



# West High School

1200 New Stine Road • Bakersfield, CA 93309 • (661) 832-2822 • Grades 9-12

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



### Kern High School District

5801 Sundale Ave.  
Bakersfield, CA 93309-2924  
(661) 827-3100  
[www.kernhigh.org](http://www.kernhigh.org)

#### District Governing Board

J. Bryan Batey, President

Joey O'Connell, Vice President

Jeff Flores, Clerk

Cynthia Brakeman, Clerk Pro Tem

Janice Graves, Member

#### District Administration

Bryon Schaefer, Ed.D.

**Superintendent**

Scott Cole, Ed.D.

**Deputy Superintendent, Business**

Michael Zulfa, Ed.D.

**Associate Superintendent, Human Resources**

Brenda Lewis, Ed.D.

**Associate Superintendent, Instruction**

Dean McGee, Ed.D.

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

### School Description

West High School (WHS) was established in 1965 and is located at 1200 New Stine Road, Bakersfield, California. WHS is one of eighteen comprehensive high schools in the Kern High School District (KHSD) and is located in metropolitan Bakersfield in Kern County. The school is comprised of 77 permanent classrooms, a library, a 600-seat auditorium, one small conference room, a food services area, lockers, a portable wrestling room, eating areas, and a gymnasium (1,500-seat capacity). The staff consists of a principal, two assistant principals, a dean of students, a dean of student services, a coordinator for Title I and ELD programs, directors for athletics and activities, five counselors, 84 certificated teachers, and 61 classified employees. Our certificated staff is relatively young and energetic; we believe the staff is a positive, cohesive team focused on success. Currently, the ethnic make-up of the teaching and support staff is 61% White, 22% Hispanic, 14% African-American, and 3% Asian. We are committed to powerful teaching and learning. Student success and learning is the driving force behind every decision that we make. Teachers, administrators, instructional assistants, campus security personnel, food service workers, custodians, clerical, coaches, and all other staff support our school's philosophy of creating the right opportunity for every student to succeed.

Our population has changed dramatically, as the city has grown, and district boundaries have been redrawn. At one time, WHS was a neighborhood school that served the city's middle-to-upper class families. Now, the surrounding areas are comprised of a business district, a residential retirement area, apartment complexes, and several low-income and Section 8 housing developments. The current population reflects both the lower socioeconomic levels surrounding the school, as well as an at-risk population that is bussed from a significant distance. West High School serves two feeder school districts, Bakersfield City (Curran Junior High School and Sequoia Middle School) and Panama Buena Vista Union (Thompson and Actis Junior High Schools). We have a diverse student enrollment of about 1,926. Currently, the student body demographics are 69% Hispanic, 15% African-American, 11% White, 2% Asian, 2% Two or More Races, 1% other. The English Learner (EL) population represents 8% of our enrollment. Approximately 84% of our students are eligible for the Free or Reduced Lunch Program; this is an increase of over 54% in the last twenty years.

West High School has been effective in developing programs to meet the needs of our diverse student population. The school meets the wide array of needs by offering programs such as Honors and Advanced Placement (AP), Gifted And Talented Education (GATE), Advancement Via Individual Determination (AVID), Career Technical Education (CTE), Project Lead the Way (PLTW), Dual Enrollment, Concurrent Enrollment, Title I Support, English Learners, Migrant, 9th and 10th grade Intervention, Agriculture, Independent Study, Home Hospital, Kern Learn (the district's on-line learning school) and Special Education.

A formal review of the school's vision and mission statements began in the summer of 2019 by the leadership team made up of the principal, assistant principal, department chairs, librarian, PLC leaders, and the Title I/EL coordinator. Beginning in the fall of 2019, the entire staff was asked to review and recommend changes and improvements to the vision and mission.

After several departmental and employee group discussion, the student survey, the principal's student advisory council, meeting with the ELAC/DLAC Parent group, and Site Council, the West High School vision and mission statements were revised and adopted. These values represent the beliefs and commitments of the staff and guide the school's leadership in decisions and implementations related to curriculum, instruction, professional development, and school climate and culture.

Specifically, the adopted Mission and Visions statements are:

#### **West High Vision Statement**

We are a growth oriented culture where staff members have high expectations for ALL students and work collaboratively to focus on student learning, critical thinking and problem-solving to ensure college/career readiness.

