

~~2009-2010~~

SCHOOL ACCOUNTABILITY REPORT CARD



Shafter High

KERN UNION HIGH



SHAFTER 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.

SHAFTER HIGH

Part II

About This School

2010 -2011
Contact
Information

School

Shafter High
526 Mannel Avenue
Shafter, CA 93263
661-746-4961
kernhigh.org/shafter

Connie Sack
Principal
connie_sack@khsd.k12.ca.us

District

Kern Union High
661-827-3100
www.khsd.k12.ca.us
CDS Code: 15-63529-1535087

Vickie Spanos
Director of Instruction
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School Description and Mission Statement

Welcome to Shafter High School, Home of the Generals!!

We believe our school and community are the crown jewels of the Central Valley! We are located in the town of Shafter, CA, about 10 miles northwest of Bakersfield. Approximately 14,000 people reside in Shafter, and Shafter High has a student population of just over 1500. We are exceptionally proud of our newly modernized campus, which is now a successful fusion of updated technologically advanced buildings and classrooms that maintain the rich traditions of the original architecture.

We believe Shafter High has something for everyone, and we encourage students to take full advantage of everything we have to offer, from our newly expanded Agriculture Farm, to our Industrial Tech, Foods, Fine/Performing Arts and Core Academic programs... as well as a full complement of student organizations, clubs, athletics and activities. We know that students who reach out and connect with the school in some way outside the normal school day often show improvement in academic achievement and have better attendance.

We hope you'll have an opportunity to visit our campus and see for yourself all that we have to offer... at Shafter High School, we're "Looking Forward and Aiming High"!

Shafter High's Vision:

Shafter High will continue to focus on student

Shafter High's Vision:

Mission: Shafter High will continue to focus on higher levels of learning for all students

Graduation Outcomes**G e n e r a l**

Problem Solver

- Engage in life long learning
- Apply knowledge and skills

Responsible member of society

- Demonstrate personal and social responsibility
- Be involved in the voting process

Independent Learner

- Accomplish tasks with simple direction
- Resourceful and intrinsically motivated

Demonstrate Academic Achievement

- Prepared for post secondary education
- Increase literacy skills

Explore alternative career paths

SHAFTER HIGH**Part II****About This School**

- Students become technologically literate
- Have vocational skills

Opportunities for Parental Involvement**Parent Group Description And Function****School Site Council**

The committee meets monthly. Parents are nominated and then elected for the Site Council at the SHS "Parent Night" hosted in early September. Parents serve two-year terms and the Council functions as an advisory group with representatives from the entire school community including, students, teachers, staff and administration.

Migrant Parents

The Migrant Parents meet monthly, host guest speakers and discuss academics, field trips, and scholarship opportunities for migrant students. The migrant program provides supplemental instruction in mathematics and in language arts. The program coordinator is Gary Pederson.

GATE Parents

The Gifted and Talented Parent Group meets as needed. Topics include: academic performance, student portfolios, Honor/Advanced Placement courses, student achievement, scholarships and colleges & university visitations.

Band Boosters

Band Parents organize and plan fund raising events for students involved in Band. The Band boosters also plan and organize support for the band competitions and field trips.

Athletic Boosters

The Athletic Boosters support the athletic teams in a variety of activities. Activities include dinners, fundraisers, and travel needs for our student-athletes.

SHAFTER HIGH

Part II

About This School

Student Enrollment by Grade Level

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

9th Graders
416
10th Graders
326
11th Graders
379
12th Graders
329

Grade Level	Number of Students
Grade 9	
Grade 10	
Grade 11	
Grade 12	
Total Enrollment	

Student Enrollment by Group

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

Percent of Total Enrollment

Group	Percent
African American	.83
American Indian or Alaska Native	.26
Asian	.26
Filipino	.19
Hispanic or Latino	84.85
Pacific Islander	.19
White	13.41
Multiple or No Response	8.00
Socioeconomically Disadvantaged	77.00
English Learner	20.00
Disabilities	8.00

SHAFTER HIGH

Part II

About This School

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).

