



Bakersfield High School

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

David Reese, Principal

david_reese@kernhigh.org

<http://bakersfield.kernhigh.org>

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



Kern High School District

5801 Sundale Ave.

Bakersfield, CA 93309-2924

(661) 827-3100

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

2018-2019 Leadership

Dr. Bryon Schaefer, District Superintendent
 David Reese, Principal
 Cheyenne Bell, Assistant Principal of Instruction/Curriculum
 Sydney Peterson, Assistant Principal of Administrative Services
 Don Ellsworth, 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	780
Grade 10	783
Grade 11	700
Grade 12	643
Total Enrollment	2,906

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	13.1
American Indian or Alaska Native	0.9
Asian	0.8
Filipino	1.3
Hispanic or Latino	63.0
Native Hawaiian or Pacific Islander	0.2
White	16.1
Socioeconomically Disadvantaged	76.4
English Learners	3.3
Students with Disabilities	10.3
Foster Youth	1.0

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			
Bakersfield High School	16-17	17-18	18-19
With Full Credential		110	116
Without Full Credential		9	6
Teaching Outside Subject Area of Competence		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			
Bakersfield High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
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 2018-19)

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: 2018/August	
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 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 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 Single Variable Calculus/Brook & Cole Adopted 1999 Mathematics Concepts and Skills/McDougal-Littell Adopted 2001

Textbooks and Instructional Materials
Year and month in which data were collected: 2018/August

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science	<p>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</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>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</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>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</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Health: Making Life Choices 2000 Glencoe/McGraw-Hill</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>An Introduction to Modern One Act Play 1991 National Textbook Company</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>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</p> <p>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: 2018/August		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	WH105: AC not on WH215: leaking AC WH220: light out; AC very loud
Interior: Interior Surfaces	Good	100 Hall: Baseboard torn in main entrance & next to 101, Ant hill in north doors 200 Hall: glass light cover broken, light out in stairwell 200 Hallway: 3 lights out; east stair light (1st - 2nd floor) Basement Hall: missing baseboard by SH 9, broken sensor by south door 10 (near ceiling) Boys Restroom by WH115: some graffiti on walls Boy's Restroom: Cracked & scratched mirrors; Urinal not working; Dirty floor Boy's Restroom: Electrical Panel Door Vandalized Dean's Office: Lights out (3), Water damage to ceiling tiles Girls Gym Hallway: Missing door knob Girls Gym: Water damaged tile in room with wrestling mat, missing tile in gym Girls Restroom/WH107: x4 ceiling tiles GYMs Main Gym: Wall tiles missing, scoreboard outlet gound plug broken, N water faucet broken Hall: Leak by NW end of hall IT206 : some broken/missing ceiling tiles; electrical box with no cover plate Kitchen Interior: x1 small light out; x8 hood lights out, patch and paint west wall by fire alarm LH103: one ceiling tile missing; ceiling tile water damage LH201: Sink water, plaster in office window LH204: Patch & paint windows, cracked tile in doorway LH206: entry light clinks, light bulb, tape over outlet Locker Restroom Boys: Showers Dirty, locker along shower wall missing doors, window broken N Hall: exit light out, 3 lights out, AC needs cover N Stairwell: 2 ceiling tiles needed PORTABLE

