Highland High School

2900 Royal Scots Way • Bakersfield, CA 93306-2819 • (661) 872-2777 • Grades 9-12
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Kern High School District
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School Description

Highland High School is a suburban school located in the northeast part of Bakersfield that serves a multi-cultural population of about 1950 students drawn from neighborhoods north of Highway 178 from the mouth of the Kern Canyon to Wenatchee, then between Columbus Street and Highway 178 to Union Avenue. There is a small neighborhood included in Highland's boundary area just south of Highway 178.

Typically 33% of Highland's student body earns honor roll status and about 50% of Highland graduates go on to attend a college or university. Career Technical Education courses are offered in agriculture and computer applications that articulate with Bakersfield College classes. Highland's PLTW engineering students compete each year in several local and regional robotics competitions and place well among the competition. Highland's agriculture program is outstanding and has increased its staff from a single teacher program to a two teacher program. Highland's music programs are well-known throughout the county and state. Highland has added a PLTW Biomedical Sciences program to meet the growing medical field job market.

Highland provides technology-based instruction across the curriculum. A Freshman Transition program was implemented in the 2014-15 school year. All 9th graders complete a one-semester course called Career Tech that uses the Career Choices curriculum. This classroom-based guidance experience teaches students a decision-making process that will help them envision a plan for a future that is productive, achievable, and stimulating. The culmination of this process is the development of a 10-year career and educational plan that will create a pathway for the students to reach their career and academic goals. Advanced Placement (AP) and Honors classes are offered in English, Calculus, Statistics, Math Analysis, Spanish, French, U.S. History, World History, Psychology, Government/Macroeconomics, Chemistry, Environmental Science, Computer Science Principles and Physics. Highland currently offers 9 dual enrollment courses. The school offers a strong college preparatory program which includes four years of English, five years of Mathematics through Calculus and/or Statistics, four years of Spanish, French and American Sign Language, three years of Social Studies including World History, U.S. History, U.S. Government, and Economics, and three years of Science chosen from Biology, Earth Science, Chemistry, Geology, Environmental Science and Physics.

Approximately 11 percent of Highland's graduates go directly to a UC or CSU four year university with an additional 38 percent attending public community and technical colleges. The fine arts department provides a wide variety of enrichment courses including orchestra, jazz band, beginning and advanced band, three choirs, beginning, intermediate, and advanced art, a four year drama sequence, and publications.

Students are highly encouraged to participate in extra-curricular activities and in athletics. Highland provides more than 30 clubs and 32 athletic teams. Highland fields competitive teams in Academic Decathlon, Mock Trial, Physics Olympics, VEX Robotics, Science Bowl, Future Farmers of America, as well as athletics. Highland's students are very active in community service, typically among the top schools in the highest percentage of eligible donors giving blood.

Highland is proud to be the Kern County site for the Deaf and Hard-of-Hearing Program. Highland offers a variety of programs including Special Education, Title One, English Learner, Migrant, Independent Study, APEX on-line learning, and Work Experience. Literacy classes are offered to incoming freshmen and ELD students whose skills need to be strongly supported for improved academic success.

Vision: Cultivating Students, Harvesting Success

The mission of Highland High School is to graduate every student with the knowledge and skills necessary to be competitively successful in post-secondary educational, military or workforce pursuits

To accomplish our mission, we are committed to creating a school that embraces:

1. High academic expectations for all. Students and parents understand what the required essential learnings are for success in each course.
• Administration supports instructional staff by ensuring time for identification of essential learnings for each course. Teachers provide a syllabus with common expectations, standards-based essential learnings, and grading policies for each course.
• Counselors meet with parents and students to develop the student's academic plan and regularly monitor progress toward attainment of goals.
• Parents become informed about course requirements to help their students be successful in their classes.

2. Literacy, technological competency, and mastery of essential learnings for each course for all students.
• Administration provides focused professional development promoting school-wide literacy, technological competency, and the Mastery Model.
• Teachers utilize the Mastery Model of Learning (as opposed to the Coverage Model), including use of frequent formative assessments and timely interventions, for all students in each course.
• Counselors utilize available data to appropriately place students in classes and promote academic success.
• Parents provide a place for students to study at home or within the community in order to promote student learning.

