



West High School

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

Terrie Bernardin, Principal
terrie_bernardin@kernhigh.org
<http://west.kernhigh.org/>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Kern High School District
5801 Sundale Ave.
Bakersfield, CA 93309-2924
(661) 827-3100
www.kernhigh.org

District Governing Board

Phillip Peters, President
J. Bryan Batey, Vice President
Joey O'Connell, Board Clerk
Jeff Flores, Clerk Pro Tem
Mike Williams, 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, 1 small conference room, 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 support, a coordinator for Title I and ELL programs, directors for athletics and activities, five counselors, 84 certificated teachers and 58 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 62% White, 22% Hispanic, 14% African-American, and 2% 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 re-drawn. 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 retirement residential 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 2,000. Currently, the student body demographics are 66% Hispanic, 13% White, 13% African-American, 2% Asian, and 1% American Indian, 1% Filipino and 1% other. The English Learner (EL) population represents 6% of our enrollment. Approximately 83% of our students are eligible for the Free or Reduced Lunch Program; this is an increase of over 53% in the last fifteen 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) 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.

Specifically, the adopted Mission and Visions statements are:

West High Vision Statement:

We believe that through the creation of a results oriented culture where staff members work collaboratively to focus on student learning, all students can be academically, socially, and emotionally prepared to thrive in the 21st century.

West High Mission Statement:

The mission of West High School is to provide the programs and services to make it possible for all students to graduate on time with a high school diploma and prepared to succeed in the workplace or in collegiate studies.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	516
Grade 10	579
Grade 11	496
Grade 12	467
Total Enrollment	2,058

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	13.1
American Indian or Alaska Native	0.6
Asian	1.7
Filipino	1
Hispanic or Latino	66.5
Native Hawaiian or Pacific Islander	0.2
White	13.1
Two or More Races	1.9
Socioeconomically Disadvantaged	85.4
English Learners	7.6
Students with Disabilities	10.8
Foster Youth	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			
West High School	15-16	16-17	17-18
With Full Credential	79	86	102
Without Full Credential	3	3	1
Teaching Outside Subject Area of Competence	0	0	0
Kern High School District	15-16	16-17	17-18
With Full Credential	◆	◆	1,790
Without Full Credential	◆	◆	64
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
West High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

