

~~2010-2011~~

SCHOOL ACCOUNTABILITY REPORT CARD



# Central Valley High (Continuation)

**KERN UNION HIGH**



## CENTRAL VALLEY HIGH (CONTINUATION)

## Part I

## Data and Access

**Mission:**

CVHS believes that all students are capable of succeeding. We are committed to preparing and providing a safe and positive learning environment where students gain the self discipline and responsibility to attain all the skills necessary to graduate and become productive members of our changing global community.

## 2010–11 School Accountability Report Card

**Published During 2011-12**

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.

**Ed-Data Partnership Web Site**

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

**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.

## CENTRAL VALLEY HIGH (CONTINUATION)

### Part II

### About This School



#### School

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Shafter, CA 93263  
661-746-4281  
kernhigh.org/CV

**Anthony Ransick**  
*Site Administrator*  
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#### District

**Kern Union High**  
661-827-3100  
www.khsd.k12.ca.us  
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### School Description and Mission Statement

#### School Description

Central Valley High School (CVHS) is one of six (6) 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.

There are about 25 students per teacher in Shafter, and that number is consistent with the average number of students in a typical class at CVHS. We have a diverse enrollment of about 100 students. During the 2010-2011 school year the student body demographics were 97% Hispanic, 2% White and 1% African-American. The English Learner (EL) population represents 52.4% of the CVHS enrollment. Approximately 88% of the students are eligible for the Free or Reduced Lunch Program; this is an increase of over 45% in the last ten years. 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. 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.

CVHS has been effective in educating 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 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. 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 they struggle and need extra time and support.

## CENTRAL VALLEY HIGH (CONTINUATION)

### Part II

### About This School

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.

#### School Staffing

The CVHS 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.

The staff is composed of one site administrator, four teachers, one part-time counselor, one part time migrant counselor, one secretary and one part time campus security supervisor. A highly qualified teaching staff ensures academic success in the four core subjects (mathematics, English, Science, social studies); and, each teacher also instructs an elective class to provide students options to study different post secondary careers; while building important basic skills. The part-time counselor serves the academic, career, and personal needs of our student body; and, coordinates program needs for our Migrant and English Language Development (ELD) learners. A CVHS teacher serves as the Coordinator for the Title I and ELD Programs. Students, who are identified with a mild learning disability and need additional support from a Resource Specialist Program (RSP), have access to the highly qualified Special Education staff of nearby Shafter High School to provide for their RSP needs. CVHS does not offer a full Special Education program. 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. The site administrator manages and supports the needs of the students, instructional staff and support staff.

#### School Mission and Vision

**Mission:** CVHS believes that all students are capable of succeeding. We are committed to preparing and providing a safe and positive learning environment where students gain the self-discipline and responsibility to attain all the skills necessary to graduate and become productive members of our changing global community.

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

**A**ttendance – students demonstrate 90% attendance

**C**haracter – students learn and apply our 6 pillars to ethical decisions in daily life

**T**riumph – students recover credit lost to difficulty and overcome barriers in their life to obtain a high school diploma and viable employment skills

## CENTRAL VALLEY HIGH (CONTINUATION)

### Part II

### About This School

#### Expected Schoolwide Learning Results (ESLRs):

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. The motto at CVHS stated and reinforced by all members is "We CARE".

**Motto:** "We CARE"

#### School Goals

##### Goal #1

Academic Achievement: Central Valley students will meet grade-level proficiency in core academic subjects as measured by the CST, District Benchmarks, Common Formative Assessments and course credit completion.

- Students will increase by one performance level over the previous 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."
- Students enrolled at CVHS for all four terms will complete a minimum of 60 graduation credits.

##### Goal #2

Improved Attendance: The staff, parents, and student body will work together to improve the average daily student attendance to 90% by the end of the 2011-2012 school year.

##### Goal #3

Redesignate EL Learners: Continue to grow and improve our third year ELD English program, with more professional development and district adopted instructional materials, to better meet the needs of the Central Valley EL student population. The number of students who are redesignated as measured by the CELDT will measure this goal. CVHS endeavors to help 25% of EL students redesignated by the end of the 2011-2012 school year.