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 2018/August

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>P-1: need clean up of entry; replace ceiling tile; loose ceiling panel by light in kitchen area Registration Area: Cord cover, spillar elect box (submitted 7/9/2018) SCI102: Patch & paint holes behind projector SCI103: Water Damage ceiling tile, Broken sink faucet SCI201: Back sink does not work - no handles on eye wash station SCI202: Water Damage ceiling panel SCI204: Water Damage ceiling panel SCI205: water damage ceiling tiles, back sink does not work SCI206: water damage Ceiling tiles SCI207: water damage Ceiling tiles South Basement Hall: ü SP102: Water Drip; lights cover SP107: Black Widow - NE doo, Patch & paint WS corner window, both AC West wall, North door Exit light out SP207 Lab: lights need change out; water damage to ceiling tiles SE ceiling; dust window sills SP209: Patch & paint SW corner by window, 2 lights out Stairs S Dance: graffiti/drawing on walls Student Store: ü Teacher Lounge: Lights out (3) clear window sill in RR; light cover needed Top South Stairwell: x5 celing tiles on top floor WH110: ü WH125: north wall needs baseboard repair WH15: x1 light out; floor tile needs repair; loose door stop WH16: x2 lights , patch and paint by west wall WH211: patch and paint north wall by windows WH218: x2 lights out; south wall paneling needs repair WH219: lights out; water damage NW corner of ceiling WH223: x1 light out; ceiling panel needs repair Woodshop: some lights out, some windows broken, paper towel dispenser broken, cover plates on ground broken, floor by crane needs repair</p>
<p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p>	<p align="center">Good</p>	<p>100 Hall: Baseboard torn in main entrance & next to 101, Ant hill in north doors Boys locker Room: graffiti on West wall above toilets Boys Restroom Band: trash on floor/cleanliness</p>

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 2018/August

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Boy's Restroom: Cracked & scratched mirrors; Urinal not working; Dirty floor Boys Restroom: tile needs repair, some graffiti on walls, hand dryer needs replacement Girls Restroom Band: light out; missing soap dispenser Harvey Auditorium: Stage repiar Patch and Paint by pit IT105 Storage: Needs clean up for spiderwebs and spiders IT112 Womens Restroom: need clean up on exterior LH104: Door Jam scuffed Locker Restroom Boys: Showers Dirty, locker along shower wall missing doors, window broken LUDDEN HALL Girl's Restroom: Dirty P Restroom: kitchen needs basic clean up Parking Lots: general cleanup needed SCI208: 3 ballasts; dust and clean windows SE Entry: Weather Strip/window, clean walls SP104: light out (shelves) (1); spiderwebs SP107: Black Widow - NE doo, Patch & paint WS corner window, both AC West wall, North door Exit light out SP108: NW and W ceiling needs panels installed; possibly 2 bad ballasts? SP109: 4 lights out SP207 Lab: lights need change out; water damage to ceiling tiles SE ceiling; dust window sills STADIUM: x2 water fountains need repair on concession booth; door needs repair to concession stand; overall cleanup of RR Trainer Room Girls Gym: Dirty, light out Welding Mens Restroom: Need overall clean-up Women's Restroom: mirrors need to be washed, missing soap dispenser</p>
<p>Electrical: Electrical</p>	<p align="center">Good</p>	<p>200 Hall: glass light cover broken, light out in stairwell 200 Hallway: 3 lights out; east stair light (1st - 2nd floor) 200's Hall: 207 exit light needs bulb Admin Building Main Office: Lights on landing out (x3),Water Spot on landing AP Admin Office: 1 light out AP Instruction Office: 1 light out Assistant PS Office: Lights (2) Attendance Area: x3 lights out, water damage center ceiling Band Hall: 1 light out; Band104: 1 Light out Banke: Light out</p>

