

Kern Workforce 2000



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 SARC Web page at <http://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.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://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.

II. About This School

Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
School Name	Kern Workforce 2000	District Name	Kern Union High
Street	5801 Sundale Ave	Phone Number	661-827-3100
City, State, Zip	Bakersfield, CA, 93309	Web Site	www.khsd.k12.ca.us
Phone Number	661-827-3100	Superintendent	Dr. Don Carter
Principal	Fuchsia Ward	E-mail Address	dcarter@khsd.k12.ca.us
E-mail Address	fuchsia_ward@kernhigh.org	CDS Code	1-563529-1530435

School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

Mission & Charter

KERN WORKFORCE 2000 ACADEMY *A Kern High School District Charter School*



PHILOSOPHY AND PROGRAM OUTLINE

The philosophy of the Kern Workforce 2000 Academy (KW2000A) is best described by Carl D. Glickman in *Renewing American Schools*; any successful organization has a set of core beliefs, a covenant that holds its members together and gives them common direction. Taking this insight one step further, if a school is to be successful, it must have a covenant relationship to the community as a whole. It must be a means by which the community and its youth reach out to a commonly desired future. At the heart of KW2000A is the belief that this community wants all of its youth to succeed and wants to assist them in gaining the skills needed for success in an increasingly competitive world. Along side this faith in our community is a corresponding faith in our youth. This charter is based on the belief that, given the opportunity, many who are out of school by virtue of previous choice and circumstance will now choose to complete their education and acquire necessary preparation for the competitive world which we live in. KW2000A is a means by which the Kern High School District, the community which it serves, and the youth within this community can affirm a basic commitment to each other.

The goal of KW2000A is to recover, retain, serve and graduate high risk out-of-school high school age youth using current facilities, particularly at off-peak hours. In an increasingly demanding job market, non-high school graduates are more and more limited and their ability to contribute to a prosperous future for us all is correspondingly constrained. KW2000A will have as its charge reaching out to at-risk and out-of-school youth between the ages of 14 and 19 and offering them opportunities to continue to move towards a learning-enabled, technologically literate future.

Without endorsing the choices these young people have made in the past, it behooves us to invite them to make the right choices for a future that we share with them. There are a number of significant groups represented among those at-risk and/or out-of-school. Many of those who would clearly benefit from the KW2000A effort fall into one or more of the following categories:

- ➡ Out-of-school single mothers. Kern County has one of the highest rates of teenage pregnancy in California.

- ➡ Those who have dropped out for economic reasons, particularly those who are working illegally prior to their eighteenth birthday. High poverty and unemployment rates in the Kern High School District service area place economic strains on families which may result in students leaving school.
- ➡ English Language Learners (ELL) students are clearly included in each of the above groups. KW2000A will make special efforts to ensure that the needs of those students are addressed in its retention and recovery efforts.
- ➡ A large number of families in our attendance area have chosen to home school their children; a significant number of these parents often lack the academic expertise necessary to teach high school subject matter.

Conditions, such as those described above, make it difficult or impossible for these students to continue their formal education. Daycare, which would allow a young mother to stay in school full-time, is beyond the reach of most of these young women. The work hours of those who have dropped out of school for economic reasons are rarely synchronized with school hours. The state education code virtually forces schools to exclude those students who can not attend full-time. It requires a minimum of 240 minutes/day of attendance in order for schools to collect attendance apportionment for students. Independent study, in which students do a full week's worth of work at home and come in for an hour each week to review these assignments with an instructor, demands a level of study skills and self-discipline which experience has shown many young people do not possess. Adult education is organized in a fashion which is far more in tune with the living situation of many of these students. As a society, we recognize that adults may or may not be able to attend school full time and that some adults will finish their education more quickly than others. Unfortunately, we have had to tell many out-of-school youth who find themselves in adult situations, that they must put their education 'on-hold' until they turn 18 and can be accommodated by adult education.

