



# East Bakersfield High School

2200 Quincy St. • Bakersfield, CA 93306 • (661) 871-7221 • Grades

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## 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 of Business**

Michael Zulfa, Ed.D.

### **Associate Superintendent of**

**Human Resources**

Brenda Lewis, Ed.D.

### **Associate Superintendent, Instruction**

Dean McGee, Ed.D.

### **Associate Superintendent, Educational Services and Innovative Programs**

### **School Description**

East Bakersfield High is proud of our school of "Scholars and Champions," with a tradition of excellence for over 80 years. Noteworthy programs at East Bakersfield High School include Health Careers and Digital Arts and Technology Partnership Academies, Project Lead The Way Computer Science, and Virtual Enterprise, which offer training in a specific industry while also focusing on meeting requirements to enter the four-year university system. The AVID (Advancement Via Individual Determination) program supports first generation college students as they embrace a rigorous academic program and also assists them in navigating the selection and application process for colleges and universities. We are involved in numerous projects to address the individual needs of our students, including preparatory and vocational career programs offered at all levels. Other special academic programs include: Gifted and Talented Education, Honors, Advanced Placement, Migrant Education, English Learner classes, and Special Education including a highly regarded mobility program for our special needs students. A total of eleven Advanced Placement course offerings in core subject areas of math, English, science, social studies, and modern language also contribute to the rigorous curriculum for our students at EBHS.

Our historic and beautiful campus is diligently maintained and has undergone several modernization projects to insure our students are learning in a comfortable and functional facility. Past modernization projects have included the addition and remodeling of classrooms including large wood and metal shops which boast industry standard equipment, as well as several computer labs throughout campus. In the spring of 2014, our football stadium was modernized with new bleachers and lighting improvements and a new ticket booth building was added in 2018. Modernization of multiple HVAC systems took place in 2013-14 and 2014-15 as well as restoration and preservation of our historical EBHS artifacts including the large wood mural in our auditorium.

Furthermore, our technology has been updated campus-wide, with all classrooms having internet access in addition to other technology which supports instructional activities such as digital projectors, document cameras, and interactive white boards. Many classrooms have multiple student computer workstations and multi-purpose computer labs are available for student use before and after school. All students have access to the on-line resources for career exploration and college planning tools in our on campus Career Center to help them choose career pathways and post-secondary training options. Additionally, we have begun implementation of the Naviance system with students as another tool to promote college and career exploration and planning. Students who are deficient in credits have access to recover credits through the APEX classrooms, which use on-line curriculum. Nine computer lab classrooms exist to learn word processing, programming, desktop publishing, web design, and Internet research, and provide a venue for multiple technologically based educational activities for our students. Our library and Career Center each contain more than 30 computers for student and faculty access before, during, and after school. Additional technology based infrastructure has been added to make our school Wi-Fi ready throughout campus, and some teachers utilize "Bring Your Own Device" activities in their classrooms. Additionally, over 1400 Chrome Book devices are utilized in multiple classes on a daily basis to harness the power of instructional technology. Many teachers utilize the Google Apps for Education on a regular basis including the use of the Google Classroom platform to communicate with their students about classroom assignments and activities.

Title I funds available to EBHS have been used to support our students who are in need of academic remediation by providing additional literacy and math periods of instruction to our lowest performing students. Additionally, Title I funds are leveraged to make resources available to our students for supplementary instructional materials, provide tutoring for EL students and provide a variety of professional development for all staff members.

### **Vision Statement**

EBHS actively promotes an academic culture that provides opportunities to obtain the skills, knowledge and behaviors for empowering all learners to graduate and to be productive citizens.

### **Mission Statement**

The mission of EBHS is to provide and sustain a respectful environment that ensures every member of the school community attains a high level of personal and academic achievement in college and career readiness as determined by local, state and national standards. We commit to a comprehensive system of support which includes parents and the surrounding community.

### **SCHOOL GOALS FOR 2017-18**

#### **Conditions of Learning Goals:**

##### **1) Develop and maintain effective collaborative teams within the Professional Learning Communities model**

Teacher collaboration for the purpose of aligning curriculum, analyzing data, identifying students for intervention, and sharing and implementing effective teaching strategies support all students in their academic success. Regular collaboration by faculty is necessary to identify areas of weakness departmentally and for individual students and significant subgroups in order to increase proficiency levels in all subjects on state standardized tests by modifying instruction to remediate students and improve student learning.

##### **2) Professional Development**

Maintaining an exemplary staff by providing professional development on effective research based instructional strategies and educational practices is vital to provide a quality instructional program that meets the needs of all students.

#### **Pupil Outcomes Goals:**

##### **1) Improve literacy and graduation rates**

The earliest possible identification and proper placement in courses and intervention programs are key to develop an appropriate educational plan for students that includes the necessary support for them to meet graduation requirements and progress toward proficiency. Specific courses to remediate students performing below grade level, credit recovery opportunities, intervention courses, and targeted support for specific language acquisition and individual learning disabilities is the core of an instructional program that addresses the multiple barriers to success that our students face.

