



East Bakersfield High School

2200 Quincy St. • Bakersfield, CA 93306 • (661) 871-7221 • 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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District Governing Board

Phillip Peters, President
J. Bryan Batey, Vice President
Joey O'Connell, Clerk
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Mike Williams, Member

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Superintendent
Scott Cole, Ed.D.
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Michael Zulfa, Ed.D.
Associate Superintendent of Human Resources
Brenda Lewis, Ed.D.
Associate Superintendent of Instruction
Dean McGee, Ed.D.
Associate Superintendent of Educational Services and Innovative Programs

School Description

East Bakersfield High is proud of our school of "Scholars and Champions," with a tradition of excellence for over 75 years. Noteworthy programs at East Bakersfield High School include Health Careers and Multimedia Partnership Academies, Project Lead The Way Computer Science, and Virtual Enterprise, which offer training in a specific industry while also focusing on meeting requirements to enter the four-year university system. The AVID (Advancement Via Individual Determination) program supports first generation college students as they embrace a rigorous academic program and also assists them in navigating the selection and application process for colleges and universities. In 2013, East Bakersfield High was named an AVID National Demonstration Site and thereby recognized as an exemplary model of college readiness practices. We are involved in numerous projects to address the individual needs of our students, including preparatory and vocational career programs offered at all levels. Other special academic programs include: Gifted and Talented Education, Honors, Advanced Placement, Migrant Education, English Learner classes, Workforce Investment Act, and Special Education including a highly regarded mobility program for our special needs students. A total of eleven Advanced Placement course offerings in core subject areas of math, English, science, social studies, and modern language also contribute to the rigorous curriculum for our students at EBHS.

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

Furthermore, our technology has been updated campus-wide, with all classrooms having internet access in addition to other technology which supports instructional activities such as digital projectors, document cameras, and interactive white boards. Many classrooms have multiple student computer workstations and multi-purpose computer labs are available for student use before and after school. All students have access to the on-line resources for career exploration and college planning tools in our on campus Career Center to help them choose career pathways and post-secondary training options. Additionally, we have begun implementation of the Naviance system with 9th and 10th grade students. Students who are deficient in credits have access to recover credits through the APEX classrooms, which use on-line curriculum. Nine computer lab classrooms exist to learn word processing, programming, desktop publishing, web design, and Internet research, and provide a venue for multiple technologically based educational activities for our students. Our library and Career Center each contain more than 30 computers for student and faculty access before, during, and after school. Additional technology based infrastructure has been added to make our school Wi-Fi ready throughout campus, and teachers have begun to pilot "Bring Your Own Device" activities in their classrooms. Additionally, over 1400 Chrome Book devices are utilized in multiple classes on a daily basis to harness the power of instructional technology.

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

Vision Statement

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

Mission Statement

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

SCHOOL GOALS FOR 2016-17

Conditions of Learning Goals:

1) Professional Learning Communities

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

2) Professional Development

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

Pupil Outcomes Goals:

1) Vertical Alignment

The earliest possible identification and proper placement in courses and intervention programs are key to develop an appropriate educational plan for students that includes the necessary support for them to meet graduation requirements and progress toward proficiency.

2) College and Career Readiness

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

3) Academic Growth & Performance

Specific courses to remediate students performing below grade level, credit recovery opportunities, intervention courses, and targeted support for specific language acquisition and individual learning disabilities is the core of an instructional program that addresses the multiple barriers to success that our students face.

Engagement Goal

1) School Climate

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

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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	584
Grade 10	549
Grade 11	522
Grade 12	490
Total Enrollment	2,145

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.7
American Indian or Alaska Native	1.1
Asian	0.4
Filipino	0.5
Hispanic or Latino	85.3
Native Hawaiian or Pacific Islander	0.2
White	7.5
Two or More Races	0
Socioeconomically Disadvantaged	84.1
English Learners	9.7
Students with Disabilities	9.3
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
East Bakersfield High School	15-16	16-17	17-18
With Full Credential	93	96	114
Without Full Credential	0	0	4
Teaching Outside Subject Area of Competence	2	2	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			
East Bakersfield 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)