KW2000A is intended to recover and serve out-of-school youth and to provide a safety net for those who are at risk of dropping out of school. KW2000A shall not operate in such a way as to impair the functioning of existing Kern High School District programs and schools.

KW2000A classes will offer an educational program leading to a high school diploma. The program will allow young mothers to attend at times when they might be able to draw upon their families and friends for daycare. Extending this opportunity will challenge the families, the friends, and the communities of young out-of-school mothers to provide the childcare needed for these students to continue their education. Late afternoon and evening classes will be offered four days per week and some Saturdays. These classes will be offered along the lines of the current adult school model, a model with broad acceptance in the community. Each class will be a minimum of 180 minutes in length requiring students to enroll in two classes for a

total of 360 minutes per day four days per week. While not every class will be open entry, the program will be run on an open entry basis with regular entry points and with the individual student's enrollment date taken as the start of his or her attendance/apportionment year.

RESOURCE ALLOCATION

KW2000A student enrollment and average daily attendance (ADA) will be sufficient to pay its personnel costs (salary and benefits), instructional supplies, district administrative and oversight costs, contribute towards the upkeep of instructional materials, equipment, instructional technology and facilities which it uses. KW2000A and other Kern High School District programs shall operate in concert to best serve the District, community, and its youth. KW2000A and existing programs, including Bakersfield Adult School, will share resources to better serve the educational needs of youth and adults. Acquisition and placement of technology resources shall be done in such a way as to increase the ability of existing schools and programs to serve their constituencies as well as to provide facilities for enhancing and enriching the instruction available to students involved in KW2000A. KW2000A will pay fair share costs towards the use of Kern High School District facilities and services. In doing so, it will benefit all students in the District by allowing fixed costs to be amortized over a larger enrollment base.

PRINCIPLES OF LEARNING

KW2000A will use established methods of instructions currently in use by the district's traditional high schools, continuation schools, and Bakersfield Adult School. The staff will also work on honing these approaches and infusing technology into them along the lines of the following principles:

- ➤ Learning should be an active process that demands full student participation and pedagogically valid work. Students need to make choices, accept responsibility, and become self-directed.
- Learning should be goal-oriented and connected to the real world, so that students understand the applications of what they learn in school to their outside lives and communities.
- Learning should be measurable, diagnostic, and reflective; providing continuous feedback to students and parents. It should encourage students and train them in self-evaluation. Assessments should be used as a tool to develop better teaching and learning strategies.
- More students than ever before need to be educated to higher levels so that they can compete successfully in the increasingly technological job market and participate in our democratic system. Schools must prepare students who know how to gather, organize, and analyze information and then apply it to solving a

problem. Industry expects graduates who can work collaboratively with others in this arena.

PROGRAM EMPHASIS, ADMISSION, AND TARGET POPULATION

KW2000A will be a special program within the Kern High School District. It is not intended to be a comprehensive high school offering services to all students. Special Education services for KW2000A students will only be offered at the Ruggenberg Career Center. Traditional school-day retention programs such as those offered by opportunity, independent study, and continuation schools do not fall within the mission of KW2000A. Students who would benefit from or who desire those programs will be referred to appropriate district sites. KW2000A and other Kern High School District programs shall operate in concert to best serve the District community and its youth and will share resources to better serve the educational needs of youth and adults. KW2000A Governance Council and staff will prepare a yearly program prospectus detailing:

1. anticipated modes of program delivery
2. anticipated sites where instruction will take place
3. anticipated staffing profile
4. anticipated budget priorities and program initiatives
5. areas in which Kern Workforce 2000 Academy will contract for services with the Kern High School District.

All services will be contracted for from the Kern High School District on a fair-share basis derived by determining a per ADA cost for District services and multiplying this cost by the ADA served in KW2000A.

Student participation in inter-scholastic athletics, performing vocal or instrumental programs, or other like activities associated with the comprehensive high school will not be available to students in KW2000A. No student will be denied admission on the basis of physical handicap, gender, place of residence, or racial or ethnic origin. KW2000A will be non-sectarian and will not charge tuition. The primary criteria for admission will be made through the media, through contact with youth-oriented community agencies, and through the other programs of Kern High School District.