#### **West High Mission Statement**

The mission of West High School and the entire Kern High School District is to provide the necessary programs and services to make it possible for all students to graduate with a high school diploma.

## About the SARC

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

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

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	565
Grade 10	476
Grade 11	433
Grade 12	537
<b>Total Enrollment</b>	<b>2,011</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	15.1
American Indian or Alaska Native	0.4
Asian	2
Filipino	0.9
Hispanic or Latino	68.3
Native Hawaiian or Pacific Islander	0.4
White	11
Two or More Races	1.3
Socioeconomically Disadvantaged	85.6
English Learners	6.9
Students with Disabilities	14
Foster Youth	1.1
Homeless	1.2

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for West High School	17-18	18-19	19-20
With Full Credential	102	83	84
Without Full Credential	1	3	2
Teaching Outside Subject Area of Competence	0	0	0

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

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

Indicator	17-18	18-19	19-20
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 2019-20)**

All textbooks are good quality and have been purchased within the past 5 to 7 years. Every student has access to a textbook to take home. Every student has access to the instructional materials to be successful in their classes. Textbooks are adopted from the most recent state approved or local governing board approved list and the school uses a district-wide adopted textbook in English 9-12, Algebra, foundational math, Geometry, Algebra II and all science and social science courses. Textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE.

West High School participates in a district-wide textbook and instructional materials adoption process that includes parents, teachers and students.

No insufficiencies exist. Every student has a book to take home for each core subject. The students also have access to the same books in every core classroom.

**Textbooks and Instructional Materials**

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p>	<p>My Perspectives, Pearson (Grade 9), 2017                      Holt Literature &amp; Language Arts Fourth Course (Grade 10), 2003                      Holt Literature &amp; Language Arts Fifth Course (Grade 11), 2003                      Holt Literature &amp; Language Arts Sixth Course (Grade 12), 2003                      Literature: An Introduction to Reading and Writing/Prentice Hall, 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>
<p><b>Mathematics</b></p>	<p>Discovering Mathematics - Advanced Algebra/Kendall Hunt                      Adopted 2015</p> <p>Elementary Statistics/ Pearson Prentice Hall                      Adopted 2006</p> <p>Pacemaker Algebra 1/Globe Fearon                      Adopted 2001</p> <p>Precalculus /Pearson Prentice Hall                      Adopted 2007</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>Mathematics with Business Applications/Glencoe                      Adopted 2007</p> <p>Calculus AP Edition Brooks/Cole Cengage Learning                      Adopted 2010</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>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Science</b>	<p>Environmental Science AP, Living in the Environment, 15th Edition - Miller Adopted 2008</p> <p>Environmental Science for AP, WH Freeman and Company/BFW Adopted 2012</p> <p>Physics CP: Conceptual Physics, Addison Wesley Longman Adopted 1997</p> <p>Physics Honors: Physics, Holt Adopted 2009</p> <p>Chemistry: Chemistry, Pearson Prentice Hall Adopted 2005</p> <p>Biology:: McDougal Littell Adopted 2008</p> <p>Integrated Coordinated Science: It's About Time. Adopted 2006</p> <p>California Earth Science: Person Prentice Hall, Adopted 2006</p> <p>Floral I &amp; II: The Art of Floral Design: Delmar Cengage Learning, Adopted 2013</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>History-Social Science</b>	<p>World History: Modern World History – Patterns of Interaction: CA Edition, McDougal Littell Adopted 2006</p> <p>U.S. History: The Americans, McDougal Littell Adopted 2006</p> <p>U.S. History AP: The American Pageant: Updated AP Edition, California Edition, Cengage Adopted 2018</p> <p>Economics CP: Economics: Principles in Action, Prentice Hall Adopted 2003</p> <p>Economics AP: Economics Principles, Problems and Politics/ McGraw Hill Adopted 2005</p> <p>Government CP and General: Magruder's American Government, Pearson Prentice Hall Adopted 2005</p> <p>Government H: We the People/ Center or Civic Education Level III Adopted 2009</p> <p>Psychology: Essentials of Psychology: Concepts and Applications, Fifth Edition, Cengage 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>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Foreign Language</b>	French 1: Allez, viens! Holt, Rinehart, Winston Adopted 2000 French 2: Allez, viens! Holt, Rinehart, Winston Adopted 2000 French 3: Allez, viens! Holt, Rinehart, Winston Adopted 2003 D'accord! 2, Vista Higher Learning 2012 Spanish 1: Realidades 1 Pearson Prentice Hall Adopted 2004 Spanish 2: Realidades 2 Perrson/Prentice Hall Adopted 2004 Spanish 3: Realidades 3: Pearson/Prentice Hal Adopted 2004 Abriendo Paso Gramatica Pearson/Prentice Hall Adopted 2007 Abriendo Paso Temas v Lecturas Adopted 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Health</b>	LIFETIME HEALTH HRW Adopted 2004  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Visual and Performing Arts</b>	Art Talk; Glenco 2005  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

