

~~2009-2010~~

SCHOOL ACCOUNTABILITY REPORT CARD



West High

KERN UNION HIGH



Part I

Data and Access

2009–10 School Accountability Report Card

Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at www.cde.ca.gov/ta/ac/sa. For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

West High School Vision

West High School's purpose is to provide a high quality, comprehensive education for all students. We pride ourselves on preparing students for life after high school; including college and/or the world of work. Our mission is to provide the necessary programs and services for all students to graduate with a high school diploma.



WEST HIGH

Part II

About This School

2010 -2011
Contact
Information

School

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Bakersfield, CA 93309
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District

Kern Union High
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School Description and Mission Statement

West High School (WHS) was established in 1965 and is located at 1200 New Stine Road, Bakersfield, California. WHS is one of eighteen comprehensive high schools in the Kern High School District (KHSD) and is located in metropolitan Bakersfield in Kern County. The school is comprised of 77 permanent classrooms, 4 portable classrooms, a library, a 600-seat auditorium, 2 small conference rooms, food services area, lockers, eating areas, and a gymnasium (1,500-seat capacity). The staff consists of a principal, two assistant principals, a dean, a coordinator for Title I and ELL programs, directors for athletics and activities, six counselors, 86 certificated teachers and 51 classified employees. Our certificated staff is relatively young and energetic; we believe the staff is a positive, cohesive team focused on success. Currently the ethnic make-up of the teaching and support staff is 61% White, 22% Hispanic, 15% African-American, and 2% Asian. We are committed to powerful teaching and learning. Student success is the driving force behind every decision that we make. Teachers, administrators, instructional assistants, campus security personnel, food service workers, custodians, clerical, coaches and all other staff support our school's philosophy of creating the right opportunity for every student to succeed.

Our population has changed dramatically as the city has grown and district boundaries have been re-drawn. At one time, WHS was a neighborhood school that served the city's middle-to-upper class families. Now, the surrounding areas are comprised of a business district, a retirement residential area, apartment complexes, and several low-income and Section 8 housing developments. The current population reflects both the lower socioeconomic levels surrounding the school as well as at-risk population that is bussed from a significant distance. West High School serves two feeder school districts, Bakersfield City (Curran Junior High School and Sequoia Middle School) and Panama Buena Vista Union (Thompson and Actis Junior High Schools).

We have a diverse student enrollment of about 2,100. Currently, the student body demographics are 59% Hispanic, 21% White, 16% African-American, 2% Asian, 1% American Indian and 1% Filipino. The English Learner (EL) population represents 17% of West's enrollment. Approximately 71% of the students are eligible for the Free or Reduced Lunch Program; this is an increase of over 45% in the last ten years.

West High School has been effective in developing programs to meet the needs of our diverse student population. The school meets the wide array of needs by offering programs such as Honors and Advanced Placement, Gifted And Talented Education, Title I Support, English Learners, Migrant, Opportunity, Retention, Independent Study, Home Hospital, AVID, and Special Education.

West High School's purpose is to provide a high quality comprehensive education for all students. We believe in creating opportunities for students to be successful. We pride ourselves on providing programs and classes that prepare students for life after high school; for some students this means readiness for college, and for others

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About This School



West High School serves two feeder school districts, Bakersfield City (Curran Junior High School and Sequoia Middle School) and Panama Buena Vista Union (Thompson and Actis Junior High Schools).

it means readiness for the world of work. Our mission is to provide the necessary programs and services for all students to graduate with a high school diploma.

Specifically, the mission and vision of West High School is to create a learning community where all students have equal opportunity to excel academically, artistically, athletically and socially. School will be a partnership among staff, students and parents who share the responsibility for nurturing a commitment to academic excellence and Viking Pride.

Opportunities for Parental Involvement

West High School staff continues to offer a wide range of opportunities for parental and community involvement. Through our School Site Council, Parent Advisories and booster organizations, we encourage parents to play a key role in the teaching/learning process. We promote parent involvement and actively provide information and training in education programs (PIQE and Parent Project) that enhance and strengthen parent participation in their child's academic achievement. Students, parents, and other community members are invited to numerous instructional, informational, performance-based, and celebratory events throughout the school year. Staff and students actively promote parents' attendance at school events, and we do enjoy a strong base-group of parents who are readily available. We continue to investigate additional programs that will advance our goal of improving communication with parents and encouraging participation at West.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

The average student population in 2009-2010 was 2150. The school's population has remained the same for the 2010-2011 school year.