CURRICULUM, DIPLOMAS, AND CERTIFICATES OF COMPETENCY

Strong academic preparation is essential for preparing students for a future of lifelong learning, an economic future of "learn to earn." All students will be required to complete a rigorous program equivalent to that offered at the comprehensive schools sites in core academic areas of English, math, science and social studies. Efforts to

develop infused curriculum approaches incorporating academic disciplines in career-oriented, hands-on activities will be encouraged and funded through course development stipends. The involvement of certificated, subject-area credentialed teacher leaders will ensure that any such efforts be pursued with curricular integrity. All students will be responsible for meeting the KHSD graduation requirements. KW2000A will participate in the state standardized testing program. A total of 220 units will be required for graduation. With the concurrence of the principals of individual Kern High School District campuses, KW2000A will offer students the option of earning their diplomas from their original high school. This would allow students who have had to drop out of regular school programs the ability to see their work with the KW2000A as an organic continuation of what they had begun at their original high school and would be a significant motivation for students to continue to make progress towards their diplomas. Students without an original high school identity would earn a "Kern High School District" diploma.

ACHIEVEMENT & EVALUATION

Students enrolled in the program will make progress towards graduation in terms of earning credits in both required and elective courses. The KHSD graduation requirements will be the templates for KW2000A students. The KW2000A School Site Committee will work with Academy staff, business, industry, and community groups as well as with the school site instructional leadership of the District in reviewing assessment requirements. The instructional staff of the school through the KW2000A School Site Committee will determine means of assessing student mastery of the curriculum included in the State Standards for the various subject areas of English, math, science, social studies and other areas offered within the curriculum. KW2000A will participate in state assessment testing programs applicable to regular high school students. Other means of assessment may include portfolios of work and other measurements as the KW2000A School Site Committee deems appropriate. .

STAFFING: QUALIFICATIONS, EVALUATION, & COMPENSATION

All administrative and teaching staff will be required to hold the appropriate, valid California credential for their assigned positions. KW2000A shall contract with the Kern High School District Personnel Department for all services relating to hiring personnel. All KW2000A teachers will be hired through the Kern High School District Personnel Department according to all applicable laws and current practice in the Kern High School District. All instructors shall be hired on a part-time basis along the lines of current adult school practice. Preference in such employment will be given to Kern High School District teachers. Part-time instructors will be compensated at the Bakersfield Adult School hourly rate. Any teacher from within the district may apply for employment in KW2000A.

The issue of return from service in KW2000A to a regular position in Kern High School

District is not relevant under this charter; all instructors in KW2000A will be concurrently teaching in Kern High School District regular programs or in other public school positions. Participation in evening or Saturday employment by certificated staff currently working at other school sites will not affect the job security of that staff member in the Kern High School District. The existing Bakersfield Adult School practice of evaluating the enrollment level of each class to determine whether that class should continue or be dropped will be followed in KW2000A.

KW2000A shall fund one full-time administrative position to be compensated according to placement on the Kern High School District administrative pay scale. Such compensation shall include all benefit packages currently available to other administrators in the District. Administrative sick leave and vacation will continue to accrue regardless of movement between the District and KW2000A. Part-time administrators may be hired to supervise evening and Saturday programs where necessary and will be compensated at a rate equivalent to current Bakersfield Adult School practice.

KW2000A will contract with existing Kern High School District programs for classified services.

The template for evaluation of KW2000A staff will be current practice in Kern High School District.

ENSURING HEALTH AND SAFETY

All KW2000A employees will be required to meet the normal Kern High School District requirements for hiring as they relate to issues of health and safety. Except as recommended by the KW2000AGC instruction and approved by the Kern High School District Board, all instruction will take place at sites which comply with Field Act requirements as set for school buildings or meet the waiver requirements of the State Allocation Board. All students will be required to agree to abide by the student discipline code of the Kern High School District as required of all other students. Additional behavior policies may be implemented as determined by the KW2000AGC and confirmed by the Kern High School District Board.