**Science Laboratory Equipment**

All Science Class Rooms  
stop watches  
meter sticks  
TI 83+ calculators  
CBL units  
motion detectors  
eye goggles  
face shields  
CBL sensors  
ramps  
ball bearings  
plumb bobs  
dynamics carts  
electronic balance  
pulleys  
mass hangers  
spring scale  
springs  
ripple tank lab set  
power supplies  
light bulbs  
convex lenses  
Van de Graaf generator  
electrostatics kits  
film cannister capacitors  
resistors  
capacitors  
voltmeters  
ammeters  
Pulse oximeter  
Aquaponic growing systems  
Hydroponics grow wall  
Stream tables  
Spheros  
Vernier lab probes (CO<sub>2</sub>, O<sub>2</sub>, Temperature, surface temperature, ethanol, pH, anemometer, energy sensor, gas pressure, variable load, and dissolved oxygen)

**Chemistry lab Equipment**

Ring Stands  
Bunsen Burners  
Hot Plates  
Beakers  
Test Tubes  
Thermometers  
Drying Ovens  
Barometers  
Safety Goggles  
Lab Aprons  
Evaporating Dishes  
Test Tube Holders  
Titration Apparatus  
Crucibles  
Crucible Tongs  
Wire Mesh  
U Tubes  
Electronic Balances  
Hand Lenses  
Tweezers  
Funnels  
Filter Paper  
PH Paper  
Graduated Cylinders  
Erlemyer Flasks  
Spot Plates

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Gas Collection Tubes Calculators  Biology Lab Equipment Hot Plates Beakers Test Tubes Thermometers Safety Goggles Test Tube Holders Microscopes Graduated Cylinders Water Bath Dissection Kits Digital Scales Calculators  Earth Science Hot Plates Safety Goggles Electronic Balances meter sticks stop watches  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

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

Kern High School District (KHSD) facilities are maintained in a manner that assures safety, cleanliness, and functionality. KHSD Safety Inspectors and the Maintenance and Operations Department conduct annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good", "fair", or "poor." The instrument does not require capital enhancements beyond the standards to which the facility was designed and constructed. Improvements come from the District Maintenance and Operations budget and the school's Principal's budget. The District participates in the State School Deferred Maintenance Program for major repair and replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and/or exterior painting and floor systems. Construction of a garden area began in Spring of 2018. Construction of a permanent wrestling room will begin in Spring of 2019.

### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 8/7/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	100% rating on most recent FIT with no deficiencies noted for gas leaks & sewer.
<b>Interior:</b> Interior Surfaces	Poor	68.25% rating on most recent FIT for interior surfaces Water stain ceiling tiles: Counseling, Staff Lounge, Computer lab, Library, M-2, M-5, M-7, T-2, T-3 pod workroom, T-12 pod workroom, T-9, Y-20 Workroom, Y-12, Y-11, Y-10, Y-14, Y-14 workroom, Y-1 workroom, Y-7, W-10, W-7 workroom, W-8, K-4, K-3, Cafeteria, Office, Snack bar, B-6 workroom Water stain @stove area: Kitchen Ceiling tile is cracked: T-10, Y-11, Y-7, W-13 Ceiling tile has a hole: T-6, Y-18, W-8 Floor tiles are cracked: M-5, T-9, T-7, W-4

