



Highland High School

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Kern High School District

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District Governing Board

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Joey O'Connell, Vice President
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District Administration

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Michael Zulfa, Ed.D.
Associate Superintendent, Human Resources
Brenda Lewis, Ed.D.
Associate Superintendent, Instruction
Dean McGee, Ed.D.
Associate Superintendent, Educational Services and Innovative Programs

School Description

Highland High School is a suburban school located in the northeast part of Bakersfield that serves a multi-cultural population of about 2226 students drawn from neighborhoods north of Highway 178 from the mouth of the Kern Canyon to Wenatchee, then between Columbus Street and Highway 178 to Union Avenue. There is a small neighborhood included in Highland's boundary area just south of Highway 178.

Typically 33% of Highland's student body earns honor roll status and about 50% of Highland graduates go on to attend a college or university. Career Technical Education courses are offered in Agriculture & Natural Resources, Arts, Media & Entertainment, and Information & Communication Technologies. Highland's PLTW Engineering students compete each year in several local and regional robotics competitions and place well among the competition. Highland's agriculture program is outstanding and has increased its staff from a single teacher program to a two teacher program. Highland's music programs are well-known throughout the county and state. Highland has added a PLTW Biomedical Sciences program to meet the growing medical field job market.

Highland provides technology-based instruction across the curriculum. A freshman transition program was implemented in the 2014-15 school year. All 9th graders complete a one-semester course called Career Tech that uses the Career Choices curriculum. This classroom-based guidance experience teaches students a decision-making process that will help them envision a plan for a future that is productive, achievable, and stimulating. The culmination of this process is the development of a 10-year career and educational plan that will create a pathway for the students to reach their career and academic goals. Advanced Placement and Honors classes are offered in English, Calculus, Statistics, Math Analysis, Pre-Calculus, Spanish, French, U.S. History, World History, Psychology, Government/Macroeconomics, Chemistry, Geology, Environmental Science, Computer Science Principles, Studio Art, Principles of Engineering, Computer Integrated Manufacturing, Engineering Development & Design, Principles of Biomedical Sciences, Human Body Systems, and Medical Interventions and Physics. Highland currently offers 15 dual enrollment courses that earn both high school and college credit with Bakersfield College, Cerro Coso College and CSUB. The courses include: Pre-Calculus, Geology, French 3P/3H, Career Tech, Intro to Ag Soil Science, Sustainable Agriculture, Ag Communications, Ag Economics, Ag Mechanics/Welding, Ag Mechanics 2, Veterinary Science, Environmental Horticulture, Graphic Arts, AVID 2, and AVID 3. The school offers a strong college preparatory program which includes four years of English, 4 years of Mathematics through Calculus and/or Statistics, four years of Spanish & French, two years of American Sign Language, three years of Social Studies including World History, U.S. History, U.S. Government, and Economics, and three years of Science chosen from Biology, Earth Science, Chemistry, Geology, Environmental Science and Physics.

Approximately 11 percent of Highland's graduates go directly to a UC or CSU four year university with an additional 38 percent attending public community and technical colleges. The fine arts department provides a wide variety of enrichment courses including orchestra, jazz band, beginning and advanced band, three choirs, beginning, intermediate, and advanced art, a four year drama sequence, and publications.

Students are highly encouraged to participate in extra-curricular activities and in athletics. Highland provides more than 30 clubs and 32 athletic teams. Highland fields competitive teams in Academic Decathlon, Mock Trial, Physics Olympics, VEX Robotics, Science Bowl, Future Farmers of America, as well as athletics. Highland's students are very active in community service, typically among the top schools in the highest percentage of eligible donors giving blood.

Highland is proud to be the Kern County site for the Deaf and Hard-of-Hearing Program. Highland offers a variety of programs including Special Education, Title One, English Learner, Migrant, Independent Study, APEX on-line learning, and Work Experience. Literacy classes are offered to incoming freshmen and EL students whose skills need to be strongly supported for improved academic success.