Grade Level	Number of Students
Grade 9	634
Grade 10	447
Grade 11	544
Grade 12	494
Total Enrollment	2119

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About This School



We have a diverse student enrollment of about 2,100. Currently, the student body demographics are 59% Hispanic, 21% White, 16% African-American, 1% Asian, 1% American Indian and 1% Filipino. Approximately 71% of the students are eligible for the Free or Reduced Lunch Program; this is an increase of over 45% in the last ten years.

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Our socioeconomically disadvantage percentage continues to increase. We have also seen a significant increase in our Hispanic population in the past 10 years.

Percent of Total Enrollment

Group	Percent
African American	16.8
American Indian or Alaska Native	1
Asian	1.6
Filipino	0
Hispanic or Latino	58
Pacific Islander	0
White	20.6
Multiple or No Response	2
Socioeconomically Disadvantaged	71.00
English Learner	7.00
Disabilities	9.00

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Part II

About This School



West High staff is commitment to keeping classes sizes small, especially is 9th and 10th grade English and math classes.

Average Class Size and Class Size Distribution

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

West High School staff has established class size reduction as a priority. Categorical funding is used to reduce the size of math and English classes in the 9th and 10th grades.

Number of Classrooms per Subject

Subject	Year	1-22	23-32	33+	Average
English-Language Arts	2007-2008	39	48	16	26.0
	2008-2009	53	32	20	24.0
	2009-2010	0	0	0	0.0
Mathematics	2007-2008	30	17	20	27.0
	2008-2009	32	25	13	26.0
	2009-2010	0	0	0	0.0
Science	2007-2008	8	20	38	31.0
	2008-2009	15	21	20	29.0
	2009-2010	0	0	0	0.0
History-Social Science	2007-2008	8	12	35	31.0
	2008-2009	4	9	27	34.0
	2009-2010	0	0	0	0.0

WEST HIGH

Part III

School Climate



Activities, Athletics and Support Programs Abound

Students at West High School receive tremendous personal support. There are several academics teams, more than forty-five active clubs and, fifteen sports on campus to provide a positive connection to school that includes motivation, social acceptance and interaction with peers and adults. Students may also attend a variety of tutoring/study opportunities to help them with academics.

School Safety Plan

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

Date School Safety Plan last reviewed: August 17, 2010

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

West High School has a strong discipline program that targets student safety and regular attendance. Our suspension rate has steadily decreased in the last three years.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	74.00	56.00	28.00	51.00	42.00	37.00
Expulsions	5.00	8.00	5.00	6.00	5.00	6.00

WEST HIGH

Part IV

School Facilities



The staff uses technology to help kids learn.

Beginning the 2007 school year, nearly 90% of all core subject area classrooms on campus employ SMART Board teaching stations to enhance the instructional program. In addition to having at least one computer in every classroom there are 7 computers in every math and Read-180 classroom as well as 7 full computer labs on campus.

School Facility Conditions and Planned Improvement

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.

The District budgeted \$1,750,000 for the 2010-11 fiscal year for deferred maintenance, representing approximately .5% of the General Fund budget.

The school is comprised of 75 permanent classrooms, 4 portable classrooms, a library, a 600-seat auditorium, a small conference room, food services area, lockers, eating areas, and a gymnasium (1,500-seat capacity). In addition to having at least one computer in every classroom there are seven computer labs on campus: three in the Business Department, one in the Library Media Center, and three additional computer lab classrooms (T-2, B-7 and Whitney Annex). Beginning the 2007 school year, nearly 90% of all core subject area classrooms on campus employ SMART Board teaching stations to enhance the instructional program. Six years ago the school was fully modernized with exception of the auditorium. The school team continues to upgrade technology (both hardware and software) to keep technological services up-to-date and in good working order. Since 2003 the school has continually upgraded the infrastructure to support the addition of technology on campus with the installation of larger servers and increased wiring throughout the campus. The school team continues to upgrade technology (both hardware and software) to keep technological services up-to-date and in good working order.

