



# Bakersfield High School

1241 G Street • Bakersfield, California 93301 • (661) 324-9841 • Grades 9-12

Ben Sherley, Principal

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<http://bakersfield.kernhigh.org>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Kern High School District

5801 Sundale Ave.

Bakersfield, CA 93309-2924

(661) 827-3100

[www.kernhigh.org](http://www.kernhigh.org)

### District Governing Board

J. Bryan Batey, President

Joey O'Connell, Vice President

Jeff Flores, Clerk

Cynthia Brakeman, Clerk Pro Tem

Janice Graves, Member

### District Administration

Bryon Schaefer, Ed.D.

**Superintendent**

Scott Cole, Ed.D.

**Deputy Superintendent, Business**

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

Bakersfield High School has accepted learning as the fundamental purpose of our school and therefore is willing to examine all practices in light of their impact on learning. We are committed to working together to achieve our collective purpose (using high-trust/performing learning teams), and will assess our effectiveness on the basis of results, rather than only intentions. Individuals, teams, site council, and district/school officials and leaders, will seek relevant data and information to use that toward ongoing and continued improvement.

### MISSION STATEMENT

Bakersfield High School is committed to a quality educational program, responsive to the needs of its students within a safe, nurturing environment. The staff, students, and community assume responsibility for each student's academic and personal success. Recognizing the worth and dignity of each student, Bakersfield High School prepares all students to achieve their fullest potential. Our goal is to produce students who make informed decisions, as they become responsible citizens and productive members of society.

### VISION STATEMENT

Bakersfield High School, as a developing professional learning community, is committed to providing relevant, rigorous curriculum and assessment that enables students to attain their individual goals in a clean, safe and secure environment which promotes responsible behavior and pride in our school.

Bakersfield High School is one of the largest (approximately 3,000 students) and the oldest comprehensive high school (opened in 1893) in the Southern San Joaquin Valley. Bakersfield High School is one of eighteen comprehensive high schools in the Kern High School District, which is the largest high school district in the state of California (37,000 + students). Bakersfield High School has an alumnus that extends worldwide and permeates all levels of society. Notable graduates include California Governor and US Supreme Court Chief Justice Earl Warren, Football Hall of Famer Frank Gifford, Olympic Gold Medalist Jake Varner and current US Congressman Kevin McCarthy.

Bakersfield High School is located in the city of Bakersfield which is the county seat of Kern County, one of the largest (geographically) counties in the state of California. The county population is approaching 700,000 and its land area covers 8,141 square miles. Approximately 375,000 people live within the city limits of Bakersfield in a land area of 113 square miles. An additional 100,000+ people live within the greater metropolitan area. The economic base of Bakersfield and Kern County is oil production, agriculture, and warehousing. Bakersfield is located in the San Joaquin Valley, approximately 100 miles north of Los Angeles and 280 miles south of San Francisco.

Bakersfield High School is one of the most ethnically and socio-economically diverse high schools in the state of California. BHS has graduates who attend some of the most prestigious universities in the nation as well as students who struggle to graduate from high school. The student population draws from upper middle class to inner-city lower socio-economic neighborhoods. The school is proud of its heritage and the contributions that its graduates have made to the city, state, and to the nation. BHS is committed to excellence for staff and students, and we are especially proud of its hard earned reputation as a comprehensive high school offering the highest possible quality academic, athletic, and activity programs (nationally ranked football and wrestling teams in 2011, CEO Public Service Academy, Fashion Design and Agriculture as county featured CTE programs, state ranked forensics program, ELA department partnership with the CSU system, regionally noted Advanced Placement/Honors program, model transition program for Special Education and Foster Youth, AVID and student support, music and theater...the list goes on and on).

### Once A Driller, Always A Driller

- 2019-2020 Leadership
- Dr. Bryon Schaefer, District Superintendent
- Dr. Ben Sherley, Principal
- Cheyenne Bell, Assistant Principal of Instruction/Curriculum
- Melisa Rizo, Assistant Principal of Administrative Services
- Randy Bennett, School Site Council Chair

### Bakersfield High Anti-Discrimination Policy

Bakersfield High does not allow discrimination based on actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

## 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	723
Grade 10	779
Grade 11	717
Grade 12	693
<b>Total Enrollment</b>	<b>2,912</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	12.4
American Indian or Alaska Native	1
Asian	0.7
Filipino	1.3
Hispanic or Latino	64.4
Native Hawaiian or Pacific Islander	0.3
White	16.1
Two or More Races	1.5
Socioeconomically Disadvantaged	74.6
English Learners	2.5
Students with Disabilities	10.6
Foster Youth	0.9
Homeless	0.9