Number of Classrooms per Subject

Subject	Year	1-22	23-32	33+	Average
English-Language Arts	2007-2008	32	27	11	25.0
	2008-2009	21	24	17	28.0
	2009-2010	0	0	0	0.0
Mathematics	2007-2008	22	16	13	26.0
	2008-2009	14	16	19	29.0
	2009-2010	0	0	0	0.0
Science	2007-2008	8	15	15	30.0
	2008-2009	3	12	16	32.0
	2009-2010	0	0	0	0.0
History-Social Science	2007-2008	1	15	16	32.0
	2008-2009	4	5	22	35.0
	2009-2010	0	0	0	0.0

SHAFTER HIGH

Part III

School Climate

School Safety Plan

Shafter High School has taken measures to ensure the safety of all students and staff. The school safety plan is updated annually and approved by the Board of Trustees. We have an administrative team committed to the safety of our campus. Administrators are required to carry out responsibilities in the event of an emergency including the coordination of evacuation or lockdown procedures. In the event of an emergency the Principal, Assistant Principal of Instruction, Assistant Principal of Administration and the Dean of Students coordinate efforts to establish a command center and carry out SEMS and NEMS procedures. Local agencies have access to the school safety plan as well as the NEMS plan which include evacuation maps, safe ingress / egress, locations for utilities shut off, and fire alarm locations. The Dean of Students handles all discipline and attendance problems. The State of California provides the Educational Discipline Code that all KHSD students are obligated to follow. Clearly defined, school-wide cut and tardy policies are enforced by all staff. Appropriate measures (counseling, suspension, opportunity, expulsion and other options) are undertaken, when necessary, to assure the safety and security of all students. Five campus supervisors assist a full-time campus investigator in monitoring the safety of the campus. Parents are notified when their student violates a school rule, which can result in suspension. For lesser offenses, Shafter High offers a Saturday work program as well as an after school program.

Date School Safety Plan last reviewed: October 5, 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.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	46.00	72.00	85.00	51.00	42.00	37.00
Expulsions	9.00	4.00	0.00	6.00	5.00	6.00

SHAFTER HIGH**Part IV****School Facilities****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.

Shafter High School remains one of the safest and cleanest schools in the Kern High School District. In the Spring of 2008, a multi-million dollar modernization project was completed at Shafter High School. During this three year project, 38% of the campus was modernized. All together, sixteen new classrooms were added as well as a new cafeteria, two new student restrooms, and a new agricultural farm that includes a mechanics lab, animal husbandry lab, and hay barn. The total cost of the project was approximately twenty seven million dollars.

The campus as a whole includes 67 classrooms, school library, two gymnasiums, an auditorium, industrial arts complex, school farm, and the Administration Office. In addition the athletic facilities include a football stadium, baseball fields, tennis, handball, and outside basketball courts. The classrooms, auditorium, Administration offices, and all restroom facilities are cleaned and maintained on a daily basis.

Electrical infrastructure has been upgraded to accommodate expansion of network and Internet connection to all classrooms. A new irrigation system was recently upgraded for the school grounds and athletic fields. Heating and cooling units to classrooms and administration offices have been serviced and/or upgraded on needs-be basis. Classroom walls are insulated and acoustically designed to mute external noise. Fluorescent lighting in all classrooms exceeds lumen output requirements. The school randomly conducts fire and earthquake drills to monitor alarm functionality. Fire extinguishers and alarm boxes are serviced annually. The phone and intercom systems are upgraded on an as needs-be basis.

A competent and efficient custodial staff removes campus litter after each lunch period. Wastebaskets are emptied and chalk & white boards are cleaned at the end of each instructional day. The campus is kept "graffiti free" as a result of a KHSD

SHAFTER HIGH

Part IV

School Facilities

unit that services all sixteen campuses in the High School District.