##### **2) College and Career Readiness**

Maintaining support programs such as AVID (Advancement Via Individual Determination), counseling services for students and parents, and providing information about and access to a variety of post-secondary learning institutions are necessary to support students in educational and career pursuits beyond high school.

#### **Engagement Goals**

##### **1) Parental Involvement**

It is our desire to partner with our parents for the success of their students by soliciting their involvement and supporting them with assistance in multiple areas designed to ultimately aid their students with achieving graduation and accessing post-secondary opportunities.

##### **2) School Climate**

Continue implementation of the PBIS (Positive Behavior Intervention and Support) system to assist in establishing clear school-wide behavioral expectations for all students and appropriate behavioral intervention supports in an effort to increase students' sense of safety and school connectedness, and to decrease time away from school due to disciplinary action.

## 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	643
Grade 10	596
Grade 11	542
Grade 12	565
<b>Total Enrollment</b>	<b>2,346</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	0.9
Asian	0.3
Filipino	0.5
Hispanic or Latino	85.8
Native Hawaiian or Pacific Islander	0.2
White	6.8
Socioeconomically Disadvantaged	84.7
English Learners	10.6
Students with Disabilities	10.5
Foster Youth	0.6

## 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			
East Bakersfield High School	16-17	17-18	18-19
With Full Credential	96	114	116
Without Full Credential	0	4	9
Teaching Outside Subject Area of Competence	2	1	1
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			
East Bakersfield High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	2	1	1
Vacant Teacher Positions	0	0	1

\* 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)**

Every student at East Bakersfield High School has access to his/her own textbook(s) and instructional materials.

Textbook purchases are made yearly to comply with the Williams Act.

All textbooks purchased by East Bakersfield High School are standards aligned and approved by the district and local governing board. They are consistent with the content and cycles of the curriculum frameworks adopted by the SBE.

Materials and technology are acquired for the purpose of meeting or exceeding the academic performance standards. Final decisions to purchase materials and technology are approved by the Principal and/or assistant principals; recommendations to obtain materials are made by staff through the leadership teams. The recommendations are based on student need and the school's goals for student achievement.

If a new core textbook is requested that has not been approved by the district, the Assistant Principal of Instruction works with the Department Chairperson to follow the district-approved textbook adoption process and submits the title to the Office of Instruction for review and approval before it is purchased by the site.

For English and math core texts, as well as EL texts, East Bakersfield High School purchases the prescribed district texts.

New supplemental materials are purchased based on instructional and/or academic needs. Materials are reviewed to make sure they are standards-based and follow the state/district guidelines, as well as respond to the needs of the students and goals of the school and district.

Title I, Migrant, and EL regularly purchase supplemental material and/or supplies that meet instructional and/or program needs in core curricular areas. Needs have been determined based on standardized tests, and/or district benchmark scores. These budgets also fund training and/or supplies for the students in these programs. The School Site Council provides oversight for Title I funds via development and monitoring of the School Plan for Student Achievement (SPSA).

All students at East Bakersfield High School have access to textbooks. No insufficiency of instructional materials exists at East as verified by the most recent Williams inspection.