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 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Literature & Language Arts Third Course (Grade 9) Holt Literature & Language Arts Fourth Course (Grade 10), 2003 Holt Literature & Language Arts Fifth Course (Grade 11), 2003 Holt Literature & Language Arts Sixth Course (Grade 12), 2003 Literature: An Introduction to Reading and Writing/Prentice Hall, 2001 Edge Level A Student Edition, National Geographic, 2007 Edge Level B Student Edition, National Geographic, 2007 Edge Level C Student Edition, National Geographic, 2007 Edge Fundamentals Student Edition, National Geographic, 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Discovering Mathematics - Advanced Algebra/Kendall Hunt Adopted 2015 Elementary Statistics/ Pearson Prentice Hall Adopted 2006 Pacemaker Algebra 1/Globe Fearon Adopted 2001 Precalculus /Pearson Prentice Hall Adopted 2007 Integrated Mathematics/McDougal-Littell Adopted 2002 Discovering Algebra /Kendall Hunt Adopted 2015 Discovering Geometry/Kendall Hunt Adopted 2015 Mathematics with Business Applications/Glencoe Adopted 2007 Calculus AP Edition Brooks/Cole Cengage Learning Adopted 2010 Mathematics Concepts and Skills/McDougal-Littell Adopted 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Textbooks and Instructional Materials
Year and month in which data were collected: August 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<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>Earth Science: Geology, the Environment, and the Universe, Glencoe McGraw Hill Adopted 2002</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 & II: The Art of Floral Design: Delmar Cengage Learning, Adopted 2013</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>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: American Pageant, DC Heath and Company Adopted 1994</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: Concepts and Applications, Houghton Mifflin Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: August 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	<p>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</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Health	<p>LIFETIME HEALTH HRW Adopted 2004</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>Art Talk; Glenco 2005 The Stage and the school, Glenco 2000</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science Laboratory Equipment	<p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Kern High School District (KHSD) facilities are maintained in a manner that assures safety, cleanliness, and functionality. KHSD Safety Inspectors and the Maintenance and Operations Department conduct annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good", "fair", or "poor." The instrument does not require capital enhancements beyond the standards to which the facility was designed and constructed. Improvements come from the District Maintenance and Operations budget and the school's Principal's budget. The District participates in the State School Deferred Maintenance Program for major repair and replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and/or exterior painting and floor systems. Construction of the solar parking project finished in the winter of 2017. Construction of a permanent wrestling room will begin in Spring of 2018, as well as construction of a garden area in Spring of 2018.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 9/6/12				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			100% rating on most recent FIT with no deficiencies noted for gas leaks, mech/hvac, sewer
Interior: Interior Surfaces		X		87.39% rating on most recent FIT for interior surfaces Water stain ceiling tiles: Counseling, Lounge, Computer lab, library, RM T12, Y Work RM, RM W1, K4, K Kitchen, office, staff lounge K Offices carpet has waves, trip hazard B9 deficiency not specified.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Room M 5- Light panel is loos clip is broken Room & Workroom- exposed wires clock missing Room W3- Light diffuser is cracked in hallway Kitchen-Light panel is loose (clip is broken) Room S 1- Light panel is loose (clip is broken)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Girls locker room drinking fountain is not working at walkway
Safety: Fire Safety, Hazardous Materials	X			RM B6 fire extinguisher is missing
Structural: Structural Damage, Roofs	X			storage paint chipping on wall
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room M1 trip hazard at cement seam Gym trip hazard at east entry Boys locker room trip hazard asphalt / cement seam east entry Cafeteria trip hazard @ all entries at thresholds Room B9 minor deficiency noted, not specified in FIT.
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	30	48	51	51	48	48
Math	10	14	23	21	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	486	461	94.9	42.7
Male	243	229	94.2	40.2
Female	243	232	95.5	45.3
Black or African American	53	47	88.7	38.3
Hispanic or Latino	312	302	96.8	37.4
White	55	51	92.7	62.8
Socioeconomically Disadvantaged	416	399	95.9	41.4
English Learners	65	62	95.4	4.8
Students with Disabilities	46	39	84.8	23.1

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	44	43	51	48	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19.4	21.7	24.6

* 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 2016-17 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	457	442	96.72	47.51
Male	221	214	96.83	35.05
Female	236	228	96.61	59.21
Black or African American	42	40	95.24	35
American Indian or Alaska Native	--	--	--	--
Asian	12	11	91.67	54.55
Filipino	--	--	--	--
Hispanic or Latino	301	294	97.67	45.24
Native Hawaiian or Pacific Islander	--	--	--	--
White	45	42	93.33	69.05
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	394	382	96.95	46.86
English Learners	76	71	93.42	14.08
Students with Disabilities	47	44	93.62	4.55
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

**School Year 2016-17 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	456	438	96.05	13.73
Male	221	213	96.38	9.91
Female	235	225	95.74	17.33
Black or African American	42	40	95.24	12.5
American Indian or Alaska Native	--	--	--	--
Asian	12	11	91.67	9.09
Filipino	--	--	--	--
Hispanic or Latino	300	291	97	12.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	45	41	91.11	20
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	393	379	96.44	14.02
Students with Disabilities	46	43	93.48	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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 new 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, School Messenger, 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. 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.

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.

Date School Safety Plan last reviewed and approved: November 2017

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	14.1	14.0	13.4
Expulsions Rate	0.5	0.0	0.1
District	2014-15	2015-16	2016-17
Suspensions Rate	12.1	10.0	9.6
Expulsions Rate	0.2	0.2	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	84.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	.2
Other	.2
Average Number of Students per Staff Member	
Academic Counselor	366

* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	24	23	22	53	55	69	11	12	22	52	45	47
Mathematics	23	23	20	51	46	66	17	23	15	46	39	41
Science	24	24	21	34	34	38	2	9	12	41	33	33
Social Science	24	20	21	35	43	46	4	12	6	37	28	36

