets at Site Council meetings, Title I and ELL PACs, Back to School Night, Open House and at other school functions such as Quarterly Awards and Recognition assemblies.

Data needed to measure academic gains:

- Sign-in sheets at Site Council meetings, Title I and ELL PACs, Back to School Night, Open House and at other school functions such as Quarterly Awards and Recognition assemblies.

Strategies to Promote Parent Involvement

- Parent Advisory Committees - District and Site

Strategy Description

- The Kern High School District School Board recognizes that parents/guardians are their children's first and most influential teachers. Further, the Board recognizes that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment.
- The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.
- Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.
- The Superintendent or designee shall regularly evaluate and report to the Board

on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

Action: Generate a fully functional English Language Advisory Committee and Title I Parent Advisory Council (PAC) with appropriate and meaningful parent involvement activities

#### Tasks

1. The English Language and Title I PAC parent members are elected by parents or guardians of English learners and Title I students.
2. The English Language PAC members fill out a yearly needs assessment survey.
3. The English Language PAC meets a minimum of six times per year.
4. The English Language PAC elects at least one member to the district's DLAC.
5. The English Language PAC assists in the development of the school's:
  - Two Year Plan for the Central Valley EL Program
  - Language Census
6. The English Language PAC advises the school site council on the development of the Single School Plan for Student Achievement.
7. The English Language and Title I PACs are combined into one committee but separate agendas are addressed at each meeting.
8. Agendas and minutes of all EL and Title I PAC meetings are kept on file at the school site and are forwarded to the Office of Special Projects, KHSD.

#### Measures

-Parent meeting agendas and minutes

People Assigned

-Site Administrator

-Categorical Programs Coordinator

Start Date - End Date

8/18/10 - 7/10/11

Expenditures

Funding Source

Title I (3010.6410) Parent Involvement

EIA (7091/6410) Parent Involvement

#### Description

Mandatory minimum of 1.5% of overall allocation for parent activities

Parent Involvement activities

Cost

\$250.00

\$589.00

Parent Project

Strategy Description

Parent Project is a program designed to work specifically with parents of strong-

willed or out-of-control adolescents.

It is designed to help improve their parenting skills and their involvement in their student's education. The program is offered in collaboration with BPD, KC Sheriff, KC Probation and KCSOS. The program is highly successful parenting program with 20 plus years of research and development. It has been running for several years in the KHSD and has a highly successful implementation at 10 district high schools. It has been responsible for helping to remedy at-risk youth and has a highly impressive number of parents graduate each year.

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

Due to the nature of providing a continuation school program for the Shafter High School community and abroad, the enrollment by grade level changes drastically from the fall to spring semesters. Central Valley will typically help more than 25 senior students transition back to the traditional high school program for the start of the spring semester. Central Valley has traditionally enrolled more Sophomore and Junior students for the spring semester and the numbers of 10th and 11th grade students is expected to grow again in the 2010-2011 school year, while we expect our enrollment of 12th grade students will decline. The table below displays the current number of students at Central Valley.

Grade Level	Number of Students
Grade 9	1
Grade 10	2
Grade 11	29
Grade 12	72
Total Enrollment	104

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

Group	Percent
African American	0
American Indian or Alaska Native	1
Asian	1
Filipino	0
Hispanic or Latino	93
Pacific Islander	0
White	5
Multiple or No Response	31
Socioeconomically Disadvantaged	78.00
English Learner	31.00
Disabilities	2.00