Textbooks and Instructional Materials Year and month in which data were collected: 8/2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Literature & Language Arts Third Course (Grade 9), 2010 Holt Literature & Language Arts Fourth Course (Grade 10), 2010 Holt Literature & Language Arts Fifth Course (Grade 11), 2010 Holt Literature & Language Arts Sixth Course (Grade 12), 2010 Edge: Reading Writing and Language 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 2009  <b>The textbooks listed are from most recent adoption: Yes</b> <b>Percent of students lacking their own assigned textbook: 0</b>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 8/2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Mathematics</b>	<p>Discovering Mathematics - Advanced Algebra/Kendall Hunt Adopted 2015</p> <p>The Practice of Statistics/Freeman Adopted 2008</p> <p>Pre-Calculus: Enhanced with Graphing Utilities 5th ed - Pearson/Prentice Adopted 2002</p> <p>Integrated Mathematics/McDougal-Littell Adopted 2002</p> <p>Discovering Algebra /Kendall Hunt Adopted 2015</p> <p>Discovering Geometry/Kendall Hunt Adopted 2015</p> <p>Single Variable Calculus/Brook &amp; Cole Adopted 2000</p> <p>Mathematics Concepts and Skills/McDougal-Littell Adopted 2001</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>Physics: Principles &amp; Problems/Glencoe Adopted 1995</p> <p>Modern Biology/Holt Adopted 2006</p> <p>Introductory Chemistry: a Foundation/Cenage Learning Adopted 2007</p> <p>Life Science/McGraw Hill Adopted 2005</p> <p>Earth Science, California Edition/Pearson Prentice Hall Adopted 2006</p> <p>Science-Level Blue/McGraw Hill Adopted 2005</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 8/2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	<p>American Anthem/Holt Adopted 2007</p> <p>Modern World History Patterns of Interactions/McDougal Littell Adopted 2007</p> <p>The Americans: Reconstruction to the 21st Century/McDougal Littell Adopted 2011</p> <p>World History/5th Ed. Thomson Wadsworth Adopted 2008</p> <p>Magruder's American Government/Prentice Hall Adopted 2018</p> <p>American Pageant Adopted 2011</p> <p>Civics, Houghton Mifflin Harcourt Adopted 2018</p> <p>Government in America: People, Politics and Policy, Longman Adopted 2011</p> <p>Economics, Houghton Mifflin Harcourt Adopted 2018</p> <p>Economics Principles in Action, Prentice Hall Adopted 2018</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Foreign Language</b>	<p>Realidades student edition plus online course 6-year license level 2 2011 Pearson  Realidades student edition plus online course 6-year license level 1 2011 Pearson  T'es branche? 1 &amp; 2 EMC Publishing Adopted 2015  Abriendo Puertas 2002-03 Houghton Mifflin Adopted 2003  Abriendo Puertas Antologia De Literatura En Espanol Tomo II 2002-05 Houghton Mifflin Adopted 2003  El espanol para nosotros Lvl 1 &amp; 2 Glencoe/McGraw Hill 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Health</b>	<p>Essential Health/Goodheart Wilcox Adopted 2015</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Visual and Performing Arts</b>	<p>Music! its role and importance in our lives 2006 Glencoe/McGraw Hill, 1998  Stage and the School 1998 Glencoe/McGraw-Hill,  Understanding Art 1999 Glencoe/McGraw-Hill</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science Laboratory Equipment</b>	<p>N/A</p> <p><b>The textbooks listed are from most recent adoption:</b> N/A  <b>Percent of students lacking their own assigned textbook:</b> 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: August 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	500 Bldg. Lobby: HVAC unit is leaking water on the lobby floor (40520). Replace all bad ceiling lights. Cafeteria Point of Sale (Outside Station): Room 251: Replace stained ceiling tiles. HVAC unit making a annoying noticable noise (40604). Room 261: No A.C. in the room (40612). Entry door handle is coming apart (40611). Room 263: No A.C. in the room (40612). Replace stained ceiling tiles. Room 265: No A.C. in the room (40612). Room 450: Replace fire extinguisher wall mount (40537).
<b>Interior:</b> Interior Surfaces	Good	200 Hallway North to South Corridor: Repair gaps around the all hallway exit door jambs caused by installation of new hardware (40590). North stairs walls needs a fresh coat of paint to cover stains (40591). Clean all hallway sinks. 300 Exterior Boy's Restroom (Student Center): Remove paper wads on ceiling. Paint graffiti 300 Exterior Girl's Restroom (Student Center): Second hand sink with loose faucet (40580). Replace toilet paper dispenser. Remove paper wads on ceiling. 300 Hallway East End: Paint water damaged 1'X1' ceiling tiles. Plaster damage around replaced EXIT doors.(40579) 300 West Hallway: Plaster damage around replaced EXIT doors (40579). 400 Upper Hallway: PBIS sticker damaged by girls hallway rest room. Wall near drinking fountain needs painting (40536). 400 West Stairs: Walls need cleaning. Band/Choir Lobby Area: Baseboard missing one west side wall (40625). Exit door needs painting (40626). Cafeteria Kitchen Area: Replace damaged, and cracking 9"X9" Asbestos containing floor tiles by North entry door (40576). Cafeteria Kitchen Men's Restroom: Repaint rest room rusting metal dividers. (40577)

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: August 2017**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Cafeteria Kitchen Women's Restroom: Repaint rest room rusting metal dividers. (40577)</p> <p>Library's Break Room: East wall has a 2 foot section of baseboard missing, needs to be replaced (40589).</p> <p>New Gym Boy's Restroom: Replace damaged toilet paper dispenser.</p> <p>Room 201 Chem. Lab: Replace stained ceiling tile.</p> <p>Room 211: Painting east wall where the student tables have scraped away the paint (40595).</p> <p>Room 213: Replace missing 1 foot section of baseboard along the south wall (40596).</p> <p>Room 218: Need new pencil sharpener.</p> <p>Room 220: Repaint the South wall where the student's desks have scraped the paint away (40597).</p> <p>Room 221: Needs new pencil sharpener. Replace missing ceiling tile. Replaster stucco, exposing metal molding on the corner of entry arch (40599).</p> <p>Room 251: Replace stained ceiling tiles. HVAC unit making a annoying noticable noise (40604).</p> <p>Room 254: Paint over grafitti stains on the stair partition wall located just as you enter the room (40608). Repair the rotting wood located on the corner of one of the west windows.</p> <p>Room 257: Replace bad ballast (40610). Paint water stained ceiling tiles.</p> <p>Room 263: No A.C. in the room (40612). Replace stained ceiling tiles.</p> <p>Room 267. 267A,B&amp;C: (Replace stain ceiling tile. Replace electrical outlet face plate on south wall in 267 (40613) ) (Replace missing electrical outlet face plate on South wall in 267A (40614) )</p> <p>Room 274: Replace missing 2 feet section of floor baseboard by entry door (40616).</p> <p>Room 313: Patch and Paint 2 small 1" holes by the entry door, above the fire extinguisher (40581).</p> <p>Room 317: Replace missing ceiling tile.</p> <p>Room 451: Need new pencil sharpener. East wall electrical outlet needs cover(40570). South wall has area that needs painting due to bubbling and paint chipping (40572).</p> <p>Room 515: Dusty due to wood shop activity.</p> <p>Room 658 (Piano Room): Whole room could use a fresh coat of paint throughout (40624)</p> <p>Upper 200 Hallway North to South Corridor Girl's Restroom: Clean all toilets and sinks of rust stains and debris. Patch a 3"X"3" square hole in the north wall,</p>