Schoolwide Learner Outcomes:

1. Academic, complex thinkers
2. Technologically literate individuals
3. Collaborative workers
4. Responsible, self-directed learners
5. Socially empathetic individuals who demonstrate PLAID

Vision: Cultivating Students, Harvesting Success

Mission: The mission of Highland High School is to graduate every student with the knowledge and skills necessary to be competitively successful in post-secondary educational, military or workforce pursuits.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	609
Grade 10	535
Grade 11	503
Grade 12	481
Total Enrollment	2,128

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.0
American Indian or Alaska Native	1.2
Asian	2.2
Filipino	1.3
Hispanic or Latino	70.4
Native Hawaiian or Pacific Islander	0.3
White	17.2
Socioeconomically Disadvantaged	68.2
English Learners	5.8
Students with Disabilities	10.5
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Highland High School	16-17	17-18	18-19
With Full Credential	81	96	96
Without Full Credential	2	5	5
Teaching Outside Subject Area of Competence	0	0	0
Kern High School District	16-17	17-18	18-19
With Full Credential	♦	♦	1700
Without Full Credential	♦	♦	216
Teaching Outside Subject Area of Competence	♦	♦	12

Teacher Misassignments and Vacant Teacher Positions at this School			
Highland High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

All students at Highland High School have access to current, high-quality, and board approved instructional materials. New textbooks are adopted on a rotating schedule so that no subject area falls out of date. When possible, textbook purchases focus on 'California Editions' which are directly tied to the curriculum standards set forth by the state of California. An annual examination of textbooks takes place so that damaged books can be repaired and/or replaced. Materials sufficiency is assured through the Williams Lawsuit compliance process supervised by the Kern County Superintendent of Schools.

No textbook insufficiency exists. All students have checked out texts for all of their core classes for home use, and in most cases, class sets are available for use in the classrooms.

Textbooks and Instructional Materials Year and month in which data were collected: 01-18	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Literature & Language Arts Third Course (Grade 9) Holt Literature & Language Arts Fourth Course (Grade 10), 2003 Holt Literature & Language Arts Fifth Course (Grade 11), 2003 Holt Literature & Language Arts Sixth Course (Grade 12), 2003 Expository Reading and Writing Course Reader, Commerce Printing (Grade 12) Perrine's sound & sense, AP edition : An Introduction to Poetry/ Wadsworth Publishing, 2017 Writing in America: Language and Composition in Context AP Edition, 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Discovering Mathematics - Advanced Algebra/Kendall Hunt Adopted 2015 The Practice of Statistics/Freeman Adopted 1999 Pacemaker Algebra 1/Globe Fearon Adopted 2001 Advanced Mathematical Concepts, Precalculus with Applications/Glencoe Adopted 2001 Integrated Mathematics/McDougal-Littell Adopted 2002 Discovering Algebra /Kendall Hunt Adopted 2015 Discovering Geometry/Kendall Hunt Adopted 2015 Mathematics with Business Applications/Glencoe Adopted 2007 Calculus of a Single Variable/Houghton Mifflin Adopted 1999 Mathematics Concepts and Skills/McDougal-Littell Adopted 2001 Precalculus: enhanced with graphing utilities Adopted 2016 Consumer Mathematics/AGS Publishing The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Textbooks and Instructional Materials
Year and month in which data were collected: 01-18

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Biology; Web of Life, 2nd Ed. Scott Foresman Adopted 2000</p> <p>Modern Biology, Holt, Rinehart and Winston Adopted 2002</p> <p>Biology, Miller-Prentice Hall Adopted 2007</p> <p>Earth Science, Prentice Hall Adopted 2006</p> <p>Living in the Environment Principals, Connections, and Solutions, McDougal Littel Adopted 2009</p> <p>Chemistry - Wilbraham, Calif. Ed. Prentice Hall Adopted 2007</p> <p>Chemistry - 5th Ed. Houghton Mifflin Adopted 2000</p> <p>Conceptual Physics, Prentice Hall Adopted 2002</p> <p>Physical Geology, McGraw-Hill Adopted 2013</p> <p>Introduction to Vet Science, Delmar Cengage, 2017</p> <p>Soil and Science Management/Delmar, 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Modern World History - Patterns of Interaction, Calif. Edition McDougal-Littel Adopted 2003</p> <p>The Americans - Reconstruction through the 21st Century, McDougal-Littel Adopted 2006</p> <p>American Pageant - History of the Republic, 13th Ed. Houghton Mifflin Adopted 2006</p> <p>Government in America: People, Politics, and Policy, AP Edition, Pearson 2014</p> <p>Economics - Principles and Practices, Glencoe Adopted 2007</p> <p>Krugman's Macroeconomics for AP 2nd Edition, 2011</p> <p>Worlds Together, World Apart/WW Norton, 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: 01-18