Yearly inspections by KHSD Safety Inspectors and Maintenance and Operations Department are conducted. All buildings are air conditioned and heated. The plant is attractively painted and landscaped. Improvement funds come from the district maintenance and operations budget and the school's principal budget. The district participates in the State School Deferred Maintenance Program for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. The District budgeted \$1,700,000 for deferred maintenance for the 2009-2010 school year. This represents .5% of the District's General Fund Budget.

WEST HIGH

Part IV

School Facilities



School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Status*	Repair Needed / Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating**	Good	

**Based on a scale from: Poor—Fair—Good*

***Based on a scale from: Poor—Fair—Good—Exemplary*

Date of inspection: September 9, 2010

Completion date of inspection form: September 9, 2010

WEST HIGH

Part V

Teachers



Outstanding staff members who care about kids.

Our certificated staff is young and energetic. Currently the ethnic make-up of the teaching and support staff is 61% White, 22% Hispanic, 15% African-American, and 2% Asian. We are committed to powerful teaching and learning. Student success is the driving force behind every decision that we make. Teachers, administrators, instructional assistants, campus security personnel, food service workers, custodians, clerical, coaches and all other staff support our school's philosophy of creating the right opportunity for every student to succeed.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at dq.cde.ca.gov/dataquest.

All teachers at West High School are credentialed . One teacher holds a Intern Credential. All teachers are teaching in their credential subject area.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	98	92	0	1505
Without Full Credential	2	1	1	38
Teaching Outside Subject Area of Competence	1	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

West High School hires fully credentialed teachers. Our teachers are not assigned to classes outside their subject area competency. All English Language Learners are assigned to teachers who are qualified to teach in SDAIE classes.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

WEST HIGH

Part V

Teachers



Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq.

All teachers at West High School are highly qualified to teach in the subject area they are assigned.

Percent of Classes In Core Academic Subjects

Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
West High	100	0
All Schools in District	91.7	8.3
High-Poverty Schools in District	91	9
Low-Poverty Schools in District	92	8

WEST HIGH

Part VI

Support Staff



Celebrating educational excellence

We believe in fostering success for all students by becoming effective instructional leaders in a collaborative climate and educational culture that is results oriented. We celebrate pride in our students for their collective and individual accomplishments, our staff's commitment to each other and students, and educational excellence.

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Students per Academic Counselor

Title	Average Total
Number of Students per Academic Counselor	353

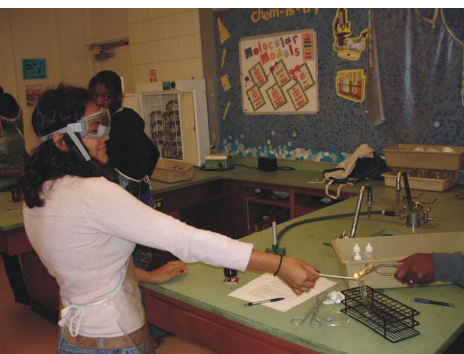
Number of FTEs Assigned to School

Title	Total
Academic Counselor	6
Library Media Teacher (Librarian)	1
Library Media Services Staff (paraprofessional)	1
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	.5
Other	

WEST HIGH

Part VII

Curriculum and Instructional Materials



Textbooks at home and also in the classroom

West High School participates in a district-wide textbook and instructional materials adoption process that includes parents, teachers and students. All textbooks are good quality and have been purchased within the past 5 to 7 years. Every student has access to a textbook to take home and most have access to the same text book in the classroom. Every student has access to the instructional materials necessary to be successful in their classes.

Quality, Currency, and Availability of Textbooks and Instructional Materials

This section displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or nonadopted textbooks or instructional materials.

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

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

Textbook Information

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

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

Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science.

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Part VII

Curriculum and Instructional Materials



English-Language Arts

Textbook Title and/or Publisher	Adoption Year
ELD, EDGE A, B, C	2007
ELD and Literacy: Language!	2003
ELD and Literacy: READ 180 Web Based Literacy	2008
ELD: Visions Basics, A,B,C	1996
ELD: Making Connections 1, 2, & 3	2004
Read 180: READ 180 Web Based Literacy	2008
English 9: Literature & Language Arts 3rd Course Holt, Rinehart and Winston	2003
English 10: Literature & Language Arts 4th Course, Holt, Rinehart and Winston	2003
English 11: Literature & Language Arts 5th Course, Holt, Rinehart and Winston	2003
English 12: Literature & Language Arts 6th Course, Holt, Rinehart and Winston	2003
English 12 AP: Literature: An Introduction to Reading & Writing 6th edition; Prentice Hall	2001