##### Goal #4

## CENTRAL VALLEY HIGH (CONTINUATION)

### Part II

### About This School

CAHSEE Success: Increase the percentage of CVHS students passing the CAHSEE English and Math diploma requirement by two percent (2%) over the previous year by July 2012.

#### Goal #5

District Benchmark Exams: Increase the percentage of EL students scoring proficient or above on benchmark exams by 2 percent (2%) over the previous year by July 2012.

#### Goal #6

School-to-Work Programs: Increase the percentage of students' participation in School-to-Work programs (Quest 4 Success, ROC and Work Experience) by two percent (2%) by July 2012.

#### Goal #7

Parent Participation: Increase percentage of parents attending school functions and meetings by two percent (2%) over the previous year to increase student support, enhance parent involvement and improve the school's image in the community.

#### 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.

### Opportunities for Parental Involvement

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.

## CENTRAL VALLEY HIGH (CONTINUATION)

## Part II

## About This 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 and 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 Student of the Month Breakfast, 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

## CENTRAL VALLEY HIGH (CONTINUATION)

## Part II

## About This School

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-

## CENTRAL VALLEY HIGH (CONTINUATION)

### Part II

### About This School

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.

### Student Enrollment by Grade Level

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 2011-2012 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	2
Grade 10	1
Grade 11	43
Grade 12	51
<b>Total Enrollment</b>	<b>97</b>

### Student Enrollment by Subgroup

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

Our socioeconomically disadvantage percentage continues to increase. We have also seen a significant increase in our Hispanic population in the past 10 years.

# CENTRAL VALLEY HIGH (CONTINUATION)

## Part II

### About This School

#### Percent of Total Enrollment

Group	Percent
African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Pacific Islander	
White	
African American	1.00
American Indian or Alaska Native	0.00
Asian	0.00
Filipino	0.00
Hispanic or Latino	97.10
Pacific Islander	0.00
White	1.90
Multiple or No Response	
Multiple or No Response	0.00
Socioeconomically Disadvantaged	
English Learner	
Disabilities	
Socioeconomically Disadvantaged	88.30
English Learner	52.40
Disabilities	0.00

**CENTRAL VALLEY HIGH (CONTINUATION)****Part II****About This School****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).

Central Valley High School hired an additional teacher to its staff in the 2010 - 2011 school year to provide highly qualified Science instruction to our students and reduce the size of each class. The result of having a full time Science teacher shrunk the average class size from 32 students per classroom to 15 students per class.

**Number of Classrooms per Subject**

Subject	Year	1-22	23-32	33+	Average
<b>English-Language Arts</b>	2007-2008	1	2	0	24.0
	2008-2009	2	2	0	24.0
	2009-2010	1	3	0	25.0
	2010-2011	1	3	0	25
<b>Mathematics</b>	2007-2008	2	2	0	21.0
	2008-2009	3	1	0	17.0
	2009-2010	3	1	0	19.0
	2010-2011	3	1	0	20
<b>Science</b>	2007-2008	0	1	0	25.0
	2008-2009	2	0	0	30.0
	2009-2010	2	0	0	32.0
	2010-2011	3	0	0	15
<b>History-Social Science</b>	2007-2008	3	0	0	22.0
	2008-2009	0	3	0	29
	2009-2010	0	3	0	29
	2010-2011	0	3	0	29

## CENTRAL VALLEY HIGH (CONTINUATION)

## Part III

## School Climate

## School Safety Plan

CVHS and the Kern High School District have comprehensive emergency and safety plans that address civil defense, disaster, school safety and crisis intervention. The district meets regularly with site administrators to coordinate school and district procedures and policies so that efforts are consistent. The school safety plan is updated yearly and site administrators attend training sessions when needed. The district also requires regular training with city and county emergency response teams. All district and site security staff members are required to attend training that specifically addresses student safety. Each site names an Emergency Response Team to implement all aspects of safety on campus. School information regarding safety plans is distributed to this team and can also be found with the Assistant Principal of Administration and the school site Police Officer. Each classroom has emergency information and evacuation maps posted. Staff and students participate in evacuation and other safety drills throughout the year.