## 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 for Bakersfield High School	17-18	18-19	19-20
With Full Credential	110	116	118
Without Full Credential	9	6	4
Teaching Outside Subject Area of Competence	0	0	2

Teacher Credentials for Kern High School	17-18	18-19	19-20
With Full Credential	♦	♦	1554
Without Full Credential	♦	♦	132
Teaching Outside Subject Area of Competence	♦	♦	6

### Teacher Misassignments and Vacant Teacher Positions at Bakersfield High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	2
Vacant Teacher Positions	0	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 2019-20)

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. The State of California has adopted State Academic Content Standards in the areas of English, Mathematics, Social Studies, Science, Physical Education, and Fine Arts. The Kern High School District has adopted those standards as the basis for all courses of study in the subject areas mentioned above. Other disciplines use national and challenge standards as the foundation for courses of study.

All subject areas have selected Power Standards. Each course of study contains a description of the course, a detailed list of instructional materials used, a list of course objectives which are tied to the Academic Content Standards, and a description of the manner in which grades are determined. Courses of study are approved by the Board of Trustees and revised on a regular basis.

#### Textbook Information

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

#### 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.

#### Textbooks and Instructional Materials

Year and month in which data were collected: 2019/August

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Holt Literature & Language Arts Third Course (Grade 9) Holt Literature & Language Arts Fourth Course (Grade 10), 2003 Holt Literature & Language Arts Fifth Course (Grade 11), 2003 Holt Literature & Language Arts Sixth Course (Grade 12), 2003 Literature Structure Sounds and Sense, 9th edition, 2006 Edge Level A Student Edition, National Geographic, 2007 Edge Level B Student Edition, National Geographic, 2007 Edge Level C Student Edition, National Geographic, 2007 Edge Fundamentals Student Edition, National Geographic, 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	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  Single Variable Calculus/Brook & Cole Adopted 1999  Mathematics Concepts and Skills/McDougal-Littell Adopted 2001  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	Earth Science California 2005-04 Prenetice Hall, Holt Physical Science 2007 Holt McDougal, Biology Principels and Explorations 2001 Holt Reinhart & Winston, Modern Biology 2002 Holt Rinehart & Winston, Biology: Principels and Explorations 2001 Holt Rinehart & Winston, Chemistry 2000 Houghton Mifflin, World Chemistry 2002 McDougal Littell. Physics: Principles and Problems 1995-12 Glencoe/McGraw-Hill, Glencoe Life Science 1999 Glencoe <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Modern World History 2001 AGS-American Guidance, World History 2001 AGS-American Guidance, World History: Connection to today 2003 Prentice Hall, Economics: today and tomorrow 2001 Glencoe. Economics: principles and policy 10th edition 2006 Thompson Learning, Government in America 2002 Pearson. American Government 2006 Prentice Hall, Civics Responsibilities and Citizenship 2002 Glencoe, Western Civilization 4th edition 2000 Wadsworth, America's History 2004 Bedford, American Odyssey 2004 Nash, United States History 2001 AGS-American Guidance <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Foreign Language	Allez, Veins! 2006 Holt Rinehart & Winston, Abriendo Puertas 2003-02 Houghton Mifflin, Avencemos 2011-01 Holt McDougal, Realidades 2011 student edition plus on-line course 6-Year Licens Level 1 2011-01 Pearson, Abriendo Puertas: Antologia De Literatura En Espanol Tomo II 2006-05 Houghton Mifflin, Bon Voyage! Level 3 2006-04 Glencoe, !Buen Viaje! Level 3 1999-04 Glencoe/McGraw-Hill, D'accord! Langue Et Culture Du Monde Francophone 2011 Vista Higher Learning, Abriendo Puertas Lenguaje 2007 McDougal Littell, En Espanol! 2000 McDougal Littell, Momentos Cumbres de las literaturas hispanicas 2004 Pearson Prentice Hall <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Health	Health: Making Life Choices 2000 Glencoe/McGraw-Hill <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Visual and Performing Arts	An Introduction to Modern One Act Play 1991 National Textbook Company <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science Laboratory Equipment	various lab equipment appropriate to the course <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

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

The Bakersfield High overall rating was a "Good" with a 90.78%.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/09/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Interior Surfaces 1. Chipped tile at entrance: Cafeteria. Repaired-3/22/19 2. East wall tiles chipping: Girls Gym. Repaired-10/15/18 3. Showers have debris: Girls Locker Room. Repaired-10/15/18