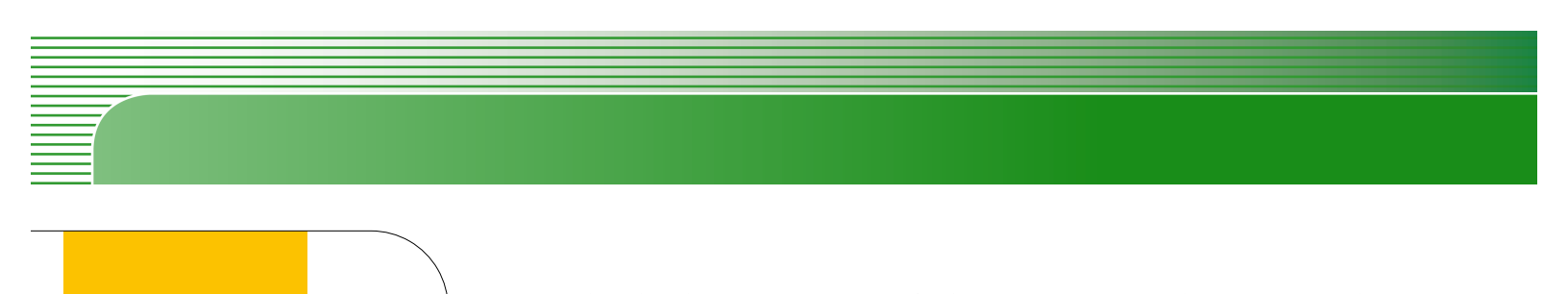
This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	Year	1-22	23-32	33+	Average
	2007-2008	4	8	0	24.0
	2008-2009	4	4	4	26.0
	2009-2010	0	4	8	29.75
	2007-2008	4	8	0	21.0
	2008-2009	0	12	0	29.0
	2009-2010	0	12	0	29.5
	2007-2008	0	4	0	25.0
	2008-2009	0	0	4	34.0
	2009-2010	0	0	4	33.0
	2007-2008	12	12	0	22.0
	2008-2009	12	4	0	28.6
	2009-2010	0	12	0	29.3

Date School Safety Plan last reviewed: October 11, 2010

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	0.00	115.00	0.00	51.00	42.00	93.00
Expulsions	0.00	9.00	0.00	6.00	5.00	8.00



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.

The Central Valley staff maintains a clean, quiet, orderly, safe and functional campus. Central Valley opened in 1971. All classrooms and grounds are clean and well maintained by one custodian/grounds worker and student aides. Climate controlled heating and cooling thermostats and clear lighting make for a good learning environment where students feel good about learning. All classrooms are large enough to accommodate student numbers but small enough to provide a warm nurturing environment. Each year the grounds and the buildings are examined and necessary improvements and repairs are made to insure that the pleasant learning atmosphere is maintained. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Central Valley has one Site Administrator and one school site security personnel who ensure campus security and student safety. As a result, there have been few problems on the campus over the past several years. All of the Central Valley classrooms are connected to the Internet and the provisions for one SmartBoard has been purchased for each classroom. Every computer on campus is also set up to access the Internet. There is a 3-station computer lab on campus, and one portable wireless laptop on campus. In addition, each classroom has from 5-7 computers for individual student use.

### **Planned Improvement**

Central Valley is a small continuation school with four classrooms, two restrooms and one administration office. Heating and cooling units are serviced or upgraded on a needed basis and fire extinguishers and alarm boxes are serviced annually. The school randomly conducts fire and earthquake drills to monitor alarm functionality. A phone system is installed in each classroom to assist with emergency and

communication needs and CVHS has made plans to install an intercom and bell system for the future. This past year a “Deli” style window, counter and awning were installed for our food services and we have plans to install a matching shade canopy for a contemporary dining experience in the near future. All facilities are cleaned and maintained on a daily basis by a competent and efficient custodial staff. The campus is kept "graffiti free" as result of a KHSD unit that services every campus of the High School District. Due to the State Financial Crisis, improvement projects are on hold at this time.

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**	Good	

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

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

Date of inspection: 9/9/2010

Completion date of inspection form: 9/9/2010

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	4	3	4	1505
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	n/a