3. Staff working together interdependently, recognizing that collaboration better meets the needs of students and provides opportunities to analyze and improve professional practice.
• Administration provides time, resources, and professional development to support a PLC (Professional Learning Community) culture.
• Teachers collaborate as Learning Teams to develop Common Formative Assessments (CFAs), analyze data, and share curriculum, instructional strategies and interventions.
• Counselors collaborate as a Learning Team, utilizing available data to support student achievement academically and socially.
• Parents communicate with staff about student progress and support interventions to encourage student success in academics, behavior and attendance

4. Continual recognition of efforts, improvements, and achievements of students and adults.
• Administration fosters a culture that celebrates successes and improvements within the HHS community.
• Teachers develop and utilize a systematic process for celebrating student academic achievement and/or improvement.
• Counselors celebrate academic achievement through a variety of mechanisms including honor roll, honor walls, lunches, and 9GR celebrations.
• Parents encourage their students and recognize their improvements in academics, behavior and attendance.

5. Monitoring of student learning on a frequent basis and providing appropriate systematic, systemic, and timely interventions.
• Administration provides professional development and resources for RTI (Response to Intervention), as well as collaboration time to monitor student mastery and provide appropriate interventions.
• Teachers explore and utilize varied instructional strategies and use formative assessments, including common formative assessments, to monitor student learning in a timely manner and ensure content mastery by all students.
• Counselors continually monitor student progress toward completion of graduation and A-G requirements throughout the student's high school career and provide options to ameliorate deficiencies.
• Parents ensure their students attend school on-time each day and talk with their students about their daily assignments, tests/quizzes and projects.

6. Frequent reporting of student progress to parents, which facilitates a partnership between parent and school regarding student learning.
• Administration provides professional development and resources to facilitate systematic reporting of student progress to parents.
• Teachers provide third-week progress reports each quarter, and additional progress reports as requested, to communicate the level of student achievement to parents.

- Counselors provide access to requested progress reports and, as appropriate, facilitate meetings amongst teachers, parents, and students.
- Parents respond to their students' progress reports and contact teachers, counselors and administration, as necessary, to support their students' academic achievement.

7. High levels of student engagement in Academic, Arts, Athletics, and Activities both in and out of the classroom.
- Administration facilitates development of a systematic school-wide process for promoting student involvement, while minimizing time out of class.
- Teachers use engaging, relevant instructional practices and teach students how to be responsible about their necessary absences.
- Counselors provide information to students and parents regarding the many ways to be involved in Highland academics, arts, athletics, and activities.
- Parents support their students' involvement in all school related activities by attending events related to those activities.

8. Widely dispersed leadership throughout the school.
- Administration fosters a culture that promotes shared leadership.
- Teachers participate in shared decision-making processes and assume leadership responsibilities as opportunities become available.
- Counselors participate in committees and assume leadership roles on campus and within the district.
- Parents participate in booster clubs and other parent organizations and serve on committees that support the mission of the school.

9. A safe, orderly, and nurturing learning environment.
- Administration maintains clean and functional facilities and promotes positive experiences for the HHS community.
- Teachers greet students at the door, as feasible, post classroom expectations, and honor school-wide policies.
- Counselors are accessible to students, parents, and staff, and address referrals and requests in a timely manner.
- Parents support the discipline policy in place to ensure a positive learning environment for all.

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 Group	
Group	Percent of Total Enrollment
Black or African American	6
American Indian or Alaska Native	1.2
Asian	1.7
Filipino	1.6
Hispanic or Latino	70.5
Native Hawaiian or Pacific Islander	0.2
White	17.5
Two or More Races	0.6
Socioeconomically Disadvantaged	66.7
English Learners	7
Students with Disabilities	9.7
Foster Youth	0.7

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	531
Grade 10	521
Grade 11	477
Grade 12	455
Total Enrollment	1,984

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			
Highland High School	**15-16**	**16-17**	**17-18**
With Full Credential	78	81	96
Without Full Credential	2	2	5
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			
Highland 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 students at Highland High School have access to current, high-quality, and board approved instructional materials. New textbooks are adopted on a rotating schedule so that no subject area falls out of date. When possible, textbook purchases focus on 'California Editions' which are directly tied to the curriculum standards set forth by the state of California. An annual examination of textbooks takes place so that damaged books can be repaired and/or replaced. Materials sufficiency is assured through the Williams Lawsuit compliance process supervised by the Kern County Superintendent of Schools.