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Floor tiles are cracked and bubbling throughout/rubber molding is missing on wall: Y-6  Formica is damaged on counter tops: W-11  Carpet has waves/trip hazard: Orchestra</p> <p>Work order will be submitted, and collaboration with Asst. director of M &amp; O on needed repairs.</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	100% rating on most recent FIT for cleanliness
<b>Electrical:</b> Electrical	Fair	<p>83.72% rating on most recent FIT for electrical  Water Stain in Light diffuser: T-11, Y-14,  Light Panel is loose: T-14, T-5, T-17, Y-4,  Kitchen, B-9  Light diffuser is loose: Y-13, W-10, W-9  Light diffuser is cracked: B-8  Light diffuser is missing: W-11 workroom,  W-9, K-4, B-2  Exposed wires/Clock missing: Y-20  Workroom, Y-5, W-0  Light is broken on walkway/Cover is broken: Y-22  Outlet cover is missing: Y-16 (entry), Y-17 (teacher's desk), Y-14</p> <p>Work order will be submitted</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	<p>97.5% rating on most recent FIT for restrooms/fountains  Girls locker room drinking fountain is not working at walkway; Work order will be submitted.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	<p>97.68% rating on most recent FIT for safety  Paint is chipping on door: M-3, M-4, W-5, K-4  Paint is peeling on walls: T-3 pod workroom, K-3  Outlet cover is missing/metal outlet covets are bent under whiteboard/injury hazard: Y-17  Work order will be submitted; Work order will be submitted.</p>
<b>Structural:</b> Structural Damage, Roofs	Good	100% rating on most recent FIT for structural



System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	96.13% rating on most recent FIT for external Concrete is damaged, with holes at entry/trip hazard: Admin area, T-9, Cafeteria Trip hazards on walkway: M-1, M-2, M-6, Y-19, Girls Locker Room, Trip hazard at cement seam: M-5  Work order will be submitted.
Overall Rating	Good	92.91% 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	44	44	49	51	50	50
Math	14	13	22	21	38	39

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

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

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

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

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

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

Grade Level	4 of 6	5 of 6	6 of 6
9	19.9	19.4	19.9

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

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	386	374	96.89	44.12
Male	182	175	96.15	35.43
Female	204	199	97.55	51.76
Black or African American	49	47	95.92	38.30
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	266	260	97.74	43.46
Native Hawaiian or Pacific Islander	--	--	--	--
White	49	46	93.88	50.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	328	318	96.95	44.03
English Learners	58	54	93.10	9.26
Students with Disabilities	48	43	89.58	4.65
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	384	365	95.05	13.15
Male	182	171	93.96	13.45
Female	202	194	96.04	12.89
Black or African American	49	46	93.88	2.17
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	265	254	95.85	12.99
Native Hawaiian or Pacific Islander	--	--	--	--
White	49	45	91.84	13.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	326	309	94.79	12.94
English Learners	58	53	91.38	0.00
Students with Disabilities	48	42	87.50	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2019-20)

West High School staff continues to offer a wide range of opportunities for parental and community involvement. Through our School Site Council, Parent Advisories and booster organizations, we encourage parents to play a key role in the teaching/ learning process. We promote parent involvement and actively provide information and training in education programs (PIQE and Parent Project) that enhance and strengthen parent participation in their child's academic achievement. Additionally, West High supports parent involvement by sending parents to the annual CAFE conference each year. Students, parents, and other community members are invited to numerous instructional, informational, performance-based, and celebratory events throughout the school year. Staff and students actively promote parents' attendance at school events, and we do enjoy a strong base-group of parents who are readily available. We continue to investigate additional programs that will advance our goal of improving communication with parents and encouraging participation at West. West High School and the Kern High School District have implemented a Student Information System ("Synergy") that allows students and parents to have easy access to grading and other instructional information as well as electronic connection to their teachers. The Kern High School District has also implemented a new communication system, Blackboard, that allows West High to have continuous communication and parent notification on a daily basis. In 2016, West High opened the new "Parent and Family Center" that allow parents to become involved in their student's schooling. The center serves as a location to provide resources and support for parent needs such as student academic information, parent trainings at night for FAFSA, college information and ParentVue. In November 2018, West High hosted parents for "Parent Involvement Day", where parents learned about the programs that are offered to students, and were given a tour of classrooms during instructional time. The success of this program led to West High hosting parents for its second straight year. Parents are also invited to participate in college field trips, with visits to USC and CSU Bakersfield in the 2018-19 school year. Three trips to local post-secondary institutions are scheduled for the 2019-20 school year. Parent representatives from each school site are invited to take part in monthly District Parent Advisory Committee meetings. Meetings provide opportunities for parents to formulate and render suggestions for program modification or improvement as well as provide an arena for timely responses to these suggestions from Title I program leadership and school/district administration. District parent meetings are conducted monthly with emphasis on helping parents understand school programs, educational offerings, how to advocate for their children, and how they can become more involved in their children's education.