**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: August 2017**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>under one of the hand sinks (40601).            Clean the paper wads from the ceiling.            Upper 200 Hallway: Clean stains and rust on all hallway sinks. Clean food splatter on North/East stair landing wall.</p>
<p><b>Cleanliness:</b>            Overall Cleanliness, Pest/ Vermin Infestation</p>	<p align="center">Good</p>	<p>200 Hallway North to South Corridor Boy's Restroom: Both hand dryers not working (40592). Third toilet stall toilet is not flushing (40593). Clean stains in all sinks, toilets and urinals. Remove the paper that is stuck on the ceiling.            300 Exterior Boy's Restroom (Student Center): Remove paper wads on ceiling. Paint graffiti            300 Exterior Girl's Restroom (Student Center): Second hand sink with loose faucet (40580). Replace toilet paper dispenser. Remove paper wads on ceiling.            300 Hallway West End Girl's Restroom: Replace missing soap dispenser. Clean the paper wads off the ceiling. Clean the rust, stains and debris off all toilets and sinks.            500 Bldg. Outside South End Boys Restroom: Both toilets are not working or flush (40636). Needs a deep cleaning of sinks, urinals, walls, and floors.            500 Bldg. Outside South End Girls Restroom: Needs a deep cleaning of sinks, toilets, walls and floors.            Athletic Trainers Restroom: Room needs cleaning.            Field House Home Side Team Room: Needs a deep cleaning of sinks, toilets, shower area, walls and floors. One light florescent light fixture needs plastic lens replaced (40637).            Field House Public Mens Restroom: Needs a deep cleaning of sinks, toilets, urinals, walls and floors. Both Hand Dryers not working (40640).            Field House Public Womens Restroom: Needs a deep cleaning of sinks, toilets, walls and floors.            Field House Visitors Side Team Room: Needs a deep cleaning of sinks, shower area, walls and floors. Sink needs both Hot and Cold handles reattached (40638).            Frosh-Soph Football Team Room Shower/Locker Area: Room needs cleaning.            Upper 200 Hallway East to West Corridor Boy's Restroom: Clean all toilets, urinals, and sinks of rust stains and debris. Clean the grime on the tile wall under the hand dryer.            Upper 200 Hallway East to West Corridor Girl's Restroom: Clean all toilets and sinks of rust stains and debris. Third toilet stall toilet not flushing (40600). Clean the paper wads from the ceiling.</p>

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: August 2017**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Upper 200 Hallway North to South Corridor Boy's Restroom: Replace damaged light switch (40603). Clean the rust, stains and debris from all toilets, urinals and sinks.</p> <p>Upper 200 Hallway North to South Corridor Girl's Restroom: Clean all toilets and sinks of rust stains and debris. Patch a 3"X"3" square hole in the north wall, under one of the hand sinks (40601). Clean the paper wads from the ceiling.</p>
<p><b>Electrical:</b> Electrical</p>	<p align="center">Good</p>	<p>200 Basement Book Room: None of the 12 ceiling, florescent light fixtures have plastic lens covers (40617).</p> <p>200 Hallway North to South Corridor Boy's Restroom: Both hand dryers not working (40592). Third toilet stall toilet is not flushing (40593). Clean stains in all sinks, toilets and urinals. Remove the paper that is stuck on the ceiling.</p> <p>200 Hallway North to South Corridor Girl's Restroom: Replace bad ceiling light. One hand dryer not working (40594). Needs another soap dispenser.</p> <p>400 East Hallway: 3 light bad lights and 1 missing light fixture metal cover(40534).</p> <p>Center and South end exit door, door jamb plaster damage (40535).</p> <p>500 Bldg. Lobby: HVAC unit is leaking water on the lobby floor (40520). Replace all bad ceiling lights.</p> <p>Basement Room #22: 2 missing florescent light fixture lens (40620). Light swith that controls North bank of florescent light fixtures not working (40621)</p> <p>Field House Home Side Team Room: Needs a deep cleaning of sinks, toilets, shower area, walls and floors. One light florescent light fixture needs plastic lens replaced (40637).</p> <p>Field House Public Mens Restroom: Needs a deep cleaning of sinks, toilets, urnials, walls and floors. Both Hand Dryers not working (40640).</p> <p>Hex Building Room 703: Replace bad lamps</p> <p>Hex Building Room 704: replace bad lamps</p> <p>Hex Building Room 705: Replace missing outlet cover on SW corner (40622).</p> <p>Hex Building Room 706: Replce bad lamps</p> <p>Room 215 Dean's Office: Replace the bad ceiing light.</p> <p>Room 253: Bad light fixture ballast (40605)</p> <p>Room 255: Bad light fixture ballast (40609)</p> <p>Room 257: Replace bad ballast (40610).</p> <p>Paint water stained ceiling tiles.</p>