Date School Safety Plan last reviewed: August 18, 2011

## 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.

CVHS has a strong discipline program that targets student safety and regular attendance. Our suspension rate has steadily decreased in the last three years.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	115.00	0.00	0.00	42.00	0.00	30.50
Expulsions	9.00	0.00	0.00	5.00	0.00	5.48

## CENTRAL VALLEY HIGH (CONTINUATION)

### 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.

CVHS currently resides in a temporary location at the east end of Shafter High School. It is comprised of 2 permanent classrooms, 2 portable classrooms, 2 restrooms, a portable office building with a teacher workroom and library media resource center, food services area, food court area, and physical education facilities. 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. CVHS 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.

The CVHS staff maintains a clean, quiet, orderly, safe and functional campus. 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 learning environment where students feel good about learning. 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.

There is a "Deli" style window, counter and awning to create a professional area for our food services and we have plans to install a matching shade canopy for a

## CENTRAL VALLEY HIGH (CONTINUATION)

## Part IV

## School Facilities

contemporary dining experience in the 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.

All classes are equipped with a personal computer for teaching staff and six (6) computers for student use, research and learning activities. All classrooms at CVHS are connected to the Internet and the provisions for one SmartBoard has been purchased for each classroom. There is a mobile computer lab on campus with 30 laptop computers, and one Wi-Fi base station for all devices to connect to network resources. 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, and each teacher has a variety of reading books in each classroom.

### 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**	Good	

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

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

Date of inspection: September 9, 2010

Completion date of inspection form: September 9, 2010

## CENTRAL VALLEY HIGH (CONTINUATION)

## 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).

All teachers at Central Valley High School are credentialed. All teachers are teaching in their credential subject area.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	3	3	4	1625
Without Full Credential	0	0	0	19
Teaching Outside Subject Area of Competence	0	0	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.

Central Valley High School hires fully credentialed teachers. Our teachers are not assigned to classes outside their subject area competency. All English Language Learners are assigned to teachers who are qualified to teach in SDAIE classes.

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

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

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

All teachers at CVHS are highly qualified to teach in the subject area they are

## CENTRAL VALLEY HIGH (CONTINUATION)

## Part V

## Teachers

assigned.

**Percent of Classes In Core Academic Subjects**

Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Central Valley High (Continuation)	100	0
All Schools in District	91.7	8.3
High-Poverty Schools in District	91	9
Low-Poverty Schools in District	92	8

## CENTRAL VALLEY HIGH (CONTINUATION)

## 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	100

**Number of FTEs Assigned to School**

Title	Total
Academic Counselor	.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0

**CENTRAL VALLEY HIGH (CONTINUATION)****Part VII****Curriculum and Instructional Materials****Quality, Currency, and Availability of Textbooks and Instructional Materials**

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted 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, Tierra del Sol, 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, Catch-Up Math, APEX and Advanced Learning Systems (A+).

**Textbook Information**

This section provides information if any insufficiency exists, and the reason that each

## CENTRAL VALLEY HIGH (CONTINUATION)

## Part VII

Curriculum and  
Instructional  
Materials

pupil does not have sufficient textbooks or instructional materials.

No insufficiencies exist. Every student has a book for each core subject.

**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
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

**History-Social Science**

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

**Mathematics**

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

## CENTRAL VALLEY HIGH (CONTINUATION)

## Part VII

Curriculum and  
Instructional  
Materials**Science**

Textbook Title and/or Publisher	Adoption Year
Biology (Holt McDougal)	2008
Earth Science: Geology, the Environment, and the	2005
Earth Science: Focus on Earth Science; CA Ed.(Prentice Hall)	2001

Collection Date: November 11,  
2010**Science Equipment**

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.