To be involved in any of the activities listed above, please call 661-832-2822, and contact one of the following individuals:

- Title 1/PAC-ELAC/PIQE: Kristen Young
- Athletic Boosters: Scott Davisson
- Family & Parent Center/College Field Trip: JJ Amesquita
- Band Boosters: Erin Wander
- School Site Council: Megan Gregor

**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**

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

The School Safety Plan reviewed and approved by the School Site Council in November 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	13.4	11.8	14.3
Expulsions Rate	0.1	0.1	0.2

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

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

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

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

Title	Ratio
Academic Counselor*	402.2

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

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

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	22	69	22	47	22	60	20	40	17	73	33	22
Mathematics	20	66	15	41	22	53	22	33	16	74	39	9
Science	21	38	12	33	21	31	20	19	16	43	24	10
Social Science	21	46	6	36	19	50	9	34	16	52	23	16

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

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	32	31	33

West High School continues to offer professional development to all teachers as a support structure for the changing standards and learning environments. Since 2016, West High School has sent teams of teachers and administrators to Solution Tree’s PLC conference. The district office employs content area Teachers on Special Assignment (TOSAs) who offer content-related professional development to all teachers. Our staff is encouraged to attend content-specific training, and the TOSAs meet monthly with our department chairs. TOSAs are available to all teachers, and they often visit school sites to support instruction, curriculum, and assessment practices.

Additionally, the district office has created district content PLCs so teachers from various schools have the opportunity to share best practices, create lessons, and discuss effective instructional strategies.. The district office offers a wide range of professional development opportunities advertised to all teachers throughout the district. The focus of the professional development opportunities encompasses intervention strategies and engagement strategies that apply to all teachers. The district has hired consultants specifically to address common core standards and instructional practices. West High teachers have attended the following PD related to the integration of common core:

- NGSS District Curriculum and Building Performance Trainings
- California STEM conference
- California Social Sciences Framework
- National Conference for Math Teachers
- Jo Boeler’s Math Mindset
- Edmentum- Math
- Reading Institute for Academic Preparation (RIAP)
- Dr. Jill Hamilton-Bunch- Common Core Instruction
- Dr. Luis Cruz- English Language Learners
- Solution Tree- PLCs
- Solution Tree- PLC Coaching Academy
- Solution Tree- Assessments
- AVID Summer Institute

The Kern High School District supports summer curriculum teams comprised of teachers from across the district who apply and are selected to serve on these curriculum committees for four weeks. During this time, teachers work together to create discipline-specific resources for teachers, with an emphasis on critical thinking, common language, tasks, resources, and/or assessments. This past summer, West High School has ten teachers represented on the Access, ELA, math, social studies, and science teams. West High had the highest number of teachers participate in this past summer of 2019, and their work and involvement have significant influence amount their colleagues and PLC teams.

While the district office provides ample opportunities for PD, West High School is committed to using resources to address school-specific PD needs. Each summer, a team of teachers also attends the AVID summer institute. The AVID summer institute exposes teachers to adaptable instructional strategies and engagement strategies that can be used for all student learners. West High School has adopted this model and utilizes specific AVID strategies such as “Focused Note-Taking” throughout all content areas. At the start of the 2019-2020 school year, all teachers attended a break-out session around “Focused Note-taking” lead by two of our AVID teachers. During the pre-school meetings, the staff was introduced to this strategy as has committed to using this strategy school-wide. With the adoption of Common Core standards, West High school embraces the instructional shift from direct instruction to collaborative learning. In January of 2015, the West High School staff participated in a one-day Kagan training aimed to support collaborative learning efforts. This non-student in-service day came at the request of the staff wanting more support around instructional design and collaborative student learning opportunities.

Over the last three years, much of the trainings have been dedicated to supporting the “whole child.” Over 75% of our teaching staff has been exposed to social-emotional learning, implicit bias, and restorative practices. Counselors have attended training that includes trauma-informed care, and the staff has great exposure to ensuring that each student’s social and emotional needs are met so that they can learn and achieve in a safe environment.

Yearly, the district office offers teachers a one-day inservice. This is a professional development day planned with the administrative staff and the two professional development leaders (PDLs) who provide support to teachers. Each year, the team meets to determine the need for the day. West High will continue our work around the “whole child” as the AVID executive regional direction, Patrick Briggs, will spend one day with our staff this January discussing “Culturally Responsive Teaching.”