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

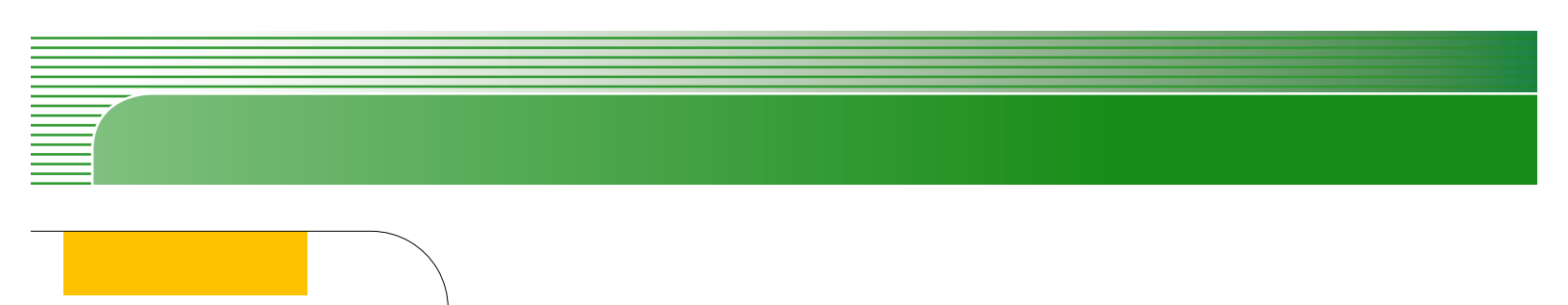
This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools 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).

Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Central Valley High (Continuation)	83.3	16.7
All Schools in District	91.7	8.3
High-Poverty Schools in District	91	9
Low-Poverty Schools in District	92	8

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.

Title	Average Total
Number of Students per Academic Counselor	104

Title	Total
Academic Counselor	.15
Library Media Teacher (Librarian)	
Library Media Services Staff (paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	



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.

It is KHSD and Central Valley policy that all courses taught will use Board approved and standards-based instructional materials to provide instruction in alignment with approved courses of study. Every student in the Kern High School District Continuation Schools (Central Valley, Nueva, Summit, Vista and Vista West High Schools) has access to core subject textbook and instructional materials. Students needing to take textbooks home to complete class or homework can always check out needed books. Due to a fluctuation in enrollment, textbooks purchases are made yearly to make sure every student has textbook access. All textbooks purchased are standards aligned and approved by the district and Board of Trustees.

Other instructional materials and technology are purchased for the purpose of meeting or exceeding the academic performance standards. Recommendations to obtain materials are made by staff through the schools leadership team or subject area department chairs. The recommendations are based on students' need and the school's goals for student success for all students. Final decisions to purchase materials and technology are approved by the Principal and/or site administrator.

KHSD Courses of Study are appropriate for all student groups for which they are approved. The English Learner program has a course of study designed for ELD instructional levels and CVHS uses the district adopted EDGE curriculum. Each course of study specifies the appropriate instructional materials to be used. Title I provides supplementary materials to be specifically appropriate for Title I students. All core texts are standards-aligned and Kern High School District board approved. Common district textbooks for Social Studies, Science, and English may be forthcoming (they are already available in Math Foundations, Algebra and ELD) but current core texts adequately support the instructional program. The Supplemental materials are both print and software based through Internet-connected classroom computers. Study guides for CAHSEE ELA and Math and district adopted ELD materials are used at Central Valley. Every student including English Learners has access to their own textbook and instructional materials. To support these programs, computer applications include Revolution, Renaissance Reading and Math, ALEKS, APEX and Advanced Learning Systems (A+).

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

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

Textbook Title and/or Publisher	Adoption Year
Holt Literature & Language Arts, Fourth Course	2007
Grammar Sense (Oxford)	2004
Language! The Comprehensive Literacy Curriculum; Sopris West, 2005	2004
For CAHSEE math & English -- Revolution Prep, 2002 - 2008	2007
EDGE; Reading, Writing & Language (Level B)	2009
EDGE; Reading, Writing & Language (Level C)	2009

Collection Date: November 11, 2010

Textbook Title and/or Publisher	Adoption Year
The Americans: reconstruction to the 21st Century (McDougal Littell, 2006)	2008
Modern World History: Patterns of Interaction (McDougal Littell, 2006)	2008
American Civics, Government (Holt Reinhart Winston, 2005)	2007
Economics: Today and Tomorrow (Glencoe, 2005)	2007