Collection Date: 9/9/2010

History-Social Science

Textbook Title and/or Publisher	Adoption Year
World History: Modern World History – Patterns of Interaction: CA Edition, McDougal Littell	2006
U.S. History: The Americans, McDougal Littell	2006
U.S. History AP: American Pageant, DC Heath and Company	1994
Economics CP: Economics: Principles in Action, Prentice Hall	2003
Economics AP: Economics Principles, Problems and Politics/ McGraw Hill	2005
Government CP and General: Magruder's American Government, Pearson Prentice Hall	2005
Government H: We the People/ Center or Civic Education Level III	2009
Government AP: American Government – 6th Edition, Houghton Mifflin	2004
Psychology: Concepts and Applications, Houghton Mifflin	2007

Collection Date: 9/9/2010

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Part VII

Curriculum and Instructional Materials

**Mathematics**

Textbook Title and/or Publisher	Adoption Year
Calculus: Calculus 7th Edition, Houghton Mifflin	2002
Math Analysis: Pre-Calculus, Glencoe McGraw Hill	2007
Algebra 2: Algebra 2 McDougal Littell	2007
Statistics: Elementary Statistics: Picturing the World/ Pearson Prentice Hall	2006
Geometry: Concepts and Skills, McDougal Littell	2003
Geometry G: Geometry: Integration and Applications, Concepts/ McDougal Littell	2003
Applied Geometry: Geometry Concepts and Skills, McDougal Littell	2003
Integrated Math: Integrated Mathematics, McDougal Littell	2002
Algebra 1: Concepts & Skills, McDougal Littell	2001
Applied Algebra: Algebra 1, Globe Fearon/Pearson	2001
Foundation 1: Mathematics: Concepts & Skills, Course 1, McDougal Littell	2001
Foundation 2: Mathematics: Concepts & Skills, Course 2, McDougal Littell	2001
Math Lab 12: CAHSEE Math Preparation, Revolution Prep	2002

Collection Date: 9/9/2010

Science

Textbook Title and/or Publisher	Adoption Year
Environmental Science AP, Living in the Environment, 15th Edition - Miller	2008
Physics CP: Conceptual Physics, Addison Wesley Longman	1997
Physics Honors: College Physics, Addison-Wesley	1999
Chemistry CP: Chemistry, Pearson Prentice Hall	2005
Chemistry Honors: Chemistry, Person/Prentice Hall	2005
Earth Science: Geology, the Environment, and the Universe, Glencoe McGraw Hill	2002
Biology: The Dynamics of Life, Glencoe McGraw Hill	2000
Integrated Science: Science Level Blue: Glencoe McGraw Hill	2005

Collection Date: 9/9/2010

Science Equipment

All Science Class Rooms: • stop watches • meter sticks • TI 83+ calculators • CBL units • motion detectors • eye goggles • face shields • CBL sensors • ramps • ball bearings • plumb bobs • dynamics carts electronic balance • pulleys • mass hangers • spring scale • springs • ripple tank lab set • power supplies • light bulbs • convex lenses • Van de Graaf generator • electrostatics kits • film cannister capacitors • resistors • capacitors • voltmeters • ammeters

Chemistry Lab Equipment: • Ring Stands • Bunsen Burners • Hot Plates • Beakers • Test Tubes • Thermometers • Drying Ovens • Barometers • Safety Goggles • Lab Aprons • Evaporating Dishes • Test Tube Holders • Titration Apparatus •

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Part VII

Curriculum and Instructional Materials



Crucibles • Crucible Tongs • Wire Mesh • U Tubes • Electronic Balances • Hand Lenses • Tweezers • Funnels • Filter Paper • PH Paper • Graduated Cylinders • Erlenmeyer Flasks • Spot Plates • Gas Collection Tubes • Calculators

Biology Lab Equipment: • Hot Plates • Beakers • Test Tubes • Thermometers • Safety Goggles • Test Tube Holders • Microscopes • Graduated Cylinders • Water Bath • Dissection Kits • Digital Scales • Calculators

Earth Science: • Hot Plates • Safety Goggles • Electronic Balances • meter sticks