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		4. Vent cover on east side not secured: Room E4. Repaired-1/15/19 5. Ceiling tiles damaged and missing: Room P1. Repaired-3/22/19 6. Blinds damaged, slats protruding: Room P1. Repaired-3/14/19 7. 3 inch hole in interior door: Room P1. Repaired-3/22/19 8. Vent cover, west side not secured: Room E3. Repaired-1/15/19 9. Floor tiles, raised edges, broken, uneven: Room SCI 203. Repaired-1/4/2019 10. Ceiling tiles are stained: Room SCI 205. Repaired-3/22/19 11. Water damage ceiling in NW corner: Room 20. Repaired-3/22/2019
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Electrical 1. Burned out wall plug: Kitchen/ snack bar. Repaired-3/25/2019
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Restrooms 1. Restroom had bad odor: Girls Cafeteria RR. Repaired-10/15/19 2. Restrooms are not clean: Harvey Auditorium Girls RR. Repaired-10/15/18 3. Restrooms are not clean: Harvey Auditorium Boys RR. Repaired-10/15/18 4. Restrooms need to be cleaned: Harvey Auditorium 2nd floor. Repaired-10/15/18 5. Restrooms need to be cleaned: Harvey Auditorium 3rd floor. Repaired-10/15/18 6. Hand dryer damaged: Warren Hall Boys RR 1st floor. Repaired-3/22/2019 7. Urinal plugged: Warren Hall Boys RR 2nd floor. Repaired-9/24/2018 8. Hand dryer damaged: Warren Hall Boys RR 2nd floor. Repaired-3/22/2019  Sinks/ Fountains 1. Water fountain has rust, needs to be cleaned: Library. Repaired-3/22/2019 2. Sinks rusting and need to be replaced: Girls Locker Room. Repaired-3/22/2019 3. Dressing room/restroom faucet missing handles: Repaired-3/14/2019 Harvey Auditorium Basement. 4. Sinks are rusting: ROTC RR in Industrial Technology bldg. Repaired-3/19/19 5. Sinks not clean and had paint spots: Girls Cafeteria RR. Repaired-3/15/19 6. Water fountain out of order: Warren Hall 1st floor. Repaired-9/24/2019 7. Faucet nearest door is loose: Room SCI 106. Repaired-10/15/19
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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

### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	48	53	49	51	50	50
Math	25	19	22	21	38	39

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 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 Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	18.8	23.4	12.9

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	662	624	94.26	52.55
Male	319	303	94.98	45.79
Female	343	321	93.59	59.03
Black or African American	80	78	97.50	43.24
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100.00	83.33
Hispanic or Latino	429	401	93.47	49.74
Native Hawaiian or Pacific Islander	--	--	--	--
White	107	100	93.46	65.66
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	492	460	93.50	47.43
English Learners	90	75	83.33	20.83
Students with Disabilities	69	54	78.26	8.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	662	625	94.41	19.35
Male	319	301	94.36	18.39
Female	343	324	94.46	20.25
Black or African American	80	78	97.50	11.69
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100.00	41.67
Hispanic or Latino	429	403	93.94	16.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	107	100	93.46	34.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	492	462	93.90	12.47
English Learners	90	75	83.33	2.70
Students with Disabilities	69	54	78.26	3.92
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

Bakersfield High School encourages parental involvement. We believe that when the school and parents work together, we are best able to provide excellent learning opportunities for our students.

If you would like to take part in one or more of the many organized activities for parental involvement, please see the contact information below:

To be involved as a parent, please contact:

Bakersfield High School

(661) 324-9841

Ben Sherley, Principal: [Ben\\_Sherley@kernhigh.org](mailto:Ben_Sherley@kernhigh.org)

Cheyenne Bell, Assistant Principal of Instruction: [Cheyenne\\_Bell@kernhigh.org](mailto:Cheyenne_Bell@kernhigh.org)

Anna Lovan, Director of Activities: [Anna\\_Lovan@kernhigh.org](mailto:Anna_Lovan@kernhigh.org)

Tere Quintana, School Community Specialist: [Tere\\_Quintana@kernhigh.org](mailto:Tere_Quintana@kernhigh.org)

Bakersfield High School (BHS) encourages parental and community involvement in the education of its students. Through a wide variety of clubs and programs, BHS has been able to create a feeling of community and caring on its campus. To further develop this sense of community, a BHS administrator, a counselor/teacher, and parent representatives have participated in forty hours of training in Parents as Partners: Developing Leadership Teams to Facilitate Development of Parent Involvement Programs. This has led to additional strategies and tools to enhance and expand parent involvement at the school.