Inspections by KHSD Safety Inspectors and Maintenance and Operations Department are conducted yearly. 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 and/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.

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 9th, 2010

Completion date of inspection form: September 9th, 2010

SHAFTER HIGH

Part V

Teachers

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.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	62	65	64	1505
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence	0	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.

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

SHAFTER 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.

Percent of Classes In Core Academic Subjects

Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Shafter High	98.5	1.2
All Schools in District	91.7	8.3
High-Poverty Schools in District	91	9
Low-Poverty Schools in District	92	8

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Part VI

Support Staff

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	311

Number of FTEs Assigned to School

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

SHAFTER HIGH**Part VII****Curriculum and Instructional Materials****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.

Shafter High's textbooks and instructional materials are on a rotational sequence with our Instructional Materials Funds. Over the past two years, Shafter High's has chosen district adopted text books that are consistent with the content and state curricular frameworks for the State of California.

Students that lose a textbook are sent to the library and a new book is checked-out to the student. The cost of the lost textbook is added to the student's debt by the finance clerk. Students may check out the new book with a student ID card or by obtaining a copy of their schedule from any school official or counselor. Textbooks are inventoried at the end of the school year by the textbook clerk. The librarian and the Assistant Principal of Instruction review the course request tally for the coming school year and text books are replaced or new orders are made to ensure that all students will have a textbook.

Science materials are also inventoried by teachers and department chair replaces any materials that are needed annually. Perishable science materials are ordered on an as needed basis through-out the school year.

Textbook Information

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

All students at Shafter High School have the textbooks and if lost or stolen they may check another textbook out.

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
English: Literature & language arts: 6th course: essentials of British and world literature Holt	2007
English: Literature & language arts: 4th course Holt	2007
English: Literature & Language arts: 3rd Course Holt 2003	2007
English: Literature & language arts: 5th course: essentials of American literature Holt	2007
Eng. ELD 1: EDGE-Fundamentals, Hampton Brown. n.d.	2008
Eng. ELD 1 : EDGE-Fundamentals, Hampton Brown. n.d.	2008
Eng. ELD 2 : EDGE- A, Hampton Brown, n.d.	2008
Eng. ELD 3 : EDGE-B, Hampton Brown, n.d.	2008
Eng. ELD 3 Adv.: EDGE-B, Hampton Brown, n.d.	2008
Eng. ELD 4 Gen.: EDGE-C, Hampton Brown, n.d.	2008
Literacy: Language!-A, Sopris West, 2005-2006	2008
CAHSEE: Measuring Up/Exit Level, Peoples Publishing	2008

History-Social Science

Textbook Title and/or Publisher	Adoption Year
History: Glencoe/McGraw, Economics: Principles and Practices, 1995	1995
History: Glencoe/McGraw-Hill, American Government: Principles and Practices, 1996	1996
History: McDougal Littell, The Americans: Reconstruction to the 21st Century, 2003	2003
History: MCDougal Littell, Modern World History: Patterns of Interaction, 1999, 2003	2003
History: American Civics Holt 1998	1998
History: Government in America-People, Politics and Policy Pearson/Longman 2004	2004

Mathematics

Textbook Title and/or Publisher	Adoption Year
Math: McDougal Littell, Algebra 2: An Integrated Approach, 1998	1998
Math: Freeman, the Practice of Statistics, 1999	1999
Math: Pearson Education, Consumer Mathematics, 2003	2003
Math: Houghton Mifflin, Pre-Calculus, 1997	1997
Math: Prentice Hall, Calculus: Graphical, Numerical, Algebraic, 2003	2003
Math: McDougal Littell, Algebra 1 Concepts and Skills 2001	2001
Math: McDougal Littell, Geometry Concepts and Skills 2003	2003
Math: McDougal Littell, Mathematics Concepts and Skills Course 2 2001	2001