No textbook insufficiency exists. All students have checked out texts for all of their core classes for home use, and in most cases, class sets are available for use in the classrooms.

Textbooks and Instructional Materials Year and month in which data were collected: 01-18	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Holt Literature & Language Arts Third Course (Grade 9) Holt Literature & Langeuage Arts Fourth Course (Grade 10), 2003 Holt Literature & Language Arts Fifth Course (Grade 11), 2003 Holt Literature & Language Arts Sixth Course (Grade 12), 2003 Expository Reading and Writing Course Reader, Commerce Printing (Grade 12) Perrine's sound & sense, ap edition : an introduction to poetry/ Wadsworth Publishing, 2017 Writing in America: Language and Composition in Context AP Edition, 2014 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0
Mathematics	Discovering Mathematics - Advanced Algebra/Kendall Hunt Adopted 2015 The Practice of Statistics/Freeman Adopted 1999 Pacemaker Algebra 1/Globe Fearon Adopted 2001 Advanced Mathematical Concepts, Precalculus with Applications/Glencoe Adopted 2001 Integrated Mathematics/McDougal-Littell Adopted 2002 Discovering Algebra /Kendall Hunt Adopted 2015 Discovering Geometry/Kendall Hunt Adopted 2015 Mathematics with Business Applications/Glencoe Adopted 2007 Calculus of a Single Variable/Houghton Mifflin Adopted 1999 Mathematics Concepts and Skills/McDougal-Littell Adopted 2001 Precalculus: enhanced with graphing utilities Adopted 2016 Consumer Mathematics/AGS Publishing **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: 01-18	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Science	Biology; Web of Life, 2nd Ed. Scott Foresman Adopted 2000 Modern Biology, Holt, Rinehart and Winston Adopted 2002 Biology, Miller-Prentice Hall Adopted 2007 Earth Science, Prentice Hall Adopted 2006 Living in the Environment Principals, Connections, and Solutions, McDougal Littel Adopted 2009 Chemistry - Wilbraham, Calif. Ed. Prentice Hall Adopted 2007 Chemistry - 5th Ed. Houghton Mifflin Adopted 2000 Conceptual Physics, Prentice Hall Adopted 2002 Physical Geology, McGraw-Hill Adopted 2013 Introduction to Vet Science, Delmar Cengage, 2017 Soil and Science Management/Delmar, 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Modern World History - Patterns of Interaction, Calif. Edition McDougal-Littel Adopted 2003 The Americans - Reconstruction through the 21st Century, McDougal-Littel Adopted 2006 American Pageant - History of the Republic, 13th Ed. Houghton Mifflin Adopted 2006 Civics - Responsibilities and Citizenship, McGraw-Hill Adopted 2000 United States Government - Democracy in Action, McGraw-Hill Adopted 1999 Government in America: People, Politics, and Policy, AP Edition, Pearson 2014 Economics - Principles and Practices, Glencoe Adopted 1999 Krugman's Macroeconomics for AP 2nd Edition, 2011 Worlds Together, World Apart/WW Norton, 2014 **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: 01-18	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Foreign Language	Que Chevere 2/EMC, 2016 Que Chevere 3/EMC, 2016 Que Chevere 1/EMC, 2016 Discovering French, 2014 Holt McDougall Littell: 2007 French 1 - Bleu French 2 - Blanc French 3 - Rouge Themes **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	Health and Wellness 2005 McGraw-Hill **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	Basic Drama Projects 2009 Perfection Learning **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A **Percent of students lacking their own assigned textbook:** 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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 08-31-17				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			12C - AC not working per teacher 11A - faucet leaking
Interior: Interior Surfaces	X			8C - water stain ceiling tiles W2 - hole in floor at entry Gym - water stain ceiling tiles west end above scoreboard and exit 6G - ceiling tile is cracked/has hole 4PE - weather stripping is loose on door 4E - dirty vents/blowing dist (light diffusers are stained) 4I - paint is chipping on wall RC4 - water stain ceiling tiles 3H - water stain ceiling tile by clock Library Storage - water stain ceiling tiles Admin Conf Room - water stain ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			W2 - outlet covers missing/exposed wires 6C - outlet cover missing at entry 4PF - outlet cover is broken
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Student Store - trip hazard/holes @ cement walkway Theatre - trip hazard at cement seam on east entry walkway 14F - trip hazard at ramp entry 14E - no skid paint peeling on ramp, trip hazard at ramp entry 14D - no skid paint is peeling on ramp W2 - no skip paint peeling on ramp Gym - crack in cement at lobby entry/trip hazard 5I - trip hazard on walkway 5H - trip hazard at door entry/hole in cement 4PD - gutter is rusted with holes