Collection Date: November 11, 2010

Textbook Title and/or Publisher	Adoption Year
CA Geometry, Concepts & Skills (McDougal Littell, 2003)	2006
CA Algebra 1, Concepts & Skills (McDougal Littell, 2001)	2003
CA Mathematics, Concepts & Skills 2 (McDougal Littell, 2001)	2003
CA Mathematics, Concepts & Skills 2 (McDougal Littell, 2001)	2003
For CAHSEE math & English -- Revolution Prep, 2002 - 2008	2007

Collection Date: November 11, 2010

Textbook Title and/or Publisher	Adoption Year
Biology: An Everyday Experience (Glencoe)	1999
Earth Science: Geology, the Environment, and the	2002
Earth Science: Focus on Earth Science; CA Ed.(Prentice Hall)	2001

Collection Date: November 11, 2010

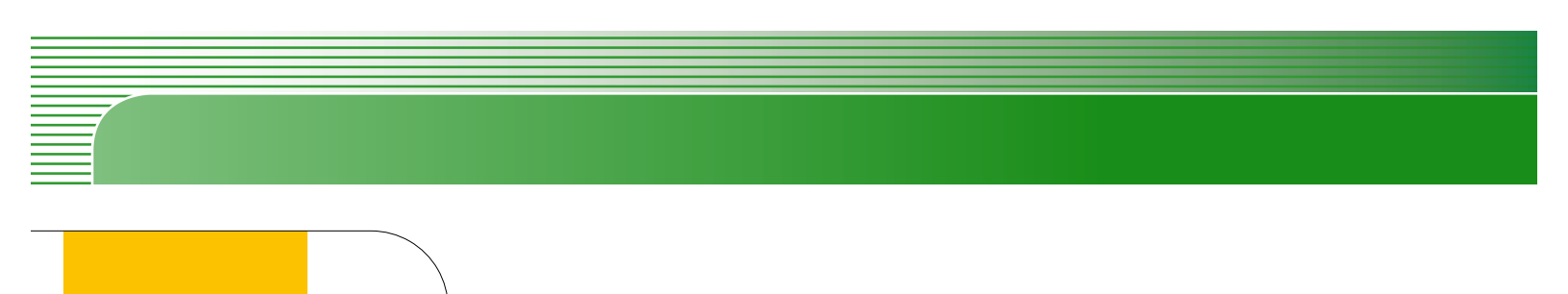
Central Valley does not have a science laboratory or use and chemicals in the class for experiments. All laboratories that supplement the science curriculum are "dry experiments" and are conducted with the aid of the classroom smartboard for virtual lab demonstrations and student practice.

Textbook Title and/or Publisher	Adoption Year
Art in Focus (Glencoe, 2006)	2007
Learning Microsoft Office 2000 (DDC Publishing, 1999)	2006
Health (Glencoe, 1999)	2001
Creative Living Skills (Glencoe, 2006)	2007
Student Leadership: FiSH! For Schools (Charthouse Learning)	2009

Collection Date: November 11, 2010

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

Textbook Information Collection Date: November 11, 2010



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

Textbook Information Collection Date: November 11, 2010

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).

Type	Total
Supplemental (From Restricted Sources)	\$1,219
Basic (From Unrestricted Sources)	\$10,139
Total	\$11,357

Type	School	District		State	
Basic Expenditures	\$10,139			\$5,866	72.84%
Average Teacher Salary	\$61,864	\$73,822	-15.56%	\$70,728	-12.53%

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

- Free and reduced breakfast and lunch program
- Title I services, ELL program services
- Crisis Intervention Counseling
- Career Development Training
- Vocational Classes at ROC
- WIA C-TIES Program and job training
- Before and after school tutoring
- Health Care Services from Migrant Education funds
- Migrant Education
- Food and Clothing Assistance
- Homeless Student Assistance
- Foster Student Assistance
- Medi-Cal Assistance
- Mentoring Program (Stay Focused Ministries and Wendale Davis Foundation)
- Clinica Sierra Vista Behavioral Health Counseling

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)	N/A	N/A
Average Principal Salary (Middle)	N/A	\$122,408
Average Principal Salary (High)	\$113,589	\$128,615
Superintendent Salary	\$237,158	\$204,469
Percent of Budget for Teacher Salaries	0.00%	0.00%
Percent of Budget for Administrative Salaries	0.00%	0.00%

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.