**Other**

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**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	N/A
Health	100
Visual and Performing Arts	N/A
Science Laboratory Equipment (grades 9-12)	100

Textbook Information Collection Date: August 31,  
2011

## CENTRAL VALLEY HIGH (CONTINUATION)

## Part VII

Curriculum and  
Instructional  
Materials**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	N/A
Health	0
Visual and Performing Arts	N/A
Science Laboratory Equipment (grades 9-12)	0

Textbook Information Collection Date: August 31,  
2011

## CENTRAL VALLEY HIGH (CONTINUATION)

## 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).

## Central Valley High (Continuation) Expenditures Per Pupil

Type	Total
Supplemental (From Restricted Sources)	\$1,214
Basic (From Unrestricted Sources)	\$9,258
Total	\$10,472

## Basic Expenditures vs. Teacher Salary Comparisons

Type	School	District	State
Basic Expenditures	\$9,258	\$6,443	\$5,455
Average Teacher Salary	N/A	\$73,822	\$70,570

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

## Types of Services Funded

- 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

## CENTRAL VALLEY HIGH (CONTINUATION)

## Part VIII

## School Finances

## 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	\$42,954
Mid-Range Teacher Salary	\$62,567	\$69,905
Highest Teacher Salary	\$93,470	\$89,464
Average Principal Salary (Elementary)	\$0	\$0
Average Principal Salary (Middle)	\$0	\$121,722
Average Principal Salary (High)	\$116,686	\$128,348
Superintendent Salary	\$237,158	\$205,119
Percent of Budget for Teacher Salaries	34.00%	37.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

## CENTRAL VALLEY HIGH (CONTINUATION)

## Part IX

## Student Performance

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### 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		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	2%	11%	3%	37%	40%	42%	49%	52%	54%
Mathematics	0%	3%	0%	18%	19%	22%	46%	48%	50%
Science	0%	0%	0%	43%	47%	50%	50%	54%	57%
History-Social Science	2%	11%	0%	32%	39%	43%	41%	44%	48%

## CENTRAL VALLEY HIGH (CONTINUATION)

## 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	0.00%	0.00%	0.00%	0.00%
American Indian	0.00%	0.00%	0.00%	0.00%
Asian	0.00%	0.00%	0.00%	0.00%
Filipino	0.00%	0.00%	0.00%	0.00%
Hispanic or Latino	3.00%	0.00%	0.00%	0.00%
Pacific Islander	0.00%	0.00%	0.00%	0.00%
White	0.00%	0.00%	0.00%	0.00%
Male	0.00%	0.00%	0.00%	0.00%
Female	6.00%	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	3.00%	0.00%	0.00%	0.00%
English Learner	0.00%	0.00%	0.00%	0.00%
Disabilities	0.00%	0.00%	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%	0.00%	0.00%

**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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

## CENTRAL VALLEY HIGH (CONTINUATION)

**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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	0.00%	0.00%	100.00%	48.00%	50.00%	57.00%	52.00%	54.00%	59.00%
Mathematics	0.00%	0.00%	100.00%	50.00%	51.00%	52.00%	53.00%	54.00%	56.00%

**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.

No 2010-11 CAHSEE data is available for Central Valley Continuation High School.

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

## CENTRAL VALLEY HIGH (CONTINUATION)

## Part IX

Student  
Performance**California Physical Fitness Test Results**

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

N/A -- The data is not available.

**Percent of Students Meeting Healthy Fitness Zones**

Grade Level	4 of 6 Students	5 of 6 Students	6 of 6 Students
5	0.00%	0.00%	0.00%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

## CENTRAL VALLEY HIGH (CONTINUATION)

## Part X

## Accountability

**Academic Performance Index**

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <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.

In 2011, 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	2008	2009	2010
Statewide	0	0	
Similar Schools	0	0	

**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.

## CENTRAL VALLEY HIGH (CONTINUATION)

## Part X

## Accountability

**Actual API Change**

Group	2008-09	2009-10	2010-11
All Students in the School		727	742
African American		670	650
American Indian or Alaska Native		768	703
Asian		846	866
Filipino		845	824
Hispanic or Latino		699	688
Pacific Islander		772	720
White (not Hispanic)		781	810
Socioeconomically Disadvantaged		686	684
English Learners		654	640
Students with Disabilities		455	501

**Academic Performance Index Growth by Student Group – 2011 Growth API Comparison**

This table displays, by student group, the 2011 Growth API at the school, LEA, and state level.