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

Professional Development provided for Teachers

In a profession with a very high attrition rate during the first two years of teaching, the Kern High School District and West High are committed to creating a workplace that is stimulating and positive for teachers and students alike. Professional development is a key aspect for the growth of our school and district. Administration encourages all teachers to participate in district workshops and inservice opportunities, as well as state and national-level conferences, which are an integral part of the broad school-wide and district-wide educational improvement plans. The goal is to improve and increase teachers' knowledge of their academic subjects and enable them to become highly qualified instructors using the information and skills made available through school partnerships, core content level meetings, and conferences. The district and/or school requires that workshops and conferences be high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and student learning. All conferences and workshops focus on strategies for improving student academic achievement, substantially increasing the knowledge and teaching skills of instructors, or are a part of continuance in preparing teachers to meet the objectives of new Common Core State Standards based curriculum. Our staff has participated in numerous hours of staff development and professional growth activities on campus and with other schools in an effort to provide students with the opportunity to succeed. Staff development that targets instructional strategies to address under-performance, motivation and engagement is a major focus for the staff. We also seek in-service opportunities to address parent involvement and community support practices. Funding is made available for all teachers to broaden their skills through the Principal's budget as well as funding from Title I, Carl Perkins, and Migrant programs.

To improve the quality of classroom instruction and focus on student learning, the West High School administrative team continues to authorize curriculum development projects that align subject matter and assessments with state and district standards. Faculty members from each subject area work to create innovative strategies to improve student learning. Extensive effort by the faculty is directed toward developing curriculum guides, common pacing calendar, common formative and summative assessments, benchmark exams, and curricular standards within each subject area. Professional Learning Communities (PLC) for each grade or subject level were established to monitor student acquisition of state standards using the Illuminate data analysis software. PLC teams, created in previous years for each core subject, meet weekly to analyze data, adjust curriculum, develop additional assessment tools, and share instructional strategies to better serve student needs. PLC teams have collaboratively designed common formative assessments that are administered by teachers throughout the year. The results of the assessments are analyzed and are ultimately what informs and adjusts instruction in the classroom. In addition, district-wide courses of study have been adopted and implemented at West High School. All teachers working within a given level are afforded the opportunity to collaborate regularly with other teachers. Summer collaboration projects are planned for each PLC. The intent is collaboration that ensures discussions and adoption of best teaching practices, implementation of standards, and ways to assess students for content mastery as well as plan intervention and enrichment strategies and materials for the next year. West High teachers have an awareness of the need to teach content and skills based curriculum that focuses on student needs and/or prior knowledge. Teachers use data to prioritize instruction, identifying the content that students must learn, creating assessments that test student knowledge, and differentiating instruction based on the results of these common assessments. As West High School transitions to the new Common Core State Standards, professional development will be

provided to help teachers and students navigate this uncertain path. The staff and students are just beginning to receive significant data from standardized testing, and will use the data and the assessments provided by the PLC teams to measure student growth and learning. Our teachers have already begun the process of developing new assessments that better mirror the requirements that students will need to meet with these newly adopted standards. Students are also involved in this process. West High and the Kern High School District also have a focus on providing professional development for positive behavior intervention and supports for all staff. Currently our staff is attending the following behavioral intervention trainings: Restorative Practices, Implicit Bias, Get Curious Not Furious, Social Emotional Learning 1.0, Social Emotional Learning 2.0.

Federal funds allows our teachers to participate in summer professional development and planning activities. In the summers of 2007-2009, West High teachers participated in Harvesting Teacher Brilliance (HTB), collaborating with teachers from three other schools in the district. Each summer, a keynote speaker was selected to address instructional issues affecting our schools. For example, in summer 2007, Ruby Payne's corporation, Aha!, led a session on her key work, A Framework for Understanding Poverty. In the summer of 2010, HTB was scaled back to include only West High School. The district has implemented a district wide plan, in which teachers from all schools are being trained to collaborate in Professional Learning Communities. As a result, West has modified HTB to focus on collaboration among the teachers in our own PLC teams. One of the critical needs for West is to improve achievement for underperforming sub-groups. We have examined research-based instructional practices that are effective in closing the achievement gap. One way we address the gap is to provide teacher-led in-service by our Professional Development Leaders. In addition, another key component of our school improvement action plan is the instructional component. With funding from Title I, we support a strong academic support model that includes teachers sharing best practices. In August of 2014, WHS teachers participated in HTB with a 2-day common core focus on AVID instructional strategies. In June of 2015, the majority of WHS teachers participated in an AVID training at West High, specifically addressing AVID strands requested by the staff. In 2016, the focus of HTB was on "social and emotional" learning. Over 90 certificated and classified staff members attended HTB and learned how to better support students both emotionally and socially. In 2017, the majority of WHS teachers worked with their PLC to develop and incorporate critical thinking into their lessons and units. During the 2015-2016 and 2016-2017 school years, approximately 60 West High teachers attended the Google Apps for Education (GAPE) conference; which has enabled our teachers to integrate instructional technology into their every day teaching. The GAPE professional development opportunities have allowed teachers and students to use chromebooks, Google forms, Google Doc, Google slides and Google classroom as part of everyday instruction.