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System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Room 267. 267A,B&amp;C: (Replace stain ceiling tile. Replace electrical outlet face plate on south wall in 267 (40613) ) (Replace missing electrical outlet face plate on South wall in 267A (40614) )</p> <p>Room 271: Replace missing electrical outlet face plate along the north wall (40615).</p> <p>Room 272:</p> <p>Room 312: Replace bad lights.</p> <p>Room 314: Replace bad lights. Replace bad ballast in light fixture (40582).</p> <p>Room 318: Light fixture with bad ballast (40583)</p> <p>Room 319 (Supply Room): Light fixture with bad ballast (40584)</p> <p>Room 320: Light fixture with bad ballast (40585)</p> <p>Room 322: Light fixture with bad ballast (40586)</p> <p>Room 451: Need new pencil sharpener. East wall electrical outlet needs cover(40570). South wall has area that needs painting due to bubbling and paint chipping (40572).</p> <p>Room 455: Replace bad lights.</p> <p>Room 608: Replace bad lights.</p> <p>Upper 200 Hallway East to West Corridor Boy's Restroom: Clean all toilets, urinals, and sinks of rust stains and debris. Clean the grime on the tile wall under the hand dryer.</p> <p>Upper 200 Hallway North to South Corridor Boy's Restroom: Replace damaged light switch (40603). Clean the rust, stains and debris from all toilets, urinals and sinks.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	<p align="center">Good</p>	<p>200 Hallway East to West Corridor: Clean all hallway sinks.</p> <p>200 Hallway North to South Corridor Boy's Restroom: Both hand dryers not working (40592). Third toilet stall toilet is not flushing (40593). Clean stains in all sinks, toilets and urinals. Remove the paper that is stuck on the ceiling.</p> <p>200 Hallway North to South Corridor Girl's Restroom: Replace bad ceiling light. One hand dryer not working (40594). Needs another soap dispenser.</p> <p>200 Hallway North to South Corridor: Repair gaps around the all hallway exit door jambs caused by installation of new hardware (40590). North stairs walls needs a fresh coat of paint to cover stains (40591). Clean all hallway sinks.</p> <p>300 Exterior Girl's Restroom (Student Center): Second hand sink with loose faucet (40580). Replace toilet paper dispenser. Remove paper wads on ceiling.</p>

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**Year and month in which data were collected: August 2017**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>300 Hallway West End Boy's Restroom: Sink has loose faucet (40587). Sink has water off.</p> <p>300 Hallway West End Girl's Restroom: Replace missing soap dispenser. Clean the paper wads off the ceiling. Clean the rust, stains and debris off all toilets and sinks.</p> <p>400 Men's Rest Room: Missing soap dispenser.</p> <p>500 Bldg. Outside South End Boys Restroom: Both toilets are not working or flush (40636). Needs a deep cleaning of sinks, urinals, walls, and floors.</p> <p>500 Bldg. Outside South End Girls Restroom: Needs a deep cleaning of sinks, toilets, walls and floors.</p> <p>Basement Room #16: Rest room air vent needs vent cover reattached (40619).</p> <p>Field House Home Side Team Room: Needs a deep cleaning of sinks, toilets, shower area, walls and floors. One light florescent light fixture needs plastic lens replaced (40637).</p> <p>Field House Visitors Side Team Room: Needs a deep cleaning of sinks, shower area, walls and floors. Sink needs both Hot and Cold handles reattached (40638).</p> <p>New Gym Girls Restroom: First sink has leaking faucet (40629).</p> <p>New Gym Public Men's Restroom: Last toilet stall toilet clogged (40627).</p> <p>New Gym Public Women's Restroom: 1st sink leaking (40628).</p> <p>Rooms 506 Thru 509 Boys Restroom: Urinal not flushing (40635).</p> <p>Upper 200 Hallway East to West Corridor Boy's Restroom: Clean all toilets, urinals, and sinks of rust stains and debris. Clean the grime on the tile wall under the hand dryer.</p> <p>Upper 200 Hallway East to West Corridor Girl's Restroom: Clean all toilets and sinks of rust stains and debris. Third toilet stall toilet not flushing (40600). Clean the paper wads from the ceiling.</p> <p>Upper 200 Hallway North to South Corridor Boy's Restroom: Replace damaged light switch (40603). Clean the rust, stains and debris from all toilets, urinals and sinks.</p> <p>Upper 200 Hallway North to South Corridor Girl's Restroom: Clean all toilets and sinks of rust stains and debris. Patch a 3"X"3" square hole in the north wall, under one of the hand sinks (40601). Clean the paper wads from the ceiling.</p> <p>Upper 200 Hallway: Clean stains and rust on all hallway sinks. Clean food splater on North/East stair landing wall.</p>