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>Que Chevere 2/EMC, 2016</p> <p>Que Chevere 3/EMC, 2016</p> <p>Que Chevere 1/EMC, 2016</p> <p>Discovering French, 2014</p> <p>Holt McDougall Littell: 2007 French 1 - Bleu French 2 - Blanc French 3 - Rouge</p> <p>Themes</p> <p>Master ASL level 1 & 2, Sign Media, 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Health and Wellness 2008 McGraw-Hill</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>Basic Drama Projects 2009 Perfection Learning</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science Laboratory Equipment	<p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 08-18-2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	8C - water stain ceiling tiles - completed W2 - hole in floor at entry, no skid paint is chipping on ramp - work order submitted Weight Room - water stain ceiling tiles - work order submitted 7D - paint is chipping on west wall - work order submitted RC7 - small water stain ceiling tiles - completed RC6 - water stain ceiling tiles - completed 4D - floor tiles cracked at entry - completed RC4 - floor tiles cracked and bubbling - completed 3F - ceiling tile cracked at entry - completed Admin Office - water stain ceiling tiles in hallway - completed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	W2 - outlet covers are missing/exposed wires - completed 5J - light panel is loose - work order submitted 5G - clock is missing on wall/exposed wires - work order submitted 5F - outlet cover is missing on north wall - completed 4C - clock is missing on wall/exposed wires - work order submitted 4E - light diffusers are stained, outlet cover missing at entry - completed 3F - light sensor is loose on wall - completed 2C - outlet covers missing on ceiling - completed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Boys Restroom Bldg 3 - paint chipping on exterior wall at entry - work order submitted WAH Men's Restroom - paint chipping on floor - work order submitted
Safety: Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 08-18-2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Work order submitted for each: 4P-D - gutter is rusted with holes - 4P-C - gutter is rusted with holes - 5H - trip hazard at door entry/hole in cement - 3D - trip hazard on walkway 3F - concrete is raised on walkway/trip hazard Student Store - trip hazard/holes at cement walkway Theatre - trip hazard at cement seam on east entry walkway Gym - crack in cement at lobby entry/trip hazard 6F - hole in concrete on walkway/trip hazard 6H - hole in exterior wall in hallway 5I - trip hazard on walkway
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	5I - paint chipping on door frame - work order submitted
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	55.0	58.0	51.0	49.0	48.0	50.0
Math	28.0	21.0	21.0	22.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19.7	24.1	28.3

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	461	449	97.40	58.35
Male	241	235	97.51	51.49
Female	220	214	97.27	65.89
Black or African American	30	29	96.67	44.83
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	333	325	97.60	57.54
Native Hawaiian or Pacific Islander	--	--	--	--
White	73	72	98.63	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	313	303	96.81	53.80
English Learners	45	44	97.78	9.09
Students with Disabilities	51	49	96.08	4.08
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	468	449	95.94	20.94
Male	245	235	95.92	19.15
Female	223	214	95.96	22.9
Black or African American	30	28	93.33	17.86
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	338	325	96.15	19.69
Native Hawaiian or Pacific Islander	--	--	--	--
White	74	73	98.65	27.4
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	319	303	94.98	14.85
English Learners	47	44	93.62	0
Students with Disabilities	57	49	85.96	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Highland's opportunities for parent involvement include:

HHS Parent Center: The HHS Parent Center offers an abundance of parent workshops and classes ranging from nutrition to cyber safety. Parents also have the opportunity to learn a new language using Rosetta Stone at the Parent Center. The Parent Center Liaison is Antonio Vargas.

HHS School Site Council: Parents, students, faculty, staff, and administration function as an advisory group for the school. Parent representatives are elected to serve three-year terms. Minutes and agenda items are posted on the school web page. The committee meets monthly.

GATE Advisory: The GATE parent group meets yearly to discuss topics such as students' academic performance, Honors/Advanced Placement program, scholarships, and college entrance requirements. The GATE Coordinator is Joshua Kunnath.

Title I/English Learner/Migrant Parent Advisories: Parent officers are elected to each parent advisory committee with meetings held quarterly to discuss information on topics of interest and need. The Program Coordinator is Ilka Ramos-Delon.

Instrumental Music Boosters: This parent group meets monthly to support the instrumental music program. The Assistant Principal of Instruction, Melissa Doney, is the administrative contact for this organization.

Athletic Boosters: This parent group meets monthly to support all of the athletic programs. The Assistant Principal of Administration, Brad Hull, is the administrative contact for this organization.