Curriculum alignment required a pedagogical shift from teacher isolation and autonomy to a culture of collaboration. The district has also sent more than 50% of our teachers to PLC training. Research on school improvement reveals that teacher collaboration is a critical component for student achievement. The first order of business is to provide time for teachers to discuss curricular issues, student academic achievement, and instructional strategies.; a major goal was the creation of common formative assessments (CFA) to help teachers assess student learning on a regular basis. These CFAs are now modeled on the Common Core Standards to help predict student performance and adjust our instruction over the course of a school year. In the summer of 2009, our staff worked to develop common formative assessments for each core course. This work continued in the summer of 2010 with PLCs, creating CFAs to be given on a weekly basis. This focus on learning has allowed our teachers to better intervene during the school day and provide needed additional instruction. In the summers of 2011, 2012, 2013, 2014, 2015, 2016 and 2017 over 80% of West High staff members have attended the AVID training to learn and concentrate on teaching strategies. AVID training models many of the Marzano strategies that are imperative to good teaching which promotes student learning. These strategies are also very important as we move into the Common Core State Standards implementation. For the 2017-2018 school year, West High has re-committed resources toward improvement of PLC work by organizing PLC pull-out days for teachers to reassess the organization of their PLCs and their impact on student learning.

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

- 2009-10: 22
- 2010-11: 28
- 2011-12: 28
- 2012-13: 28
- 2014-15: 28
- 2015-2016: 28
- 2016-2017: 29
- 2017-2018: 32

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,168	\$50,221
Mid-Range Teacher Salary	\$67,692	\$83,072
Highest Teacher Salary	\$101,126	\$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$128,094
Average Principal Salary (HS)	\$129,982	\$146,114
Superintendent Salary	\$230,625	\$226,121
Percent of District Budget		
Teacher Salaries	29%	34%
Administrative Salaries	4%	5%

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

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
- CELDT 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 Inservices 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)			
West High School	2013-14	2014-15	2015-16
Dropout Rate	8.4	8.7	12.3
Graduation Rate	85.19	87.67	83.18
Kern High School District	2013-14	2014-15	2015-16
Dropout Rate	11.1	9	8.4
Graduation Rate	84.44	86.86	87.27
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,781	\$1,653	\$6,128	\$76,711
District	♦	♦	\$8,393	\$73,350
State	♦	♦	\$6,574	\$82,770
Percent Difference: School Site/District			-31.2	4.5
Percent Difference: School Site/ State			-7.0	-7.6

* Cells with ♦ do not require data.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	557
% of pupils completing a CTE program and earning a high school diploma	2.44%
% 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
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	8.17
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	24.93

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English	1	◆
Fine and Performing Arts		◆
Foreign Language		◆
Mathematics	1	◆
Science		◆
Social Science	3	◆
All courses	5	10

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	86.57	88.26	87.11
Black or African American	85.25	84.98	79.19
American Indian or Alaska Native	0	79.66	80.17
Asian	87.5	94.76	94.42
Filipino	100	100	93.76
Hispanic or Latino	89.3	87.73	84.58
Native Hawaiian/Pacific Islander	0	85.71	86.57
White	78.33	89.38	90.99
Two or More Races	85.71	88.89	90.59
Socioeconomically Disadvantaged	85.96	86.05	85.45
English Learners	72.73	73.45	55.44
Students with Disabilities	2.44	18.59	63.9
Foster Youth	100	79.1	68.19

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 33 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

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 17 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 28 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 <http://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.