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: August 2017**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Cafeteria Kitchen Area: Replace damaged, and cracking 9"X9" Asbestos containing floor tiles by North entry door (40576). Room 450: Replace fire extinguisher wall mount (40537).
<b>Structural:</b> Structural Damage, Roofs	Good	300 Hallway East End: Paint water damaged 1'X1' ceiling tiles. Plaster damage around replaced EXIT doors.(40579) 300 West Hallway: Plaster damage around replaced EXIT doors (40579). 400 East Hallway: 3 light bad lights and 1 missing light fixture metal cover(40534). Center and South end exit door, door jamb plaster damage (40535). Cafeteria Main Eating Area: North side double exit doors and jamb needs replacing due to structural damage (40574). Main Library: Patch and Paint small hole on the west wall by the thermostat (40588). Room 457: Replace water stained ceiling tiles. Room 458: Replace water stained ceiling tiles. Room 459 (Supply Room): Replace water stained ceiling tiles. Room 459: Section of baseboard by conjoining door is damaged ( 40573). Upper 200 Hallway North to South Corridor Girl's Restroom: Clean all toilets and sinks of rust stains and debris. Patch a 3"X"3" square hole in the north wall, under one of the hand sinks (40601). Clean the paper wads from the ceiling.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	200 Hallway North to South Corridor: Repair gaps around the all hallway exit door jambs caused by installation of new hardware (40590). North stairs walls needs a fresh coat of paint to cover stains (40591). Clean all hallway sinks. 400 East Hallway: 3 light bad lights and 1 missing light fixture metal cover(40534). Center and South end exit door, door jamb plaster damage (40535). 500 Bldg. Lobby Boys Restroom: Handicaped stall missing door (40634). Cafeteria Main Eating Area: North side double exit doors and jamb needs replacing due to structural damage (40574). Cafeteria Point of Sale (South Station): Sliding door needs door handle (40575). Room 261: No A.C. in the room (40612). Entry door handle is coming apart (40611).

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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	50.0	44.0	51.0	49.0	48.0	50.0
Math	14.0	15.0	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	18.2	22.8	27.4

\* 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	510	492	96.47	44.08
Male	246	236	95.93	41.28
Female	264	256	96.97	46.67
Black or African American	23	21	91.30	23.81
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	445	431	96.85	44.29
White	31	31	100.00	51.61
Socioeconomically Disadvantaged	437	424	97.03	42.65
English Learners	96	86	89.58	15.29
Students with Disabilities	41	36	87.80	2.78
Students Receiving Migrant Education Services	18	18	100.00	44.44
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	510	490	96.08	14.52
Male	247	235	95.14	17.02
Female	263	255	96.96	12.2
Black or African American	23	20	86.96	0
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	446	431	96.64	14.65
White	30	30	100	20
Socioeconomically Disadvantaged	437	422	96.57	13.78
English Learners	97	88	90.72	3.41
Students with Disabilities	42	36	85.71	5.56
Students Receiving Migrant Education Services	18	18	100	22.22
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)

EBHS Parents are active participants in their student's education and in the overall success of the school. We welcome parental involvement, and strongly encourage all parents to be active participants in their student's education. Our Student Outreach Coordinators: Milton Henderson and Javier Cervantes, Parent Liaison: Esequiel Esparza as well as counseling and administrative staff are available to discuss parent involvement opportunities, including those listed below:

**EBHS Parent Center:** The Parent Center is open daily with access for parents into the evening hours. Assistance is provided in both English and Spanish. Esequiel Esparza, Parent Liaison, is available to assist parents and community members in the Parent Center with connecting families to school and community resources, parenting classes, computer access, English language workshops, financial aid for college workshops, and much more. The Parent Center is designed to be a central access point for parents to get their questions answered and partner with us as we work together for the success of our students during their years of high school and beyond into post-secondary education and training.

**School Site Council:** The School Site Council functions in an advisory capacity for the school and is a significant entity behind school progress. Site Council representatives serve a one or two-year term and meet monthly throughout the year. The Council is composed of twelve members: three parents/community members, three students, four teachers, one other site personnel, and the principal. The Council oversees Title I expenditures and plays an integral role in the creation of the School Plan for Student Achievement (SPSA).

**GATE:** The GATE parent group meets quarterly to discuss topics which include their student's academic performance, college readiness, schedules, scholarships, and college entrance requirements. On occasion, the group plans college visitations and hosts presentations from college representatives. The GATE Coordinator for 2017-18 is Maria Rodriguez. Jeanna Foy will be taking over these duties beginning in the 2018-19 school year.

**Academies:** The Health Careers Academy (HCA) and Digital Arts & Technology Academy (DATA) encourage parents to participate in their student's academic success by helping with field trips, social gatherings, banquets, award nights, and working with their community partners. The Health Career Academy director was Bob Lewy for the 2017-18 school year and will pass the reins to Shelby Munn in 2018-19. The DATA Academy director is Bien Resolme.

**EBHS Boosters:** The boosters continue to support curricular and extra-curricular programs on campus. Parents are vital to the ongoing existence of many of EBHS's programs, clubs, and activities. Forty percent of their budget goes to academics, 40% to athletics, and 20% is used to operate the organization. EBHS Boosters meet monthly, in the evening, in Bayless Hall. The organization is overseen by elected officers who are parents serving in the organization.