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Part VII

Curriculum and
Instructional
Materials

Science

Textbook Title and/or Publisher	Adoption Year
Science: Glencoe/McGraw Hill, Science Level Blue, 2005	2005
Science: Delmar/Thomas, Science of Earth Systems, 2004	2004
Science: Holt, Rinehart and Winston, The Dynamics of Life, 1998	1998
Science: Glencoe/McGraw Hill, Physics: Principles and Problems, 1995	1995
Science: Prentice Hall, Chemistry: Connections to our Changing World 2002	2002
Science: Focus on Life Science, Prentice Hall 2001	2002
Biology: Concepts and Connections Benjamin Cummings 2003	2003
Biology Principles and Exploration, HRW 2001	2001
Chemistry Zumdahl Houghton Mifflin 1997	1997

Science Equipment

23	Sinks with water
5	Thermometers
35	Bunsen like burners
27	dissection kits
43	Light Microscopes
6	Dissecting Microscopes
6	Microscope Cameras
10	Lamps
10	DNA electro boxes
50	Dissection specimens
101	syringes

Other

Textbook Title and/or Publisher	Adoption Year
Health: Holt/Harcourt, Health 1994	2003
Spanish 1 P:Buen Viaje!: Spanish 1, Glencoe/McGraw Hill, 2000	2000
Spanish 2 P:Buen Viaje!: Spanish 2, Glencoe/McGraw Hill, 2000	2000
Spanish Speaking 1P:Heath, Dime! Pasaporte Al Mundo 21,1995	2000
Spanish Speaking 2P:Buen Viaje III, Glencoe/McGraw Hill, 2000	2000
Spanish 3P:Buen Viaje III, Glencoe/McGraw Hill, 2000	2000
Spanish 4 AP:Abriendo Paso: Gramatica, Heinle & Heinle/Prentice Hall, 2000	2000
Spanish 5 AP:Abriendo Purertas: Antologia de Literature en Espanol: Tomo 1, McDougal & Littell 2003	2000
el Espanol Para Nostros 2 McGraw-Hill 2006	2006

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Part VII

Curriculum and
Instructional
Materials**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: June 1st,
2009**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: 12/30/09

SHAFTER HIGH

Part VIII

School Finances

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.

Shafter High Expenditures Per Pupil

Type	Total
Supplemental (From Restricted Sources)	\$2,949
Basic (From Unrestricted Sources)	\$6,799
Total	\$9,747

Basic Expenditures vs. Teacher Salary Comparisons

Type	School	District		State	
Basic Expenditures	\$6,799	NA	NA	\$5,866	15.90%
Average Teacher Salary	\$71,987	\$73,268	-1.75%	\$70,728	1.78%

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

Types of Services Funded

Shafter High School receives special funding for Special Education, Title One, ELL, Carl Perkins, Tech Prep, Migrant Education. Title One, Special Education, Migrant, ELL and Carl Perkins are funded on an annual basis.

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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)	\$0	\$0
Average Principal Salary (Middle)	\$0	\$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**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).

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%	28%	34%	32%	37%	40%	46%	50%	52%
Mathematics	13%	17%	15%	14%	18%	19%	43%	46%	48%
Science	22%	33%	32%	35%	43%	47%	46%	50%	54%
History-Social Science	34%	33%	45%	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	50.00%	8.00%		
American Indian				
Asian	0.00%	0.00%	0.00%	
Filipino				
Hispanic or Latino	31.00%	14.00%	29.00%	43.00%
Pacific Islander				
White	50.00%	25.00%	49.00%	55.00%
Male	28.00%	16.00%	33.00%	47.00%
Female	39.00%	15.00%	31.00%	42.00%
Socioeconomically Disadvantaged	31.00%	14.00%	27.00%	42.00%
English Learner	8.00%	7.00%	9.00%	13.00%
Disabilities	11.00%	12.00%	6.00%	3.00%
Students Receiving Migrant Education Services	27.00%	14.00%	17.00%	40.00%

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 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.