Highland High and the Kern High School District have implemented several new methods for improving parent communication. A new student information system was implemented in the fall of 2012 called Synergy. This system provides online portals for parents and students that contain real-time information such as daily attendance and grades. Teachers have the ability to maintain a calendar of assignments and resources that students can access at any time. Parents and teachers can communicate through email using the email quick links. The system is also available on mobile devices using an application.

The district replaced its old call system with a new system called Blackboard. This system provides notification services for parental outreach, emergency broadcasts, and student attendance communications. Now parents can receive phone calls, text alerts, and emails about a range of important issues affecting their students' safety and academic performance. Parents can easily create accounts for each of these systems by accessing the KHSD Parents & Guardians page from the KHSD website. <http://parents.kernhigh.org/>

The Highland High and KHSD websites have been reconstructed and are much more user friendly. Parents and community members can access a plethora of information from the district and school websites as well as access student and parent portals and KHSD library resources. <http://highland.kernhigh.org/> <http://www.khsd.k12.ca.us/>

Social media users can follow Highland High @Highland_Scots on Twitter as well as several HHS groups on Instagram and Facebook. Several teachers and counselors use Remind which is a free, safe messaging app for smartphones that allows staff to send reminder messages to anyone who follows the sender.

Progress of parental involvement for parents of students in Migrant and EL programs

- The KHSD has developed a written parental involvement policy with input from Title I parents. Many of these parents are parents of students participants of the Migrant and/or EL program. The policy is incorporated into district and school site plans and is distributed to all parents.
- Parent representatives from each school site are invited to take part in monthly District Parent Advisory Committee meetings. Meetings provide opportunities for parents to formulate and render suggestions for program modification or improvement as well as provide an arena for timely responses to these suggestions from Title I program leadership and school/district administration.
- District parent meetings are conducted monthly with emphasis on helping parents understand school programs, educational offerings, how to advocate for their children, and how they can become more involved in their children's education.
- The Kern High School District Parent Advisory Committee (DPAC) is composed of parents whose children participate from the Migrant program. At DPAC meetings, parents are able to take part in an advisory role to positively affect Title I and Migrant program issues and concerns. In the same capacity, committee members are able to promote parental involvement activities which advocate that parents:
 - provide basic physical and emotional needs of students which affect success in school
 - support and participate in learning activities at home with students
 - participate in parent/teacher conferences, home visits, and telephone conversations
- The Kern high school District supports parent involvement through Parent & Family Centers established at 15 school sites. The centers are designed to provide KHSD Parents/Guardians with opportunities for parent education, school leadership, and volunteerism. Parent & Family Centers serve as the hub for parent training and create collaborative opportunities between teachers, administrators, school personnel and community members to support students and their families.
- Kern High School District representatives present the following information annually to Migrant and EL program parents reps.
 - a description and explanation of the curriculum and materials used in classes
 - information on the assessments used to measure student progress
 - information on the proficiency levels and/or program goals students are expected to meet.
- A yearly parent involvement needs assessment and subsequent evaluation is conducted at the District Committee meetings to provide guidance in the identification of needs of Title I parents and the effectiveness of Title I parent involvement activities. As a result of the Kern High School District's Title I parent involvement evaluation process, workshops, meetings, parent institutes, and other forums are planned and made available to parents to fill the expressed needs.
- To facilitate the participation of non-English speaking parents, District meetings are conducted with the assistance of a Spanish/English interpreter. All written materials provided to parents are delivered in both English and Spanish.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Highland High School 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. The plan is updated yearly and site administrators attend yearly training sessions. In the event of a disaster or other school-wide crisis, HHS has prepared a School Safety Plan that includes a comprehensive Crisis Response Handbook. Each classroom is provided an Emergency Procedures folder. A Crisis Response Team has been organized to address various needs during an emergency situation. If a school-wide evacuation is necessary, a nationally recognized National Incident Management System (NIMS) plan is in place to assist a safe and rapid total evacuation. Practice drills are held each year and have helped to prepare Highland's staff and students to handle such an emergency. Close coordination with police, fire and sheriff agencies, a local ambulance service, district transportation, and a local school and church have been arranged to assist the school should an emergency arise.