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 2018/August

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Boys Restroom 3rd Floor: check lights: clean urinals CAFETERIA Staff Cafeteria: x1 light out (spotlight) Dance Room: Hole in wall next to thermostat Dean's Office: Lights out (3), Water damage to ceiling tiles East Stairwell: light covers need on first and second landings Girls Locker: 2 sinks broken, open electrical box Girls Restroom Band: light out; missing soap dispenser Green Room East Entrance: Green Room East Entrance: Exit sign out, 1 light cover, 1 ballast Green Rooms Boys Restroom: light cover missing/light missing in RR; 1 urinal has low flush HA209: lights out (x3) HA304: 1 light out Hallway Lights: some lights out and lights needing covers Hallway: some lights out and lights needing covers HARVEY AUDITORIUM Exterior South Side: 2 light covers, Exit light out, chain on 1 door INDUSTRIAL ARTS IT103/Title 1: x1 light out; detached electrical box on wall IT 201: overhead lights out IT107: need cord keeper IT112/Locker: light out in storage area; cords going from main office to center room IT203: light out (class area); side room electrical box needs cover plate IT206 : some broken/missing ceiling tiles; electrical box with no cover plate IT218: some lights out IT220: some lights out Je Romero: Lights out JV Wrestling: 2 lights out/N locker room; toilet needs cleaning; south locker light out Kiln: light out Kitchen Interior: x1 small light out; x8 hood lights out, patch and paint west wall by fire alarm LH101 Testing: 4 lights off over SW corner/desk; light covers falling off LH203: lights out/need bulbs (x3) LH206: entry light clicks, light bulb, tape over outlet Library: 12 lights out; 1 light out in computer lab; LockerD: missing light cover; light out Main Cafeteria: lights needed (x2)</p>

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 2018/August

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Main Counseling Office: Ballasts out (2), lights in entry (2), Exit door light N Hall: exit light out, 3 lights out, AC needs cover PORTABLES E-1: door light needs repair SAB: x7 lights out; x1 light out in Lovan's office; bad ballast in storage by Scott's office SCI104: 2 ballasts SCI203: 2 ballasts SCI208: 3 ballasts; dust and clean windows SP104: light out (shelves) (1); spiderwebs SP107: Black Widow - NE doo, Patch & paint WS corner window, both AC West wall, North door Exit light out SP108: NW and W ceiling needs panels installed; possibly 2 bad ballasts? SP109: 4 lights out SP110: 2 lights out (ballast), Ants NW corner SP207 Lab: lights need change out; water damage to ceiling tiles SE ceiling; dust window sills SP208: 1 light out SP209: Patch & paint SW corner by window, 2 lights out SP8: 2 lights out (ballast) SP9: light out (ballast) Stairs N Dance: door does not lock; light cover needed on all lights (near locker area) Stuebbe: Light out Teacher Lounge: Lights out (3) clear window sill in RR; light cover needed Trainer Room Girls Gym: Dirty, light out WARREN HALL WH221: x1 light out WH103: x3 lights out WH106: electrical box North wall near floor is loose WH107: x1 light WH110 Hall: multiple lights out/need light covers WH122: broken window; x1 light out WH123: x1 light out WH15: x1 light out; floor tile needs repair; loose door stop WH16: x2 lights , patch and paint by west wall WH19: x2 lights and cover WH202: x1 light WH204: 2 ballasts WH207: bad ballasts WH210: bad ballasts WH216: x6 lights out WH218: x2 lights out; south wall paneling needs repair</p>

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 2018/August

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		WH219: lights out; water damage NW corner of ceiling WH220: light out; AC very loud WH223: x1 light out; ceiling panel needs repair WH224: x2 lights out Woodshop: some lights out, some windows broken, paper towel dispenser broken, cover plates on ground broken, floor by crane needs repair
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Boys Restroom 3rd Floor: check lights: clean urinals Boy's Restroom: Cracked & scratched mirrors; Urinal not working; Dirty floor Girls Locker: 2 sinks broken, open electrical box Girl's Restroom: door rubs hinges GYMs Main Gym: Wall tiles missing, scoreboard outlet gound plug broken, N water faucet broken JV Wrestling: 2 lights out/N locker room; toilet needs cleaning; south locker light out LH105/106 Office: water faucet not working properly LH201: Sink water, plaster in office window Library RR: stiff faucet/cold water side Restroom Girls by 213: x2 lights out; x1 light cover SCI103: Water Damage ceiling tile, Broken sink faucet SCI106: Stink Facuet loose SCI201: Back sink does not work - no handles on eye wash station SCI205: water damage ceiling tiles, back sink does not work STADIUM: x2 water fountains need repair on concession booth; door needs repair to concession stand; overall cleanup of RR Staff Lounge North: left side toilet in womens RR continuously flushing Staff Restroom 3rd Floor: faucet faceplate needs to be reattached Student Outside Line: south fountains not working; leaf clean up
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Girls Restroom: handle loose (interior door) HARVEY AUDITORIUM Exterior South Side: 2 light covers, Exit light out, chain on 1 door IT 201: overhead lights out IT202: ü