SHAFTER HIGH

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.

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	35.00%	35.00%	36.00%	50.00%	50.00%	51.00%	53.00%	53.00%	54.00%
Mathematics	43.00%	43.00%	40.00%	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.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	64.00%	19.00%	17.00%	60.00%	30.00%	10.00%
African American						
American Indian or Alaska Native						
Asian	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Filipino						
Hispanic or Latino	67.00%	18.00%	16.00%	61.00%	29.00%	10.00%
Pacific Islander						
White (not Hispanic)	48.00%	30.00%	23.00%	55.00%	35.00%	10.00%
Male	69.00%	18.00%	13.00%	61.00%	29.00%	9.00%
Female	59.00%	20.00%	22.00%	59.00%	30.00%	11.00%
Economically Disadvantaged	67.00%	17.00%	16.00%	63.00%	29.00%	9.00%
English Learners	70.00%	16.00%	14.00%	62.00%	29.00%	9.00%
Students with Disabilities	100.00%	0.00%	0.00%	94.70%	5.30%	0.00%
Students Receiving Migrant Education Services	87.50%	6.20%	6.20%	75.00%	21.90%	3.10%

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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.

Percent of Students Meeting Healthy Fitness Zones

Grade Level	4 of 6 Students	5 of 6 Students	6 of 6 Students
5			
7			
9	12.2	24.20	49.90

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Part X

Accountability

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.

API Rank	2007	2008	2009
Statewide	3	3	2
Similar Schools	7	6	3

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.

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Part X

Accountability

Actual API Change

Group	2007-08	2008-09	2009-10
All Students in the School	14	-6	41
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	16	-4	46
Pacific Islander			
White (not Hispanic)	26	-19	17
Socioeconomically Disadvantaged	20	-4	45
English Learners	1	5	65
Students with Disabilities			

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	690	708	767
African American		652	686
American Indian or Alaska Native		731	728
Asian		844	890
Filipino		842	851
Hispanic or Latino	679	674	715
Pacific Islander			753
White (not Hispanic)	772	770	838
Two or More Races		703	808
Socioeconomically Disadvantaged	675	663	712
English Learners	663	646	692
Students with Disabilities		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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Part X

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.

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	No	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 5	Year 3
Number of Schools Currently in Program Improvement	n/a	16
Percent of Schools Currently in Program Improvement	n/a	67

SHAFTER HIGH

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
Shafter High	2006-2007	4.0	83.77
	2007-2008	5.0	77.0
	2008-2009	5.0	77.0
District	2006-2007	5.0	75.0
	2007-2008	5.0	77.0
	2008-2009	5.0	77.0
State	2006-2007	4.0	81.0
	2007-2008	4.0	80.0
	2008-2009	4.0	80.0

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Part XI

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.

Graduating Class of 2009

Group	School	District	State
All Students	86.8	67	78.6
African American	.01	58	6.8
American Indian or Alaska Native	.01	.62	.75
Asian	.01	78	10
Filipino	NA	NA	3.3
Hispanic or Latino	82.3	63	41
Pacific Islander	NA	NA	.67
White (not Hispanic)	16	75	36
Socioeconomically Disadvantaged	82	60	NA
English Learners	86	52	NA
Students with Disabilities	40	16.75	NA

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 campus, attend the Nursing Assistant ROC program during their senior year and

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Part XI

School Completion
and Postsecondary
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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.

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. In addition, the District has added resources to further improve and expand CTE offerings.

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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	1124
Percent of pupils completing a CTE program and earning a high school diploma	20%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	60
Graduates Who Completed All Courses Required for UC/CSU Admission	22

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.