**Band Backers:** Parents of band students are highly active in the organization of fundraisers to support and advance the band program. Through financial support, the group is integral in the band's preparation for competitions and field trips. Band Backers meet once a month. Regina Montano is the Band Director.

**Blade Football Club:** This booster group meets monthly and are active supporters of the football programs at all levels at EBHS.

**School Attendance Review Team (SART):** When students have been identified as perpetually truant, the SART team invites the student and parent to a meeting to discuss what is necessary for academic success. Causes for truancy are discussed at this meeting, and resources are made available to the parents and students, with a goal of improving student attendance. If the students' attendance does not improve after a SART meeting, the parent and student are referred to the district office for a School Attendance Review Board (SARB) hearing, which may include loss of governmental funding for the parents and citations being issued to students and parents alike for perpetual truancy. Russ Shuppert, Dean of Student Services, can provide information about the school's truancy program.

**Parental Attendance Monitoring/Accompanying Your Student to Class:** Parents of truant students are welcomed to campus. They are invited to either (a) check to ensure their student is in class, or (b) attend a day (or more) of classes with their student. Multiple parents have accepted such an invitation, and we have found it to be one successful tool in preventing future truancy. Students' counselors or Mr. Shuppert should be contacted to arrange a parental visit to classes.

**Title I, EL and Migrant Parent Meetings:** Meeting monthly, parents of students participating in Title I, English Learner (EL) and Migrant programs are invited to the school to assist our coordinator, Noelia Iniguez, by communicating current needs and understanding student progress. In these meetings, conducted in both English and Spanish, the Title I coordinator is available to explain program goals and opportunities for student and parental involvement to promote student success. Please contact Noelia Iniguez for more information about Title I, EL, and Migrant programs.

**Parent Institute for Quality Education (PIQE):** This 9-week program is provided to educate parents on how to create a positive and lasting educational environment at home using a number of proven academic success tools. Creating a bridge between home and school is also emphasized. Parents learn about how grades are used for college admittance; what classes are important and needed for children planning to attend college; how to navigate the school system, and other information vital to academic success of their children. Classes are taught in Spanish by professional PIQE facilitators, who are members of the communities they serve. The class series culminates in a parent group meeting with the school principal, followed by a PIQE graduation ceremony. Parent graduation is a celebration that is typically very powerful to parents who may not have a formal education, and an opportunity for children to see their parents as graduates themselves. Please contact Noelia Iniguez for more information on PIQE.



Additional opportunities for parent involvement are available the District level. Please contact Noelia Iniguez or Leo Holland, Principal, if you are interested in serving as an EBHS parent representative at District level parent advisory groups.

**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**

In accordance with the district and state guidelines set for school safety, the Comprehensive School Safety Plan is developed and implemented in collaboration with the Assistant Principal of Administration and the Dean of Students and updated annually in September of each year. The primary focus is to maintain a safe, secure, and orderly learning environment. East Bakersfield High School works in conjunction with the Kern High School District Police Department and with local law enforcement for planned drills and in emergency situations. Debriefing with law enforcement helps us ensure that our procedures are sound and that, in the case of a crisis on campus, all involved will know what to do. All site administrators have been trained in National Incident Management (NIMS) strategies, and our School Safety Plan is NIMS compliant.

With the assistance of a full-time police officer and seven security personnel, the Dean of Students monitors and maintains student safety through the use of the school’s progressive discipline plan in conjunction with a multi-tiered system of support for students. In addition, two outreach counselors and an interventionist assist in monitoring student activity and providing immediate and/or proactive intervention when needed. School counselors also provide intervention and disciplinary support by meeting with their students on a regular basis and contacting parents when necessary, providing referral to outside resources as needed. Certificated and classified staff are visible in the hallways and outside during lunch and passing periods to support a safe and secure school environment.

The Comprehensive School Safety Plan is reviewed and updated annually in September. Detailed Evacuation/Lockdown procedures to be kept in teacher roll books are disseminated to the entire staff annually and a minimum of two drills are conducted each year. Regular review and training in regard to mandated reporting responsibilities is provided for staff members annually.

The Dean of Students conducts regular meetings with security staff and the Kern High School District Police Officer assigned to East Bakersfield High School. Regular communication with Kern County Sheriff’s Department also takes place to apprise Dean’s Office staff of any pertinent information in the surrounding community that could affect our campus. The Kern High School District Police Department also advises EBHS of any events that might affect security at the school site and provides additional officer support when needed.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	14.4	13.6	8.5
Expulsions Rate	0.0	0.0	0.1
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	7
Counselor (Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	.5
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	.4
Other	0
Average Number of Students per Staff Member	
Academic Counselor	336

\* 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	23.0	24.0	50	53	58	19	38	23	52	37	59
Mathematics	28.0	25.0	28.0	32	33	37	7	20	10	50	43	52
Science	29.0	27.0	26.0	18	24	26	8	7	5	41	39	41
Social Science	22.0	23.0	22.0	44	31	43	9	16	7	36	33	41

\* 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 professional development (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 Solution 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 professional development is to maximize instruction for optimal student learning to take place each day.