RACIAL/ETHNIC BALANCE

KW2000A will not restrict enrollment on a racial or ethnic basis and will make outreach efforts towards all significant racial and ethnic groups. Based on the overall racial and ethnic profile of student dropouts and of recovered students in the Kern High School District, the program as a whole should not exceed the 70% total minority enrollment guideline for determining racial isolation at Kern High School District sites. If the program does exceed these parameters, KW2000AGC will make a report to the Kern High School District Board on efforts which have been made

towards outreach throughout the community to bring the benefits of this program to the full spectrum of students needing them.

FINANCIAL AND PROGRAM REVIEW AND OTHER SERVICES

KW2000A will contract with the Kern High School District for services including, but not limited to, budgeting, an annual financial audit, payroll services, maintenance and operations, and instructional resources that are provided for the regular schools in the district. KW2000A will also contract with Kern High School District for services to insure a safe, healthy, and secure working environment. The Kern High School District Office of Research and Development will assist, under contract, with necessary evaluations of programs as needed according to the charter or as determined essential by the KW2000AGC and Kern High School District Board of Trustees.

STUDENT CONTROL

KW2000A will provide appropriate security and supervision to insure that its classes are conducted in a safe and controlled setting. The Kern High School District's policy on drugs, weapons, and other discipline issues will constitute the student control template for KW2000A. KW2000A will have a zero tolerance policy on drugs, weapons, and serious or ongoing disruption. Any violation of the current Kern High School District policy on drugs or weapons will be an expellable offense handled under the current District policy for comprehensive and continuation campuses (see addendum, Kern High School District expulsion policy). Serious or ongoing disruption shall be handled by referring the student to on-site supervisors for counseling and, if necessary, suspending attendance privileges for that student. The KW2000AGC will review discipline and control procedures for appropriate modification.

ATTENDANCE ALTERNATIVES

Students who find that they prefer not to remain enrolled in KW2000A once they are enrolled have various alternatives:

1. Returning to their regular school of attendance, if they are eligible to do so.
2. Attending Bakersfield Adult School if they are beyond the expected age of graduation as defined by their regular school of attendance or if they are beyond KW2000A stipulated age of attendance, 14 through 19. Students who were 19 at the start of their attendance year may finish out that year before transitioning to Bakersfield Adult School.
3. Attending Kern High School District independent study programs under referral from the regular school of attendance.

No student will be involuntarily transferred to KW2000A.

LIABILITY

Employees assigned to the charter school shall be covered by liability insurance pursuant to E.C. 35208.

TERM

This charter shall commence 7/1/10 and end 6/30/15. Upon the recommendations of the KW2000AGC this charter may be recommended to the KHSD Board of Trustees for successive two-year terms.

TERMINATION

This charter may be cancelled at any time by the Kern High School District Board of Trustees, or by a vote of 66% of the KW2000AGC. On request of the Kern High Faculty Association or upon recommendation of the Superintendent, the Board of Trustees will terminate the charter at the end of the second year of operation.

AMENDMENTS

Amendments to this charter for legal compliance shall be recommended by the Kern Workforce 2000 Academy Governance Council to the Kern High Faculty Association and KHSD Board of Trustees for approval. Any amendments which relate to pay or terms and conditions of employment shall be subject, in addition, to negotiations with the Kern High School Faculty Association.

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Fuchsia Ward

Contact Person Phone Number: 661-827-3100

GOVERNANCE STRUCTURE

KW2000A, as a community effort to extend the range of educational opportunities and improve the effectiveness of overall education in the area, must have a governance structure which gives voice to all with a stake in this effort. The Kern High School District Board shall in all cases retain oversight and control over KW2000A. Subject to board review and approval, governance shall be the function of a Kern Workforce 2000 Academy Governance Council (KW2000AGC) reflecting not only the commitment of teachers, administrators, and parents involved in the KW2000A, but also the commitment of District administration and of the community of teaching professionals within the Kern High School District.