Other

Textbook Title and/or Publisher	Adoption Year
Health: Lifetime Health, Holt, Rinehart and Winston	2004
French 1, 2, 3, 3H, 4: Allez Viens with Integrated Multimedia Level 1, 2, 3, Holt, Rinehart and Winston	2000
Spanish 1, 2, 3: Realidades: Level 1, 2, 3, Pearson Prentice Hall	2004
Spanish Speakers 1, 2: Realidades: Level 2, 3, Pearson Prentice Hall	2004
Spanish Speakers 3: ABRIENDO PASO GRAMATICA, Pearson/Prentice Hall	2007
Spanish 4/5 AP: Abriendo Paso Gramatica, Pearson/Hall	2007

Collection Date: 9/9/2010

Quality, Currency, and Availability of Textbooks and Instructional Materials

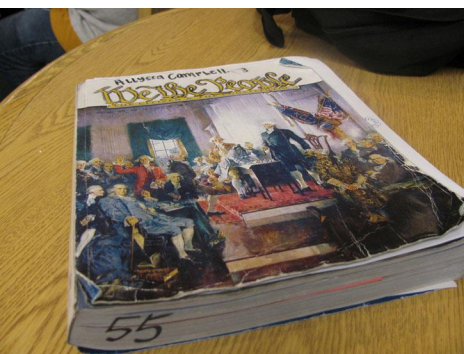
Core Curriculum Area	Percent
Reading/Language Arts	100
Mathematics	100
Science	100
History-Social Science	100
Foreign Language	100
Health	100
Visual and Performing Arts	100
Science Laboratory Equipment (grades 9-12)	100

Textbook Information Collection Date: 9/9/2010

WEST HIGH

Part VII

Curriculum and Instructional Materials



Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials

Core Curriculum Area	Percent
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Textbook Information Collection Date: 9/9/2010

WEST HIGH

Part VIII

School Finances



The School receives funding from several sources including Federal Title I, II, and III and Quality Education Investment Act. All funds are used to provide the best educational experience possible for our students.

Expenditures Per Pupil and School Site Teacher Salaries

This table displays a comparison of the school’s per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs.

West High Expenditures Per Pupil

Type	Total
Supplemental (From Restricted Sources)	\$3,517
Basic (From Unrestricted Sources)	\$6,066
Total	\$9,583

Basic Expenditures vs. Teacher Salary Comparisons

Type	School	District		State	
Basic Expenditures	\$6,066	N/A	N/A	\$5,866	3.41%
Average Teacher Salary	\$76,722	\$73,268	4.71%	\$70,728	8.47%

Note: % difference versus school indicated in parentheses ().

Types of Services Funded

- Supplemental instructional materials for ELD and SDAIE classrooms: Support & Training
- Professional development to support instructional strategies that enhance and accelerate learning
- Parent Involvement: Support
- Programmatic and compliance guidance: Support
- CELDT and LAS Links testing and scoring: assessment
- Title IV: Community Counselors, California Healthy Kids Survey,; Training & Support
- Title V: Pursuant to each school’s innovative project (Trout, etc.): Training & Support
- Title III: Literacy program, teachers, IA’s, professional development, parent involvement, supplemental instructional materials, support activities: Training & Support
- EL Coordinator period and stipends: Administration

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Part VIII

School Finances



- Bilingual Technician positions: Training & Instruction
- Instructional Assistants: Training & Instruction
- Bilingual Instructional Assistants: Training & Instruction
- ELD Inservices for all EL Teachers: Training
- BTSA Presentation: Training
- Administrative Training – Instructional Leadership, Human Resources, Perkins Application, Career Paths & Budget: Support
- Site Perkins Guideline Binders: Administration
- Gender Equity & Special Population Materials & Posters – Perkins: Support
- Career Education Materials & Posters – Career Centers & Counselors – Perkins: Support
- Coordinated Trainings with Bakersfield College – subject areas – Perkins: Support
- Articulation Meetings with Bakersfield College – Perkins: Training & Support
- Work Experience Materials & Posters: Training & Support
- Staff Development Training – Cal-SAFE: Training & Support
- Quality Education Investment Act - Literacy program, teachers, IA's, professional development, parent involvement, supplemental instructional materials, support activities and remediation: Staff, Training, Support.
- Title I - Literacy program, teachers, IA's, professional development, parent involvement, supplemental instructional materials, support activities and remediation: Staff, Training, Support.
- Deferred Maintenance - Maintenance and Operation.