Highland High School has a full-time Dean of Students, a Dean's secretary, a campus police officer, six campus security, and a community specialist available to respond to safety and security situations. A Safety Committee consisting of certificated and classified staff members and parents meets at least quarterly to discuss safety concerns.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	7.2	10.1	7.2
Expulsions Rate	0.2	0.2	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	10.0	9.6	8.8
Expulsions Rate	0.2	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0.2
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0.1
Other	.3
Average Number of Students per Staff Member	
Academic Counselor	445.2

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	22.0	23.0	22.0	49	49	55	25	24	17	37	43	53
Mathematics	27.0	25.0	26.0	27	33	33	5	18	11	46	40	50
Science	25.0	27.0	26.0	27	23	18	11		3	31	35	32
Social Science	24.0	22.0	23.0	27	36	35	3	9	1	40	33	40

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

KHSD provides ongoing, subject-specific PD to strengthen the instructional capacity of teachers and build strong professional learning communities (PLC) within the organization. PD needs are regularly assessed by examining district and site data and by consistently checking with teachers and administrators to determine the critical needs for teacher support and student growth. Teachers meet regularly to collaborate in their PLC to share best practices and review student performance data.

Both the literacy and numeracy trainings are high priorities for the district because of the numbers of students who read below grade level (about forty percent of the total student population) and/or are not Algebra ready upon entering high school (approximately one-third of incoming ninth-grade students). The district collaborates with its feeder districts to leverage practices to increase the skill levels in both reading and math. It also strives to increase the college-readiness of all students by working with its post-secondary partners to reduce college-attainment barriers. One such effort focuses on ways to share data inter-segmentally in order to align curriculum better, administer college-entrance assessments efficiently, and determine the skill gaps preventing students from achieving in their first year of college.

The district often hires outside agencies to set a training benchmark. Such trainings may include building and using assessments effectively and developing teacher leaders – e.g., PLC and department leaders. The district also encourages teachers to attend conferences in their subject matter. This year, teachers attended several conferences through Solutions Tree, focusing on leadership, mathematics, and assessment, as well as local, state, and national conferences in their subject areas. Typically, once teachers return from trainings or conferences, they meet in their departments to build resources or PD based on the trainings.

The district's view on PD strikes a balance between offering local and outside trainings, as well as providing opportunities for district-wide and site-based collaboration. The ultimate goal with all the PD is to maximize instruction for optimal student learning to take place each day.

Highland High School staff members have the opportunity to participate in local as well as district and non-district sponsored staff development activities.

In addition to three days of staff development, in 2017-18 we banked time for 1860 minutes of professional development for departments and teacher teams to collaborate during the school day. During this time, staff members had the opportunity to meet as learning teams or within departments to address student learning, curriculum, and instruction. These days are calendared throughout the school year.

Currently the time is divided between faculty meetings, department meetings, and Learning Teams. Learning teams meet by subject area or grade level so teachers can use the results of assessments to determine what has been learned and decide how curriculum and instruction need to be redesigned for individual student and classroom intervention or enrichment.

Funding is made available for all teachers to broaden their skills through the Principal's budget as well as funding from Carl Perkins, CTEIG, Title I and II, EL, CRBG, and Migrant programs.

In addition to on-site collaboration, district-wide professional development is provided to teachers through professional development series on Common Core State Standards, math curriculum development, literacy, instructional technology, and engagement strategies.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,347	\$50,747
Mid-Range Teacher Salary	\$69,384	\$86,127
Highest Teacher Salary	\$103,654	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$136,636
Average Principal Salary (HS)	\$132,393	\$150,286
Superintendent Salary	\$243,483	\$238,058
Percent of District Budget		
Teacher Salaries	30.0	34.0
Administrative Salaries	4.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,871	\$1,632	\$6,239	\$71,732
District	◆	◆	\$8,611	\$74,546
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			-31.9	-7.0
Percent Difference: School Site/ State			-65.1	-7.6

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Highland students benefit from the following programs: LCFF Supplemental, LCFF Base, Class Size Reduction, Grants Low-Income/Neglected Children, Migrant Education, Basic Local Assistance, Vocational/Applied Technical Secondary (Perkins), Title II, Title III LEP, Child Nutrition, School Program, MAA, Lottery: Instructional Materials, Regional Occupation Center (ROC) Apportionment, Career Technical Education, Special Education, Supplemental School Counseling, Limited English Proficient, Gifted and Talented Education (GATE), Instructional Materials Block Grant, College Readiness Block Grant, Tech Prep- Bakersfield College, Agriculture Incentive Grant (AIG).