The day-to-day operation of KW2000A will be under the administrative direction of a

director selected through standard Kern High School District administrative hiring procedures. The KW2000A director shall formulate program direction and budget plans with the agreement of the KW2000AGC consisting of the director and seven members with each member serving a one-year renewable term. Implementation of such program direction and budget plans is subject to the majority approval of the KW2000AGC. This council will consist of the following members each of whom shall be given one vote on the KW2000AGC:

➤ The Director

➤ Four teachers selected by the Kern High Faculty Association, from the Kern High School District staff with preference given to KW2000A teachers.

➤ One parent representative nominated by the director and approved by the Kern High School District. Two community representatives nominated by the Director and approved by the Kern High School District.

The KW2000AGC will meet on a monthly basis to discuss and approve curriculum priorities and development projects, assessment procedures, budget priorities, marketing of and recruitment for the program, regulations regarding student control and behavior, community complaints, working conditions, utilization of instructional resources and avenues of liaison with the community and with various institutions of higher education. The KW2000A will provide substitute teachers for the purpose of attending KW2000AGC meetings as necessary. Special meetings of the KW2000AGC may be called by the director or a majority of the KW2000AGC. In addition to the program prospectus discussed previously, the Council will present an annual programmatic audit to the Kern High School District Board of Trustees. This shall include major program initiatives, budget reports and projections, and reports on the progress of students in the program as measured by various tests, by attendance and dropout rates, and by other means as deemed appropriate. The Kern High School District will hold harmless members of the KW2000AGC for actions taken while carrying out the duties of the KW2000AGC. In the case of deadlock on the KW2000AGC or if the Director feels that a KW2000AGC decision is contrary to the best interests of the constituencies served by KW2000A, the Director may take the issue to a panel composed of the superintendent or designee and the KW2000A president or designee who may break the deadlock or reverse the decision if the panel votes 2-0 to do so.

Kern Workforce 2000 Academy Governance Council Members will receive an annual \$1000 stipend for serving on Kern Workforce 2000 Academy Governance Structure. Such stipends shall be adjusted annually commensurate with other Kern High School District stipends.

Student Enrollment by Grade Level (School Year 2009-10)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	128
Grade 5	0	Grade 12	360
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	488

Student Enrollment by Group (School Year 2009-10)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	6.97%	White (not Hispanic)	10.66%
American Indian or Alaska Native	1.64%	Multiple or No Response	0.41%
Asian	0.61%	Socioeconomically Disadvantaged	69.67%
Filipino	0%	English Learners	20.08%
Hispanic or Latino	79.71%	Students with Disabilities	0.20%
Pacific Islander	0%	n/a	n/a

Average Class Size and Class Size Distribution (Secondary)

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).

Subject	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	Varies by School Site											
Mathematics	Varies by School Site											
Science	Varies by School Site											
Social Science	Varies by School Site											

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

Schools are obligated to review and report on the status of their School Safety Plan every year. Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter. Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan.

Each school site provides a safe, secure and comfortable climate. Kern High School District discipline policies are followed. Students must maintain regular daily attendance in all classes. Parents and students receive a detailed explanation of the expectations and sign. The Orientation program assists new students in developing good habits, understanding the ways to be successful at school, and ways to avoid problems in class and on campus. The administrator and the teachers supervise disciplinary and attendance actions. All staff members help students deal with anger and frustration and reinforce good decisions and good character with recognition. An officer of the Kern High School District Police department is on campus as needed for citations or investigations. Tobacco violations are cited. Parents are contacted when students have discipline problems. KHSD has a zero tolerance policy for drugs, weapons and fighting; violations result in removal from the program. The Comprehensive School Safety Plan is available at the school for parent reference. Students understand what is expected of them and how to achieve success.