WEST HIGH

Part VIII

School Finances



Teacher and Administrative Salaries

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,597	\$43,096
Mid-Range Teacher Salary	\$62,567	\$70,018
Highest Teacher Salary	\$93,470	\$89,675
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	\$122,408
Average Principal Salary (High)	\$113,589	\$128,615
Superintendent Salary	\$237,158	\$204,469
Percent of Budget for Teacher Salaries	0.00%	0.00%
Percent of Budget for Administrative Salaries	0.00%	0.00%

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Part IX

Student Performance



The staff at West High School is committed to ensuring that all students achieve at the highest possible level of subject matter competency. West High School's primary goal is to provide relevant, standards based instruction to all students. West High School has developed several programs designed to provide student support. The faculty focus is on writing, reading, and math skills to better prepare students to pass the CAHSEE and acquire proficiency with content standards.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at star.cde.ca.gov. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students: Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

West High School staff continues to focus their efforts on improving core subject area curriculum and professional development in reserched based teaching strategies in an effort to help our students learn.

Subject	School			District			State		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	27%	29%	33%	32%	37%	40%	46%	50%	52%
Mathematics	10%	10%	15%	14%	18%	19%	43%	46%	48%
Science	34%	38%	39%	35%	43%	47%	46%	50%	54%
History-Social Science	25%	26%	39%	26%	32%	39%	36%	41%	44%

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Part IX

Student
Performance**Standardized Testing and Reporting Results by Student Group:
Most Recent Year**

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Percent of Students Scoring at Proficient or Advanced

Group	ELA	Math	SCI	HSS
African American	24.00%	8.00%	21.00%	24.00%
American Indian	22.00%	19.00%		43.00%
Asian	32.00%	26.00%	38.00%	41.00%
Filipino				
Hispanic or Latino	33.00%	14.00%	40.00%	39.00%
Pacific Islander				
White	42.00%	21.00%	50.00%	50.00%
Male	30.00%	16.00%	40.00%	41.00%
Female	37.00%	14.00%	38.00%	38.00%
Socioeconomically Disadvantaged	31.00%	14.00%	36.00%	36.00%
English Learner	4.00%	7.00%	14.00%	7.00%
Disabilities	14.00%	22.00%	17.00%	9.00%
Students Receiving Migrant Education Services	29.00%	25.00%		25.00%

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at cahsee.cde.ca.gov. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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Part IX

Student Performance



California High School Exit Examination Results for All Students: Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Considerable time and effort is placed on preparing students to pass the CAHSEE in both English and Math the first time it is taken. More than 75% of our students pass both parts of the test during their sophomore year. West High School staff is working to improve the percentage of students that not only pass the test but score proficient in their sophomore year.

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	44.00%	44.00%	38.00%	50.00%	50.00%	51.00%	53.00%	53.00%	54.00%
Mathematics	39.00%	39.00%	42.00%	48.00%	48.00%	53.00%	51.00%	51.00%	53.00%

California High School Exit Examination Results by Student Group: Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

This chart shows the proficiency rate for the sophomore administration of the test. Although only only 39% of students were proficient on this first try, more than 75 percent of the students passed the test in English. 42 percent of the sophomores were proficient in math on their first try but, again, over 75% passed the test in Math.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	62.00%	19.00%	20.00%	58.00%	31.00%	11.00%
African American	82.30%	11.30%	6.50%	75.00%	23.40%	1.60%
American Indian or Alaska Native						
Asian	85.00%	0.00%	15.00%	69.00%	15.00%	15.00%
Filipino						
Hispanic or Latino	57.00%	22.00%	21.00%	55.00%	33.00%	12.00%
Pacific Islander						
White (not Hispanic)	52.00%	17.00%	31.00%	54.00%	30.00%	17.00%
Male	69.00%	15.00%	15.00%	58.00%	32.00%	10.00%
Female	54.00%	22.00%	24.00%	58.00%	29.00%	13.00%
Economically Disadvantaged	66.00%	17.00%	17.00%	60.00%	31.00%	9.00%
English Learners	70.00%	14.00%	16.00%	63.00%	28.00%	9.00%
Students with Disabilities	96.00%	0.00%	4.00%	96.20%	0.00%	3.80%
Students Receiving Migrant Education Services						

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Part IX

Student Performance



California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school’s test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at www.cde.ca.gov/ta/tg/pf. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

The State of California has not yet released this data. This report will be updated when the data is available.