Highland offers the following services:

- After School Tutoring
- Extended Library Hours
- After School Credit Recovery Classes
- APEX Credit Recovery program
- College Field Trips
- Access to technology
- GATE/Honors/AP
- Summer School
- Dual Enrollment Courses
- AVID
- Access to ROC courses
- Special Education Services
- 504 Services
- Academic Counseling
- Personal/Social Counseling
- College/Career Center
- FAFSA Support
- College Application Support
- Cal-SOAP
- CSUB Promise
- Parent Center
- PBIS/MTSS
- Homeless/Foster Youth Services
- School Social Worker
- Behavior Interventionist
- Speech Services
- School Psychologist
- College Tutors (AVID and Gen Ed)
- Project BEST
- Link Crew
- Naviance
- STAR Renaissance (grades 9-12)
- Accelerated Reader (grade 9)
- English Language Learner Program
- ACCESS Reading Program
- Title 1 Program
- Migrant Program
- Week of Welcome
- CTE Pathways

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Highland High School	2014-15	2015-16	2016-17
Dropout Rate	7.8	5.3	3.4
Graduation Rate	89.1	90.5	90.0
Kern High School District	2014-15	2015-16	2016-17
Dropout Rate	9.0	8.4	5.7
Graduation Rate	86.9	87.3	88.9
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	722
% of pupils completing a CTE program and earning a high school diploma	99%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	79.1
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	47.8

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	4	◆
Fine and Performing Arts	0	◆
Foreign Language	2	◆
Mathematics	3	◆
Science	0	◆
Social Science	12	◆
All courses	21	17.1

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	90.6	90.5	88.7
Black or African American	95.8	83.9	82.2
American Indian or Alaska Native	100.0	77.8	82.8
Asian	100.0	96.1	94.9
Filipino	100.0	98.3	93.5
Hispanic or Latino	90.8	90.7	86.5
Native Hawaiian/Pacific Islander	100.0	93.3	88.6
White	85.1	90.8	92.1
Two or More Races	100.0	93.3	91.2
Socioeconomically Disadvantaged	95.2	92.8	88.6
English Learners	65.0	63.5	56.7
Students with Disabilities	74.5	73.3	67.1
Foster Youth	100.0	90.1	74.1

Career Technical Education Programs

The Kern High School District's (KHSD) 18 comprehensive high schools, 6 continuation schools, two special education career centers, Bakersfield Adult School, and Regional Occupational Center (ROC) offer a wide variety of career pathways as outlined by the California Career Technical Education Model Curriculum Standards across the 15 industry sectors.

The collaboration between KHSD's Career Technical Education (CTE) programs and the local postsecondary schools provide a coherent sequence of courses directly related to the academic and career preparation of all students for employment in current and emerging occupations. KHSD has long been a leader in CTE programs which have been recognized locally and nationally.

The ROC offers 27 capstone classes to the local high school students and supports introduction, concentration, and capstone program offerings at the comprehensive sites. The Health Careers Academy offers a sample of the CTE programs that demonstrate the collaboration between the various educational institutions. Students may take introductory and concentrator classes at their regular high school campus, attend the Nursing Assistant ROC program during their senior year and obtain state certification, sequence to the Bakersfield Adult School's Licensed Vocational Nursing program, and finish at a local college as a Registered Nurse.

A strong relationship with the Kern Community College District Collaborative has strengthened the CTE programs at the secondary and post-secondary levels. Thirteen Partnership Academies through the California Department of Education (CDE) flourish at eight comprehensive sites, providing graduates with real-world CTE pathway experiences, state and/or career certification, and work opportunities immediately upon graduation.

Follow up studies track the Carl Perkins CTE program completers with over 90% graduation rate for student participants. The KHSD CTE Advisory Committee, representing a reflection of local business and industry partners, meets annually to make recommendations for program improvement, as well as to discuss industry trends, training needs, and local industry demands for future employment.

CTE courses at KHSD comprehensive sites are increasing rapidly with a wide range of pathways being offered at the various schools. In addition, the District continues to add resources to further improve and expand CTE offerings.

Project-Lead-The-Way, a CTE program supported by Chevron and in partnership with the KHSD, specifically supports advanced Science and Engineering programs. The KHSD also supports Virtual Enterprise programs at eight of the comprehensive schools and hosts the state-wide Business Plan Competition & Tradeshow. The district receives a variety of state and federal CTE grant funding which helps many of the CTE programs at the school sites.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.