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

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	50	46	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.

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	60	55	51	51	48	48
Math	29	28	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	17.7	40.3	32.6

* 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.

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	458	442	96.5	46.4
Male	237	232	97.9	49.1
Female	221	210	95.0	43.3
Black or African American	24	21	87.5	23.8
Asian	11	11	100.0	54.6
Hispanic or Latino	307	297	96.7	42.8
White	88	86	97.7	59.3
Socioeconomically Disadvantaged	283	270	95.4	37.4
English Learners	44	44	100.0	2.3
Students with Disabilities	41	40	97.6	12.5

* 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.

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	453	444	98.01	54.71
Male	240	235	97.92	48.92
Female	213	209	98.12	61.27
Black or African American	23	22	95.65	33.33
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100	54.55
Filipino	--	--	--	--
Hispanic or Latino	311	308	99.04	53.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	85	80	94.12	59.74
Socioeconomically Disadvantaged	284	277	97.54	47.58
English Learners	49	49	100	8.51
Students with Disabilities	51	50	98.04	2.04
Students Receiving Migrant Education Services	13	13	100	23.08
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	448	439	97.99	27.84
Male	236	232	98.31	25.44
Female	212	207	97.64	30.54
Black or African American	23	22	95.65	14.29
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100	27.27
Filipino	--	--	--	--
Hispanic or Latino	307	303	98.7	25.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	84	80	95.24	36.36
Socioeconomically Disadvantaged	280	272	97.14	20.38
English Learners	49	49	100	2.13
Students with Disabilities	51	50	98.04	0
Students Receiving Migrant Education Services	13	13	100	7.69
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)
Highland's opportunities for parent involvement include:

HHS School Site Council: Parents, students, faculty, staff, and administration function as an advisory group for the school. Parent representatives are elected to serve three-year terms. Minutes and agenda items are posted on the school webpage. The committee meets monthly.

GATE Advisory: The GATE parent group meets to discuss topics such as students' academic performance, Honors/Advanced Placement program, scholarships, and college entrance requirements. The GATE Coordinator is Melissa Donez.

Title I/English Learner/Migrant Parent Advisories: Parent officers are elected to each parent advisory committee with meetings held quarterly to discuss information on topics of interest and need. The Program Coordinator is Ilka Ramos-Delon.

Instrumental Music Boosters: This parent group meets monthly to support the instrumental music program. The Assistant Principal of Instruction, Melissa Donez, is the administrative contact for this organization.

Athletic Boosters: This parent group meets monthly to support all of the athletic programs. The Assistant Principal of Administration, Brad Hull, is the administrative contact for this organization.

Highland High and the Kern High School District have implemented several new methods for improving parent communication. A new student information system was implemented in the fall of 2012 called Synergy. This system provides online portals for parents and students that contain real-time information such as daily attendance and grades. Teachers have the ability to maintain a calendar of assignments and resources that students can access at any time. Parents and teachers can communicate through email using the email quick links. The system is also available on mobile devices using an application.