Percent of Students Meeting Healthy Fitness Zones

Grade Level	4 of 6 Students	5 of 6 Students	6 of 6 Students
5			
7			
9	N/A	N/A	N/A

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Part X

Accountability

West High School and the Kern High School District are committed to helping our students achieve the State Standards. The district and all schools in the district have adopted Edusoft, a data collection and analysis software, to help teachers analyze State and local data. At West High School extensive efforts by the faculty are directed toward developing common pacing calendars, benchmark exams, formative and summative assessments, learning objectives and curricular standards within each subject area. Teachers, working together in professional learning communities, use data to better understand student learning needs and to adjust instruction to serve those needs.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at www.cde.ca.gov/ta/ac/ap.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

Although West High School continues to be ranked based on social-economic standards as a number TWO School. The chart below shows that we are performing better in this ranking when compared to other similar TWO schools.

API Rank	2007	2008	2009
Statewide	2	2	2
Similar Schools	3	4	5

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. Note: "N/A" means that the student group is not numerically significant or data were not available.

West High School students continue to improve on standardized test. In the spring of 2010 every subgroup met their API growth.

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Accountability

West High School continues to seek strategies to help our students learn and achieve. The school provides a multitude of intervention and support structures to help students when they are struggling. Students at West High School are achieving and our test scores are improving each year.

Actual API Change

Group	2007-08	2008-09	2009-10
All Students in the School	13	11	31
African American	39	-20	33
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	13	21	33
Pacific Islander			
White (not Hispanic)	-2	2	42
Socioeconomically Disadvantaged	24	12	34
English Learners		4	43
Students with Disabilities	38	2	25

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

2010 Growth API

Group	School	LEA	State
All Students in the School	678	708	767
African American	608	652	686
American Indian or Alaska Native		731	728
Asian		844	890
Filipino		842	851
Hispanic or Latino	678	674	715
Pacific Islander			753
White (not Hispanic)	728	770	838
Two or More Races		703	808
Socioeconomically Disadvantaged	666	663	712
English Learners	645	646	692
Students with Disabilities	452	436	580

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and

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Accountability



- mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

In 2010 every subgroup met their API growth target. We did not meet the required proficiency rate for sophomore CAHSEE in English or math. Each year this proficiency rate increases. Our rate continues to improve but we have not been successful in meeting the ever increasing rate set by the State. West High School did not meet the graduation rate goal set by the State. In 2007 the State changed the calculation for graduation rate. West continues to work to meet the graduation rate using the new calculation.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	No	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at www.cde.ca.gov/ta/ac/ay.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	n/a	16
Percent of Schools Currently in Program Improvement	n/a	67

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Part XI

School Completion and Postsecondary Preparation



Admission Requirements for California’s Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at www.universityofcalifornia.edu/admissions/general.html.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at www.calstate.edu/SAS/admreq.shtml.

Dropout Rate and Graduation Rate

This table displays the school’s one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE Data- Quest Web page at dq.cde.ca.gov/dataquest.

Level	Year	Dropout Rate (1-year)	Graduation Rate
West High	2006-2007	5.0	79.0
	2007-2008	5.0	76.0
	2008-2009	5.0	76.0
District	2006-2007	5.0	75.0
	2007-2008	5.0	77.0
	2008-2009	5.0	78.0
State	2006-2007	4.0	81.0
	2007-2008	4.0	80.0
	2008-2009	4.0	80.0

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School Completion and Postsecondary Preparation



Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

The State of California has not released graduation rate data by ethnicity. This report will be updated when the data is available.

Graduating Class of 2009

Group	School	District	State
All Students	75.2	78.6	78.6
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Pacific Islander			
White (not Hispanic)			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/A" means that the student group is not numerically significant.

Career Technical Education Programs

The Kern High School District's (KHSD) 18 comprehensive high schools, 5 continuation schools, career centers, Bakersfield Adult School, and Regional Occupation Center (ROC) offer 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 collaboration between KHSD's California 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, nationally, and internationally.