Finally, West High continues our commitment to the PLC process and determined a need for support for teacher leaders. To support our PLC leaders, West High School is participating in a six-day PLC Coaching Academy training this school year. A team of eleven, nine teachers and the principal and Assistant Principal, referred to as the “Guiding Coalition” are engaged in this training to examine instructional and assessment practices. This team meets regularly to provide the next steps to PLCs, and address instructional challenges. Additionally, teachers identified an area of need around the creation of common assessments that allow for higher-level DOK levels. To support this request, a Solution Tree consultant, Cassandra Erkens, visited our core departments in September of 2019 to discuss effective CFAs and review PLC CFAs. These two days dedicated to assessment design provided our teachers with feedback and the next steps for creating effective assessments that drive instruction and monitor student progress and achievement.

**Professional Development Days**

The following displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

Annual number of school days dedicated to staff development with At Least 180 Instructional Minutes

- 2017-2018: 32
- 2018-2019: 31
- 2019-2020: 33

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

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

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

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,798	\$2,181	\$6,617	\$80,562
District	N/A	N/A	\$8,434	\$76,436.00
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-24.1	6.8
School Site/ State	-13.9	-7.3

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

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

## Types of Services Funded

- Supplemental instructional materials for ELD and SDAIE classrooms: Support & Training
- Professional development to support instructional strategies that enhance and accelerate learning
- Parent Involvement: Support
- Programmatic and compliance guidance: Support
- ELPAC and LAS Links testing and scoring: assessment
- Title IV: Community Counselors, California Healthy Kids Survey,: Training & Support
- Title V: Pursuant to each school's innovative project (Trout, etc.): Training & Support
- Title III: Literacy program, teachers, IA's, professional development, parent involvement, supplemental instructional materials, support activities: Training & Support
- EL Coordinator period and stipends: Administration
- Bilingual Technician positions: Training & Instruction
- Instructional Assistants: Training & Instruction
- Bilingual Instructional Assistants: Training & Instruction
- ELD Professional Development for all EL Teachers: Training
- KHIP Presentation: Training
- Administrative Training – Instructional Leadership, Human Resources, Perkins Application, Career Paths & Budget: Support
- Site Perkins Guideline Binders: Administration
- Gender Equity & Special Population Materials & Posters – Perkins: Support
- Career Education Materials & Posters – Career Centers & Counselors – Perkins: Support
- Coordinated Trainings with Bakersfield College – subject areas – Perkins: Support
- Articulation Meetings with Bakersfield College – Perkins: Training & Support
- Work Experience Materials & Posters: Training & Support
- Staff Development Training – Cal-SAFE: Training & Support
- Title I - Literacy program, teachers, IA's, professional development, parent involvement, supplemental instructional materials, support activities, intervention and remediation: Staff, Training, Support.
- Deferred Maintenance - Maintenance and Operation.

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

Rate for West High School	2015-16	2016-17	2017-18
Dropout Rate	12.3	8.2	6.3
Graduation Rate	83.2	88.3	88.3

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

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

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

### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	613
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

### Career Technical Education Programs

The Kern High School District's (KHSD) 18 comprehensive high schools, 6 continuation schools, career centers, Bakersfield Adult School, and Regional Occupation Center (ROC) offer 32 different career pathways as outlined by the California career technical education (CCTE) model curriculum standards in 15 industry sectors, groupings of interrelated occupations and broad industries. The average number of career pathways offered per school site is 5.75

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	56.47
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	31.63

### 2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science		N/A
Social Science	6	N/A
All courses	9	7.2

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

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

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

The ROC offers 33 capstone classes to the local high school students and supports introduction, concentration, and capstone program offerings at the comprehensive sites. The Health Careers Academy offers a sample of the CTE programs that demonstrate the collaboration between the various educational institutions. Students may take introductory and concentrator classes at their regular high school campus, attend the Nursing Assistant ROC program during their senior year and obtain state certification, sequence to the Bakersfield Adult School's Licensed Vocational Nursing program, and finish at a local college as a Registered Nurse.

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

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

CTE courses at KHSD comprehensive sites are increasing rapidly with 26 different pathways being offered at the various schools. In addition, the District continues to add resources to further improve and expand CTE offerings.

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

#### **DataQuest**

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

#### **Internet Access**

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