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 2018/August		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		IT218: some lights out Men's Restroom: door needs repair (slams shut) ROTC: Need to close off old AC (on E side window) to prevent pigeons STADIUM: x2 water fountains need repair on concession booth; door needs repair to concession stand; overall cleanup of RR Stairs N Dance: door does not lock; light cover needed on all lights (near locker area) WH122: broken window; x1 light out Women's Restroom: door needs repair (slams shut) Woodshop: some lights out, some windows broken, paper towel dispenser broken, cover plates on ground broken, floor by crane needs repair
Overall Rating		

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

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	39.0	48.0	51.0	49.0	48.0	50.0
Math	16.0	25.0	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 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.

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	17.0	24.1	24.5

* 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	666	633	95.05	47.78
Male	359	336	93.59	43.75
Female	307	297	96.74	52.36
Black or African American	68	65	95.59	30.77
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	17	17	100.00	52.94
Hispanic or Latino	413	392	94.92	43.22
White	128	120	93.75	68.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	472	442	93.64	41.72
English Learners	83	77	92.77	9.09
Students with Disabilities	57	47	82.46	4.35
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	668	633	94.76	25.43
Male	361	337	93.35	26.11
Female	307	296	96.42	24.66
Black or African American	69	65	94.2	20
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	17	17	100	47.06
Hispanic or Latino	414	393	94.93	18.83
White	128	120	93.75	45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	473	442	93.45	19.91
English Learners	85	78	91.76	5.13
Students with Disabilities	60	47	78.33	4.26
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)

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

David Reese, Principal: David_Reese@kernhigh.org

Cheyenne Bell, Assistant Principal of Instruction: Cheyenne_Bell@kernhigh.org

Anna Lovan, Director of Activities: Anna_Lovan@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 KHSD 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 by 25% last year. 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. Last year 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			
School	2015-16	2016-17	2017-18
Suspensions Rate	11.4	10.2	9.2
Expulsions Rate	0.1	0.0	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	6
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	.17
Other	0
Average Number of Students per Staff Member	
Academic Counselor	465

* 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	25.0	24.0	26.0	54	73	73	28	21	19	72	78	74
Mathematics	28.0	27.0	28.0	41	55	53	14	13	10	71	69	73
Science	28.0	24.0	24.0	24	42	40	8	8	12	52	43	43
Social Science	24.0	23.0	26.0	45	54	46	16	7	5	46	52	56

* 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.

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/.

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)			
Bakersfield High School	2014-15	2015-16	2016-17
Dropout Rate	8.4	8.0	6.3
Graduation Rate	87.0	87.8	88.2
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	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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,620	\$1,560	\$6,059	77,524
District	◆	◆	\$8,611	\$74,546
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			-34.8	0.8
Percent Difference: School Site/ State			-67.7	0.2

* 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.

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	72.3
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	28.6

* 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	1	◆
Foreign Language	4	◆
Mathematics	4	◆
Science	1	◆
Social Science	14	◆
All courses	28	15.9

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	90.8	90.5	88.7
Black or African American	87.5	83.9	82.2
American Indian or Alaska Native	66.7	77.8	82.8
Asian	100.0	96.1	94.9
Filipino	100.0	98.3	93.5
Hispanic or Latino	90.0	90.7	86.5
Native Hawaiian/Pacific Islander	100.0	93.3	88.6
White	97.1	90.8	92.1
Two or More Races	66.7	93.3	91.2
Socioeconomically Disadvantaged	91.2	92.8	88.6
English Learners	12.5	63.5	56.7
Students with Disabilities	69.2	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.