The district replaced its old call system with a new system called School Messenger. This system provides notification services for parental outreach, emergency broadcasts, and student attendance communications. Now parents can receive phone calls, text alerts, and emails about a range of important issues affecting their students' safety and academic performance. Parents can easily create accounts for each of these systems by accessing the KHSD Parents & Guardians page from the KHSD website. http://parents.kernhigh.org/
The Highland High and KHSD websites have been reconstructed and are much more user friendly. Parents and community members can access a plethora of information from the district and school websites as well as access student and parent portals and KHSD library resources. http://highland.kernhigh.org/   http://www.khsd.k12.ca.us/

Social media users can follow Highland High @Highland_Scots on Twitter as well as the Highland FFA club and Highland FFA Alumni pages on Facebook. Several teachers and counselors use Remind which is a free, safe messaging app for smartphones that allows staff to send reminder messages to anyone who follows the sender.

Highland began providing parent workshops using Parent Institute for Quality Education (PIQE). PIQE creates partnerships between parents, students and educators to further students' academic success. The program educates parents on how to foster a positive educational environment for their children both at home and as school. To date we have served over 95 parents since the spring of 2013.

Progress of parental involvement for parents of students in Migrant and EL programs

• The KHSD has developed a written parental involvement policy with input from Title I parents. Many of these parents are parents of students participants of the Migrant and/or EL program. The policy is incorporated into district and school site plans and is distributed to all parents.

• 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.

- The Kern High School District Parent Advisory Committee (DPAC) is composed of parents whose children participate from the Migrant program. At DPAC meetings, parents are able to take part in an advisory role to positively affect Title I and Migrant program issues and concerns. In the same capacity, committee members are able to promote parental involvement activities which advocate that parents:
- provide basic physical and emotional needs of students which affect success in school
- support and participate in learning activities at home with students
- participate in parent/teacher conferences, home visits, and telephone conversations

- The Kern high school District supports parent involvement through Parent & Family Centers established at 15 school sites. The centers are designed to provide KHSD Parents/Guardians with opportunities for parent education, school leadership, and volunteerism. Parent & Family Centers serve as the hub for parent training and create collaborative opportunities between teachers, administrators, school personnel and community members to support students and their families.

- Kern High School District representatives present the following information annually to Migrant and EL program parents reps.
- a description and explanation of the curriculum and materials used in classes
- information on the assessments used to measure student progress
- information on the proficiency levels and/or program goals students are expected to meet.

- A yearly parent involvement needs assessment and subsequent evaluation is conducted at the District Committee meetings to provide guidance in the identification of needs of Title I parents and the effectiveness of Title I parent involvement activities. As a result of the Kern High School District's Title I parent involvement evaluation process, workshops, meetings, parent institutes, and other forums are planned and made available to parents to fill the expressed needs.

- To facilitate the participation of non-English speaking parents, District meetings are conducted with the assistance of a Spanish/English interpreter. All written materials provided to parents are delivered in both English and Spanish.

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
Highland 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. The plan is updated yearly and site administrators attend yearly training sessions. In the event of a disaster or other school-wide crisis, HHS has prepared a School Safety Plan that includes a comprehensive Crisis Response Handbook. Each classroom is provided an Emergency Procedures folder. A Crisis Response Team has been organized to address various needs during an emergency situation. If a school-wide evacuation is necessary, a nationally recognized National Incident Management System (NIMS) plan is in place to assist a safe and rapid total evacuation. Practice drills are held each year and have helped to prepare Highland's staff and students to handle such an emergency. Close coordination with police, fire and sheriff agencies, a local ambulance service, district transportation, and a local school and church have been arranged to assist the school should an emergency arise.