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Computer Science		n/a
English	1	n/a
Fine and Performing Arts		n/a
Foreign Language	2	n/a
Mathematics	2	n/a
Science	1	n/a
Social Science	2	n/a
All courses	8	2.3

SHAFTER HIGH

Part XII

Instructional
Planning and
Scheduling**Professional Development**

Shafter High School's principal and assistant principal of curriculum have both completed all modules and practicum hours of AB430 principals' training. The assistant principal of administration is currently participating in AB430 training. Module 1: Leadership and Support of Student Instructional Program include 40 hours of content training and 40 hours of Practicum. This module:

- Focuses on familiarizing administrators with the standards-based textbook programs in English Language Arts or reading intervention and mathematics being used in classrooms
- Emphasizes tools and information to assist administrators in monitoring the delivery of instruction and student progress toward mastery of standards.

AB466 is the teacher professional development component of California's school reform effort. AB466 training is specifically designed to provide teachers with in-depth training on their adopted curricular materials in mathematics and English language arts in the context of California content standards and frameworks. The Kern High School District has not selected one English Language Arts textbook but has selected a reading intervention curriculum – Language! third edition. Students in both 9th and 10th grade are identified for reading intervention based on reading scores from 8th grade and the English Literacy 1 class. These students are enrolled in English Literacy classes. These classes use Language! as the intervention/remediation curriculum. The teachers who teach the Literacy classes participate in five days of Language! training as required by AB 466. At this time all teachers at Shafter High School who teach the Literacy courses have been trained in the Language! curriculum.

At this time the Kern High School District uses the state approved Algebra 1 and remedial mathematics textbooks (McDougal Littell, Algebra 1 Concepts and Skills and McDougal Littell, Mathematics Concepts and Skills Courses 1 and 2). Most Shafter High teachers that teach Algebra 1, Foundations of Mathematics 1 and Foundations of Mathematics 2 have received AB 466 professional development materials based training. The training is only offered once a year and if teachers leave the school or district newly hired teachers may not receive the official training until the following year. However, each site has several teachers that have been trained and work with any newly hired teachers. Sites follow a district-wide pacing guide that prepares students for the district benchmark assessments for these courses. At this time about two-thirds of the math teachers have received AB 466 training for the mathematics curriculum.

The Kern High School District provides many opportunities for professional development. The district publishes a staff development calendar which is available in the public folders in Outlook. Teachers may participate in these staff development opportunities as well as those offered through the Kern High School District's approved BTSA program.

In addition, teachers may participate in eighteen hours of paid staff development

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Part XII

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offered through 1) California Instructional Time and Staff Development Reform Program, 2) the Kern High School District Instruction Division Staff Development Day and 3) Title II Guidelines. Likewise, teachers may also participate in Title I funded staff development that is on-going and systemic. Each school site must submit a staff development plan to the Office of Instruction at the Kern High School District and have the school site council approve the six hours of staff development for the California Instructional Time and Staff Development Reform Program. Each department submits its staff development needs that are incorporated into the overall plan that is submitted to the Office of Instruction.

Shafter High along with all other schools in the Kern High School District participates in the Performance Assessment Model. This model is research based and relies heavily on “Data Driven Decision Making.” As “Data Teams” review and analyze student performance data, curricular needs surface as well as the need for implementing a variety of instructional strategies. These identified staff development needs influence the kinds of professional development that is provided for teachers. Using the Performance Assessment Model, teachers have identified power standards, unwrapped standards, identified the big ideas and essential questions, and created performance and benchmark assessments with pacing guides. Furthermore, each school-site has a Professional Development Leader (PDL) or leaders who serve as facilitators for Data Teams. These facilitators provide assistance where needed for data teams and ensure that Data Teams are trained and function according to the Performance Assessment Model.

Over the last two years there has been influx of trainings surrounding PLC's. The Kern High School District has trained the majority of its teachers in Common Formative Assessments and has begun the process in training all of its teachers and administrators in creating and sustaining PLCS.

Professional Development Days

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

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

- 2007-08: 4
- 2008-09: 4
- 2009-10: 4