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	0%	2.7%	0%	51.0%	41.7%	0%
Expulsions	0%	2.1%	0%	5.7%	5.4%	0%

Date School Safety Plan last reviewed: 9/30/2010

IV. School Facilities

School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, and at the district office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

The age of the school buildings is all dependent on the school site in which the student is attending. For an exact answer contact the individual school site.

School Grounds:

The school grounds are patrolled by a KHSD police officer and school security.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The Site Administrator works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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 0.5% of the District's General Fund Budget.

Planned Improvement

The overall physical condition of each school site is in good maintenance and repair. For detailed information on the planned improvement contact each individual school site.

School Facility Good Repair Status (School Year 2009-10)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2009-10)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary		X		

Date of inspection: differs by school site

Completion date of inspection form: differs by school site

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 DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	Varies by Session	Varies by Session	Varies by Session	1556
Without Full Credential	Varies by Session	Varies by Session	Varies by Session	0
Teaching Outside Subject Area of Competence				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	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District	96.2%	3.8%
High-Poverty Schools in District	95.4%	4.6%
Low-Poverty Schools in District	97.2%	3.8%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	Varies by School Site	Varies by School Site
Library Media Teacher (Librarian)	Varies by School Site	Varies by School Site
Library Media Services Staff (paraprofessional)	Varies by School Site	Varies by School Site
Psychologist	Varies by School Site	Varies by School Site
Social Worker	Varies by School Site	Varies by School Site
Nurse/a	Varies by School Site	Varies by School Site
Speech/Language/Hearing Specialist	Varies by School Site	Varies by School Site
Resource Specialist (non-teaching)	Varies by School Site	Varies by School Site
Other	Varies by School Site	Varies by School Site

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2009-10)

Textbook Information

This section provides 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 non-adopted textbooks or instructional materials.

It is the KHSD policy that all courses taught will use Board approved and standards-based instructional materials to provide instruction in alignment with approved courses of study. KHSD Courses of Study are appropriate for all student groups for which they are approved. Each course of study specifies the appropriate instructional materials to be used. The majority of the course work is done during the regular school day. However, if a student needs to check-out a book all he/she would need to do is notify the teacher about the check-out procedure. Title I provides supplementary materials to be specifically appropriate for Title I students.

All core texts are standards-aligned and Kern High School District board approved. Common district textbooks for Social Studies, Science, and English may be forthcoming (they are already available in Math Foundations, Algebra, and Government) but current core texts adequately support the instructional program. The Supplemental materials are both print and software based through Internet-connected classroom computers. To support these programs, computer research-based tutorial programs with specific assessments designed to improve students' learning in a variety of subject areas.

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

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. All textbooks are district adopted and vary by school site.

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

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
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: 8/14/2010

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

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 at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. However, Kern Workforce uses the Kern High School District's average salary because our teachers vary by session at the 6 different school sites. Teachers are paid on the Bakersfield Adult School hourly rate for hours worked.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$6868.67	\$338.79	\$6530	\$65252
District	N/A	N/A	\$9109	\$65252
Percent Difference – School Site and District	N/A	N/A	-39.49%	0%
State	N/A	N/A	\$8452	\$67932
Percent Difference – School Site and State	N/A	N/A	7.21%	-4.11%

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

KW2000A does not receive Title 1 funding.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

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. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at

<http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$43597	\$43096
Mid-Range Teacher Salary	\$62567	\$70018
Highest Teacher Salary	\$93470	\$89675
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	\$113589	\$128615
Superintendent Salary	\$237158	\$204469
Percent of Budget for Teacher Salaries	0%	0%
Percent of Budget for Administrative Salaries	0%	0%

IX. Student Performance

California Standards Tests

The California Standards Tests (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 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 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.