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

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

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

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

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

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

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

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

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

Textbooks and Instructional Materials Year and month in which data were collected: 8/2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Literature & Language Arts Third Course (Grade 9), 2010 Holt Literature & Language Arts Fourth Course (Grade 10), 2010 Holt Literature & Language Arts Fifth Course (Grade 11), 2010 Holt Literature & Language Arts Sixth Course (Grade 12), 2010 Edge Level A Student Edition, National Geographic, 2007 Edge Level B Student Edition, National Geographic, 2007 Edge Level C Student Edition, National Geographic, 2007 Edge Fundamentals Student Edition, National Geographic, 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Discovering Mathematics - Advanced Algebra/Kendall Hunt Adopted 2015 The Practice of Statistics/Freeman Adopted 2008 Pre-Calculus: Enhanced with Graphing Utilities 5th ed - Pearson/Prentice Adopted 2002 Integrated Mathematics/McDougal-Littell Adopted 2002 Discovering Algebra /Kendall Hunt Adopted 2015 Discovering Geometry/Kendall Hunt Adopted 2015 Single Variable Calculus/Brook & Cole Adopted 2000

Textbooks and Instructional Materials
Year and month in which data were collected: 8/2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Mathematics Concepts and Skills/McDougal-Littell Adopted 2001</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Physics: Principles & Problems/Glencoe Adopted 1995</p> <p>Modern Biology/Holt Adopted 2006</p> <p>Introductory Chemistry: a Foundation/Cenage Learning Adopted 2007</p> <p>Life Science/McGraw Hill Adopted 2005</p> <p>Earth Science, California Edition/Pearson Prentice Hall Adopted 2006</p> <p>Science-Level Blue/McGraw Hill Adopted 2005</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>American Anthem/Holt Adopted 2007</p> <p>Modern World History Patterns of Interactions/McDougal Littell Adopted 2007</p> <p>Economics Today and Tomorrow/Glencoe Adopted 2000</p> <p>The Americans: Reconstruction to the 21st Century/McDougal Littell Adopted 2011</p> <p>World History/5th Ed. Thomson Wadsworth Adopted 2008</p> <p>Magruder's American Government/Prentice Hall Adopted 2005</p> <p>American Pageant Adopted 2011</p> <p>Civics Today: Citizenship, Economics, and You/Glencoe Adopted 2005</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>Realidades student edition plus online course 6-year license level 2 2011 Pearson Realidades student edition plus online course 6-year license level 1 2011 Pearson T'es branche? 1 & 2 EMC Publishing Adopted 2015 Abriendo Puertas 2002-03 Houghton Mifflin Adopted 2003 Abriendo Puertas Antologia De Literatura En Espanol Tomo II 2002-05 Houghton Mifflin Adopted 2003 El espanol para nosotros Lvl 1 & 2 Glencoe/McGraw Hill 2014</p>

Textbooks and Instructional Materials
Year and month in which data were collected: 8/2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Essential Health/Goodheart Wilcox Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Music! its role and importance in our lives 2006 Glencoe/McGraw Hill, 1998 Stage and the School 1998 Glencoe/McGraw-Hill, Understanding Art 1999 Glencoe/McGraw-Hill 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: Aug 2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Interior Surfaces 1) Ceiling tile damaged: Room 257 2) Ceiling tile damaged: Room 265 3) Ceiling tile damaged: Room 267 4) Ceiling tile damaged: Room 271 5) Ceiling tile damaged: Room 218
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Electrical 1) Missing cap for electrical box: Girls R/R Room 122 2) Broken light cover: Rooms 104, 106, 108, 110 Boys Locker Room 3) Power strip outer cover is near plug which has 3 colored wires exposed behind teacher desk: Room 406 4) Bad ballast needs to be replaced: Room 309 5) Need to move exposed power strips/outlets: Room 703

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				Restroom 1) Toilet not functioning: Rooms 104, 106, 108, 110 Boys Locker Room 2) Sink faucet handle loose: Main Hall Room 200's Upstairs Boys/R 3) Toilets out of order-sign on door: Main Hall Room 200's Upstairs Girls R/R
Safety: Fire Safety, Hazardous Materials	X				Fire Safety 1) Fire extinguisher tag missing: Room 218
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				E. Windows/Doors/Gates/Fences 1) Hand rail bent, golf cart: Rooms 130 & 131
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	40	38	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	38	50	51	51	48	48
Math	12	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19.9	26.5	24.3

* 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	517	502	97.1	38.1
Male	245	237	96.7	41.8
Female	272	265	97.4	34.7
Black or African American	16	16	100.0	37.5
Hispanic or Latino	434	423	97.5	35.9
White	46	42	91.3	52.4
Socioeconomically Disadvantaged	426	413	97.0	37.5
English Learners	73	69	94.5	4.4
Students with Disabilities	56	52	92.9	19.2
Students Receiving Migrant Education Services	14	13	92.9	38.5