Highland High School has a full-time Dean of Students, a Dean's secretary, a campus police officer, four campus security, and a community specialist available to respond to safety and security situations.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	7.9	7.2	10.1
Expulsions Rate	0.3	0.2	0.2
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	2009-2010	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	4.2
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0.2
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	.3
Average Number of Students per Staff Member	
Academic Counselor	407.3

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

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
Subject	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	23	22	23	38	49	49	38	25	24	32	37	43
Mathematics	26	27	25	28	27	33	11	5	18	47	46	40
Science	31	25	27	11	27	23	1	11		37	31	35
Social Science	25	24	22	24	27	36	3	3	9	40	40	33

* 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

Highland High School staff members have the opportunity to participate in local as well as district and non-district sponsored staff development activities.

In addition to three days of staff development, in 2017-18 we banked time for 1860 minutes of professional development for departments and teacher teams to collaborate during the school day. During this time, staff members had the opportunity to meet as Learning Teams or within departments to address student learning, curriculum, and instruction. These days are calendared throughout the school year.

Currently the time is divided between faculty meetings, department meetings, and Learning Teams. Learning Teams meet by subject area or grade level so teachers can use the results of assessments to determine what has been learned and decide how curriculum and instruction need to be redesigned for individual student and classroom intervention or enrichment.

Funding is made available for all teachers to broaden their skills through the Principal's budget as well as funding from Carl Perkins, CTEIG, Title I and II, EL, CRBG, and Migrant programs.

In addition to on-site collaboration, district-wide professional development is provided to teachers through professional development series on Common Core State Standards, math curriculum development, literacy, instructional technology, and engagement strategies.

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/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$8,373	$2,347	$6,027	$75,240
District	♦	♦	$8,393	$73,350
State	♦	♦	$6,574	$82,770
Percent Difference: School Site/District			-32.8	2.5
Percent Difference: School Site/ State			-8.7	-9.5

* Cells with ♦ do not require data.

Types of Services Funded

Highland students benefit from the following programs: LCFF Supplemental, LCFF Base, Class Size Reduction, Grants Low-Income/Neglected Children, Migrant Education, Basic Local Assistance, Vocational/Applied Technical Secondary (Perkins), Title II, Title III LEP, Child Nutrition, School Program, MAA, Lottery: Instructional Materials, Regional Occupation Center (ROC) Apportionment, Career Technical Education, Special Education, Supplemental School Counseling, Limited English Proficient, Gifted and Talented Education (GATE), Instructional Materials Block Grant, College Readiness Block Grant, Tech Prep- Bakersfield College, Agriculture Incentive Grant (AIG).

PROFESSIONAL DEVELOPMENT UPDATE (DISTRICT)

The Kern High School District provides ongoing, subject-specific professional development (PD) to strengthen the instructional capacity of its teachers and build strong learning communities within the organization. Through the offices of Instruction and Instructional Services, PD needs are regularly assessed by examining district and site data and by consistently checking with teachers and administrators to determine the critical needs for teacher support and student growth.

Based on student literacy and math data, the district continues to focus on PD in literacy and numeracy. Teachers who teach Access, the district's literacy program, meet regularly to assess their students' learning and to ensure that they are effectively implementing the instructional practices defined by the course. The Teacher on Special Assignment (TOSA) who oversees the Access program often meets with a cohort of Access developers to review student progress in order to provide the next appropriate session of PD, which typically addresses the intervention needs of the students and the instructional performance of the teachers. Because the groups meet systematically and generally attend in site-based teams, trust has been cultivated so that teachers comfortably share their frustrations, as well as their successes. Based on various forms of feedback, teachers report feeling supported in their efforts to teach Access (students who read between the fourth and sixth grade levels) and Pre-Access (students who read below the fourth grade level). They also report a significant increase in their students' reading ability, some seeing as much as one year's growth in less than a year.

PD for Foundations, the district's math intervention course, is similarly constructed. The TOSA who oversees the district's math program meets with the Foundations teachers routinely to assess program effectiveness in relation to student growth. Adjustments to instructional practices and assessments are made based on these PD sessions. As the redesigned Foundations course uses a blended learning model to differentiate instruction, teachers also meet with Edmentum™ coaches to help them integrate the online learning component into their instructional routine. A (pilot) lesson-study training was also offered this year to a small group of Foundations teachers who wished to delve into their teaching practices at a comprehensive level. The sessions include peer observations, a noteworthy advancement to the district's PD offerings. One veteran teacher in the group commented that she realized she needed to "up her game" after completing the observation process. The district believes this model may enrich the learning process of all its teachers and further strengthen the professional learning community (PLC) protocol. As to the specific benefit of the math teachers, this model may improve math instruction, overall, so that more students complete algebra successfully and continue taking higher-level math throughout high school.