CST 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	2%	3%	3.7%	32%	37%	40%	46%	50%	52%
Mathematics	2%	3%	6.1%	14%	18%	19%	43%	46%	48%
Science	*	*	8.41%	35%	43%	47%	46%	50%	54%
History-Social Science	4%	4%	5%	26%	32%	39%	36%	41%	44%

CST 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.

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	0%	*	*	0%
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	4%	6%	7.85%	4%
Pacific Islander	*	*	*	*
White (not Hispanic)	5%	*	*	20%
Male	5%	7%	13.27%	9%
Female	3%	5%	3.64%	1%
Economically Disadvantaged	4%	5%	7.69%	6%
English Learners	0%	0%	*	3%
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts 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	*	*	*	49.8%	49.5%	51%	52.9%	52.0%	54%
Mathematics	*	*	*	48.0%	51.3%	53%	51.3%	53.3%	53%

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six 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 at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 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.

Grade Level	Percent of Students Meeting Fitness Standards
5	--
7	--
9	--

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 API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2*	1*	1*
Similar Schools	N/A	N/A	N/A

API Changes 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, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2009-10
All Students at the School	-36	-132	54	499
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino			443	494
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged			453	495
English Learners				
Students with Disabilities				

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 English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and 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 AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2009-10)

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	N/A	NO
Participation Rate - Mathematics	N/A	Yes
Percent Proficient - English-Language Arts	NO	NO
Percent Proficient - Mathematics	NO	NO
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2009-10)

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 (English-language arts 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 AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	District
Program Improvement Status	In PI
First Year of Program Improvement	2004-2005
Year in Program Improvement	Year 3
Number of Schools Currently in Program Improvement	16
Percent of Schools Currently in Program Improvement	67

XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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 University of California Web site at <http://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 site at <http://www.calstate.edu/admission/>.

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 is 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 DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	60.8%	44.0%	45.9%	5%	5%	5%	4%	4%	4%
Graduation Rate	13%	32.2%	38.3%	75%	77%	77%	81%	80%	80%

Completion of High School Graduation Requirements (2008-09)

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	School	District	State
All Students	114	6658	n/a
African American	8	427	n/a
American Indian or Alaska Native	0	61	n/a
Asian	1	210	n/a
Filipino	0	72	n/a
Latino	92	3492	n/a
Pacific Islander	0	17	n/a
White	13	2379	n/a
Socioeconomically Disadvantaged	99	3719	n/a
English Learners	17	2476	n/a
Students with Disabilities	0	160	n/a

Career Technical Education Programs (School Year 2009-10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

The Kern High School District's 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.

Career Technical Education Participation (School Year 2008-09)

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

Measure	CTE Program Participation
Number of pupils participating in CTE	557
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	--%

Courses for University of California and/or California State University Admission (School Year 2008-09)

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 DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

Advanced Placement Courses (School Year 2009-10)

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 DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		
English		
Fine and Performing Arts		
Foreign Language		
Mathematics		
Science		
Social Science		
All Courses		

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

The Kern High School District provides many opportunities for professional staff development. Classes are provided for all staff members in computer technology proficiencies. On going training is provided for all teachers to support the Title 1 goals and services. Teachers are trained in a variety of programs designed to improve student's reading levels. New teachers are participants in the BTSA program. Administrators participate in an extensive training program through the KHSD HRD program. The Kern County Superintendent of Schools office provides numerous professional development programs for teachers. Teachers have 4 days of staff development training made available by KHSD and the state. PAR provides other hours of staff development training. KHSD is providing several trainings for the new EDUSOFT program that is used for district benchmark measures and to assist our data teams with pre and post student learning data. The KHSD also has created and maintains a large electronic database, Kern Learn, of support curriculum and provides Data Team training for all staff members. Monthly staff meetings are schedule to update teachers on our curriculum issues and changes in the district. Speakers and presenters, in-house and external, provide for in-service training during these days.

Professional Development Days

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

	Instructional Days With At Least 180 Instructional Minutes		
	2007-08	2008-09	2009-10
Annual number of school days dedicated to staff development	3	3	3