* 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	518	496	95.75	49.8
Male	244	238	97.54	41.18
Female	274	258	94.16	57.75
Black or African American	20	19	95	47.37
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	439	422	96.13	50.24
White	41	38	92.68	47.37
Socioeconomically Disadvantaged	433	416	96.07	48.32
English Learners	98	97	98.98	6.19
Students with Disabilities	64	58	90.63	6.9
Students Receiving Migrant Education Services	14	14	100	57.14

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	517	489	94.58	13.7
Male	243	232	95.47	14.22
Female	274	257	93.8	13.23
Black or African American	20	18	90	22.22
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	438	416	94.98	12.98
White	41	38	92.68	15.79
Socioeconomically Disadvantaged	432	411	95.14	13.38
English Learners	98	92	93.88	2.17
Students with Disabilities	64	58	90.63	0
Students Receiving Migrant Education Services	14	14	100	28.57

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)

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

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

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

GATE: The GATE parent group meets quarterly to discuss topics which include their student's academic performance, college readiness, schedules, scholarships, and college entrance requirements. On occasion, the group plans college visitations and hosts presentations from college representatives. The GATE Coordinator is Maria Rodriguez.

Academies: The Health Careers Academy and Multi-Media Academy encourage parents to participate in their student's academic success by helping with field trips, social gatherings, banquets, award nights, and working with their community partners. The Health Career Academy director is Bob Lewy and the Multi-Media Academy director is Bien Resolme.

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

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

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

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

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

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

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

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

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

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

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

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

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	16.0	14.4	13.6
Expulsions Rate	0.1	0.0	0.0
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	2007-2008	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	6
Counselor (Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	.4
Other	0
Average Number of Students per Staff Member	
Academic Counselor	387

* 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	26	25	23	46	50	53	22	19	38	47	52	37
Mathematics	32	28	25	24	32	33	6	7	20	52	50	43
Science	32	29	27	13	18	24	7	8	7	40	41	39
Social Science	28	22	23	24	44	31	6	9	16	38	36	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

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 employs 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.

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

Beginning and probationary teachers have a KHIP (Kern High Induction Program) mentor and are required to attend KHIP workshops on a regular basis. They are also required to complete assignments through the KHIP program. Probationary teachers also work closely with their department chairs, who help them to develop units and effectively execute lessons. The Kern High School District publishes a Professional Development Calendar each semester.

It contains workshops and seminars for teachers. Some are specific to certain areas of instruction while others benefit teachers of all subjects. Teachers who attend seminars are offered either a stipend or receive district credit toward salary advancement.

Professional Development Days:

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

These three days of professional development have occurred each school year for multiple years.

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	\$7,851	\$1,672	\$6,180	\$76,506
District	◆	◆	\$8,393	\$73,350
State	◆	◆	\$6,574	\$82,770
Percent Difference: School Site/District			-30.4	4.2
Percent Difference: School Site/ State			-6.2	-7.9

* Cells with ◆ do not require data.

Types of Services Funded

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

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

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

Lottery – Proposition 20: Instructional Materials

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

Carl Perkins Funding

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

California Partnership Academies

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
East Bakersfield High School	2013-14	2014-15	2015-16
Dropout Rate	16.4	17.7	7.5
Graduation Rate	79.21	78.35	89.29
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	1,116
% of pupils completing a CTE program and earning a high school diploma	4.83%
% 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	12.29
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	29.76

* 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	7.7

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	85.19	88.26	87.11
Black or African American	60	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	85.09	87.73	84.58
Native Hawaiian/Pacific Islander	0	85.71	86.57
White	100	89.38	90.99
Two or More Races	100	88.89	90.59
Socioeconomically Disadvantaged	83.13	86.05	85.45
English Learners	67.8	73.45	55.44
Students with Disabilities	14	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 an example of the CTE programs that demonstrate the collaboration between the various educational institutions. Students may take introductory and concentration 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 and also a Computer Science pathway. 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.

East Bakersfield High School offers five CTE pathways in the following Industry Sectors:

Arts, Media, & Entertainment - Production & Managerial Arts (2 pathways offered)

Building & Construction Trades - Cabinetry, Millwork, & Woodworking

Manufacturing & Product Development - Machining & Forming Technology

Marketing, Sales & Service - Professional Sales & Marketing

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.