The ROC offers 24 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

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School Completion and Postsecondary Preparation



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 articulation with the Kern/South Tulare Consortium for Tech Prep has strengthened the CTE programs at the secondary and post-secondary levels. Twelve Academies through the California Department of Education (CDE) flourish at 9 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 a near 90% graduation rate for student participants. The KHSD CTE Advisory Committee, representing a reflection of local business and industry partners, meets at least twice annually to make recommendations for program improvement, industry trends, training needs, and local industry demands for future employment.

CTE courses at KHSD comprehensive sites are increasing rapidly with an average of 41 current offerings. In addition, the District continues to add resources to further improve and expand CTE offerings.

The Kern High School District 18 comprehensive high schools, 5 continuation schools, career centers, Bakersfield Adult School and Regional Occupational Center and Programs offer career pathways as outlined from the California Career Technical Education Model Curriculum Standards 15 industry sectors. The collaboration between the District's 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 been a leader in CTE Programs which have recognized students locally, nationally and internationally.

The ROC offers 24 capstone classes at its location to the local high school students and has expanded introduction, concentration, and capstone program offerings at the comprehensive sites. The Health Careers program 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, their senior year attend the Nursing Assistant ROC program obtaining 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 articulation with the Kern/South Tulare Consortium for Tech Prep has strengthened the CTE programs at the secondary and postsecondary level.

West High School provides on campus career training in Visual and Performing Arts, Business, Technology, Digital Video and Photography, and ROTC. Approximately 100 of our students attend the districts ROC program each day.

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School Completion and Postsecondary Preparation



Career Technical Education Participation

This table displays information about participation in the school’s CTE programs.

Measure	Participation
Number of pupils participating in CTE	1329
Percent of pupils completing a CTE program and earning a high school diploma	71%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	3%

Courses for University of California and/or California State University Admission

This table displays, for the most recent year, two measures related to the school’s courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE DataQuest Web page at dq.cde.ca.gov/dataquest.

Although a large percentage of our students are enrolled in college preparatory courses. Most do not enroll in all of the classes needed to meet the UC/CSU requirements for admission. Many of our student attend junior college, trade schools or go to work after high school. In these cases the career technical courses we offer better prepare them to enter the work force.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	80%
Graduates Who Completed All Courses Required for UC/CSU Admission	26.7%

Advanced Placement Courses

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school’s students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page at dq.cde.ca.gov/dataquest.

West High Offers TEN different courses for College Advance Placement. English Language, English Literature, Calculus, U.S. History, Government, Economics, Psychology, Environment Science, Spanish Language and Spanish Literature. Students can also take Honors Chemistry, Honors Physics, and Honors French with the option of taking the AP test in these subjects.

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School Completion
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Preparation

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Computer Science	0	0
English	2	9%
Fine and Performing Arts	0	0
Foreign Language	2	2%
Mathematics	1	1%
Science	1	2%
Social Science	4	13%
All courses	10	10%

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Part XII

Instructional
Planning and
SchedulingTeachers working in
Professional Learning
Communities

Professional development is a key aspect for the growth of our school. Every teacher works within their professional learning communities to become better teachers. Our goal is to improve and increase teachers' knowledge of their academic subjects, their student's needs and the tools available to improve instruction. We hope to enable them to have a positive and lasting impact on classroom instruction and to provide students with the opportunity to succeed.

Professional Development

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

All new teachers are invited to take part in the BTSA program, which unites new teachers with experienced teachers. Each BTSA candidate is assigned a support provider who meets with the new teacher regularly. One Hundred percent of new teachers eligible for this program elected to participate and seven WHS veteran teachers have been selected as BTSA providers. The purpose of this program is to produce teachers who are reflective practitioners and have a clear sense of their own professional development. District Supported Professional Development occurs during preschool meetings in August (two days) and in January (one day). Through the Peer Assistance and Review Program (PAR), Title I and QEIA funding, staff members are also given up to one hundred hours of professional development time to use during the school year and summer – this can be used for released time from the classroom, Saturday or evening workshops, or stipend pay for approved curriculum development.

Professional Development Days

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

Our staff meets most Mondays in PLC groups to discuss student performance,

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Planning and
Scheduling**

instructional strategies, and intervention plans to help students learn and improve their understanding of the curriculum. We continue to increase the number of professional development days at the school site and also district wide. In 2010-2011 school year the district increased district wide professional days from 3 to 4. Our school increased the number of early release days for professional development to 28 days.

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

- 2007-08: 14
- 2008-09: 15
- 2009-10: 16