By providing clubs, organizations, and meetings that focus on parental involvement, the student population is further supported. Parental participation assists the students in becoming more closely connected to the school. BHS has several vital committees involving parents and the community, allowing them to be part of the school's decision-making process. BHS's School Site Council, composed of sixteen persons elected from the administrative staff, counseling staff, teachers, classified staff, parents, and elected student leaders, meets a minimum of four times per year to develop a school improvement plan.

#### **Parent Teacher Student Association**

The PTSO (Parent Teacher Student Organization) is a very active group that annually provides a tremendous amount of volunteer help. The PTSO assists with the registration of students during summer school and fall enrollment and assists with the dispersal of student schedules. They sell school clothing and related items at football games and other contests and provide refreshments for special school activities. They sponsor dinners during special awards nights and sponsor various college scholarship evenings. This group organizes communication between other parents to raise money for scholarships and help staff various school and district committees. Parents who are active in PTSO are also often active in other parent groups and serve as members of the KHSB Parent Advisory Committee. Other parent support groups at BHS include the Athletic Boosters, which help raise money for Scholar / Athlete awards and provide equipment for athletic teams.

#### **Booster Clubs**

Like the Athletic Boosters the Band Boosters, Forensic Parent Group, Friends of the Fine Arts, and the GATE Parent Club are also eager to assist. The Band Boosters have contributed to the purchase of new uniforms, assisted in organizing trips, and helped finance the cost of instrument repair and music coaches. The Forensics Parent Group helps organize and host tournaments, provides judges, and plans and organizes participation in other forensic competitions. The GATE parent club raises money for scholarships and contributes to various curricular needs of teachers. The Ag Boosters are instrumental in providing financial assistance and oversight for our award-winning agriculture program.

#### **Parent Advisory Committees**

- 1) EL
- 2) T1/Migrant
- 3) GATE
- 4) Special Education

Title I, EL and Migrant parents meet at least six times per year. Activities and presentations by BHS staff members on school programs, policies, graduation requirements, A-G requirements, EL programs and transition/ reclassification protocols, training on assisting in writing the Single School Plan, Title I, and ELD plans. Staff notifies parents about these meetings through a flier and/or home calls. Parent meetings involve specific discussions about the program and the progress of individual students. The remainder of the meetings are planned as workshops covering a variety of issues such as peer relationships, reducing of violent behaviors, IRS issues, immigration issues, attendance and classroom behavior, and simple strategies and methods which can be used within the home to support academic achievement.

#### **School Communication to Parents**

- 1) Blackboard
- 2) Synergy
- 3) Newsletter
- 4) Principal Parent E-Mail List
- 5) Website, Twitter, and Facebook (Social Media)
- 6) Telephone and Email
- 7) Home Mailings
- 8) Parent Information Nights with Counselors

Our web-based student information system, Synergy, gives parents and students online access to grades and attendance information as well as a direct line to email contact with teachers. Freshmen orientation and ,pre-registration, held over three nights in the spring, is the first opportunity for eighth grade parents to see the school and meet counselors, teachers and administrators. Following the BHS on-site registration, counselors spend a week visiting each of the feeder schools to continue the enrollment process. These sessions provide students and their parents with the information they need in order to decide what classes to take and what clubs and activities to consider before feeling the pressure of the new school year. At the beginning of the school year, Back to School Night & Counselor Parent Information Nights further introduce parents to their students' teachers, counselor, school administrators and instructional needs. BHS parents have access to school information on the school's web page and, in addition, the school/district administration uses a mass communication system called Blackboard for reminders, updates, and last minute information. Parents may clear absences and leave messages for specific individuals. A phone number for Spanish speaking parents is also available. Both of the attendance clerks are bilingual and are available to receive attendance-related phone calls from Spanish-speaking parents, as well as to phone these parents with attendance-related concerns. All parents are invited to contact counselors at any time regarding concerns about their students' progress or behavior in school. BHS has several bilingual assistants on staff to assist with phone calls and conference translation as necessary. BHS has also added a Parent Center that is open during and after school hours to assist parents with any of the services we provide.

Another form of parent communication used by BHS staff is the "Bits and Pieces." The "Bits and Pieces" is a quarterly newsletter sent to all parents that includes articles submitted by teachers, counselors, and the administration, and provides information about school, class, club, and athletic activities and issues. These articles include specific examples of student achievements. BHS students publish an award-winning school newspaper, The Blue & White. A summer mailer is also sent home to every parent providing important policy and procedural details. The BHS web page is an excellent platform for communication and is constantly becoming more sophisticated and user-friendly. The BHS principal has invited parents to become a part of the Principal's email distribution list for updates and message in his own words.