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	0%	2%	11%	32%	37%	40%	46%	50%	52%
Mathematics	0%	0%	3%	14%	18%	19%	43%	46%	48%
Science	0%	0%	0%	35%	43%	47%	46%	50%	54%
History-Social Science	0%	2%	11%	26%	32%	39%	36%	41%	44%

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.

Group	ELA	Math	SCI	HSS
African American	0	0	0	0
American Indian	0	0	0	0
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	12.00%	0	0	12.00%
Pacific Islander	0	0	0	0
White	0	0	0	0
Male	6.00%	4.00%	0	10.00%
Female	25.00%	0	0	14.00%
Socioeconomically Disadvantaged	10.00%	3.00%	0	10.00%
English Learner	0	0	0	0
Disabilities	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0

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 [cde.ca.gov](http://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.

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

Most students at Central Valley are in the 11th and 12th grades. Central Valley has very few 10th grade students. The results below are based on the 10th grade CAHSEE exam. Scores are not shown when the number of students tested is 10 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. Because of Central Valley's very small 10th grade class, no scores are shown below.

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	0.00%	0.00%	0.00%	50.00%	50.00%	51.00%	53.00%	53.00%	54.00%
Mathematics	0.00%	0.00%	0.00%	48.00%	48.00%	53.00%	51.00%	51.00%	53.00%

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

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period. Most students at Central Valley are in the 11th and 12th grade. Central Valley has very few 10th grade students. The results below are based on the 10th grade CAHSEE exam. Scores are not shown when the number of students tested is 10 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. Because of Central Valley's very small 10th grade class, no scores are shown below.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
African American						
American Indian or Alaska Native						
Asian	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Filipino						
Hispanic or Latino	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Pacific Islander						
White (not Hispanic)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Male	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Female	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Economically Disadvantaged	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
English Learners	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

N/A -- The data is not available.

Grade Level	4 of 6 Students	5 of 6 Students	6 of 6 Students
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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).

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.

In 2010, this school had fewer than 11 valid Standardized Testing and Reporting (STAR) test scores. No reliable Academic Performance Index (API) can be calculated with so few scores. CVHS must report the rank of 0 and it means that this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs. Central Valley is a "0" school, and as a result, there is no API Rank listed below.

API Rank	2007	2008	2009
Statewide	0	0	0
Similar Schools	0	0	0

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.

The CVHS student group is not "numerically significant", as a result no Student Group data is listed.

Group	2007-08	2008-09	2009-10
All Students in the School	0	0	0
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	0	0	0
Pacific Islander			
White (not Hispanic)	0	0	
Socioeconomically Disadvantaged	0	0	0
English Learners			
Students with Disabilities			

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

In 2010, CVHSI had fewer than 11 valid Standardized Testing and Reporting (STAR) test scores. No reliable Academic Performance Index (API) can be calculated with so few scores.

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

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).

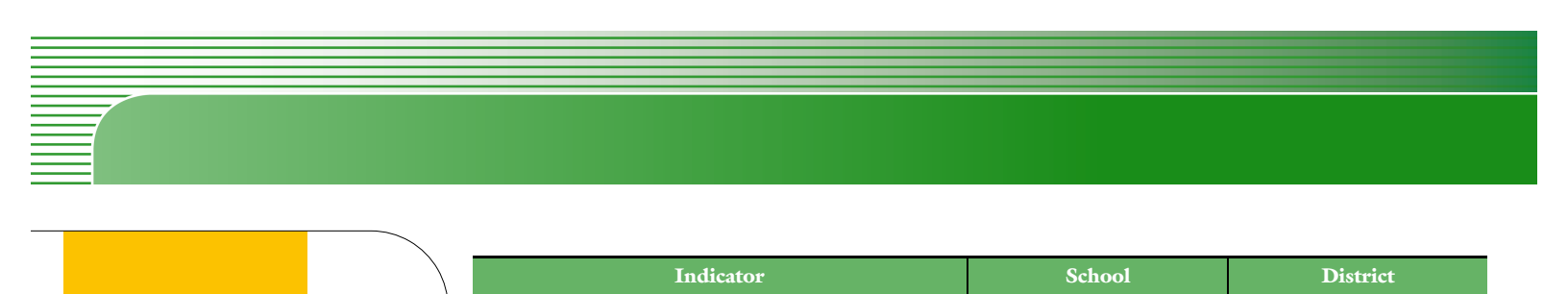
This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