In addition to district provided PD opportunities, Title I funding and school site resources have been utilized to provide professional development in all departments. Focus on the implementation of Common Core State Standards and research based instructional strategies have been in the forefront for professional development for the past five years as well as an emphasis on social emotional learning and multi-tiered systems of support. This has been supported at District and on-site trainings as well as staff attendance to multiple conferences and workshops. Subject specific professional development opportunities have been provided to all core departments.

Beginning and probationary teachers have a KHIP (Kern High Induction Program) mentor and are required to attend KHIP workshops on a regular basis. They are also required to complete assignments through the KHIP program. Probationary teachers also work closely with their department chairs, who help them to develop units and effectively execute lessons. The Kern High School District publishes a Professional Development Calendar each semester. It contains workshops and seminars for teachers. Some are specific to certain areas of instruction while others benefit teachers of all subjects. Teachers who attend seminars are offered either a stipend or receive district credit toward salary advancement.

**Professional Development Days:**

All Kern High School District Staff attend two days prior to the beginning of each school year for professional development purposes. An additional day in January is allotted each year as well for a total of 3 school days allocated for professional development.

These three days of professional development have occurred each school year for multiple years for all Kern High School District school sites.

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/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,470	\$1,862	\$6,608	\$73,997
District	◆	◆	\$8,611	\$74,546
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			-26.3	-3.9
Percent Difference: School Site/ State			-59.9	-4.5

\* Cells with ◆ do not require data.

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

**Types of Services Funded**

**Title 1**

The purpose of Title I, is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. The intent of the funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools. This is the largest federal program in California schools aside from Special Education. Funds are spent in accordance with a schoolwide program plan (SPSA) that may include other federal programs and serve all pupils, not just Title I-eligible pupils. Funds may be used in a variety of ways as long as they provide supplemental services that are focused on improving student achievement in core curricular areas. Examples of how funds may be used includes, but is not limited to the following: Supplemental support provided by teachers and instructional aides (e.g., bilingual, resource specialists, intervention, etc.), extended learning time (e.g., before school, after school, pull-out focused instruction, etc.), parent involvement, instructional materials and other instructional support (e.g., education-related technology), staff development, and health, nutrition, and other social services. The School Site Council provides oversight for Title I funds. Detailed expenditure information is available on the School Plan for Student Achievement (SPSA) that is developed and monitored by the School Site Council. This document is available upon request.

**Title III: Immigrant Education Program/Limited English Proficient (LEP) Program**

The purpose of Title III is to assist English Language Learner students to acquire English and achieve grade-level and graduation standards. Funds may be used for a variety of purposes that provide for support directed to ELs. These areas include: English language development instruction, enhanced instruction for ELs in core subject areas (e.g., ELD support), high-quality professional development for teachers and other staff, identifying and improving curriculum, materials, and assessments, tutorials or other intervention support to meet the language development needs of ELs, educational technology, providing community participation programs, including family literacy and parent outreach, coordinating language instruction program with other programs and services (e.g., Title I, EIA-LEP, Migrant Education), and administration (limited to 2% of the grant) and indirect cost rate (at LEA allowable rate).

**Lottery – Proposition 20: Instructional Materials**

The purpose of this funding is to earmark a portion of the lottery funding stream to instructional materials through the statewide “initiative” process.

**Carl Perkins Funding**

The purpose of this funding is to support Career Technical Education programs on our campus. The site’s program receives approximately \$54,000 per year in funding.

### California Partnership Academies

The purpose of this funding is to support California Partnership Academies which provides a sequential program within a particular career pathway for at-risk students. Students who complete the Academy sequence leave high school having met a-g college entrance requirements as well as having received specific coursework related to their career pathway including job-shadowing and internship opportunities.

Various other funding sources include: LCFF Base/Supplemental, MAA, Regional Occupation Center (ROC) Apportionment, Career Technical Education & Special Education

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
<b>East Bakersfield High School</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Dropout Rate	17.7	7.5	5.0
Graduation Rate	78.4	89.3	88.3
<b>Kern High School District</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Dropout Rate	9.0	8.4	5.7
Graduation Rate	86.9	87.3	88.9
<b>California</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
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	961
% of pupils completing a CTE program and earning a high school diploma	97%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	58.5
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	28.4

\* 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	2	♦
Fine and Performing Arts	0	♦
Foreign Language	2	♦
Mathematics	3	♦
Science	0	♦
Social Science	4	♦
All courses	11	8.4

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	92.0	90.5	88.7
Black or African American	85.2	83.9	82.2
American Indian or Alaska Native	50.0	77.8	82.8
Asian	100.0	96.1	94.9
Filipino	50.0	98.3	93.5
Hispanic or Latino	92.5	90.7	86.5
Native Hawaiian/Pacific Islander	100.0	93.3	88.6
White	97.6	90.8	92.1
Two or More Races	100.0	93.3	91.2
Socioeconomically Disadvantaged	94.2	92.8	88.6
English Learners	57.7	63.5	56.7
Students with Disabilities	60.4	73.3	67.1
Foster Youth	0.0	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.