Both the literacy and numeracy trainings are high priorities for the district because of the numbers of students who read below grade level (about forty percent of the total student population) and/or are not algebra ready upon entering high school (approximately one third of incoming ninth grade students). The district collaborates with its feeder districts to leverage practices to increase the skill levels in both reading and math. It also strives to increase the college-readiness of all students by working with its post-secondary partners to reduce college-attainment barriers. One such effort focuses on ways to share data inter-segmentally in order to align curriculum better, administer college-entrance assessments efficiently, and determine the skill gaps preventing students from achieving in their first year of college.

The district employees nine TOSAs in the department of Instructional Services: Literacy, English Language Arts, English Language Development, Math, Science, AVID, and two in the Kern High Induction Program (KHIP, formerly known as BTSA). Each TOSA works with his or her respective department, as well as each instruction director and the Associate Superintendent of Instruction, to provide testing and legislative updates and develop appropriate PD that addresses alignment of standards, effective assessment and intervention practices, and implementation of instructional routines that optimize student learning each day. In addition, TOSAs work with sites, as per teacher and/or administrator need. For example, TOSAs meet with individual

teachers, PLCs, or provide whole-school trainings, such as trainings in the proper use of STAR Renaissance© for reading and math progress monitoring. TOSAs also meet with education and/or industry partners to develop their programs further and to ensure that current trends and skills are included in the instruction. For example, the science TOSA meets with local industry to develop externships during the summer. Last year, 17 science teachers participated in externships, working with AERA Energy and in the FabLab at California State University, Bakersfield, Chevron's sponsored science lab. Finally, TOSAs organize summer work for their subject matter. This work involves creating resources and/or providing additional trainings. The KHIP TOSAs, for example, provide specific trainings for new teachers.

[Note: The district does not currently have a TOSA for History-Social Science. The English Language Arts TOSA works with the History-Social Science facilitator to provide PD. This year, PD in the new framework was provided by the California History-Social Science Project through UC Davis and through the Stanford History Education Group.]

In addition to the instructional experts housed at the central office, the district often hires outside agencies to set a training benchmark. Such trainings may include building and using assessments effectively and developing teacher leaders – e.g., PLC and department leaders. The district also encourages teachers to attend conferences in their subject matter. This year, teachers attended several conferences through Solutions Tree, focusing on leadership, mathematics, and assessment, as well as local, state, and national conferences in their subject areas. Typically, once teachers return from trainings or conferences, they meet in their departments to build resources or PD based on the trainings.

The district's view on PD strikes a balance between offering local and outside trainings, as well as providing opportunities for district-wide and site-based collaboration. The ultimate goal with all the PD is to maximize instruction for optimal student learning to take place each day.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Highland High School	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	6.7	7.8	5.3
Graduation Rate	89.06	89.14	90.55
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

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	805
% of pupils completing a CTE program and earning a high school diploma	7.42%
% 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	14.78
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	46.79

* 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	1	♦
Mathematics	2	♦
Science		♦
Social Science	3	♦
All courses	7	18.4

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2016**		
	School	**District**	**State**
All Students	93.97	88.26	87.11
Black or African American	92.59	84.98	79.19
American Indian or Alaska Native	100	79.66	80.17
Asian	100	94.76	94.42
Filipino	100	100	93.76
Hispanic or Latino	93.24	87.73	84.58
Native Hawaiian/Pacific Islander	0	85.71	86.57
White	98.02	89.38	90.99
Two or More Races	73.33	88.89	90.59
Socioeconomically Disadvantaged	95.67	86.05	85.45
English Learners	75.68	73.45	55.44
Students with Disabilities	22.41	18.59	63.9
Foster Youth	75	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.