**2011 Growth API**

Group	School	LEA	State
All Students in the School			
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Pacific Islander			
White (not Hispanic)			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

**Adequate Yearly Progress**

The federal ESEA 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

## CENTRAL VALLEY HIGH (CONTINUATION)

## Part X

## Accountability

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <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.

AYP Criteria	School	District
Overall		
Participation Rate - English-Language Arts		
Participation Rate - Mathematics		
Percent Proficient - English-Language Arts		
Percent Proficient - Mathematics		
API		
Graduation Rate		

**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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	n/a	15.0
Percent of Schools Currently in Program Improvement	n/a	62.5

## CENTRAL VALLEY HIGH (CONTINUATION)

## 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 course 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 UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

**California State University**

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

**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).

- 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 2011 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

## CENTRAL VALLEY HIGH (CONTINUATION)

## Part XI

School Completion  
and Postsecondary  
Preparation

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
<b>Central Valley High (Continuation)</b>	2007-2008	18.2	77.0
	2008-2009	37.0	77.0
	2009-2010	34.8	81.2
<b>District</b>	2007-2008	5.2	77.0
	2008-2009	4.9	77.0
	2009-2010	3.4	81.2
<b>State</b>	2007-2008	4.9	80.0
	2008-2009	5.7	80.0
	2009-2010	4.6	75.2

**Completion of High School Graduation Requirements**

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Data provided for Central Valley High School mirrors that of the Kern High School District, as provided by the California Department of Education on the DataQuest website. The data provided below is Cohort Outcome Data for the class of 2009-10. This is the most recent data available from the California Department of Education.

## CENTRAL VALLEY HIGH (CONTINUATION)

## Part XI

School Completion  
and Postsecondary  
Preparation

## Graduating Class of 2011

Group	School	District	State
All Students	81.2	81.2	75.2
African American	78.4	78.4	59.7
American Indian or Alaska Native	79.7	79.7	68.3
Asian	91.6	91.6	89.7
Filipino	89.4	89.4	88.1
Hispanic or Latino	78.3	78.3	68.8
Pacific Islander	87.5	87.5	73.3
White (not Hispanic)	86.2	86.2	84.1
Socioeconomically Disadvantaged	76.9	76.9	68.6
English Learners	63.8	63.8	56.6
Students with Disabilities	64.3	64.3	57.7

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, 6 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 Collaborative 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.

## CENTRAL VALLEY HIGH (CONTINUATION)

## Part XI

School Completion  
and Postsecondary  
Preparation

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.

**Career Technical Education Participation**

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

Data provided in the table below represents the participation in Career Technical Education for all schools within the Kern High School District.

Measure	Participation
Number of pupils participating in CTE	15,610
Percent of pupils completing a CTE program and earning a high school diploma	85.47
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	81.00

**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	26.60%
Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

**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).

No advanced placement courses are offered at the continuation sites.

## CENTRAL VALLEY HIGH (CONTINUATION)

## Part XI

School Completion  
and Postsecondary  
Preparation

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Computer Science	0	n/a
English	0	n/a
Fine and Performing Arts	0	n/a
Foreign Language	0	n/a
Mathematics	0	n/a
Science	0	n/a
Social Science	0	n/a
All courses	0	0.00%

## CENTRAL VALLEY HIGH (CONTINUATION)

### Part XII

### Instructional Planning and Scheduling

### Professional Development

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 17, 2011 and the staff will collaborate on Professional Learning Communities (PLC) and Common Formative Assessments (CFA).

The second day scheduled for January 20, 2012 (a non-student day)

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.

**CENTRAL VALLEY HIGH (CONTINUATION)****Part XII****Instructional  
Planning and  
Scheduling****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

- 2008-09: 26
- 2009-10: 36
- 2010-11: 50