"N/A" means that the school or LEA with grade twelve students is not required to meet the graduation rate criteria because it either (1) did not have grade twelve enrollment, graduation, or dropout data or (2) had fewer than 50 students in the graduation rate denominator.

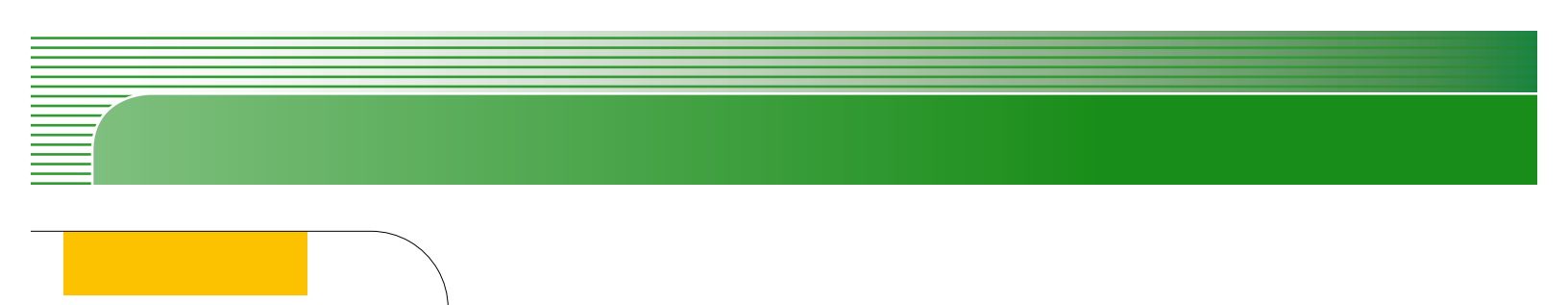
- Because of the "N/A" status, CVHS is given the District's graduation rate.
- The district did not reach the graduation rate, as a result, CVHS did not reach the graduation rate.

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

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	2008-2009	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	16
Percent of Schools Currently in Program Improvement	N/A	67



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).

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).

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).

- The dropout rate has decreased over the past 3 years.
- The graduation rate has increased over the past 3 years.
- CVHS's Graduation rate is calculated by the State's "Alternative Method" listed below:

This item indicates that 2010 AYP results were not calculated using the standard methodology. Most schools, LEAs, the state, and subgroups have a blank in this column, which indicates the use of a standard methodology. Only alternative methods are indicated in the column. These methods were applied in cases of limited test results or demographic data in the grade levels tested.

The original data for the school, an LEA, the state, or subgroup are shown on the 2010 AYP Report, even though the alternative method is used as the criterion, unless the school, LEA, state, or subgroup had no results for enrollment, valid scores, and/or graduation rate. In those cases, the alternative data are shown on the report.

Level	Year	Dropout Rate (1-year)	Graduation Rate
	2006-2007	41.0	75.0
	2007-2008	18.0	77.0
	2008-2009	18.0	77.0
	2006-2007	5.0	75.0
	2007-2008	5.0	77.0
	2008-2009	5.0	77.0
	2006-2007	4.0	81.0
	2007-2008	4.0	80.0
	2008-2009	4.0	80.0

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.