**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**

Bakersfield High School is the oldest and largest of 18 comprehensive high schools in the Kern High School District and is located in downtown Bakersfield. It is situated on over 25 acres and consists of seven separate multistory, brick, concrete-walled instructional buildings, and one administration building. The current enrollment of approximately 3,000 students mirrors the community in its ethnic distribution (25.3% Anglo, 55.8% Hispanic, 14% Black, .8% American Indian and 2% Other). Approximately 10% are Limited English Proficient and 63% participate in the free and reduced lunch program. The median household income of the Bakersfield High School students is approximately \$44,000.00.

The school is located within easy walking distance of the central Bakersfield business district. Rail lines and railroad property border the North and West sides of the campus. Small, older homes, low-rent apartment buildings, and a heavily traveled California Avenue border the South. Older homes, small businesses, and a very busy "H" street border the East. Access on and off the campus is easy due to its size and the limited extent of fencing.

Bakersfield High school has dropped suspension rates significantly over the last severally years Expulsions have remained steady for the last two years after jumping from 6.7% to 8.3% between the 2008-2009/2009-2010 school years. Within the last two years, our expulsion rate dropped to 4%.

**Decreases included:**

- Mutual attempt to cause injury
- Attempt to cause damage to school property
- Attempt to cause physical injury
- Attempt to cause damage to school property
- Suspensions

**Theft has remained steady.**

In the last seven years, that there have been no shootings, gang fights, and one unscheduled "lock down" of the campus. Each year, the Dean of Students confiscates a number of locking blade knives.

These background factors create inherent safety risks. Each of the components of the Safe School Program are highly important to Bakersfield High School in meeting its goal of developing a safe, nurturing environment where staff members serve as positive role models and students can achieve academic and social success.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	10.2	9.2	8.7
Expulsions Rate	0.0	0.0	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	9.6	8.8	9.3
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	388.3

\* 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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	7.5
Library Media Teacher (Librarian)	.1
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.2

\* 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	24	73	21	78	26	73	19	74	18	99	36	44
Mathematics	27	55	13	69	28	53	10	73	20	60	47	34
Science	24	42	8	43	24	40	12	43	19	43	35	16
Social Science	23	54	7	52	26	46	5	56	19	61	21	36

\* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,314	\$52,466
Mid-Range Teacher Salary	\$70,772	\$87,373
Highest Teacher Salary	\$105,728	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$0	\$142,025
Average Principal Salary (HS)	\$135,691	\$153,904
Superintendent Salary	\$255,809	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	33%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

The school's primary source of funding is an allocation by the district based on student enrollment. This budget provides funding for departmental and administrative costs. Department chairs submit a proposed budget including requests for basic and supplementary textbooks, as well as instructional supplies. The administrative team prioritizes requests, and resources are allocated based on student needs.

Other allotments are designated for specific program entitlements including EL, Title I, CTE, Carl Perkins and GATE. The Director of Special Projects approves spending of the special funds to ensure that expenditures from various accounts are consistent with the school plan.

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Rate for Bakersfield High School	2015-16	2016-17	2017-18
Dropout Rate	8	6.3	6.6
Graduation Rate	87.8	88.2	88

Rate for Kern High School District	2015-16	2016-17	2017-18
Dropout Rate	8.4	5.7	6.1
Graduation Rate	87.3	88.9	88

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	1,053
% 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%

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,062	\$1,788	\$6,274	\$81,842
District	N/A	N/A	\$8,434	\$76,436.00
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-29.4	6.8
School Site/ State	-16.2	-7.3

Note: Cells with N/A values 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.

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	72.11
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	26.22

**2018-19 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts		N/A
Foreign Language	5	N/A
Mathematics	5	N/A
Science	2	N/A
Social Science	13	N/A
All courses	29	15.7

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

\*Where there are student course enrollments of at least one student.

## **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 32 different career pathways as outlined by the California career technical education (CTE) model curriculum standards in 15 industry sectors, groupings of interrelated occupations and broad industries. The average number of career pathways offered per school site is 5.75

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

The ROC offers 33 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 seven 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 26 different pathways being offered at the various schools. In addition, the District continues to add resources to further improve and expand CTE offerings.

Project-Lead-The-Way, a CTE program supported by Chevron and in partnership with the KHSD, specifically supports advanced Science and Engineering programs. The KHSD also supports Virtual Enterprise programs at six of the comprehensive schools. The district receives Carl D. Perkins funds which help many of the CTE programs at the school sites.

## **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <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.