Group	School	District	State
All Students			94.50
African American			89.70
American Indian or Alaska Native			95.30
Asian			97.40
Filipino			98.20
Hispanic or Latino			91.60
Pacific Islander			95.20
White (not Hispanic)			98.10
Socioeconomically Disadvantaged			91.30
English Learners			98.50
Students with Disabilities			53.40

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

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 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.

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

Measure	Participation
Number of pupils participating in CTE	94
Percent of pupils completing a CTE program and earning a high school diploma	100
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

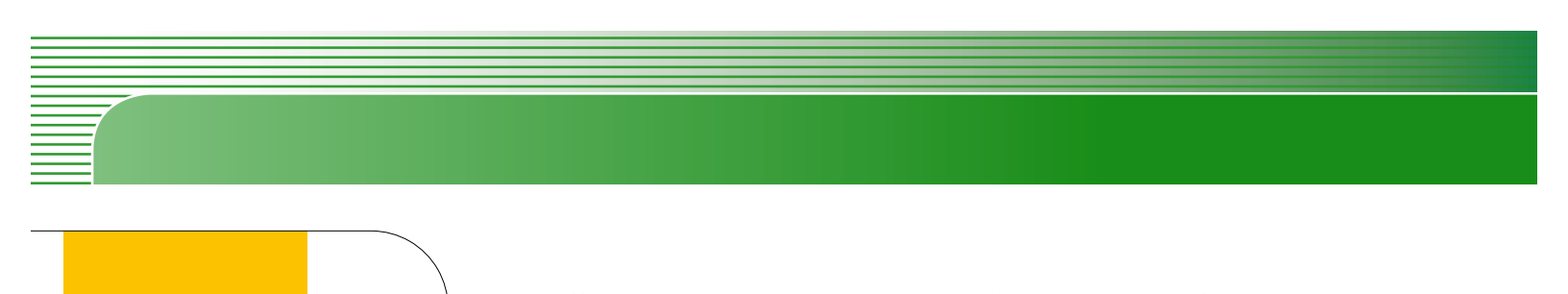
This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission 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	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

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).

No advanced placement courses are offered at the continuation sites.

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



The Staff and Administration at Central Valley will align Professional Activities that will assist in achieving the Initial WASC areas for development, NCLB requirements, and improving the Academic Achievement of the Disadvantaged Title I and EL students with the greatest need for special assistance.

### **Initial WASC report**

Develop the purpose and structure of an effective action plan, including what must be accomplished to further student learning.

- Conduct detailed analysis of data generated on-site regarding the current student population to provide timely interventions.
- Create a rubric to assess individual student attainment of the ESLRs, and a mechanism to monitor the school's overall achievement in this area
- Continue to provide increasingly rigorous and challenging learning experiences for all students

NCLB Title I funds for Professional Development will be used for long term, school wide and district wide educational improvements that will be directly implemented in the classroom for Title I and ELD students. In looking at the data, Central Valley's Title I/ELD graduation rates are very low and the CST scores are far below and below basic in all categories. Professional Development activities will address the results of our data, through methodical development of State Standards and summative, formative local assessments that will lead to improved student success. The CCEA District V conference is the first staff development in CORE subjects. Throughout the year, staff members will attend three workshops for Title I/ELD that improve and increase teachers' knowledge and positive performance in the academic CORE subjects, CAHSEE, and CST.

All teachers will participate in a minimum of three training sessions on the use of data for student's evaluation. The culminating Professional Development will be the CCEA State Conference in April.

The Kern High School District provides two full days of staff development. The first day will be August 19, 2009 and the staff will collaborate on Professional Learning Communities (PLC) and Common Formative Assessments (CFA).

The second day scheduled for January 15, 2010 (a non-student day) the entire KHSD will attend a workshop presented by Robert Eaker on PLC's.

Workshops will focus on Benchmark Assessments and Common Formative Assessments aligned to curriculum for Continuation schools. Standards, Power Standards, Blue Prints, Instructional Methods, teaching strategies, PLC, classroom management, and improving student performance will be incorporated into Staff Development.

Developing a professional development program will ensure that what the staff is



learning will directly benefit students and show yearly systemic learning.

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: 4
- 2009-10: 4